

Systems Portfolio
North Dakota State College of Science

11/29/2018



AQIP

Systems Portfolio - Dashboard

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Total Word Count: 39999

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North Dakota State College of Science

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Introduction

INTRODUCTION

The North Dakota State College of Science ("NDSCS", "College") is a comprehensive, public, two-year institution, provided for by the North Dakota Constitution. Fulfilling its mission since 1903, NDSCS is the nation's second oldest two-year college. 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 allows students to live on-campus in residence halls, and offers students the opportunity to participate in music, drama, varsity athletics, student government, and other activities that typically mirror the culture of a four-year institution.

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.

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

Values

- **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.

People

NDSCS is one of 11 institutions of higher education in the North Dakota University System (NDUS) (five two-year colleges, four regional colleges, two research universities), reporting to a Chancellor and governed by a seven citizen member State Board of Higher Education (SBHE).

NDSCS current student enrollment is 2,957 (43.3% Wahpeton, 8.1% Fargo, 5.9% Online, 14.5% Hybrid, 28.2% Early Entry/Dual Credit). Just under half (48.73%) are enrolled in Career and Technical programs, 16.4% in Liberal Arts (transfer) programs, and 34.87% are non-degree. Fifty-five percent identify as men and 45% as women and 17.3% identify as other than white. Seventy-one percent of students are from North Dakota (representing 46 of the 53 North Dakota Counties), the remaining are from 32 states, and 8 countries. Most students are 24 years of age or younger (84.6%) and 53.7% attend full-time; while only 26% have high financial need (Pell-eligible). During the 2017-2018 fiscal year, TrainND SE, the College's workforce training division, enrolled 1,162 duplicated and 708 unduplicated student and served 172 businesses.

NDSCS has 269 full-time employees (104 full-time faculty, 12 administration/management, 153 full-time support staff) and 586 part-time/temporary employees. The Employee Quality Standards and LIFE Values guide all employee expectations in the areas such as leadership, learning, communication, customer experience, and professionalism. Together, all employees are expected to uphold the EQS and are evaluated on them annually.

Academic & Co-curricular Offerings



The College offers various awards to meet the needs of students including: Associate Degrees in Arts and Science, Associate in Applied Science Degree, diplomas, and certificates.

- Certificate of Completion (15 credit hours or less)
- Certificate (16 career-technical credit hours, 3-5 general education credits)
- Associate in Applied Science Degree (64 credit hours, 18 general education credits, in a career technical area)
- Associate in Science in Nursing Degree (44 Prerequisite Credits, 15 Nursing credit hours, 13 general education credits)
- Associate Degrees in Arts and Science (64 credits hours of courses in diverse, introductory level material in preparation for transfer to baccalaureate programs)

With 32 programs with various options, academic offerings are aligned to the mission and to the needs of students. The largest programs (by enrollment) are Welding, Practical Nursing, Diesel Technology, Electrical Technology, Liberal Arts, and Business Management. Student life opportunities focus on engaging students outside of the classroom to advance their learning, personal development, and service. Students also have opportunities to learn through fine arts, athletics, and other co-curricular experiences such as competitions, organizations/clubs, field trips, leadership programs, and service projects.

Campus and Additional Locations

The NDSCS campus consists of 33 buildings on 128 acres in Wahpeton, ND; a city with 8,500 residents located in Southeast North Dakota along the Minnesota border. NDSCS-Fargo is an additional location from which NDSCS provides workforce training, academic programs in Nursing, Emergency Medical Services, Business, Computer Science, Welding, Liberal Arts, developmental courses, as well as courses for credit and non-credit. NDSCS-Fargo offers 7 programs with 15 award options.

Distance Delivery Programs

The College offers both transfer and career and technical programs in flexible formats, including online, interactive video, and early-entry courses. Approximately 22% of all students were enrolled in at least one online course and 28% of students are early-entry.

Resources

NDSCS's primary funding sources are state appropriated dollars, grants and contracts, revenue from tuition, auxiliary services, and sales/services. Partnerships with business, industry, and educational entities provide essential resources such as \$6.6 million of entrusted equipment, knowledge sharing, and assistance with recruitment.

The NDSCS Foundation, with current endowment of just over \$17 million, financially supports the mission of the College through awarding hundreds of student scholarships totaling more than \$365,000 each year. Additionally, the Foundation contributes and assists academic departments in obtaining gifts for special projects aimed to enhance student learning.

Key improvements and Quality Initiatives

NDSCS became an AQIP institution in 2000, NDSCS has continued to demonstrate continuous quality improvement since its last Comprehensive Quality Review (CQR) in 2016. The feedback from the CQR informed the development of the 2017-2020 Strategic Plan and guided the focus for the four new Action Projects that have been established (4 completed) since 2016.

Action Projects have enabled NDSCS to further develop its quality program:

Through the Systems Appraisal Feedback (2014) and participation in the Strategy Forum (2015) the College developed a multi-phase process to build an effective academic and non-academic program review process entitled Building Success @ Science.

- **Phase 1:** established a communication process that enables input and clear communication for all phases of the Building Success @ Science initiative (2015-2016).
- **Phase 2:** established the metrics and the process for academic program review (September 2017-June 2018).
- **Phase 3:** which is a two-year project, on schedule to establish a standard co-curricular assessment process and program review. (ongoing)

The Course Syllabi Standards Alignment Action Project (August 2017-May 2018) successfully provided institutional expectations and standards for all course syllabi and the tools and resources for faculty to adhere to the established standards. Additionally, this project enhanced the transparency of course learning outcomes and credit hours.

Identified through the strategic planning process and the strategy forum (2018) the Partnering for Success Action Project (April 2018-January 2019) aims to identify a common definition of partnerships, a baseline of current partnerships, and a training plan related to partnerships for all employees; with the goal of establishing partnerships in all programs/areas College-wide within 5 years.

CATEGORY INTRODUCTIONS

Category 1: Helping Student Learn

Helping students learn is the foundation of NDSCS. A focus on continuous improvement of processes for addressing student learning has enabled the College to meet the challenges of delivering quality learner-focused education and advance student success.

NDSCS has a well-established and **aligned** process for determining, aligning, and assessing its General Education Outcomes. The NDUS General Education Requirement Transfer Agreement (GERTA) policy ensures seamless transfer of general education courses between NDUS campuses and the Common Course Numbering (CNN) procedure assures transferable courses are identified by the same names and have common course descriptions. The College's general education activities, including alignment with NDUS and national standards (LEAP), are reviewed on a systematic basis by a multidisciplinary General Education Team. Measures and improvements are presented to the College in an annual General Education Assessment Plan, which is currently undergoing a 3-year phased revision with the goal of providing more relevant and complete assessment information related to the outcomes. Improvement to assessment of general education outcomes in co-curricular activities is underway with the Building Success @ Science Phase 3 Action Project.

The Program Learning Outcomes processes are **integrated**. The College's Assessment Plan provides framework and guidelines for assessment of learning outcomes, and the Academic Assessment Team leads assessment activities across campus. Every program collects and reports assessment data annually in a process that is explicit, repeatable, and evaluated for improvement. NDSCS's program development process ensures that learning outcomes for all academic programs are aligned with the College's mission, educational offerings, and degree levels.

NDSCS views its Academic Program Design processes as **aligned**. To meet student stakeholder (prospective, current, former, and non-credit) needs, the College assesses student satisfaction through the Student Satisfaction Inventory and Distance Education Student Satisfaction Survey, and uses the results for analysis and identification of continuous improvement strategies. Results show a steady increase in student satisfaction since 2010. Planned improvements include the continued use of the Student Achievement Measure report to establish trend data to help determine educational needs.

The College's academic program quality results are **systematic**. Improvements to academic program quality processes have led to improved student success including strong licensure passage rates, student job placement rates consistently at 98% or higher for the past nine years, and all 2016 NDSCS CTE programs meeting ND CTE program expectations. As part of the Building Success @ Science: Phase 2 Action Project, the College will implement the Academic Program Review process during the 2018-2019 academic year. This process is intended to assist academic programs identify areas of strength and opportunities for improvement as well as determine if current academic programs meet the needs of all College stakeholders.

NDSCS is dedicated to upholding the highest standards of academic integrity and ethical learning. Employee Quality Standards and the NDUS Academic Freedom and Tenure Policy support ethical scholarly practices. Information shared in the NDSCS Student Rights & Responsibilities: A Code of Conduct, the College Catalog, course syllabi, and New Student Orientation educates students on their role in maintaining an appropriate and respectful educational community. Grievances and feedback are facilitated through the College's Academic Appeal processes. Future improvements include library-driven initiatives to broaden access and educate students on information literacy standards.

Category 2: Meeting Student & Other Key Stakeholder Needs

To fulfill its mission, NDSCS is student-focused and responsive to statewide and regional needs. The College is committed to identifying, understanding, and meeting student and key stakeholder needs which enhances its ability to attract, educate, retain, and develop opportunities for student success.

Improving student success and learning is top priority at NDSCS. The College uses a myriad of assessments such as the New Student Questionnaire, academic assessment data, and Student Satisfaction Inventory to better understand prospective and current student needs and inform improving processes and services. The Student Success Center (SSC), a one-stop service and support center, has been a key improvement to the College's ability to meet academic and non-academic student needs. The SSC is central to the collection and analysis of information that helps identify student needs, including under-prepared and at-risk student needs, and the deployment of services to meet those needs. The Building Success @ Science – Phase 3 Action Project is working to establish a co-curricular assessment and program review process to help the College better understand how to enhance students' learning.

The College has an **aligned** process for collecting, analyzing, and distributing data on retention, persistence, and completion. NDSCS uses data and strategic planning to set targets and collects and reports results. The Institutional Effectiveness Office manages and analyzes this data and makes it available to all stakeholders. The College uses various tools and measures to collect and assess retention, persistence, and completion including IPEDS, SAM, new student cohort tracking, and utilization of a Retention Management System (Starfish). While data shows positive trends for student retention, persistence, and completion, the College continues to invest improving these measures by implementing strategic initiatives outlined in the 2017-2020 Strategic Plan.

As a member of the NDUS, NDSCS is mission-driven to serve the educational and workforce needs of ND and the region. To ensure that all stakeholder needs are met, Action Projects and strategic planning have guided the College through initiatives to strengthen relationships with internal and external stakeholders and strategically meet their needs. The College's success in understanding stakeholder needs and fostering strong relationships is reflected in the varied partnerships with regional K-12 school districts, community organizations, and business and industry. The College continues its focus on improving the connections and service to external stakeholders with initiatives driven by the Strategic Plan, including the proposed Career Academy, a collaborative partnership between private business and educational institutions to deliver workforce training and education that is more responsive to changing employer and student needs.

The College has **aligned** processes for collecting and responding to student complaints, while the processes for handling other stakeholders is more informal. The addition of the NDSCS Concerns webpage has been a key improvement to the complaint process. While stakeholders indicate a high level of satisfaction with their interactions with NDSCS, the College will continue to make improvements related to the awareness of how to report and education on how to effectively respond to complaints.

NDSCS believes that collaborations and partnerships are integral to mission fulfillment. The College has established and maintains strong relationships with educational, business, and industry partners, which has increased its ability to attract, retain, and graduate students. The Partnering for Success Action Project aims to expand partnerships and provide processes for selecting, managing, and analyzing partnerships to further the mission of the College

Category 3: Valuing Employees

NDSCS values its employees and views its processes in this category as **aligned**. NDSCS follows well-defined processes and uses the College Employee Satisfaction Survey (CESS) to provide insight into employee satisfaction and drive improvement initiatives.

The College's hiring processes are aligned with the SBHE hiring policies and procedures. The NDSCS HR Office ensures that all processes related to the recruitment, hiring, and orientation of new employees are **systematic** and provides tools necessary to facilitate these processes. Recent improvements include the development of a process to determine qualified faculty based on HLC guidelines and New Supervisor Training aimed to increase understanding of the College's policies and expectations at the supervisor level.

Processes for evaluation and recognition of employees' contributions to the institution are integrated. The College's Employee Quality Standards support continuous improvement and effectiveness of employees in their various areas of responsibility as they assist the institution to reach the vision, mission, values, strategic goals, and Action Projects. To facilitate this, the NDSCS Employee Performance Appraisal process focuses on the College's mission, Employee Quality Standards, and strategic goals. The College also has an established employee recognition process to recognize employees who continually display the Employee Quality Standards and LIFE values. A recent Action Project led to the development of a communication process to keep the college community informed and engaged through the development of College-wide initiatives.

Processes for continually training, educating, and supporting employees are **aligned**. The College supports its commitment to professional development through structured programs, processes, and policies including the annual essential training process, Employee Tuition Waivers, Faculty Teaching and Learning Day, and faculty and staff professional development funds. The NDSCS Leadership Academy, an improvement born from a System Appraisal recommendation, has helped NDSCS identify and grow 24 internal leaders to help advance the mission and goals of the College. To address low employee morale attributed to unprecedented state-wide budget cuts, employee professional development is a focus of the 2017-2020 Strategic Plan (Goal 3. Commitment to the continuous development of NDSCS employees).

NDSCS will continue to use the CESS, student-to-faculty ratio rates, and employee turnover rates to identify Action Projects and other initiatives to improve employee satisfaction and support professional development.

Category 4: Planning & Leading

Since 1903, North Dakota State College of Science has fulfilled its mission by providing high-quality education and workforce training to residents of North Dakota and the surrounding region. A strong planning and leading infrastructure helps the College achieve its mission and vision through strategic actions to improve student success. The College's mission and vision processes are **systematic**.

NDSCS uses shared governance and planning processes to review, revise, and communicate its mission, vision, and values. The College's mission was last reviewed internally during the 2017 NDSCS strategic planning process and externally by the ND SBHE in 2009. The mission, vision, LIFE Values, and NDSCS Employee Quality Standards drive the operation of the College and are exemplified in several processes, including the Employee Performance Appraisal Process and newly developed Program Review Process. Results from the 2016 CESS indicate that NDSCS employees' perceptions of mission, purpose, and values far exceed the national comparison groups.

NDSCS strategic planning processes are aligned with NDUS plans and strategic priorities. The College uses an explicit four-phase process, led by the AQIP Strategy Team, to develop its three-year Strategic Plan. Throughout this established process, internal and external stakeholders are engaged to provide feedback and insight. The college-wide annual strategic goal setting process ensures that all division and department level goals align with the College's Strategic Goals, and operational and budget processes are also aligned to the institution's mission, vision, and values.

The College views its leadership process as **aligned**. As a member of the NDUS, the SBHE provides a strong infrastructure for governance and leadership of the College. Based on a recommendation from 2014 HLC Focused Visit, the NDUS revised its systematic processes and Strategic Plan, resulting in the "NDUS Edge," which provides the strategic direction for the system.

Ensuring and maintaining institutional integrity is essential. As a result, the College's processes and results in this area are **systematic**. The College has formalized policies and procedures to ensure that legal and ethical standards are developed, communicated, and monitored at the state, NDUS, and College level, through the NDUS Code of Conduct and NDSCS Employee Quality Standards. The Student Guide to Rights and Responsibilities: A Code of Conduct and newly created Student Leadership Quality Standards also provide clear expectations for students.

As NDSCS continues its increased focus on student success, the mission, vision, and values will continue to be reviewed and communicated to ensure all academic programs, services, and initiatives support the College's mission.

Category 5: Knowledge Management & Resource Stewardship

North Dakota State College of Science uses data and policy to appropriately manage the College's fiscal, physical, technological, and information infrastructures. The College's processes with knowledge management and resource stewardship are aligned through the use of established and detailed processes, continuous monitoring, and strategic decision making to provide an environment that supports student success.

NDSCS views its processes for knowledge management as **systematic**. Supported by the Office of Institutional Effectiveness, NDSCS has robust processes to select, organize, analyze, and share data with all stakeholders. Employees at all levels can access data through the NDSCS Intranet, and specialized data requests are generated on a regular basis. Improved and increased access to data has enabled the College to make data-driven decisions to meet its mission and strategic goals. The College continues to focus on strategic initiatives to increase student retention and completion rates through monitoring and widely sharing data.

The College's Resource Management processes are at an integrated stage of maturity. NDSCS fiscal processes are explicit, repeatable, and consistently audited, and are in compliance with NDUS processes and policies.

Despite recent reductions in state appropriations, this infrastructure has enabled the College to maintain its strong fiscal position and even improve key financial ratios. The 2017 NDUS Financial Review reported that NDSCS had the highest CFI – overall financial measurement of an institution's health – among the 11 NDUS institutions, far exceeding the industry standard.

The College has **aligned** processes to support physical infrastructure maintenance and new capital projects. NDSCS's Master Plan, reviewed annually by the Safety, Facilities, and Parking Team, outlines long-term strategic plans related to infrastructure and growth. Since 2014, the College prepares an annual report of space utilization to NDUS, which has helped guide capital projects at NDSCS. Another recent improvement has been Facilities Management's addition of the FAMIS e-ticketing system to streamline maintenance processes.

NDSCS's technological infrastructure is reliable, secure, and user-friendly. The Information Technology Service Department, in collaboration with NDUS, maintains physical resources, provides secure Internet access, monitors security, and provides 24/7 user support. The College continuously monitors technology use and changing stakeholder needs to strategically plan for improvements.

The College's operational effectiveness processes demonstrate a **systematic** maturity level. NDSCS's budget building process is aligned with the Strategic Plan and other key planning processes. The monthly Appropriated Budget Forecast, Appropriated Budget Spending, and Local Fund Balances reports are used to ensure alignment with projected budgets and strategic goals. In 2017, NDUS formalized an annual risk management process through Enterprise Risk Management, which identifies and evaluates major risks associated with each institution's strategic goals. A planned improvement is the broadened adoption and utilization of LEAN Methodologies to improve department management of current operations and help plans for continuity of future operations.

Driven by the College's commitment to improving student success, NDSCS will continue to use strategic, data-driven decision making to strengthen and effectively manage the College's fiscal, physical, technological, and information infrastructures.

Category 6: Quality Overview

NDSCS became an AQIP Institution in 2000. This long relationship has enabled NDSCS to develop a strong quality infrastructure, which supports a culture of continuous quality improvement (CQI). The College views its CQI processes as integrated; these processes are maintained, reviewed, and championed by the interdisciplinary AQIP Strategy Team. NDSCS employs integrated institutional and programmatic accreditation processes (e.g. Action Projects), follows established communication/feedback loops, ensures consistent/inclusive planning processes, and provides/meets NDUS accountability metrics. Action Projects are identified through accreditation and established College planning processes and have resulted in significant improvements. Current Action Projects include a multi-phase project aimed to establish assessment and program review metrics for the co-curricular programs and establish partnerships in all programs/areas College-wide within five years.

The College's Culture of Quality processes are consistent and evaluated. The AQIP Strategy Team leads the formal mechanisms associated with the AQIP accreditation cycle as well as champions the CQI initiatives. In addition to the AQIP Strategy Team's efforts, quality improvement is engrained in how all employees conduct daily operations, set goals, measure efforts, and plan for continuous process improvement. At the heart of the College-wide culture of quality are the shared LIFE values and Employee Quality Standards, which support and nurture continuous improvement. Also, the College's strong quality infrastructure provides employees with processes—such as new employee on-boarding, strategic goal-setting, and annual performance appraisals—that foster personal quality and improvement. Together, all employees support and sustain a culture of quality that drives the College to provide the highest possible quality programs and services for all students and stakeholders. Data and information have been accrued and analyzed to optimize the College's performance, results of quality initiatives are integrated in maturity.

After 18 years, the College remains committed to its quality journey. The College's culture of quality and strong framework for implementing and assessing quality improvement initiatives demonstrate how far NDSCS has come on this journey. The College believes the Action Projects will continue to strengthen the College's processes and enhance the student learning experience.

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1.1 Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1,3.E.2)

NDSCS has a definition and philosophy of general education (GE) that is guided by the [mission and values of the College](#).

At NDSCS, GE is defined as a set of education 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 all degree levels (certificates, diplomas, associate degrees) at NDSCS.(3.E.2)

The NDSCS GE component was developed to address the following needs, which are aligned with the [NDSCS mission](#):

1. The employment market requires technically competent graduates who communicate effectively, practice teamwork skills, and adapt to changing situations.
2. Today's dynamic society requires skills which will foster continuing formal and informal education and lifelong learning.
3. Personal growth requires exposure to diverse culture and value systems, expansion of critical thinking, and development of personal life management skills.

The objectives of NDSCS GE program are:

- To develop skills necessary for creative problem-solving, critical thinking, and analysis of values.
- To develop communication skills necessary for effective listening, speaking, reading, and writing.
- To strengthen students' interpersonal and personal life management skills.
- To prepare students with skills and attitudes necessary for the pursuit of lifelong learning in a changing society.
- To provide opportunities for cultural enrichment and a developing awareness of a culturally diverse society.
- To provide a campus environment that promotes a lifestyle of mental and physical wellness.

To meet these objectives, students are provided with a variety of credit and non-credit educational experiences, both inside and outside the classroom.(3.B.1)

1P1.2 Determining common outcomes (3.B.2,4.B.4)

The definition and philosophy, GE objectives, student learning outcomes, and a plan for assessing GE was originally developed by a broad assemblage of faculty, staff, and administration. These items were then shared with faculty for feedback and input, were reviewed and approved by the Faculty Senate, and accepted by the Vice President for Academic Affairs (VPAA) and finally the President.

The NDSCS GE learning outcomes are:

1. **Communication:** Students will demonstrate effective communication skills.
2. **Information Technology:** Students will be able to utilize information using existing technologies.
3. **Social and Cultural Awareness:** Students will gain knowledge of diverse cultures and value

systems.

4. **Wellness:** Students will gain skills in mental and physical wellness and leisure activities.
5. **Problem-Solving/Critical Thinking:** Students will be able to use reasoning skills to analyze and solve applied problems.(3.B.2)

The GE outcomes are not tied to specific courses, rather they transcend the programmatic and division structure at NDSCS, impacting all areas of the College.

Since 1994, the NDUS has had an adopted policy for GE Transfer Agreement (GERTA) that enables students to transfer credits of GE requirements to any other NDUS institution. This policy reinforced the open access commitment of NDUS two-year colleges and strengthened the availability of educational opportunities to all students across the state. NDUS procedure [403.7.3 Common Course Numbering Guidelines](#) defines the standardization of course numbers, titles, and descriptions used within the NDUS. The [Common Course Numbering](#) (CCN) matrix identifies system-approved courses brought forward by discipline group representative recommendation. CCN discipline groups meet to update statewide common course content and outcomes. Outcomes are standardized across the NDUS. This procedure assures common outcomes as found in common course descriptions.

The five GE outcomes are monitored and improved through the GE Team. The [GE Team](#) was formed and has been active since 1994, and provides leadership related to GE activities across the curriculum (e.g. College-wide GE objectives, development/review/assessment of GE learning outcomes, GE course approval). The Team includes representatives from each GE subject areas, program faculty from transfer and CTE areas, academic and student affairs leadership, academic counselors, registrar, and is led by a faculty member from the Social and Behavioral Sciences department.(4.B.4)

1P1.3 Articulating the purposes, content and level of achievement of the outcomes (4.B.1,4.B.4)

The outcomes are explicitly shared with the College community through the [Catalog](#) and are also available on the NDSCS website for all stakeholders to review. Course syllabi reinforce GE, program, and course outcomes. A section in each course syllabi names and defines applicable course outcomes, program outcomes, and the GE outcomes to be achieved in the course.(4.B.1)

At the College-level, the GE Team is responsible for monitoring GE learning curriculum (academic and co-curricular), NDUS (GERTA, [CCN](#)), and national (LEAP) standards and for assessing the achievement of the outcomes as directed in the GE Assessment Plan. The Team produces an annual report that measures student academic achievement in courses and activities College-wide related to the GE outcomes.

The annual report and process are annually reviewed. These reports are shared with the NDSCS GE Team, the Academic Assessment Team, Academic Leadership, and are available for review on the NDSCS Intranet. In 2017, a review of the GE Assessment Report resulted in the development of a three-year phased revision plan with the goal of providing more relevant and inclusive assessment information related to the GE outcomes being reported and reflected on.(4.B.4)

1P1.4 Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3,3.B.5)

The NDSCS GE philosophy focuses on outcomes being relevant and applicable to all aspects of a students' educational path.

All curriculums of substantial length (24 credits or more), which applies to all degree levels

(certificates, diplomas, associate degrees) at NDSCS, require students to complete the entire GE component. Courses that satisfy these requirements must be approved by the Curriculum Team and GE Team. Additionally, students have the opportunity to develop these competencies and attain the outcomes in specific courses that fulfill GE requirements, in their program curriculum, and during participation in co-curricular programs (e.g. [Student Life Events](#), [Residential Hall programs](#)). (3.B.3, 3.B.5)

NDSCS is establishing processes to review and verify students are achieving the GE outcomes. This is being done through the GE Team Plan three-year phased revision and the [Building Success @ Science Phase 3 Action Project](#).

1P1.5 Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

The definition, philosophy, learning outcomes, and assessment plan are reviewed and revised periodically by the GE Team to accurately reflect the [NDSCS mission](#), the changing needs of student learning, and improved methods of assessment. This review process timeline is not consistently defined. Recommendations are forwarded to the VPAA for review and approval. There is a [flowchart](#) for this process to help stakeholders understand the steps in the process and authority lines.

NDSCS is committed to connecting student learning to the broader societal and global context, as outlined in 1P1.2. The NDSCS GE component was developed to address the following needs:

1. The employment market requires technically competent graduates who communicate effectively, practice teamwork skills, and adapt to changing situations.
2. Today's dynamic society requires skills which will foster continuing formal and informal education and lifelong learning.
3. Personal growth requires exposure to diverse culture and value systems, expansion of critical thinking, and development of personal life management skills.

Specifically, the social and cultural awareness outcome strives to help students gain knowledge of diverse cultures and value systems that they will encounter in their personal and professional lives. (3.B.4)

The leadership of the [NDSCS GE Team](#) participates in CCN discipline and general meetings, [ND GE Council](#) sessions, CTE workshops, HLC conferences, and conferences in specific disciplines to help maintain knowledge concerning outcome relevancy.

1P1.6 Designing, aligning and delivering co-curricular activities to support learning (3.E.1,4.B.2)

Involvement of students in campus and/or community life is a part of the GE philosophy of the College. A wide spectrum of co-curricular experiences is provided in which all students have the opportunity to actively participate; these opportunities are promoted through various mediums such as e-mail, website, text message alerts, event-specific signs, sidewalk chalk, social media posts, and the ["Where's it at Wildcat"](#) slide-deck.

[Examples of co-curricular activities](#) that support learning include:

1. **Communication:** Media Squad, musicians, comedians, open mic nights, mentalists, illusionists, hypnotists, trivia, and [residence hall programs](#) provide students co-curricular

- opportunities to use and to develop their communication skills.
2. **Information Technology:** Library events, new student orientation, [residence hall programs](#), and college-wide WiFi coverage provide students opportunities to effectively use information through existing technologies.
 3. **Social and Cultural Awareness:** [Upstander training](#), lectures, orientation, drama, constitutional day activities, instrumental and vocal music groups, [Safe Zone](#), Equity & Diversity Team activities, and culinary international study tours provide and assist students with gaining knowledge of diverse cultures and value systems.
 4. **Wellness:** Dances, open skate nights, laser tag events, glow-sports, pool leagues, painting nights, relaxation events, intramural and intercollegiate sports, and the Wellness Center provide students co-curricular opportunities to gain skills in mental and physical wellness and leisure activities.
 5. **Problem-Solving/Critical Thinking:** [Student Senate](#), [Science of Leadership](#), Phi Theta Kappa, and peer tutoring provide students co-curricular opportunities to use and to develop reasoning skills to analyze and solve applied problems.(3.E.1)

Actions have been taken to further align co-curricular programs into the assessment of student learning processes. Co-curricular programs and activities have long supplemented the learning that takes place in the classroom, there has not been a formalized process for the assessment of co-curricular learning activities. To help remedy this, the third (and final) phase of the [Building Success @ Science Action Project](#) is underway, with the focus on establishing the assessment and program review process for co-curricular areas. The intent of this project is to enhance the College-wide approach to assessment of GE outcomes; the current plan and process is robust but does not provide a feedback loop for non-academic areas.(4.B.2)

1P1.7 Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Faculty determine the most appropriate methods and measures for the GE Outcomes in their courses and programs. NDSCS Institutional Effectiveness Office, [GE Team](#), Academic Leadership, and [Assessment Team](#) members contribute and assist with the selection of tools, methods, and instruments. Those serving in these areas from co-curricular areas can also assist with the methods and measures for co-curricular assessment.(4.B.2)

If faculty or departments wish, a course to be considered to be part of the GE component, an [evaluation form for GE courses](#) is utilized by those developing the course and is reviewed and approved by the NDSCS Curriculum Team and the [GE Team](#). This [review process](#) enables consistency across all programs.

As the co-curricular assessment and program review process develops ([Building Success @ Science: Phase 3](#)), and with the failed [Action Project in 2014](#), it has been found that co-curricular areas generally need further guidance and assistance with the selection of tools, methods, and instruments to effectively measure the intended outcomes of the program or event – this is attributed to most staff’s limited experience and knowledge with assessment processes and tools.(4.B.2)

1P1.8 Assessing common learning outcomes (4.B.1,4.B.2,4.B.4)

The GE Assessment Report is developed annually and maintained by the GE Team in collaboration with a broad group of faculty and staff members. This team is tasked with gathering and synthesizing data to assess the NDSCS GE outcomes; specifically, this report provides an overview of the GE outcomes for NDSCS; additionally, it offers recommendations for improvements along with possible

budgetary implications.(4.B.1)

During the 2016-2017 academic year, the GE Team recognized that although the data within the annual report had been robust, the utilization of the report had been limited and the reporting was primarily focusing on Liberal Arts areas. Due to this uncertainty of usage and the desire to produce a more inclusive report, the [2016-2017 GE Team](#) recommended that the format of the annual report be revised to examine the current state of assessment related to the GE curriculum so that NDSCS could utilize the annual report to identify areas of strength as well as areas in need of improvement. The team is currently in their [second phase](#) of the improvement plan, with the ultimate goal of assisting programs to strengthen and/or innovatively assess the GE outcomes. This revision process will end in May 2020 and will include College assessment plan updates with the expectation that programs will assess one GE outcome per academic year (assessment cycle).(4.B.2,4.B.4)

IR1: What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level?

The GE and [GERTA Course Matrix](#) illustrates the alignment of courses and programs with the [NDSCS GE Outcomes](#); these outcomes are tracked within these courses and reported on through the academic program assessment reports. The [2015-2016 Annual GE Assessment Report](#) provided a program-by-program list indicating if and how the program currently assessed the GE outcomes. Prior to that report, data collected on GE outcomes was focused mostly on development courses and Liberal Arts courses.

Summary results of measures

As an indication of successful GE completion, the table below presents student success IPEDS data in relation to comparison institutions. Students who persist to complete have met the GE curriculum and met the outcomes for their program.

NDSCS IPEDS Graduation Rates	2012 Cohort	2013 Cohort	2014 Cohort
NDSCS	43%	50%	51%
Cohort Comparison	26%	30%	N/A as of 11/2018

Co-curricular participation has increased over the past few years. Specifically, the number of service learning projects has [increased from seven in 2015-2016 to 19 in 2017-2018](#). Additionally, the number of students involved in clubs and organizations has stayed steady during the past few years.

Student participation at co-curricular events is tracked and monitored to better understand student interest and engagement. Students are required to swipe their student ID to gain access to most education and recreational events. Although headcounts do not determine the students' level of learning outcome attainment, it does help understand co-curricular engagement. As the co-curricular assessment process is being developed, student tracking will be an important component, this data illustrates NDSCS's progress toward implementing the co-curricular assessment process.

Student Event Attendance (duplicated)						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

Fall	4,840	7,338	8,417	9,161	9,376	9,839
Spring	1,810	2,265	3,584	4,193	4,122	4,312
TOTAL	6,650	9,603	12,001	13,354	13,498	14,151

An Employer Satisfaction Survey is sent every other year to employers of NDSCS graduates for the last two years. In May of 2017 this survey was sent to 270 employers of NDSCS alumni through e-mail. Response rates are not high (2017: n=53, 24% response rate; 2014: n=53, 22% response rate; 2012: n=166, 29% response rate), but are utilized as one data point to understand common learning outcome achievement. This tool requests employers rate how important the skill is to the successful performance of the job for which this employee was hired, and then they rate their satisfaction with how well-prepared the employee was in each of these skills at the time they were initially hired.

The [General Skills table](#) provides a sampling of the general skills employers are asked about that are directly related to the GE Outcomes. The data illustrates satisfaction among employers related to teamwork, communication, critical thinking, technology (basic/advanced), and understanding of diverse cultures and people has increased.

Comparison of results with internal targets and external benchmarks

NDSCS IPEDS graduation rate has continued to increase and exceed the comparison cohort. NDSCS does not have external benchmarks for student involvement; internal targets are established through the [Strategic Plan](#) (1i7) with the goal of annually increasing the number of students attending education and recreational events event by 5%. NDSCS experienced a large increase in student co-curricular participation after 2013 which is attributed to a change in leadership, increased marketing of events, and student-led planning efforts. The growth in participation has remained steady.

Internal targets regarding the Employer Satisfaction measures are not identified, but results are monitored and utilized to inform departmental and College strategic planning efforts. Noel-Levitz does not have national comparison data available for the Employer Survey.

Interpretation of results and insights gained

Employer feedback indicates that their satisfaction continues to increase regarding students' skills and knowledge that align with the GE Outcomes. However, more direct assessment of the GE Outcomes is needed to better inform and support student learning.

NDSCS must focus on better assessing co-curricular experiences to understand the impact on students learning and attainment of the GE Outcomes. The [Building Success @ Science Phase 3 Action Project](#) will establish this process.

1I1 Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

As identified and explained (1P1.8), the GE Assessment process is being reviewed and enhanced to encompass all learning areas. Currently, the GE Team is in their second phase of the improvement plan, with the ultimate goal of assisting programs to strengthen and/or innovatively assess the GE outcomes going forward. The goal is to complete this review and improvement of GE Assessment by

May 2020. This revision demonstrates NDSCS has integrated results and processes that are explicit, repeatable, and periodically evaluated. (4.B.3)

The establishment of a co-curricular assessment and program review process will be implemented starting Spring 2019. The final phase of the [Building Success @ Science Action Project](#) is focused on enhancing the College-wide approach to assessment of GE outcomes and establishing a feedback loop for non-academic areas. This project is on-schedule. The Action Project Champion Team is currently working through identification of the conceptual framework for the co-curricular assessment and program review process. Next, the team will work to identify a process to consistently provide feedback to departments related to co-curricular learning and program review; they will also provide staff and departments with tools, resources, and consultation to develop an effective assessment plan and program metrics.

Once the assessment process for GE has been updated, the next phase (2019-2020) will be to review the GE Outcomes. This review will align with the development of the new Strategic Plan (projected implementation of the Strategic Plan and revisions to GE Outcomes 2020-2021). This review will also coincide with the full implementation the [Building Success @ Science Phase 3 Co-curricular assessment and program review process](#). This extensive review and alignment will enable NDSCS to fully adopt the processes and feedback from this review and adapt to the new assigned HLC accreditation pathway.

The GE Team voted to adopt and implement the [WICHE Passport](#). This national program is led by the WICHE and maps NDSCS courses to the block transfer learning outcomes. The process to map NDSCS courses to the [Passport's 9 learning outcomes](#) was led by the GE Team chair. It is anticipated to specifically benefit a small number of students who transfer to institutions outside of ND and Minnesota.

Sources

- 2015-16 General Education Assessment Report
- 2016- 17 General Education Assessment Report
- Academic Assessment TEAM Overview
- ActionProject Overview Updated 2018
- Building Success at Science Phase 3 Action Project Charter
- Evaluation Form for Gen-Ed Courses
- General Education Section of 2018-NDSCS-Catalog
- General Education TEAM Overview 18-19
- ND-general-education-council Constitution
- NDSCS Clubs Orgs Overview
- NDSCS General Skills Overview Table Employer Survey
- NDSCS Mission Vision Values
- NDSCS Safe Zone
- NDSCS Strategic Plan 2017 2020
- NDSCS Student Senate
- North Dakota University System_ Articulation and Transfer _ Common Course Numbering (CCN) Matrix
- North Dakota University System_ Policies and Procedures _ NDUS Procedures 403 7 3
- Process Map for General Ed Course Designation
- RA Community Development Overview

- Science of Leadership 2018 Overview
- Student Event Overview 20172018
- Upstander Training Fall 2018
- WheresItAtWildcatExample
- WICHE Passport Outcomes

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2.1 Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the

institution (3.E.2)

The established new program development process at NDSCS ensures that learning outcomes from new (and continuing) academic programs are aligned with NDSCS's [mission](#), approved educational offerings, and degree levels. The [explicit and repeatable process](#) starts with the responsible academic leadership and/or faculty determining appropriate knowledge, skills, and abilities needed of graduates. This is based on feedback and insight provided by partners, stakeholders, and program advisory committees. Alignment of learning outcomes with the mission and educational offerings of NDSCS is then assured through the curriculum change process outlined in 1P2.2.

The alignment of identified outcomes for a new program is also verified through the new program approval process set out by the NDUS. NDUS requires that new program requests address both the institutional and the system missions per the [SBHE Policy 403.1 Program Approval](#).(3.E.2)

1P2.2 Determining program outcomes (4.B.4)

A curriculum change at NDSCS, including developing a new program and/or program outcomes, follows the informational [flow chart](#) for curriculum information.

The process starts with faculty and/or academic leadership gaining insight from various stakeholders and partners to determine and/or revise program outcomes. Stakeholders can include faculty from similar programs, program advisory committee members, and academic leadership; they help determine appropriate knowledge, skills, and abilities needed by graduates.

Utilizing the [Curriculum Action Request form](#), the proposal is shared with academic leadership, and if the request includes a general education course/program, it is also shared with the [General Education Team](#). The proposal is then routed to the [Curriculum Team](#) to ensure mission alignment, robustness, and appropriate program outcomes ([Curriculum Team Minutes](#)). Upon approval it is then taken to the [Faculty Senate](#) for input. The proposal is then shared with [Management Team](#) for their information. The VPAA presents internally approved program requests to the [NDUS Academic Affairs Council](#) for consideration. A three-step process of approval is followed per [NDUS Procedure 403.1 Academic Requests](#). The Chancellor's Office presents approved requests to the SBHE for final approval.(4.B.4)

1P2.3 Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

Programs are required to establish program outcomes through the process outlined in 1P2.2. Program purpose, content, and level of outcome achievement are articulated in the [program assessment plan](#); outcomes are annually assessed and reported on through the [program assessment report](#). To allow for program and course assessment data collection, review and analysis, classes are cancelled one half-day in the Fall semester and two days in the Spring semester are dedicated to assessment to allow for departmental discussions regarding course and program outcomes and assessment.

Program purpose and outcomes are also articulated to students and stakeholders through various mediums. Course and related program and general education outcomes are clearly stated in each [syllabus](#), within the [Catalog](#), and on the institutional website. Students are provided information about student learning outcomes in a variety of ways; each department is required to report on the ways in which they shared their outcomes through the annual assessment reports, examples include: sharing at department orientation, listing in the program/department handbook, discussing during advising, sharing at the beginning of courses. Feedback and advice is then provided back to the programs through this process from the [Academic Assessment Team](#).(4.B.1)

1P2.4 Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Departmental faculty ensure that outcomes remain relevant and aligned with student, workplace, and societal needs. Outcomes are explicitly defined in the program's assessment plan and are reported annually through the program assessment report. The Academic [Assessment Team](#) 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.

These revisions are based on stakeholder feedback from advisory committees, employer surveys, alumni surveys, students, and faculty members. Additionally, outcome revisions may be based on other feedback such as [CTE Program Review recommendations](#), [NDSCS Academic Program Review](#), licensure passage rates, or changing program accreditation expectations.

Additionally, faculty and staff professional development provides opportunities to gain further understanding of professional trends and demands. Knowledge acquired through professional development, statewide discipline meetings, trade events, industry organization meetings, and specialized accreditation expectations indicate NDSCS's commitment to aligning programmatic outcomes to workplace needs.(3.B.4)

1P2.5 Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

NDSCS is committed to designing and delivering robust co-curricular activities that support students' learning inside and outside the classroom. NDSCS has over [30 clubs and organizations](#), with each CTE academic program having its own student club.(3.E.1)

Many of the clubs and organizations have expectations for membership that include participating in assessments and structured learning activities. The [Student Senate](#) has adopted the [Student Leadership Quality Standards](#) to provide consistent understanding by student leaders of the expectation they must uphold.

To enhance the learning within the residential spaces, Resident Assistants (RAs) are trained on how to effectively [conduct educational programs in the living spaces](#) that they are responsible for. RAs are required to complete one active program and one passive program each month within their living/learning spaces. This peer-to-peer education is monitored and feedback is provided by professional staff through one-on-one staff meetings every other week. Through the [Building Success @ Science Phase 3 Action Project](#), NDSCS is building a process for assessing and aligning co-curricular activities to better support student learning.(4.B.2)

1P2.6 Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

Program outcomes are identified in the [academic program assessment plans](#). The process for selecting tools and methods to assess the attainment of program learning outcomes is directed by the faculty-developed Program Assessment Plan and are then reported on in the [Annual Assessment Report](#). Formative and summative means of assessment are utilized; specific tools to evaluate attainment of program learning outcomes are based on best assessment practices, successful models at other institutions, feedback from the Academic Assessment Team, workshops, and training.(4.B.2)

Evaluation of Assessment Plans is done by the entire Academic [Assessment Team](#). Consultation is

provided, as needed, by Institutional Effectiveness Staff and/or Discussion Leaders. A new evaluation rubric is under development with plans for implementation Fall 2019.

The development of an [Academic Program Review process](#) will also provide insight into attainment of program learning outcomes. The Program Review process will be implemented 2018-2019; with programs being required to complete the review every three years. This improvement was a result of the last Systems Appraisal.

1P2.7 Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

In 1994 the College Assessment Plan was developed by a broad spectrum of faculty and key academic leaders and approved by the HLC for implementation. The [College Assessment Plan](#) provides the conceptual framework and guidelines for program assessment plans development. While periodically reviewed and updated to reflect updated assessment methods (updated September 2018), the fundamental framework is built around the AAHE's "Principles of Good Practice for Assessing Student Learning". Program student learning outcomes identify the knowledge, skills, or abilities expected of a graduate in specific programs of study, and are aligned with the College mission and program purposes.

The assessment of student learning is led by the [NDSCS Assessment Team](#) which includes a diverse group of faculty members who are elected by their peers through a [Faculty Senate](#) election (three-year terms). Program administrative leadership, the Vice President for Student Affairs, and the Lead Research Analyst and Assessment Coordinator also serve on the team. The [assessment process](#) for program learning outcomes is explicit, repeatable, and evaluated annually for improvement. Every academic program submits an annual [Assessment Report](#) to the Academic Assessment Team based on their currently approved Assessment Plan which provides evidence that program assessment data is being collected and the results are being used to improve student learning. Each program is required to submit a report annually, due October 31. The annual Assessment Reports are required to contain specific characteristics and must report on at least half of their outcomes annually; [a form is provided](#) to help facilitate this.(4.B.1)

The [Academic Assessment Team](#) is [divided into three sub-groups to review the reports, each sub-group is led by a faculty "discussion leader."](#) These sub-groups are assigned to review and provide feedback to about a third of the academic programs. The Vice President for Student Affairs, ASB Dean and Assessment Coordinator serve on all three teams to assist with logistical and review process. The other administrative program leadership serve on the sub-group that reviews the programs that fall under their area.

In addition to the written reports, every other year each academic program is required to provide an [oral report](#) to their assigned sub-group. This face-to-face, oral report enables the program to expand on what is in the written report and ask questions of the sub-group. It is also a chance for the team to provide oral feedback and discussion on the written report. The program coordinators/department chairs are encouraged to host the meeting within their teaching areas to help showcase to the sub-group their program and how their students are being taught and the resulting learning is taking place. Each report is rated on eight criteria and written feedback is provided to each academic program through a [standardized form](#), giving praise to well-written and analyzed aspects of the report as well as suggestions for improved data collection methods or analysis, if appropriate. A [rubric](#) is utilized to ensure consistency in this peer review process.(4.B.2,4.B.4)

Changes in Assessment Plans are submitted to the full Assessment Team for approval. Most programs review the Assessment Report with their advisory committees and ask for their input for changes on a

regular basis. It is expected that each program reviews and updates its plan at least every five years.

Many programs are [accredited by specialized accrediting agencies](#) pertinent to their program, which establish guidelines or expectations for student learning outcomes. These programs use the Assessment Reports and team feedback in their program accreditation process and may tailor the plan or report to fulfill program accreditation requirements.

All program Assessment Plans, Reports, and feedback forms are made available through the Intranet. Providing opportunity for programs to learn from other programs feedback, plans, and reports.

The NDSCS Assessment Team also completes an [Annual Report of Assessment](#). This report includes aggregate data from the feedback forms, but also includes results of the annual assessment evaluation. The full Assessment Team and all faculty are invited to complete an online evaluation regarding the assessment process and culture at NDSCS. The evaluation responses are then used to facilitate a conversation about the future of assessment among the discussion leaders and inform improvements related to the assessment process that are then documented in the Annual Report. The report also includes a summary of the strengths of the assessment process, a summary of the impact of assessment on student learning, and the plans for improvement.

The program review process conducted every five years by the ND Department of Career and Technical Education (NDCTE) also requires programs to thoroughly review its education goals and program effectiveness. This review also provides [insight from external evaluators](#) on how programs are doing to meet programmatic outcomes.

Finally, each CTE program at NDSCS has selected an End of Program assessment/test that enables them to measure and track programmatic outcomes related to student learning.

1R2: What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs?

Overall levels of deployment of the program assessment processes within the institution

Academic program assessment processes are fully integrated within the institution. As demonstrated through the [NDSCS Assessment Plan](#), processes have been established and are evaluated annually for optimum effectiveness. Results of the assessment process are shared, aggregated, and analyzed to support progress to improve student learning. Every academic program at NDSCS has an updated Assessment Plan on file and is required to complete an [annual assessment report](#).

Additionally, the NDCTE program review process provides another process to assess program effectiveness. Co-curricular assessment processes are not fully integrated, but are planned (see 1I2 for more information).

Summary results of assessments

The most recent [NDCTE program evaluation report](#) indicates no immediate recommendations for improvement. This evaluation, conducted by nine external reviewers, indicated that all programs were making progress and, in most cases, exceeding the 12 quality indicators.

NDSCS has a robust [assessment of student learning process](#), which enables each academic program to have a unique assessment plan, thus common tools not being utilized across all programs. However, the comprehensive reporting, review, and feedback process is consistent and stable.

Below is an overview of the average scores of the feedback provided from the NDSCS Assessment Team to the academic departments on the [eight quantitative measures](#). This includes all 28 academic programs for the past five academic years.

NDSCS Assessment Process Feedback Overview					
Scale: SS (4) = Superior Strength; S (3) = Strength; O (2) = Opportunity for Improvement; OO (1) = Needs Attention					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Timely Submission of Assessment Report	27 / 29	27 / 29	25 / 28	26 / 28	26 / 28
Addressed Prior Year Feedback	Not collected until 2015	Not collected until 2015	Not collected until 2015	3.643	3.786
Department Involvement	Not collected until 2016	Not collected until 2016	Not collected until 2016	Not collected until 2016	3.750
Reflects Student Learning Strengths	3.638	3.625	3.786	3.643	3.750
Reflects Student Involvement, Understanding of Program Learning Outcomes	3.466	3.554	3.857	3.929	3.750
Reflects Student Learning Weaknesses	3.207	3.321	3.321	3.741	3.607
Contains both direct and indirect measures	3.586	3.571	3.786	3.741	3.607
Reflects plans for improvement	3.897	3.643	3.839	3.536	3.571

At the end of each academic year a brief survey is sent to all faculty to help them understand the perceptions and satisfaction with the assessment process. Overall most faculty respondents felt the assessment process was valuable or very valuable for their program.

<u>Feedback on Assessment within Academic Programs</u>		
Question: Overall, how valuable do you feel the assessment process is for your <u>program</u>?		
Answer	Year	%
	2018 (n=51)	12.77

No Value	2017 (n=72)	7.27
	2016 (n=41)	5.00
Some Value	2018 (n=51)	36.17
	2017 (n=72)	40.00
	2016 (n=41)	35.00
Valuable	2018 (n=51)	31.91
	2017 (n=72)	43.64
	2016 (n=41)	30.00
Very Valuable	2018 (n=51)	19.15
	2017 (n=72)	9.09
	2016 (n=41)	30.00

Many of the 14 CTE programs ask graduates to [complete end of program national exams](#) to assess graduates' knowledge. Additionally, eight Allied Health programs require national licensure/certification examinations to obtain employment. Both of these are direct indicators of program outcome achievement. Results from the 2017-2018 national exams indicate that 13 out of the 14 programs students exceeded the national average. [Licensure and certification pass rates have historically been high](#), as illustrated by the pass rates in 2017-2018:

Program	Assessment/Test/Exam	Test Administered/ Tests Passed	Nat'l Pass Rate	NDSCS Pass Rate
Dental Assisting	Dental Assistant National Board (DANB)	11/11	N/A	100
Dental Hygiene	DH National Board Exam	20/20	N/A	100
Health Information	AHIMA- Registered Health Information Technician Certification Examination	5/3	74%	60%
Occupational Therapy Assistant	NBCOT - National for Certification in Occupational Therapy	10/9	N/A	Total Avg. Score: 477
Emergency Medical Services (EMS) - Paramedic	National Registry of Emergency Medical Technicians - Paramedic Exam	21/19	87%	76.2%
Pharmacy Technician	PTCB - Pharmacy Technician Certification Exam	20/19	57%	95%
Practical Nursing	NCLEX (PN) – National Council Licensure Examination	59/56	85.45%	94.92%
Registered Nurse (ASN-RN)	NCLEX (RN) - National Council Licensure Examination	11/10	85.86%	97.22%

Comparison of results with internal targets and external benchmarks

NDSCS graduates who require licensure for professional purposes demonstrate high rates of success. For example, in the areas of Practical Nursing, Registered Nursing, Dental Assisting, and Pharmacy Tech are all higher than the National Pass Rate. Program outcomes are heavily tied to industry and licensure or certification standards, this measure demonstrates that program outcomes achievement is positively impacting licensure pass rates and success.

Comparisons of NDSCS graduates to external benchmarks indicate achievement of program outcome goals; specifically many of the national end-of-program exams are skills based and mapped directly back to the programs' assessment plan. Pass rates indicates that on 13 of the 14 programs utilizing one or more of national exam, the average NDSCS student score was higher than the national average.

Interpretation of assessment results and insights gained

Academic programs have dramatically improved their assessment of student learning within their programs over the past five years. For example, in 2016-2017 14 programs demonstrated improvement in their reports and only 10 programs had lower scores than the prior year. The lower scores are not significantly lower and are most often due to logistical deduction (e.g. the report was late), the Assessment Team with help from the Institutional Effectiveness Office utilizes the information to make outreach to these departments to offer assessment workshops and assistance. The perception of value related to assessment has dropped slightly in 2018; but, over the past three years has remained relatively steady.

It is clear, through the academic assessment process and the collection of national exam/licensure data, that there is high level of maturity related to program quality. This was confirmed through the most recent [ND CTE Program Evaluation Report](#).

1I2 Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

As described in 1I1, the establishment of a co-curricular assessment and program review process, through the [Building Success @ Science Phase 3 Action Project](#), will enhance the understanding of learning in co-curricular areas. This will complete the NDSCS assessment process to include most aspects of learning. (4.B.3)

A product of the [first two](#) phases of the Building Success @ Science Action Projects, [Academic Program Review](#) is being implemented during the 2018-2019 academic year. This three-year comprehensive and inclusive review process will be required of each program every three years.

As identified in the [NDSCS Assessment Plan](#), a rubric to help review revised/new academic program [assessment plans](#) will be developed for Fall 2019. Academic Program Assessment Plans are reviewed based on the criteria that is available in the College Assessment Plan.

Sources

- 2017-2018 NDSCS Feedback Reports and Program Assessment Reports
- Academic Assessment Reporting Form
- Academic Assessment TEAM Overview

- Academic Program Review Process Form Schedule 2018
- Assessment Annual Report for 2017-18 for reports reviewed for the 16-17 Academic Year
- Assessment Committee Feedback Rubric -- 2018-19
- Assessment Report Feedback Form TEMPLATE
- Assessment Team Overview and Expectations
- Building Success at Science Phase 1 Action Project Overview
- Building Success at Science Phase 2 Action Project Overview
- Building Success at Science Phase 3 Action Project Overview
- CTE Program Eval Report 2016
- Curriculum Action Request Form
- Curriculum Flow Chart NDSCS
- Curriculum Team Agenda and Minutes 201516 201617 201718
- Curriculum TEAM Overview
- Discussion Questions for Assessment Oral Reports
- End of Program Data and FirstTime Licensure Pass Rate 2009 to Present
- General Education TEAM Overview 18-19
- NDSCS Academic Assessment Process Overview
- NDSCS Academic Program Assessment Plans
- NDSCS Clubs and Organizations Overview 2018
- NDSCS College Assessment Plan
- NDSCS Faculty Senate
- NDSCS Management Team
- NDSCS Mission Vision Values
- NDSCS Program Accreditations July 2018
- NDSCS Student Senate
- NDSCS Syllabi Samples
- NDUS Academic Affairs Council
- NDUS_ Policies and Procedures _ SBHE Policies 403 1
- NDUS_ Procedure_ 403 1
- RA Community Development Overview
- Student Leadership Quality Standards

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3.1 Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

The [NDSCS mission](#) guides the identification of student stakeholder groups and their education needs. As an open-access institution, NDSCS students have diverse backgrounds, perspectives, and needs. Through the use of data, students' educational needs are determined.

NDSCS's processes and activities embrace and reflect human diversity. The [Diversity and Equity](#)

[Team](#) has a well-defined [strategic plan](#) to [support](#) and promote diverse perspectives, and facilitate educational efforts related to human diversity. This strategic plan is informed by the [NDSCS Climate Survey](#). As referenced in 1P1, NDSCS also addresses its role in a multicultural society through the objectives and general education component, specifically within the social and cultural awareness outcome.(1.C.1)

NDSCS has four distinct student stakeholder groups; within these groups, there are a [variety of demographic, identity](#), and ability differences (e.g. first-generation, part-time, students with learning barriers, under-represented learners, distance learners, commuting, residential, high financial need, LGBTQ). These sub-groups are identified and their needs are met through a variety of methods. The stakeholder overview table illustrates the primary student stakeholder groups and the processes NDSCS utilizes to determine their educational needs. This is not all-inclusive of the many diverse student stakeholder groups.(1.C.2)

Stakeholder Overview	
Student Group	Methods to Determine Stakeholder Needs
Prospective Student	Career Awareness Events, Recruitment Visits , College fairs, Academic & Career Counseling, faculty visits, New Student Orientation, Special Event Days, Entry-Level Course Placement
Current - Credential Seeking: Career & Technical	Starfish information, faculty advising, Student Success Center usage , program reviews, New Student Questionnaire Results , Student Satisfaction Inventory , NDSCS Climate Survey , End of Program Tests (e.g. NOCTI), Alumni Survey , Concern Page logs , Placement Data , Student Assessment data , Advisory Committee Feedback , Entry-Level Course Placement, Student Feedback form (instructor evaluation)
Current - Degree Seeking: Transfer	Starfish information, faculty advising, Student Success Center usage , program reviews, New Student Questionnaire Results , Student Satisfaction Inventory , NDSCS Climate Survey , End of Program Tests (e.g. NOCTI), Alumni Surveys , Concern Page logs , Program Assessment data , Entry-Level Course Placement, Student Feedback form (instructor evaluation)
Current - Degree Seeking: Distance	Starfish information, faculty advising, SmartThinking Tutoring usage, program reviews, New Student Questionnaire Results , Alumni Surveys , Program Assessment data , Distance Education Student Satisfaction Survey , Entry-Level Course Placement, Student Feedback form (instructor evaluation)
Current - Non-Degree Seeking	Faculty advising, program reviews, NDSCS Climate Survey , Alumni Surveys , Program Assessment data , Advisory Committee Feedback , Employer Survey , Student Feedback form (instructor evaluation)
Current - Developmental Students	Starfish information, faculty advising, Student Success Center usage , program reviews, New Student Questionnaire Results , Student Satisfaction Inventory , NDSCS Climate Survey , Alumni Surveys , Concern Page logs , Program Assessment data , Entry-Level Course Placement, Student Feedback form (instructor evaluation)
Alumni	Faculty advising, Academic & Career Counseling sessions, Career Services consultations, Placement data , Alumni Survey

Non-Credit Students	Advisory Committee Feedback , TrainND Annual Report , SkillsND Annual Report , Apprenticeship feedback, one-on-one discussions with businesses by sales staff, student class evaluations, pre and post course surveys
Early-Entry Student	Discussions/feedback from high school principals, counselors and other personnel, Entry-Level Course Placement, Early-Entry

1P3.2: Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

NDSCS serves a variety of non-student stakeholder groups; broadly these include other educational entities (K-12, CTE Centers, Colleges/Universities), the external community (business and industry partners, donors), and governmental entities (NDUS Office, [SBHE](#), State Legislators, NDCTE, ND Department of Commerce) as well as their respective sub-groups. The process through which the College identifies and engages with these sub-groups varies widely, but many center on engaged communications (partnerships and meetings), information gathering (surveys and evaluations), data analysis, and intentional outreach. These stakeholder groups are also involved in providing input to the NDSCS strategic planning process (described in in 4P2).(1.C.1;1.C.2)

The process to determine education entities’ needs includes frequent contact with K-12 partners (improved through “[Strengthening relationships with K-12 focused on the southeast region](#)” Action Project) measurements include early-entry course offerings, administrative collaborative and professional development meetings, faculty discipline group meetings, DPI partnerships and reports.

Business and industry partners are the largest non-student stakeholder group. Their needs are assessed in a variety of ways, including [advisory committee meetings](#), employer surveys, one-on-one meetings, partnership agreements, Job Service data, and [placement data](#).

Donors and the [NDSCS Alumni Foundation](#) are another large sub-set of stakeholders. Their needs are determined through open dialogue and communication with the [NDSCS Alumni Foundation Board](#). Donor engagement and communication happens through formal and informal meetings, gathering, and events.

Determining the needs of governmental entities includes participation in state-wide meetings with NDUS officials and adherence to policy, engagement in the legislative processes, including local policymakers in college events and planning sessions, and by including these stakeholders in the strategic planning process.

1P3.3 Developing and improving responsive programming to meet all stakeholders’ needs (1.C.1, 1.C.2)

The majority of NDSCS programs are in CTE areas, thus the needs of business and industry, input from advisory committees, and ongoing labor market information is analyzed and reviewed to design responsive academic programming. This is complemented by analyzing data that is provided through [program review](#), [program assessment](#), [employer surveys](#), [alumni survey](#), and [placement rates](#). New programs and courses must gain approval through the [curriculum action request process](#) and indicate the data/information the request is based on. To illustrate this process, please see: [NDSCS Curriculum Process Example Precision Ag](#).

Learning goals for courses and degrees, diplomas, and certificates are the same for any delivery mode or location (including dual-credit) and are aligned with entry-level job requirements, helping to assure

that students have the appropriate skills to enter the employment market.

Experiential, hands-on learning is a vital part of the career and technical curriculum, reflected in the physically large labs and integrated lab requirements. These experiences include co-ops, internships, clinical experiences and work-based student learning opportunities. The DACUM process is often a method used by programs to determine business and industry requirements, update curriculum, and offer new areas of study.

[Curriculum Action Request forms](#) are submitted to review the need or rationale for a new course or program. The new course request is reviewed following the process chart. Upon approval, the course becomes a part of the [Catalog](#). General Education courses requesting GERTA status must submit a request and supporting documentation as outlined in the [General Education Course Designation](#) process.

Co-curricular programming is essential to meet the learning needs of all stakeholders, especially preparing students to thrive in a multicultural society. A [number of activities, programs, and trainings](#) are provided to enhance the general education outcome of Social and Cultural Awareness; these events align with the [Diversity and Equity Strategic plan](#).(1.C.1;1.C.2)

1P3.4 Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

The tools to assess academic programs are well-defined in the new developed [Academic Program Review process](#). These measures were identified through a faculty-driven process, in which a common set of metrics were identified.

The process for selecting tools and methods to assess the currency and effectiveness of academic programs is dependent on the stakeholders that program aims to serve. Academic programs outline the tools, method and instruments that are utilized to assess the effectiveness through its [academic assessment plan](#). This plan must be reviewed at least every five years and feedback is provided by faculty peers through the [academic assessment process](#).

Student satisfaction is measured by the [Student Satisfaction Inventory](#) and [Distance Education Student Satisfaction Survey](#) which is administered every other year to inform the effectiveness of academic programs. The [NDSCS Climate Survey](#) helps inform the effectiveness of meeting diverse stakeholder needs.

1P3.5 Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

NDSCS systematically reviews the viability of courses and programs to ensure modifications and/or discontinuation are made to best meet stakeholder needs. The [Academic Program Review process](#) will systemize and formalize internal program review on a three-year cycle, it will complement the established annual academic assessment process and NDCTE academic external program review (every five years).

[NDCTE reviews all CTE programs](#), rating them on 12 different quality standards including 'Instructional Planning and Organization' focusing on the theoretical and practical activities (including courses). [NDSCS Academic Program Review](#) also includes measurements that will assist programs/NDSCS to identify the changing needs of students (e.g. Section II. Environmental Scan). Additionally, the required [annual assessment reports](#) support academic programs, through assessment

of student learning, to identify any modifications that may be needed to courses and programs. Each of these reviews provide feedback to the programs and leadership, which inform the vitality of the programs and/or courses.(4.A.1)

NDSCS administration and academic leadership also monitor the [profit and loss of each academic program](#). This financial examination provides insight into the fiscal stability of each academic program; this is reviewed on an annual basis at the standing monthly Academic Leadership meetings and at the President’s Staff levels; pending conversations it may also be shared with advisory committees and external stakeholder groups. In the event of the need to discontinue a program, the College has followed a consistent and student-focused (ensure appropriate teach-outs), yet informal process.

1R3 What are the results for determining if programs are current and meet the needs of the institution’s diverse stakeholders?

According to the [2016 Student Satisfaction Inventory](#), which was distributed paper/pencil to students taking face-to-face classes (N=1,115; 57% response rate), the overall student satisfaction at NDSCS is relatively high (all scales are above 4.75 on a 7 point scale, with 11 of 12 measures above a 5) and has steadily increased since 2010. However, it is still lower than the 2016 national comparison group means (n=185,252).

Student Satisfaction Inventory Results Overview					
Question	2010 NDSCS	2012 NDSCS	2014 NDSCS	2016 NDSCS	2016 National Comp.
Overall satisfaction with your experience thus far (1= Not at all satisfied, 7=Very satisfied)	5.21	5.18	5.16	5.34	5.55
So far, how has your college experience met your expectations? (1= much worse than expected, 7= much better than expected)	4.54	4.51	4.52	5.34	4.90
All in all, if you had to do it over again, would you enroll here again? (1= Definitely Not, 7= Definitely Yes)	5.42	5.29	5.30	5.47	5.78

According to the [2016 Distance Education Student Satisfaction Survey](#), which was sent to students taking only online courses (N=256, 8.59% response rate), the overall student satisfaction was high; however, due to the low response rate other data points related to online students’ satisfaction are considered when making decisions, and since this was an NDSCS-specific instrument and it was the first time administered, no national comparison or trend data were available. The Priority Survey of Online Learners was discontinued in 2016 due to cost and utility.

NDSCS Distance Education Student Satisfaction Survey – Fall 2016	Satisfaction Mean
Rate your overall satisfaction with your online learning experience at NDSCS. (1= ‘Not satisfied at all’ / 7 = ‘Very Satisfied’)	5.89

If you had to do it over, would you enroll in an online course at NDSCS again? (1= Definitely Not, 7= Definitely Yes)	5.89
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[NDSCS Climate Survey](#) surveyed students' and employees' perceptions and experiences with diversity, discrimination, and/or harassment. The results of the 2014 and 2016 surveys illustrate that participants feel their overall unique identities are valued at NDSCS (**NOTE:** it is recognized that students' response rate was low).

NDSCS Climate Survey (Student Results)		
	% of student that 'Agree' or 'Strongly Agree'	
Question	2014 (n=144)	2016 (n=163)
NDSCS is accessible for individuals with disabilities	65.35%	90.79%
NDSCS Administrators value diversity	57.2%	81.92%
I feel comfortable being open with my unique identity	75.86%	84.83%
I am able to achieve my academic goals at NDSCS regardless of my unique identity	86.06%	92.31%

The [Alumni Outcomes and Loyalty Survey \(AOLS\)](#) was sent in May 2017 to 2015 and 2016 graduates. Participants were asked questions related to their experiences at NDSCS and the impact those experiences had on them. The AOLS was distributed to 465 alumni through the e-mail addresses they provided when leaving NDSCS; 60 responded for a 13% response rate (2014 response rate: 14%).

Alumni Outcome Loyalty Survey Overview		
Satisfaction: 1= 'Not satisfied at all' / 2= 'Not Very Satisfied' / 3 = 'Somewhat Satisfied' / 4 = 'Satisfied' / 5 = 'Very Satisfied'		
Question	2014 Mean	2017 Mean
In general, my professors were well qualified and did a good job.	4.29	4.43
In general, the advising I received from faculty and staff helped me complete my educational goals in a timely manner.	4.26	4.22
Overall, the admissions, financial aid, business office, and other student services were helpful to me.	4.04	4.20
The tuition I paid for my education was a worthwhile investment.	3.93	4.27

The [Employer Satisfaction Survey \(ESS\)](#) was sent in May 2017 to employers of graduates of NDSCS from 2015 and 2016. The survey was distributed to 270 employers of alumni, 53 employers

responded for a 24% response rate (2014: 22% response rate; 2012: 29% response rate).

Employer Satisfaction Survey Overview			
	2012	2014	2016
	(n=160)	(n=43)	(n=53)
Based on your experience with this employee, how LIKELY are you to hire other graduates of NDSCS (1="Not at all" / 5 = "Extremely")	4.23	4.26	4.55

Official enrollment patterns of dual-credit (early-entry) indicates an indirect measure of meeting the needs of K-12 stakeholders (students). Enrollment in dual credit course has continued to increase over the last five years from 630 in 2014 to 833 in 2018.

NDSCS works to ensure [prospective students' needs](#) are met – specifically through connecting early with faculty. During the 2017-2018 academic year, 546 prospective students visited the NDSCS Wahpeton campus; 86% of these prospective students were able to meet with faculty members in their area(s) of interest.

Comparison of results with internal targets and external benchmarks

Overall student satisfaction as indicated through the SSI and the Distance Education Student Satisfaction Survey is relatively high and stable. Although, overall NDSCS student satisfaction lags behind the national benchmark it has steadily increased since 2010. Additionally, enrollment of students in dual-credit continues to increase which indicates satisfaction among early-entry students, and also indicates that the K-12 schools needs are being met.

Employers' likelihood of hiring another graduate is high and although there are not external or internal benchmarks for this data point, the likelihood also steadily increased since 2012. This mirrors the insight gained through the Alumni Survey; the satisfaction of Alumni has also measurably increased from 2014 to 2017.

Interpretation of results and insights gained

The data points outlined above indicate that programs are current and are meeting stakeholder needs. Insights could be strengthened by identifying more comparable national or statewide data. Additionally, tools to understand how the needs of prospective students are being met could be enhanced.

The results outlined above have been utilized to inform the [NDSCS Strategic Plan](#). Information was also used to address the needs of the various stakeholders through student support services and programs.

I13 Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

NDSCS's student population reflects the ethnic diversity of the state (approximately 80% identifying

as white (non-Hispanic). However, in helping students understand their future role in a multicultural society and ability to work in a global society, NDSCS is still exploring ways to provide diverse experiences and to recruit more diverse employees. Currently NDSCS employees reflect the diversity of the local community; it is the goal for the employees to reflect our students' diversity. The outcomes of the [NDSCS Climate Survey](#) from 2014 to 2016 shows promise, but it is still recognized that there is much improvement needed in this area.

Since 2014, NDSCS has also utilized the [Student Achievement Measure \(SAM\)](#) for monitoring student retention, persistence, and completion. The SAM offers more insight into students' success as it also collects data on FT and PT students and first-time and transfer-in students. SAM also diversifies the tracking of positive student outcomes by following students' outcomes after they leave NDSCS (transfer-out before or after completing a degree or certificate). Each year the SAM data report expands to include tracking of more student sub-groups (e.g. students receiving veteran's benefits, full-time/part-time, Pell Grant recipients, students of color); this will enable trend and external benchmark data that NDSCS will fully utilize to determine stakeholder groups educational needs.

The [Academic Program Review](#) process will provide valuable insight and data to ensure programs are current and are meeting the needs of diverse stakeholders. This internal process is designed to be explicit and will be periodically evaluated for improvement.

Sources

- 2017-2018 NDSCS Feedback Reports and Program Assessment Reports
- Academic Program Review Process Form Schedule 2018
- Assessment Annual Report for 2017-18 for reports reviewed for the 16-17 Academic Year
- CTE Program Eval Report 2016
- Curriculum Action Request Form
- Curriculum Flow Chart NDSCS
- Distance Education Satisfaction Survey Summary – Fall 2016 Online Only
- DiversityEquityTeam Strategic Plan 17 19
- Employer Satisfaction Survey Summary
- End of Program Data and FirstTime Licensure Pass Rate 2009 to Present
- General Education Course Designation Process
- NDSCS Academic Assessment Process Overview
- NDSCS Academic Assessment Process Overview
- NDSCS Academic Program Assessment Plans
- NDSCS Advisory Committee Minute Samples
- NDSCS Alumni Foundation Board Overview
- NDSCS AlumniOutcomesLoyaltySurvey Data Overview.pdf
- NDSCS College Climate Survey Overview Student and Employee
- NDSCS Curriculum Process Example Precision Ag
- NDSCS Diversity and Equity Team Overview and Membership
- NDSCS Equal Opportunity Policy and Non Discrimination Statement
- NDSCS FND Annual Report 2018
- NDSCS Mission Vision Values
- NDSCS Placement Reports
- NDSCS Placement Reports
- NDSCS Prospective Student Visit Data

- NDSCS Strategic Plan 2017 2020
- NDSCS Student Feedback Form
- NDSCS Student Profile Fall 2018
- NDSCS Syllabi Samples
- NDUS _ SBHE Members
- New Student Questionnaire Summary Fall 2018
- SAM Data
- Strengthening relationships with K-12 focused on the southeast region Action Project Overview
- Student Concern and Assistance Data Overview
- Student Event Overview 20172018
- Student Satisfaction Inventory Data Overview
- Student Success Center Tracking
- TrainND SE 2017-18 Annual Report
- Tuition and Academic Program Profit Loss Summary

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4.1: Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

NDSCS determines entry-level requirements at three levels within its educational offerings. These include the College admission requirements, prerequisite requirements for college-level coursework, which encompasses either prerequisite course completion or sufficient placement test scores, and requirements for admission into select programs.

As an open admission institution, any student who completes all [College admission requirements](#)

specific to the chosen admission type can be admitted. A criminal background record may prohibit admission or on-campus attendance if it is deemed inappropriate for safety.

All degree-seeking students, regardless of modality of instruction, are required to take an entry-level placement assessment for math and English as outlined in [NDUS Policy 402.1.1](#) and [402.1.2](#). Those not meeting placement requirements for math, English, and reading are required to complete the developmental course series as outlined in the [NDSCS Course Placement Policy](#). This policy is established by the [NDSCS Entry-Level Placement Team](#); the team periodically reviews student success data and recommends revisions as necessary; these recommendations are approved by the VPAA.(4.A.4)

All CTE programs have established [Program Admission Requirements](#) (PAR); the PAR process is designed to bolster students' success in the program and decrease time to degree completion. The PAR were developed and are periodically reviewed by program faculty. Additionally, some selective programs such as Nursing and Dental Hygiene have additional program requirements (e.g. placement tests, GPA requirements).

Entry-level advising at New Student Registration and Orientation is based on placement scores and transfer and/or previous coursework. Advisors inform students about the requirements for courses and programs and provide students [Suggested Sequence of Study sheets](#) according to their placement. Placement scores and sequence sheets are also advising tools utilized throughout the students' academic career by their assigned faculty advisor or by the Student Success Center staff.

Many courses have prerequisites or sequence requirements established by program faculty members to help students succeed in a program or make smooth transitions into increasingly challenging courses. Prerequisites are found in the [Catalog](#).

Student preparation requirements are communicated to students through the NDSCS website, [Catalog](#), the students' CampusConnection interface, course schedules, program fact sheets, [student placement worksheets](#), and [Suggested Sequence of Study sheets](#). [Course syllabi](#) specify objectives, both course and institutional, and expectations of course instructors. Faculty incorporate course requirements into syllabi and advise students based on course and program specific requirements. Advising each semester and Academic Department orientation sessions each fall semester assist communication of program-specific information.

1P4.2: Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

Course and program rigor is also supported by hiring all faculty, regardless of location, program, or mode of delivery, in alignment with the [Determining Faculty Qualification Policy \(607.13\)](#). This policy specifies appropriate credentials and experience for each program and/or course to ensure instructors can serve as a content experts in their programs. Course sections offered through distance or concurrent enrollment modes use the same topics and competencies used in traditional sections of the same course, and faculty hold equivalent qualifications. A majority of NDSCS instructors are already fully qualified to teach (as per Determining Faculty Qualification Policy); a handful will have gained full qualification by Fall 2019, (within the August 2022 extension deadline granted to the NDUS by the HLC).(3.A.1;3.A.3)

The [Early-Entry Coordinator](#) (EEC) works with the Academic Leadership and course instructors to ensure that courses are consistently evaluated and assessed, regardless of format or location. The EEC also ensures that students seeking admission have access to entry-level tests (ACCUPLACER) and

are academically prepared to enroll in College-level courses. Each early-entry instructor is assigned a NDSCS faculty mentor based in the department the course is being taught. Additionally, the EEC works to support students and gain access to support services at needed; while also being a liaison between department chairs, faculty mentors, and early-entry instructors.(4.A.4)

1P4.3: Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Transfer credit is awarded by following [NDUS Board Policy 402.4 Admission Policies - Transfer Applicants](#). All accepted transfer credits are indicated on a student record. NDSCS accepts credit from regionally accredited post-secondary U.S. institutions. Program coordinators and/or department chairs are consulted on an as-needed basis concerning program-specific coursework evaluations.

International transfer work is reviewed per SBHE Policy [402.9 Admission Policies - New International Students](#) and NDUS 402.9 Admissions Procedures that states that all transcripts, including high school or post-secondary transcripts for institutions not located in the U.S., must be submitted for evaluation by approved evaluators prior to admission.(4.A.2;4.A.3)

Credit for Prior Learning is awarded by following [NDUS Board Policy 441 Degree Credit, Non-Degree Credit, Developmental Coursework, and Non-Credit Instructional Activity](#) and [NDUS Policy 403.6 Common Credit-By- Exam Guidelines](#). The two policies identify how non-degree credit, developmental and non-credit instructional credit, military credit, and credit by examination are reviewed for credit purposes. The established process, outlined in the [Catalog](#), requires students to enroll in a course (ASC 180) to assist with the development of a portfolio to showcase the student's knowledge from prior learning through experiences (work, leisure activities, independent studies, trainings, volunteerism, etc). Faculty then evaluate the portfolio, follow-up with the student for clarification, and communicate with the Registrar the appropriate credit(s) earned.

1P4.4: Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

The selection, implementation, and maintenance of specialized program accreditation are determined by several factors: employability of students upon completion of the program, advisory committee recommendation/approval, and/or licensing board requirements. Academic program faculty consult with academic leadership, advisory committees, and licensing boards to determine if specialized accreditation will be sought. Engagement with external stakeholders, such as advisory committees, is a key aspect when considering and understanding impacts of specialized accreditation.

Implementation of specialized accreditation follows the accreditor's guidelines. Program coordinators, departments, and academic leadership collaborate to complete required documentation. Employee qualifications and verification documentation is provided by the HR Office. The Business Office provides financial reports, fiscal viability, and financial support. Department Chairs and/or Programs Coordinators are responsible for maintaining knowledge of specialized accreditation processes and ensuring compliance, with academic leadership providing support. Program Coordinators are responsible for working with academic leadership, the Human Resources Office and the Business Office to ensure viability of continued specialized accreditation for programs. [A listing of specialized accreditation](#) is maintained by the VPAA office and is published on the website and within the [Catalog](#). The newly adopted [Academic Program Review process](#) will also track and assess specialized accreditations.(4.A.5)

1P4.5: Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

Degree levels have varying purposes and learning outcomes. At a macro level, the varied expectations

for the AA, AAS, ASN, Diplomas, and Certificates are outlined in the [Catalog](#); these expectations include a mix of program-specific courses, experiences, along with General Education curriculum (pending degree level).(3.A.2)

At a micro level, each academic program also has established program purpose and program outcomes which are identified in their approved [Program Assessment Plan](#). The purpose and outcomes are reviewed at least every five years through the assessment process, and starting in 2018-2019, will be reviewed every three years through the [Academic Program Review process](#). Each programs' student learning outcomes are identified in their assessment plan, where formative and summative means of assessment are identified, along with a feedback loop for each outcome.

NDSCS strives to assure that the degree and certificate programs meet student needs and career goals, as well as address the needs of business and industry. Matching student needs with the employment market is important to ensure that NDSCS offers courses and programs that attract students and serve the labor needs of employers. NDSCS utilizes the [feedback of advisory committee](#) members, alumni, and business and industry representatives; monitors workforce needs, labor market data, entry-level salaries, job placement, and related factors; acquires student, alumni, and employer feedback through surveys; uses specialized accreditation standards; and monitors course and program enrollment and completion patterns.(4.A.6)

1P4.6: Selecting the tools, methods and instruments used to assess program rigor across all modalities

Course and program rigor is supported through common learning outcomes, faculty qualifications, consistent assessment practices, and [syllabi](#) regardless of delivery method. It is monitored by academic leadership in each program area and reviewed through the [annual assessment process](#). Tools are identified through the program assessment plans and by the [General Education assessment plan](#).

1R4: What are the results for determining the quality of academic programs?

Summary results of assessments

A variety of methods, instruments, and tools are utilized to assure program quality across all modalities; some of these include: [licensure passage rates](#), [placement data](#), end of program tests, [ND CTE Program Review](#), and [Alumni Survey](#).

[Licensure Passage Rates:](#) In 2017, out of the eight Allied Health programs reporting first-time licensure pass rates, all were above the national averages and four were 90% or higher.

[Placement Data:](#) Annually NDSCS reviews CTE program graduates' first destination through the development of the Placement Report. This report includes Fall, Spring, and Summer graduates, data on these students' first destination is collected through various self-report methods. Response rates are typically very high (e.g. 94% for 2016-2017 report). For the past 9 years, students finding jobs related to their career or continuing their education has been at 98% or higher. Average beginning monthly salary has ranged from \$3,237 to \$3,297 over the past three years. This indicates that graduates are of high quality and are sought after.

[End of Program Tests:](#) Regarding performance on nationally recognized exams, in 2017-2018 NDSCS students' average scores were higher than the national average in 15 of the 18 tests given. Results from the 2017-2018 national exams indicate that 13 out of the 14 programs students exceeded the national average.

ND CTE Program Review: The overall results of the 2016 ND Department CTE Program Evaluation (visit conducted December 2015) indicates that NDSCS CTE all areas are meeting expectations. This indicates that the 12, industry-specific, on-site evaluators determined NDSCS academic programs were of high quality. The newly developed Academic Program Review Process will enhance this process.

Alumni Outcomes and Loyalty Survey (AOLS): Administered in May 2017 to 2015 and 2016 graduates; they were asked questions related to their experiences and the impact those experiences had on them. The AOLS was distributed to 465 alumni through the e-mail addresses they provided when leaving NDSCS; 60 responded for a 13% response rate (2014 response rate: 14%).

Alumni Outcomes and Loyalty Survey Overview		
1= ‘Not satisfied at all’ / 2= ‘Not Very Satisfied’/ 3 = ‘Somewhat Satisfied’/ 4 = ‘Satisfied’/ 5 = ‘Very Satisfied’	2017 Mean	2014 Mean
In general, my professors were well qualified and did a good job.	4.43	4.29
In general, the advising I received from faculty and staff helped me complete my educational goals in a timely manner.	4.22	4.26
Overall, the admissions, financial aid, business office, and other student services were helpful to me.	4.20	4.07
The tuition I paid for my education was a worthwhile investment.	4.27	3.93
Graduates of NDSCS have excellent job opportunities and/or are admitted to well-regarded graduate programs.	4.24	4.10
My college experience has prepared me for my current job or occupation.	4.38	4.10
My college experience has prepared me for study beyond the degree or certificate I received.	4.12	3.96
There were opportunities for internships, research, or other experiential, hands-on learning in my program.	4.09	4.16

Comparison of results with internal targets and external benchmarks

The AOLS indicates that students are satisfied with the education they received; it also indicates that satisfaction is increasing related to students’ experiences preparing them for their current job/occupation. This satisfaction is mirrored by the [Placement Report](#) data; NDSCS graduates are in high demand – indicating high quality programs.

The external, industry-specific evaluators of that conducted the most recent [ND CTE Program Review](#) indicated that all NDSCS CTE programs were of high quality. Although not a direct comparison to external benchmarks, the external evaluators provided an impartial perspective on the quality of NDSCS academic programs.

The licensure and certification exam rate of NDSCS graduates meets or exceeds the national average in most programmatic areas. This demonstrates high academic program quality and provides internal and external benchmarks for these academic programs.

Interpretation of results and insights gained

NDSCS will be able to better understand and illustrate academic program quality through the implementation of the [Academic Program Review process](#). This process is set to incorporate many of the measures above into a simplified, comparable report.

1I4 Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

The [Academic Program Review](#) process, coupled with the [strong culture of assessment](#), will provide comprehensive, common data regarding all academic programs. These standard indicators/measures will enable a common, College-wide understanding of programs' outcomes, progress toward their outcomes, and overall program quality.

[PAR outcomes](#) are being internally tracked and trended to enable a better understanding of the types of students, their success, and to gain any insight into support services that may better assist them. NDSCS is tracking retention and completion rates, which will help with identifying services to best support students within pre-programs.

Sources

- 2016- 17 General Education Assessment Report
- Academic Program Review Process Form Schedule 2018
- Course Syllabi Standards Alignment
- CTE Program Eval Report 2016
- End of Program Data and FirstTime Licensure Pass Rate 2009 to Present
- Entry-Level Course Placement Worksheet
- NDSCS Academic Assessment Process Overview
- NDSCS Academic Assessment Process Overview
- NDSCS Academic Program Assessment Plans
- NDSCS Admission Information College Catalog
- NDSCS Advisory Committee Minute Samples
- NDSCS AlumniOutcomesLoyaltySurvey Data Overview.pdf
- NDSCS College Assessment Plan
- NDSCS Course Placement Policy
- NDSCS Course Sequence Sheets
- NDSCS Entry Level Placement Team
- NDSCS Placement Reports
- NDSCS Program Admission Requirements
- NDSCS Specialized Accreditation List
- NDSCS Syllabi Samples
- NDSCS_Policy 607 13 Determining_Faculty_Qualifications
- NDUS_Policy 402 4
- NDUS_Policy_402 1 1
- NDUS_Policy_402 1 2
- NDUS_Policy_402 9
- NDUS_Policy_403 6
- NDUS_Policy_441

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5.1 Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

NDSCS promotes the exchange of knowledge in an environment that encourages reasoned discourse, intellectual honesty, and the respect for the rights of all individuals.

NDSCS is committed to supporting the ethical scholarly practices of students and faculty and demonstrates this through its processes and policies. Faculty are expected to uphold the [Employee Quality Standards](#); which are introduced during the hiring process and are utilized in the annual performance appraisal process; additionally, faculty are supported by [NDUS policy 605.1 – Academic Freedom and Tenure](#) which supports freedom of expression and integrity of teaching/faculty.

(2D;2.E.1;2.E.3)

[NDSCS Student Rights & Responsibilities](#) supports and educates students on their rights and responsibilities in regard to appropriate behavior and respect for others in the College community. [Course Syllabi](#) require a statement that outlines the realm and sanctions for students related to academic integrity, which mirrors the [statement](#) in the [Catalog](#).(2.E.3)

1P5.2/1P5.3 Ensuring ethical learning and research practices of students/faculty (2.E.2, 2.E.3)

NDSCS supports and guides students, staff and faculty members' ethical use of information through providing education opportunities and policies related to research. The Library provides educational resources and in-class trainings on how to use, evaluate, and properly cite resources. This information is also covered in English curriculum and reinforced in various courses.(2.E.2)

Distance Education supports ethical learning through the [utilization of various tools and services](#). A [proctor](#) and/or the use of Respondus Lockdown Browser is often required for online class exams. This software increases the security of test delivery through NDSCS Online; with its use students are unable to print, copy, go to another URL or access other applications. NDSCS also makes the SafeAssign plagiarism prevention software available to faculty members which helps to detect unoriginal content within student papers/assignments submitted through NDSCS Online.(2.E.3)

Ethical teaching is also supported through various methods such as: faculty qualifications, performance appraisals, [student feedback form](#), tenure process, anonymous grading, and tracking of NDSCS Online access.

1P5.4 Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Academic integrity is maintained and ensured through maintaining standards outlined in the [NDSCS Rights & Responsibilities](#), the [Catalog](#), New Student Orientation, and [course syllabi](#). These tools guide and assure the maintenance of academic integrity across the College community.

The [curriculum review process](#) allows for the establishment of curriculum with interdisciplinary input, which assures consistency in all curriculum sections and academic integrity. Curriculum proposals require approval through the [Curriculum Team](#) detailed [Curriculum Action Request](#). With diverse College representation, the Team has open discussions to assure course and program proposals meet intended purpose and [mission](#). Reviews include course and program outcomes, alignment of credits with clock/contact hour expectations, and alignment of course outcomes with program and institutional expected outcomes.

Academic integrity is also evaluated through course-specific feedback; specifically, the [Student Feedback form](#) is administered each semester in all courses (all modalities). Faculty members, direct supervisors, and applicable academic leadership review the aggregate data from each course. This information is reviewed and utilized to inform faculty annual performance appraisals in support of academic integrity.

Library and Distance Education staff are relied on to recommend tools to support academic integrity, especially with distance students. The selected tools and methods are both proactive (e.g. education on how to effectively evaluate, find, and cite credible resources) and reactive (e.g. utilizing SafeAssign to detect unoriginal work on written assignments). Tools are selected based on financial resources, ease of use, and compatibility with NDSCS Online. Educational topics and outreach facilitated around

academic integrity is designed based on faculty feedback and trends.

1R5: What are the results for determining the quality of academic integrity?

The results of the academic integrity policy are difficult to track and assess. NDSCS recognizes that improvements can be made in this area.

Summary of results of measures:

Up to this point, there have not been any formal grievances filed by students alleging that their academic freedom had been violated; nor has there been any allegations by employees that their academic freedom has been violated.

Since the last Systems Portfolio [nine formal academic grievances/appeals](#) were presented to the VPAA level. Of these nine, five were overturned.

Based on the trends and results, the current Academic Appeal process works to maintain a respectful level of academic integrity. Communication and expectations between faculty, students and other stakeholders has been effective. Minimal academic integrity issues have set a high standard of integrity related expectations.

Since November 2017, the Library has facilitated 54 presentations within classrooms and conducted outreach with other staff regarding how to evaluate, find, and cite credible sources. Data related to the utilization of the Lockdown Browser is unavailable from the NDUS (facilitators of the software license). Since 2017, 177 unique courses have opted to utilize SafeAssign for one or more assignments.

Test centers, which provides a controlled environment for students to complete proctored exams, [usage continues to increase](#). During the most recent academic year 6,417 tests were given or proctored at the NDSCS Test Centers (2016-2017: 6,299; 2015-2016: 5,839).

Comparisons

With the adoption of Blackboard (NDSCS Online) as the common NDUS LMS platform, comparable data will be available in the future related to the utilization of academic integrity safeguards, such as SafeAssign and Respondus Lockdown.

Interpretation

The types and frequency of academic misconduct incidents brought to a VP-level over the last four years were limited. The academic freedom and ethical practices procedures put in place regarding academic integrity are appropriate. Educational policies address issues of academic integrity at all levels. The small number of cases in comparison to overall total course enrollments by term demonstrates the expectation and culture of academic integrity.

NDSCS continues to see the use of services/programs that assist with maintaining academic integrity (e.g. proctoring, SafeAssign) increase. This indirect measure indicates the maintenance and awareness of academic integrity by faculty and students.

1I5: Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

In November 2017, a new Library Director was hired and has been focused on revitalizing and broadening access to all learners. The current outreach and education is centered on gaining access and credibility evaluation, the larger impact and reach of these new efforts are still unknown but will be tracked and reviewed going forward to ensure students and faculty have the support needed.

Sources

- Course Syllabi Standards Alignment
- Curriculum Action Request Form
- Curriculum Flow Chart NDSCS
- Curriculum TEAM Overview
- NDSCS Catalog Academic Integrity Section
- NDSCS Employee Quality Standards
- NDSCS Exam Proctoring Guidelines
- NDSCS Mission Vision Values
- NDSCS Online Proctor Form
- NDSCS Student Feedback Form
- NDSCS Student Grievance Tracking Summary
- NDSCS Student Rights and Responsibilities A Code of Conduct
- NDSCS Syllabi Samples
- NDUS Policy 605 1
- Test Center Overview

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the

next one to three years?

Responses

2P1.1 Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

NDSCS identifies underprepared and at-risk students through various avenues. This starts with the admission process. Placement tests, in accordance with the [Course Placement Policy](#), are a required part of the admission and registration processes. Entry-level requirements and [Program Admission Requirements](#) are established to place students into classes and programs that most closely match their skills and abilities. As identified, students are placed into developmental courses their first and second semesters. Students individually discuss their placement with academic faculty and/or staff members during New Student Registration and Orientation (NSRO) allowing them to ask questions about their academic plan; these conversations are continued with their faculty advisor and Academic Counselors (ACC) as needed. This process helps identify academically underprepared students.(3.D.1)

Every new student is required to attend a NSRO Session and complete the New Student Questionnaire (NSQ), a [23 question instrument](#) that measures new student expectations and experiences prior to attending NDSCS. These questions help identify students' concerns and needs prior to coming to NDSCS. [Results](#) are provided to assigned offices for outreach and follow-up with students before they start classes and during the first few weeks.

The Student Success Center (SSC), developed in 2014, is the one-stop service and support center that provides [programs and services](#) aimed at broadening access, increasing degree attainment, and fostering lifelong success. The SSC is open extended hours and provides support for all students – especially those that are unprepared or high-risk ([SSC service/support overview](#)). The SSC has enabled increased synergies between departments such as improved support for high-risk students and those encountering barriers to success.

NDSCS assigns students a faculty advisor as soon as possible, providing students a connection to their program areas, helps to identify students of concern or those who are underprepared. Through the Starfish system, faculty have easy access to students' placement information and the results of the [NSQ](#), allowing them to link students with appropriate campus resources and support services. An [advisor check-in](#) is a required assignment for all students enrolled in the First Year Experience course and highly encouraged during subsequent semesters; to help facilitate time for this an advising day is held every semester, classes are cancelled for a partial day to support this advising time.

To identify at-risk students early and increase student persistence, faculty and staff are encouraged to refer students they have concerns about to the SSC. Referrals are received by the SSC through various mediums, but most often faculty will refer students through the Starfish system. Referrals can be made at any time. Recognizing that attendance is vital to academic success, faculty are strongly encouraged to report a student who has missed class three or more times. [No matter how the referral is received, it is documented in Starfish and assigned to a Student Success Specialist \(SSS\) or ACC depending on the concerns.](#) The SSC staff then attempt to contact the referred student through various mediums. As a result of their initial contact, the SSS/AC work with the student, and possibly their instructor(s), to create a plan or solution aimed to increase success. The plan/solution is developed with the students after discussing various factors. Resulting recommendations and resources provided to the students vary, but typically include tutoring referrals, time management planning, additional monitoring meetings with the SSS, withdrawing from class(es), counseling referrals, and/or

appointment with the Student Advocate.

At the end of each semester, GPAs are calculated for all students. Students who fail to maintain the indicated GPA are placed on [academic warning, probation, or are academically suspended](#) are considered high-risk. SSS contact students on warning and probation and meet with them, at a minimum, one time to develop success plans for the following semester.

Academically suspended students may appeal utilizing the [Academic Reinstatement Form](#). Students appealing must provide supporting documentation explaining the circumstances they wish to have considered. These appeals are considered by the [Academic Review Team](#), and, if reinstated, students are required to comply with specific requirements.

Accessibility Services assists high-risk students through providing equal access and opportunity to students with disabilities, and assists faculty and staff working with students with disabilities by: providing academic support services through reasonable and appropriate accommodations for eligible students with documented disabilities, referring eligible students with disabilities to support services, encouraging self-advocacy, and making referrals to outside agencies when appropriate.

The [SSC](#) also provides supplement academic assistance to all students through [peer and professional face-to-face tutoring](#), and online tutoring options. Although these services are not provided solely for at-risk students, these services allow instructors and tutors to work with students and collaborate with instructors, advisors, and other support staff should at-risk factors present themselves.

[The Behavior Intervention Team](#) reviews reports of concerning individual behaviors and to review criminal backgrounds of prospective students to determine admission and/or determine conditions placed on applicants based on criminal history.

All employees and students are encouraged to be aware of at-risk student behaviors. The process for submitting concerns has been streamlined; individuals can call the one-stop SSC, submit a concern form [online](#), or faculty/staff can submit a referral through Starfish. The process for following up is determined on a case-by-case basis, depending on the origin and/or level of concern.

2P1.2 Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Academic support services focused on helping students select and successfully complete courses and programs are available in a centralized location through the SSC. Students are first introduced to these support services through prospective student materials and information, students are then provided an in-depth overview through the [NRSO process](#).

The ACC staff within the SSC work collaboratively with faculty advisors to support students' decisions related to academic program changes, class schedule changes, and address any concerning behavior that is impeding academic progress. The ACC staff are responsible for organizing and assisting with entry-level advising that occurs through the NSRO process. Through the NSRO day, students are able to meet one-on-one with an ACC Staff member and/or a faculty advisor to receive entry-level advising. This process includes discussing the student's academic interests, goals, and placement scores; then collaboratively a student registers for their first semester of classes and is provided guidance on subsequent terms.

All student interactions are logged into the Starfish system; any individual that has an advisor relationship with that student in Starfish can review/add. This enables information sharing between

the SSC staff and faculty advisors. Additionally, information related to attendance, at-risk referrals, and essential advising information (e.g. [student placement worksheets](#), [NSQ overview](#)) is also available/logged within Starfish.

Developmental coursework is offered for the areas of English Language Learner, study skills, reading, algebra, and English for students who do not meet entry-level standards. Developmental courses are available in various modalities to accommodate distance and student scheduling needs. Additionally, in an effort to ensure students are able to succeed in their academic programs, all CTE programs have [Program-Specific Admission Requirements](#). These standards were identified by program faculty through reviewing student success trend data and other student-specific information.(3.D.2)

Tutor services are provided free of charge on a drop-in basis by peer and professional tutors at both the SSC and the NDSCS-Fargo location. [Tutor training](#) is provided and faculty members and students can [request tutoring](#) in areas not currently offered by contacting the SSC. Services are available for all students, while some participation is required for specific student sub-groups (e.g. Student Athletes) or at-risk students. [Student utilization](#) is monitored and tracked. Online tutoring is also available for all student through Smarthinking.

2P1.3 Ensuring faculty are available for student inquiry (3.C.5)

The Division of Academic Affairs ensures faculty are available for student inquiry by standardizing practices within the faculty contract. Faculty are expected to be present on campus if teaching face-to-face. It is the expectation that faculty post and maintain office hours, communicating their hours through, at a minimum, each course [syllabus](#). The Learning Standard within the [Employee Quality Standards](#) addresses meeting students' needs and adherence to their job description and working hours (Professionalism). NDSCS's [online personnel directory](#) also contains contact information for all faculty (full and part-time). Students can contact their instructors through various means including phone, NDSCS email, or through the [LMS](#).(3.C.5)

Faculty are also expected to solicit and reflect on learner feedback and provide feedback to learners in a timely manner ([Learning Quality Standard](#)). In addition to the above expectations, faculty members typically provide additional opportunities to build student support such as organizational involvement/advisement and event participation.

The Office of Admission works closely with faculty members to facilitate visits with [prospective students](#) and faculty within their area(s) of interest.

2P1.4 Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Student [utilization of the SSC](#), Library, test centers, computer labs, and placement score data informs the services and support needs of students and faculty. This information drives the types of assistance needed and time frames in which it is most in demand. Students and faculty can also communicate their needs through various channels such as the [concern page](#) and the [tutor request form](#).

Additionally, identifying support needs is accomplished through collecting input from faculty, staff, and students through surveys, strategic planning, and informal discussions.

Individualized needs and support areas are identified in the NSQ completed by incoming students. Specific needs of students are identified through and various areas follow-up with students based on their known needs. Students' [NSQ results](#) and placement information is easily accessible to faculty

advisors and SSC employees through the Starfish system.(3.D.1)

Students' developmental learning needs are determined by using placement testing and addressed through the NSRO process, during faculty advising, and by SSC staff. This process for entry-level advising allows for more specialization and one-on-one discussions. New and current student advising is offered through assigned faculty advisors specific to a student's interests and needs; however, the SSC also provides advising within the ACC area which adds an additional level of support in terms of planning, guidance, and accountability to ensure services are available when and how students need them. Students are encouraged to meet with their assigned faculty advisor prior to each semester to ensure they remain on path to successful course and program completion; these meetings are supported by the individualized information available to students and advisors through the Starfish system and also through up-to-date [course sequence sheets](#) available through the [Intranet](#).(3.D.2)

Recent infrastructure and resources improvements have focused on providing support to students' learning and faculty teaching, which results from an identified need through retention and graduation rates declining. In 2015, the [SSC](#) opened in the renovated Old Main building to provide a central, one-stop service and assistance center. The completion of the SSC, focused improvements in the Library, and other infrastructure updates has enabled an intentional and proactive approach for student academic support. Collaborative learning spaces supported by state-of-the-art technology (e.g. scale-up classrooms) support collaborative learning. Network improvements, enhanced computer access, a website redesign, and adoption of a new [LMS](#) provide students with mobile access to resources to enhance learning. Required of all students, NSRO, and [FYE 101](#), orient students to the resources, locations, and availability of support services. The SSC and the above improvements have enabled increased synergies between departments such as improved support for all students and faculty. (3.D.3;3.D.4;3.D.5)

Faculty learning needs are identified through department meetings, [Faculty Senate](#), [faculty professional development days/sessions](#), and surveys. A [multi-day training and professional development termed 'opening week'](#) is offered to all faculty at the beginning of each academic year. First-time faculty also participate in monthly professional development sessions through their first academic year. Individually, faculty are able to apply for funding to attend professional development opportunities that align with their needs and focus areas.

2P1.5 Determining new student groups to target for educational offerings and services.

NDSCS utilizes a variety of resources to determine new educational offerings and services to new student groups in fulfillment of its [mission](#). NDSCS anticipates and responds to statewide and regional educational and workforce training needs. Various methods are utilized to understand stakeholders' needs and identify new student groups (e.g. assessments, feedback from partnerships).

NDSCS employs surveys and recruitment data to gather information and understand new or prospective student needs. The [Student Satisfaction Inventory](#), focus groups, [Student Feedback Forms](#), and [student-advisory committee](#) discussions are the main vehicles to obtain changing student need information. [Employer](#) and [Alumni surveys](#), [advisory committee meeting minutes](#), placement data, academic program assessment data, and local chamber of commerce economic forecasts are some examples of how information is collected from stakeholders regarding new student groups to target for educational offerings and services. The Academic Leadership team, with input from various areas, are responsible for reviewing data and proposing new student groups and/or educational offerings.

Educational partners are integral to informing new student offerings and services at NDSCS. The 42

high schools that make up the [Southeast Education Cooperative](#), the 4 CTE centers within that area, and the 31 high schools that provide NDSCS early-entry courses provide insight into the needs of the community and students. This feedback is gained through formal meetings such as the President's annual meetings with the administration of the 42 high schools within SEEC.

Other key educational partnerships that provide insight into new student groups include the NDUS and member institutions, ND Department of Career and Technical Education (NDCTE), DPI, and the educational partners that comprise the Tri-College University. The NDUS and the [Academic Affairs Council](#) play a key role in the process of moving new education offerings and services forward.

2P1.6 Meeting changing student needs

Current students have numerous mediums for which their needs can be communicated. One is through the [website](#); when a need/suggestion is provided the information is shared with appropriate departments and/or teams for review and consideration. Student Senate also solicits and reviews concerns brought forward to them. At least one Student Senate representative is on most [College-wide teams](#) and the Student Senate president participates in the monthly [Management Team](#) meetings.

NDSCS also monitors changing student needs through the standardized collection and analysis of institutional data. Various surveys and tools are utilized to collect current student needs and compare them to national trend data.

NDSCS has processes for external stakeholders to communicate changing programmatic needs. The College relies on program advisory committees to engage external stakeholders. Representatives from NDSCS are also active in local Chamber of Commerce and the economic development entities.

2P1.7 Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

NDSCS identifies and responds to students' distinctive needs based on their unique characteristics and lived experiences. Services and support options are shared with prospective students and incoming students.

The process to identify incoming students' distinctive needs starts at NSRO with all new students completing the [NSQ](#). Once completed, outreach is done by the Financial Aid Office, Personal Counselor, Career Counselor, Student Advocate, and Accessibility Services. The completed NSQ is available to all those with an advising relationship with the student within Starfish; this is a valuable advising tool use to identify students' needs, requirements, and potential problems area and align them with the appropriate resources.(3.D.1)

[All faculty are supported and encouraged on identify students' needs on an on-going basis and make appropriate referrals through Starfish or directly to the services provider.](#)

[Sampling of sub-group support.](#)

2P1.8 Deploying non-academic support services to help students be successful (3.D.2)

The College embraces a holistic approach to support students, recognizing that non-academic and academic support are often interdependent. This approach was embodied when the SSC was created. In 2016 the College underwent restructuring to respond to prospective and current student needs, especially those non-academic needs, and the Division of Student Affairs was created to enable better alignment, communication, and access for the critical non-academic areas.(3.D.2)

Counseling Services provides confidential personal counseling, intervention, and referrals. Sessions are kept confidential within legal and ethical limits. Counseling Services may also be recommended as a part of other action plans and/or requirements for academic reinstatement.

The Student Advocate assists and identifies at-risk students and serves as a resource for students regarding other non-academic complaints or concerns. This professional position assists students with gaining access to assistance with food insecurity, homelessness, childcare, pregnant/parenting needs, temporary medical leave, diversity/equity support and concerns, and navigating the student conduct process.

The development the SSC increased the continuity and access to the non-academic support provided to students from application to graduation. Understanding and awareness of non-academic services starts with new students and their families at NSRO days. This information is expanded on through the [FYE 101 course materials](#) and reinforced throughout a student's career through promotion and reinforcement from advisors.

The Student Life department, in conjunction with a variety of other academic and non-academic areas, develops and [promotes various activities](#) designed to enhance students' academic and social experience. These events are typically planned by students and have been increased and enhanced since 2014.

2P1.9 Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

Described in greater detail in Category 3, supervisors/leaders work closely with the Human Resource Office to ensure staff members providing student support service are [appropriately qualified](#), trained, and supported. Open positions are posted to internal, local, and national hiring forums to attract the best possible candidates. Diverse interview committees ensure that the candidate's abilities align with the minimum and preferred qualifications and the responsibilities required for the position.(3.C.6)

NDSCS supports the professional development of employees as outlined in the Employee Quality Standards (Professionalism). Professional development is provided to staff and faculty through various resources which is further explained in Cat. 3.

2P1.10 Communicating the availability of non-academic support services (3.D.2)

The College uses a variety of mediums and messaging to ensure students are aware of the various support services. Over the past four years, communication to prospective and current students has been enhanced and goes beyond traditional mediums to now also include texting, social media, videos, and other creative communication channels.

NRSO provides students and their supportive family/friends with an essential overview of the services and support offered to all students through [large group sessions](#) and representatives who are available to students and their family members for one-on-one consultation at the resources fairs that start and end the day.

Through the New Student Orientation process all students are provided information on where they can access the student handbook ([Student Rights & Responsibilities](#)) and how to access assistance with any academic and non-academic concerns; at the Wahpeton location, new students also participate in an app-based [scavenger hunt](#) that showcases support services.

NDSCS utilizes texting technology to communicate with students. For instance, the SSC texts all students to remind them of important academic calendar dates and reminders about the services and specific events. Student Life utilizes social media and texting to remind students of support services and social events; additionally, they use other creative means like the “[Where’s it at Wildcat](#)” weekly slidedeck.

Faculty advising sessions allow for communication and education on non-academic student services. Faculty are provided and encouraged to use [NSQ](#) results, placement scores, and other information gathered during conversation to assist in encouraging non-academic services that will benefit the student and the student experience.(3.D.2)

2P1.11 Selecting the tools, methods and instruments to assess student needs

The tools, methods, and instruments selected to assess student needs depend on the intended use of the data. Employees rely on research, best practices for the given program or activity, and institutional knowledge and expertise in determining the most suitable tools and methodology.

The IE Office specializes in extracting current and relevant data from the data system, survey results, assessment reports, etc. The IE Office uses a [data request form](#) for specific or tailored data requests. The [intranet](#) also contains numerous data reports for review.

2P1.12 Assessing the degree to which student needs are met

NDSCS utilizes various formal and informal feedback processes to assess the degree students’ needs are being met. The [SSI](#) provides insight into how satisfied students are as well as what issues are important to them. Alumni surveys are conducted to assess graduating students’ perspectives and overall satisfaction. Various areas such as [Dining Services](#), [Counseling Services](#), [SSC](#), and [Residence Life](#) work with IE to track usage, satisfaction, and other information to inform decisions related to better meeting student needs.

2R1: What are the results for determining if current and prospective students’ needs are being met?

According to the [2016 SSI](#), which was distributed paper/pencil to students taking face-to-face classes (N=1,115; 57% response rate), the overall student satisfaction at NDSCS is relatively high (all scales are above 4.75 on a 7 point scale, with 11 of 12 measures above a 5) and has steadily increased since 2010. However, it is still lower than the 2016 national comparison group means.

Student Satisfaction Inventory Results Overview	2014 NDSCS	2016 NDSCS	2016 Nat'l Comp. (n=185,252)
Overall satisfaction with your experience thus far (1= Not at all satisfied, 7=Very satisfied)	5.16	5.34	5.55
So far, how has your college experience met your expectations? (1= much worse than expected, 7= much better than expected)	4.52	5.34	4.90
All in all, if you had to do it over again, would you			

enroll here again? (1= Definitely Not, 7= Definitely Yes)	5.30	5.47	5.78
---------------------------------------------------------------------	------	------	------

According to the [2016 Distance Education Student Satisfaction Survey](#), which was sent to NDSCS students taking only online courses (N=256, 8.59% response rate), the overall student satisfaction was high; however, due to the low response rate other data points related to online students' satisfaction are considered when making decisions, and since this was an NDSCS-specific instrument and it was the first time administered, no national comparison or trend data was available.

NDSCS Distance Education Student Satisfaction Survey	Satisfaction Mean
Rate your overall satisfaction with your online learning experience at NDSCS. (1= 'Not satisfied at all' / 7 = 'Very Satisfied')	5.89
If you had to do it over, would you enroll in an online course at NDSCS again? (1= Definitely Not, 7= Definitely Yes)	5.89

The [2016 College Employee Satisfaction](#) (N=208, 33% response rate) results show employees believes that the College is meeting students' needs. It also indicates that satisfaction was steady from 2014 and that it was higher in these areas than the 2016 comparison group that included 56 public 2-year colleges.

College Employee Satisfaction Survey (1= 'Not satisfied at all' / 2= 'Not Very Satisfied' / 3 = Somewhat Satisfied / 4 = Satisfied / 5 = 'Very Satisfied')	2014 NDSCS Satisfaction	2016 NDSCS Satisfaction	2016 Comparison Satisfaction
This institution treats students as its top priority	3.76	3.76	3.62
This institution does a good job of meeting the needs of students	3.71	3.75	3.56

The [NDSCS Climate Survey](#) surveyed students' and employees' perceptions and experiences with diversity, discrimination, and/or harassment. The results of the 2014 and 2016 surveys illustrate that participants feel NDSCS is accessible to individuals with disabilities and overall unique identities are valued (NOTE: it is recognized that students' response rate was low).

NDSCS Climate Survey (Student Results)		
Question	% of students that 'Agree' or Strongly Agree'	
	2014 (n=144)	2016 (n=163)
NDSCS is accessible for individuals with disabilities	65.35%	90.79%
NDSCS Administrators value Diversity	57.2%	81.92%

Are you comfortable being open with your unique identity at NDSCS	75.86%	84.83%
Are you able to achieve your academic goals at NDSCS regardless of your unique identity	86.06%	92.31%

NDSCS is meeting students' needs related to tutoring and support services. [Student usage of the SSC](#) is consistent with about 30% of NDSCS Wahpeton students using the SSC (2017-18: 28%; 2016-17: 33%; 2015-16: 35%). Steady usage is also reflected in the number of hours students are using the center.

[Co-curricular event attendance](#) at the Wahpeton location continues to increase. In the academic year 2016-2017, 103 events were held with 13,323 students attending; in 2017-2018, 105 events were held with 13,590 students attending (there is a no re-admission policy for student events). This indicates that students are satisfied with the type of programs being offered.

NDSCS works to ensure prospective students not only understand Student Life, but that they are also connected with faculty. During the 2017-2018 academic year, [546 prospective students visited the NDSCS Wahpeton campus](#); 86% of these prospective students were able to meet with faculty members in their area(s) of interest.

2I1: Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years

A primary process improvement will be to analyze the utility and follow-through related to the [NSQ](#), which replaced the College Student Inventory summer 2018. At this point, it is unknown if this instrument is meeting the needs of faculty, staff, and students; feedback and utilization rates will be monitored – it is likely that improvements will be needed to this instrument and possibly the process in which it is disseminated (e.g. deploying it to online students, continuing to educate faculty advisors on how to utilize).

The Academic Standing process and follow-up is also an area in which improvements could be made. Student success data of those being placed on academic warning, probation, and suspension/reinstatement should be thoroughly reviewed to understand how to best impact this high-risk group.

Through the [Building Success at Science Phase 3 Action Project](#), the College will be developing a standardized co-curricular assessment and program review. The information that will be collected through this process will better inform the College of how can meet students’ needs. This project is on-track with the identified timeline.

Sources

- Academic Reinstatement Form
- Behavior Intervention Team Overview
- Building Success at Science Phase 3 Action Project Overview
- Campus Student Event Attendance Fall 2018
- College Employee Satisfaction Survey Overview
- Distance Education Satisfaction Survey Summary – Fall 2016 Online Only
- Employer Satisfaction Survey Summary

- Entry-Level Course Placement Worksheet
- Fall 2018 New Student Questionnaire Final
- FYE Advisor CheckIn
- FYE Workbook
- Life Cycle of a Referral
- NDSCS Academic Review Team
- NDSCS Academic Warning Probation Suspension
- NDSCS Advisory Committee Minute Samples
- NDSCS AlumniOutcomesLoyaltySurvey Data Overview
- NDSCS College Climate Survey Overview Student and Employee
- NDSCS College Climate Survey Overview Student and Employee
- NDSCS Concern Page
- NDSCS Counseling Services Survey Summary 2016-17
- NDSCS Course Placement Policy
- NDSCS Course Sequence Sheets
- NDSCS Data Request Form
- NDSCS Employee Quality Standards
- NDSCS Faculty Senate
- NDSCS Intranet
- NDSCS LMS Summary
- NDSCS Management Team
- NDSCS Mission Vision Values
- NDSCS NACUFS 2017 Survey Result Highlights
- NDSCS Opening Week Brochure and Workshop Schedule 2018
- NDSCS Program Admission Requirements
- NDSCS Prospective Student Visit Data
- NDSCS Res Life Summary Spring 2016
- NDSCS Safe Zone
- NDSCS Student Feedback Form
- NDSCS Student Rights and Responsibilities A Code of Conduct
- NDSCS Syllabi Samples
- NDSCS Teaching and Learning Day Agenda Example 2017
- NDSCS Tutor Request Form
- NDUS Academic Affairs Council
- New Student Questionnaire Summary Fall 2018
- New StudentRegistrationOrientation Welcome
- North Dakota South East Education Cooperative
- NSQ Advisor Example
- NSRO StudentSchedule 2018
- Orientation Scavenger Hunt
- SA Employee Position Purpose and Education Levels
- Student Satisfaction Inventory Data Overview
- Student Success Center Service Overview
- Student Success Center Tracking
- Student Success Center Tracking
- Supporting Student SubGroups.pdf
- TEAM List 2018-2019
- Tutor Roles @ NDSCS
- Upstander Training Fall 2018
- WheresItAtWildcatExample

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2.1: Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

NDSCS collects student retention, persistence, and completion data for national and supplemental reporting which allows for tracking and internal monitoring. The Institutional Effectiveness (IE) Office is responsible for the generation and reporting of all data which is queried (and verified) from the student information system. Federal and state reported data are also verified by the NDUS.

Since 2014, NDSCS has also utilized the [Student Achievement Measure \(SAM\)](#) and the Voluntary Framework of Accountability (VFA) for monitoring student retention, persistence, and completion. The SAM offers more insight into students' success as it also collects data on FT and PT students and

first-time and transfer-in students. SAM also provides further insight into positive student outcomes by tracking students' outcomes after they leave NDSCS (transfer-out before or after completing a degree or certificate). The VFA also provides a more complete picture into students' success through including more students in its cohorts. VFA provides detailed insight into student outcomes, allowing NDSCS to analyze by student groups (e.g. Pell Grant Recipients, students needing developmental courses).

NDSCS has a standardized process to collecting and sharing data related to students' success at the College and department/program level. Each fall the incoming new student cohort is tracked; this cohort includes any new student to the institution on the first full day of classes (fall semester). The retention rate of this cohort is tracked daily until the 20th day of instruction (census day) and then weekly after that by the IE Office. The [cohort retention rate is tracked](#) and calculated by program and college-wide. Each day (and weekly after the 20th day) the overview is sent to all employees through e-mail by the President. Academic leadership and other managers have the student-specific information of the cohort also available to them through a secured shared drive (which is updated on the same schedule). The [college-wide e-mails](#) also include a timely retention reminder with information that employees can use or share to help assist students. This process was employed to address one of the three strategic challenges identified in the most recent Systems Appraisal, ensuring that performance results inform improvements, and ultimately help all employees understand the role they play in students' success.(4.C.4)

NDSCS has a variety of processes to track and share persistence and completion data. In addition to widely sharing retention information, the IE Office provides easy access to student success data to all stakeholders through the [NDSCS Intranet](#) and, for FERPA protected information, data is shared through secured shared drives.(4.C.2)

2P2.2: Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

Targets for student retention, persistence, and completion are established through the inclusive [Strategic Planning](#) process. The IE Office is responsible for providing the data that assists in the goal setting with the AQIP Strategy Team leading the strategic planning process. The targets for students' success are identified through looking at internal, regional, and national trends, as well as reviewing the student success outcomes of comparable and aspirational institutions; for example, the outcomes of the 2-year colleges that were awarded the prestigious Aspen Prize for Community College Excellence are reviewed and considered when select student outcome targets.(4.C.1;4.C.4)

2P2.3: Analyzing information on student retention, persistence and completion (4.C.2)

NDSCS reviews and analyzes information on [student retention, persistence, and completion](#) on multiple levels. The various student success indicators (described in 2P2.1) are analyzed to better understand student sub-groups and the impact specific programs/interventions are having on outcomes. Such subgroups can involve students enrolled in specific academic programs or students with particular demographic characteristics.(4.C.2)

VFA allows for disaggregation by whether students in a cohort require development courses or are college ready. This procedure in the VFA allows NDSCS to understand disparities in academic outcomes according to whether or not students require developmental courses upon arrival at NDSCS. This data is shared annually with the College Leadership Team and employees are encouraged to utilize the results in program accreditation and review documentation.

Another example is how the cohort retention information is used; each department is provided with a

“[retention deep-dive](#)” overview. This provides specific programs with information regarding those students who are included in the retention cohort (see 2P2.1). This information is provided annually to each academic department and the information will be utilized to inform the newly-established [Academic Program Review](#) process that was developed from a [Strategy Forum resulting action project](#).

2P2.4: Meeting targets for retention, persistence and completion (4.C.1)

NDSCS has [defined goals](#) for student retention, persistence, and completion; the College utilizes the data and progress toward those goals to determine action and resources needed. The IE Office analyzes and makes available, through multiple mediums/materials (e.g. NDSCS Intranet, printed documents, presentations at Leadership meetings), trend and progress data regarding student retention, persistence, and completion. This information is also reviewed by leadership teams; trends, activities, and initiatives are discussed and based on the data.

Multiple initiatives are aimed to support meeting the student success targets established through the [NDSCS Strategic Plan](#). These include the implementation of Starfish to track student referrals, establishment of the SSC, enhanced tutoring for all students, and the intentional focus on sharing and discussing student outcome data with the entire College community. Progress toward meeting the targets is shared consistently as it becomes available.(4.C.1)

2P2.5: Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

Various tools and methods utilized to assess retention, persistence, and completion have been mentioned in the prior sections (2P2.1). Official IPEDS metrics are useful in understanding retention, persistence, and completion of students who transition to NDSCS directly out of high school. However, being an open-access institution, the student population is made up of students with varied paths and abilities (e.g. transfer students, students requiring developmental education, incumbent workers); for this reason, the SAM, and the fall cohort are utilized to better understand the NDSCS student population more broadly as the students included in these data sets are much more inclusive. (4.C.4)

2R2: What are the results for student retention, persistence and completion?

[IPEDS fall-to-fall retention](#) rates help the College understand student retention. Retention rate data has been collected by IPEDS starting Fall 2003; since then, NDSCS’s highest first-time, full-time retention rate has been 80% (2008-2009), with the lowest year being 60% (2003-2004). Ten out of 15 years, NDSCS’s retention rate has been 70% or greater. NDSCS IPEDS retention rate of first-time, part-time is a bit lower staying about 40% over the past two years; this is consistently above the national averages, which hover around 60% for first-time, full-time and 40% for first-time, part-time. Student persistence of the IPEDS Cohort is also tracked and shared. Fall to Spring persistence has clustered around 87% since 2014-2015, with the most recent persistence rate being 89% Fall 2017 to Spring 2018.

[IPEDS graduation rates](#) are important to the College in understanding student retention and completion. Graduation rates (150%) were at 50% (2013 cohort) and 51% (2014 cohort), which far exceeds the National IPEDS graduation rates (29%, 2012 cohort).

The [Student Achievement Measure \(SAM\)](#) also provides insight into student retention and completion. SAM, as explained in 2P2.1, expands new students beyond first-time and full-time

students, going further showing outcomes of students who transferred and entered as transfer students. According to the SAM outcomes, NDSCS students who have graduated or successfully transferred to another institution (including first-time-at-NDSCS, all students) has steadily increased from 56% in 2015-2016 (2009 Cohort) to 80% (2011 Cohort).

[NDSCS also tracks its fall new student cohort throughout the academic year by program and at the College-wide level. Retention of this cohort has remained steady.](#)

Academic programs are provided information related to their students retention on an annual basis. The “[retention deep dive](#)” information provides academic programs their specific retention information – enabling data sharing and internal comparisons.

The direct measures (IPEDS annual measurements, NDSCS fall cohort, SAM) indicate that the continued focus on students’ success is positively impacting student outcomes. The College continues to invest in supporting students’ success and looks to improve these measures by implementing strategic initiatives outlined in the [2017-2020 Strategic Plan](#), with the ultimate goal of 80% retention.

Indirect measures have indicated positive trends, which have supported the direct measure outcomes. Specifically, faculty [utilization of Starfish](#) has increased and consequently so has the number of [student referrals](#). Additionally, [students’ utilization of the Student Success Center](#) continues to remain steady with the students who are visiting spending longer periods.

Analysis

The College’s results concerning persistence, retention, and completion reflect integrated maturity. The processes discussed have provided avenues for all stakeholders to understand, monitor, and utilize the data which includes appropriate benchmarks and has been trended across time. Data is segmented, especially the NDSCS fall cohort data, to enable programmatic-level changes to occur based on direct student outcomes.

2I2: Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

NDSCS continually strives to improve student success outcomes, many of the initiatives were outlined in the above processes. Specifically, there were many improvements identified within the [2017-2020 Strategic Plan](#) including:

- 1s5. Grow the assessment of student learning in co-curricular areas and adoption of a student event attendance tracking system College-wide.
- 1s7. College-wide adoption of early-alert system (Starfish)
- 2s3. Further develop transfer initiatives.
- 2s4. Establishment of ‘match-making’ system to connect students with sponsorships.
- 4s3. Timely share retention and capture data widely.(4.C.3)

Other planned improvements include:

- Tracking the utilization and making necessary edits to the NSQ.
- Further developing the retention “deep-dive” information to better understand additional student cohorts (student athletes, students living in housing, student employees).
- Implementation of the Academic Program Review process.

- Further expanding the features and utilization of Starfish.

Sources

- Academic Program Review Process Form Schedule 2018
- Building Success at Science Phase 1 Action Project Overview
- Cohort Retention Tracking Data and Emails -- 2017-2018
- Faculty Utilization of Starfish
- IE Intranet Data Site
- NDSCS Cohort Retention Overview
- NDSCS IPEDS Graduation Rates
- NDSCS IPEDS Retention Rate Overview
- NDSCS Strategic Plan 2017 2020
- NDSCS Strategic Plan 2017 2020
- Retention Deep Dive Overview
- SAM Overview and Data
- Starfish Referrals
- Student Outcomes Enrollment_ Graduation and Transfer Analysis and Trends
- Student Success Center Tracking

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3.1 Determining key external stakeholder groups (e.g., alumni, employers, community)

NDSCS fulfills its mission of providing education and training to ND; this mission determines the key external stakeholder groups that NDSCS serves which includes business and industry partners, the local and ND community, and NDSCS Alumni. These key stakeholders are driven by the mission of the College and identified through the [Strategic Plan](#).

2P3.2 Determining new stakeholders to target for services or partnership

New stakeholder relationships are fostered and established through various channels, such as: NDSCS staying connected in the local and state-wide community (especially service and industry organizations), local and statewide Chamber of Commerce memberships; ND Workforce

Development Council; Local/Regional Economic Development Commissions; [Academic Program Advisory Committees](#); [NC3](#) , and other 2-year college collaborative organizations. Many of these connections are identified through annual goal setting, departmental communications, and/or established connections with industry partners.

2P3.3 Meeting the changing needs of key stakeholders

NDSCS works closely with stakeholders to ensure evolving workforce and educational needs are being met. A primary means is through [program advisory committees](#) and meetings with industry. These committees include representation from local and national stakeholders connected to NDSCS academic programs; they assist with ensuring curriculum aligns with current industry practices, review student outcomes, and support the operational and instructional needs of the specific areas.

Feedback is also gathered formally and informally from local high schools and educational cooperative. These relationships are strengthened and fostered by a [recent Action Project](#) and by providing early-entry (dual-credit) options in 31 high schools. These high schools are mostly clustered in the southeast quadrant of ND and include one high school in Minnesota nearest to NDSCS.

NDSCS engages faculty and staff in local, state-wide, and national conferences with industry to help ensure instructional methods are up-to-date with industry expectations and best practices.

NDSCS stays connected to the local communities and the needs of greater ND. NDSCS collaborates with local chambers of commerce to review and understand the economic needs of the community. NDSCS administration and academic leadership consistently meet with stakeholders to better understand their workforce needs and ways NDSCS can help fulfilling those needs.

Additionally, NDSCS offers non-credit training for Southeast ND through [TrainND](#). If skilled training is needed versus academic programming, TrainND provides training to support employee and employer needs.

2P3.4 Selecting tools, methods and instruments to assess key stakeholder needs

NDSCS employs both direct and indirect measures to gauge the degree to which key stakeholder needs are being met; these methods are determined through the [NDSCS strategic planning](#) process. Direct measures include the aforementioned alumni and graduate surveys, TrainND customized training enrollments, early-entry enrollments, and other methods (e.g. student placement information).

Indirect methods are also tracked to indicate the degree to which key stakeholder needs are met including indicators such business and industry contributions, entrusted equipment annual totals, and stakeholder collaborations/communication (results available in 2R5). Additionally, the consistent process of reviewing stakeholder agreements (e.g. [articulation agreements](#), MOUs) allows for stakeholder needs to be assessed and responded to.

2P3.5 Assessing the degree to which key stakeholder needs are met

The strategic planning cycle, which includes the above direct and indirect measures, is the primary tool for assessing needs satisfaction. The process and timeline are dependent on the measures and cycle. Mostly, feedback from industry and K-12 partners, through [advisory committees](#) and other informal meetings, and the success of placement of students after graduation determines the degree to which NDSCS is meeting stakeholder expectations.

2R3: What are the results for determining if key stakeholder needs are being met?

Determining the College's success in meeting stakeholder needs is tracked both formally and informally. [Program advisory committee minutes](#) are maintained with each program; each meeting is recapped with appropriate academic leadership and action items are identified.

Business and industry stakeholders are served in part by the Workforce Affairs Division (WFA), which provides personal enrichment, professional development, and customized training through the TrainND operations. In fiscal [year 2017-2018, the TrainND](#) operation serving the Southeast ND area served 172 businesses, with 708 unduplicated participants resulting in 16,919 total training hours. The results of this training were positive, 99% of those attending the training were satisfied. When compared to Bismarck State College's Southwest TrainND outcomes (222 companies served, 2,210 unduplicated participants), to grow enrollment and service to external stakeholders, the WFA was recently restructured to enhance the responsiveness of TrainND Southeast (see 2I3).

Although not a trending or quantitative measurement, the selection of NDSCS to be showcased in the [Aspen Institute's](#) College Excellence Program's Workforce Playbook attests to NDSCS's ability to meet the workforce needs. NDSCS was then selected as one of six institutions that hosted Aspen officials to collect in-depth practice research in spring 2018; this information will be used to develop [Aspen's Workforce Playbook](#) (December 2018).

Early-entry partnerships remain strong and student enrollments have remained consistent. Trending [five-year enrollment and credit production levels](#) are a critical metric regarding meeting prospective students and partnering high school needs.

Student placement data is also an indicator of NDSCS's ability to meet external employer needs. In 2017, 98% of students were employed or continuing their education after attending NDSCS; this [high placement rate is consistent](#), ranging from 98-99% since 2012. [The average beginning annual salary of a 2017 graduate was \\$3,267 a month with an estimated 5.6 jobs available per graduate.](#)

The continuation and expansion of the many MOUs and [articulation agreements](#) are evidence that the College is meeting the needs of external stakeholders.

2I3: Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

In 2016, the WFA was established to enhance the focus on meeting stakeholder needs through customized and open-enrollment training for business and industry. This restructure moved training from Academic Affairs. The preliminary results for 2018-2019 first quarter include a 24% increase in attendees at open-enrollment courses and a 10% increase in sales.

To meet the workforce need in ND and the surrounding area, NDSCS is proposing the development of a [Career Academy](#) within the Fargo community, which will be a collaborative partnership between private sector companies, K-12 school districts in the region, other two-year educational institutions, the Fargo-Moorhead-West Fargo Chamber of Commerce, the Greater Fargo-Moorhead Economic Development Corporation, and the cities of Fargo and West Fargo. This [Career Academy](#) will provide career and technical education and training focused on students in grades 10 – 2nd year in college and on industry incumbent workers. Career Academy academic partners are currently working to identify needed academic programming. It is anticipated that the space needed for the Academy will require new construction with an estimated cost of \$30,000,000 – approximately \$11 million in pledges from private industry partners have been gathered. A definitive timeline for opening has not been established, partners are hopeful that the [Career Academy](#) will be open for students Fall 2021.

Sources

- Career Workforce Academy 101818
- CWA Talking Points
- Early Entry Dual Credit Enrollment Trend Overview
- NC3-Overview
- NDSCS 20172018 Placement Overview
- NDSCS Advisory Committee Minute Samples
- NDSCS Articulation Agreements
- NDSCS Placement Reports
- NDSCS Strategic Plan 2017 2020
- Strengthening relationships with K-12 focused on the southeast region Action Project Overview
- TrainND SE 2017-18 Annual Report
- Workforce Playbook - The Aspen Institute's College Excellence Program

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4.1 Collecting complaint information from students

NDSCS has adopted and published policies, procedures, and processes to respond to student concerns and grievances in a timely and consistent manner. NDSCS's established procedures for handling formal student complaints are detailed in the [Catalog](#), in the [NDSCS Guide to Student Rights and Responsibilities](#), and specific policies (e.g. [Title IX](#), [Equal Opportunity](#)).

Student concerns or complaints are received in a variety of mediums, but are most often received through the [Concern page](#) form which is easily accessible through the NDSCS website. If a complaint is received through the concern page, it is reviewed by the Student Advocate (or designee in the event of an absence) and is routed to the most appropriate area in a timely manner (typically in under 24 hours, pending the nature of the concern). As appropriate, the applicable administrator(s), is typically

alerted to concern. The concern page form is not a means of filing a formal grievance, but rather a way to provide satisfaction feedback or to report policy/law violations; once reviewed, information on the form may initiate a formal grievance being filed.

Student satisfaction concerns are also discussed weekly by the [Student Senate](#) as illustrated in the [senate minutes](#).

2P4.2 Collecting complaint information from other key stakeholders

Complaints from other stakeholders can also be reported through the [NDSCS concern page](#); however, most complaints from key stakeholders are handled by the administrator best positioned to address the complaint. Complaints are typically received and addressed individually.

The process for employee complaints is one that typically is resolved at the lowest level possible and with the individual(s) involved. If the issue between two employees cannot be resolved, the complainant addresses the issue with his or her immediate supervisor. If the situation cannot be resolved at that level, it moves up the organizational chart to a Chair/Dean/Director and/or Vice President. At any point, the issue may be reported to HR who can assist to help mediate/resolve the complaint. Exceptions to this process include concerns involving forms of discrimination, harassment, and/or other sexual misconduct or, in some instances, when the complaint is about a supervisor or a report of fraud.

2P4.3 Learning from complaint information and determining actions

Most student complaints are routed through the [Concern page](#), which enables review, tracking, analysis, and consistent recommendations. Action is determined at the time of the complaint, tracked appropriately, and all complaints are reviewed in a weekly meeting between the Student Advocate and the Vice President for Student Affairs.

[A log of formal academic grievances is maintained by the Vice President for Academic Affairs and non-academic by the Vice President for Student Affairs](#). This tracking enables the College to review for trends and identify needed improvements. Data from all the complaint/grievance processes are reviewed on an ongoing and yearly basis. Efforts are made to determine the root cause leading to each concern or grievance; additionally, data is reviewed to determine if trends or frequency patterns exist.

2P4.4 Communicating actions to students and other key stakeholders

Both students and employees are informed about the processes for filing for complaints through College policies and procedures. The Concern page is widely promoted to students; this promotion starts during NRSO events and is consistently promoted through various mediums (e.g. social media, giveaways, sidewalk chalking) throughout the academic year. Employees are made aware of complaint and grievance processes through the [annual essential training](#) and new employee on-boarding.

Proceedings following formal student or employee grievance are outlined here:

- **Employees:** [ND University System Policy 28](#).
- **Students:** academic see NDSCS College Catalog ([p. 30-31](#)), non-academic concerns see [NDSCS Guide to Student Rights & Responsibilities: A code of conduct](#) (p. 3-4).

Other communication and resolution processes also are established for complaints/concerns and communication of them – these are incident and guiding policy-specific (e.g. [Title IX](#)).

2P4.5 Selecting tools, methods and instruments to evaluate complaint resolution

Qualtrics, is utilized to facilitate the [Concern page](#). This tool enables immediate triggers when there is a concern submitted and secure cloud, back-up of all concerns that are submitted. Tracking of all complaints and resulting resolutions are done in spreadsheet software, including as much detail as possible, and are stored on a secured shared drive.

2R4: What are the results for student and key stakeholder complaints?

Formal academic grievances/appeals are tracked and documented in the office in which it was received. [A log of formal academic grievances](#) is submitted to the VPAA where a yearly summary is completed. The Vice President for Student Affairs logs all other grievances/appeals; non-academic grievances/appeals are more typical as they related to student conduct suspensions. Since 2013, NDSCS has had nine formal academic grievances and four non-academic; of these five decisions were reversed. These grievances are logged and categorized on a yearly basis trends are reviewed by the responsible Vice President.

Since Fall 2015, the [number of concerns reported to Concern Page](#) and the individuals who present concerns or issues to the Student Advocate has been tracked. This trend data, analyzed by semester, illustrates an increase in the number of reports to both the Student Advocate and through the Concern Page. The review and increases observed, especially in the Fall of 2017, correlates with concerted efforts to promote the concern page.

National benchmark data has not been found related to this data. Internal benchmarks are not formally established, rather trend data from year-to-year is reviewed; changes in the trends informs promotion and prevention activities.

2I4: Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Internal and external benchmarks need to be identified related to stakeholder complaints. This will enable NDSCS to gauge the level of reporting and number of complaints/grievances.

Sources

- [Equal Opportunity policy__non_discrimination_statement_policy](#)
- NDSCS Catalog p 30-31
- NDSCS Concern Page
- NDSCS Essential Training Overview
- NDSCS Guide to Student Rights and Responsibilities
- NDSCS Student Grievance Tracking Summary
- NDSCS Student Senate
- NDUS Human Resource Policy 28 Manual
- Student Senate Minutes
- [StudentAdvocateConcernPage Tracking](#)
- Title IX and Sexual Misconduct Policy

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5.1 Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

The NDSCS mission drives the consideration and selection of partners; at NDSCS partnerships are crucial to mission fulfillment. Partnerships generally emerge from an identified need and are structured to contribute to the success of the College.

The College strives to collaborate with numerous partners, actively seeking relationships with those in and outside of the region and responding to requests by exploring all potential benefits. Program faculty, staff members, academic leadership, and administration monitor the development of emerging needs in the industries served by the College, in other educational institutions, and in the marketplace to identify opportunities for new partnerships.

NDSCS's most recent Action Project "[Partnering for Success](#)" is in progress and is focused on developing a process for selecting, managing, and prioritizing partnerships.

2P5.2 Building and maintaining relationships with partners

Partnerships at NDSCS vary in scope and impact. Partnerships with areas high schools focus on providing early entry courses which are offered at 31 high schools in-person (in the high school or at a NDSCS location), online, or through video networking. The courses provided vary from CTE to general education. Also, shared professional development opportunities for faculty at the high schools and at NDSCS has been offered – which is a product of a recently completed [Action Project](#).

High school educational partners also extend well outside the SE area of ND – recruiting is an important part of NDSCS's partnerships. NDSCS connects with [prospective students](#) through school visits, hosting students on campus – including collaborating to reduce the cost of transportation, making connection with high school personnel, and [through hosting](#) and participating in career awareness events.

NDSCS has numerous [articulation agreements](#) which start with program-level connections and discussions. NDSCS works closely with North Dakota State University to provide a [pathway program](#) for those students denied admission, transfer student collaborations, and many other opportunities for both institutions' students.

NDSCS has several other education partners for programs and courses. The College collaborates with F-M Ambulance to offer the EMS Program at the NDSCS-Fargo location. Another example is a partnership that was formalized in 2016 between [NDSCS and Bismarck State College](#) to provide a Pharmacy Technician degree – helping to address the immense healthcare workforce shortage in western ND. NDSCS is also a member of the [Tri-College University](#) which is a unique cooperative agreement between that allows any student registered at one of the institutions to take one class per semester at one of the Tri-College campuses at no extra tuition cost and without going through separate admission procedures.

Business and industry partnerships are the most robust and diverse of all NDSCS partnerships. These partnerships are developed and maintained through communication and collaboration with industry professional groups (e.g. ND Implement Dealer Association, [NC3](#)) through local/regional economic development organizations, and through involvement on advisory committees. NDSCS has been recognized nationally for its innovation in this area through inclusion in the [Aspen Workforce Playbook](#).

NDSCS has [formalized partnership academic programs](#) (students earning a degree associated with a specific company) and many other academic partnerships that are less specialized. Partnership academic programs have been developed collaboratively with business and industry; they are company-specific curriculums that provide traditional (e.g. General Education courses), lab, and on-the-job learning experiences aimed to help graduates understand systems and components that are specific to that company. Often, students within these associate degree programs rotate between learning in College labs and classrooms with learning through a supervised occupational experience in the workplace. Students within these programs and other academic partnerships are almost always financially sponsored which range significantly from tool and equipment reimbursement to full salary and benefits while being a student. The academic programs also benefit through [entrusted equipment](#) that is provided and training opportunities for faculty/students.

Business and industry partners also include the employers who are served through TrainND. Relationships are fostered and maintained with these partners through consistently measuring their satisfaction and networking with those who might benefit from the customized training and courses. Feedback is also informally gathered through TrainND sales staff's discussions and connections with current and potential partners.

2P5.3 Selecting tools, methods and instruments to assess partnership effectiveness

The tools, methods, and instruments used to assess partnership effectiveness vary. Partner relationships are monitored by NDSCS faculty, staff, and administrators who are closest to the partnership. Personal contact is critical in ensuring that College personnel know and understand the needs of various partners and can respond, as appropriate. NDSCS regularly reviews articulation agreements, monitors workforce needs, and surveys employers.

2P5.4 Evaluating the degree to which collaborations and partnerships are effective

The [2017-2020 NDSCS Strategic Plan](#) (Goal 2) outlines NDSCS's intent to strategically meet business and industry needs in ND and the region, To effectively measure and assess the effectiveness of partnerships NDSCS established the Action Project "[Partnering for Success.](#)"

Currently, the effectiveness of collaborations and partnerships are measured through regular collection and evaluation of student enrollment data (including dual credit enrollment), articulations agreements, alumni surveys, employer surveys, placement data, licensure and certification results, cooperative education evaluations, donations to the NDSCS Alumni Foundation, and grant funding.

Specifically, the [NDSCS Strategic Plan](#) outlines specific measurements related to strengthening relationships with internal and external stakeholders/partners. These include:

- Student Enrollment (4i3)
- Enrollment in the Workforce Affairs annual partnership program (4i4)
- Contributions from business and industry (4i5)
- Grant funding (4i6)

2R5: What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

Summary results of measures (including tables and figures when possible)

[Enrollment of students in dual-credit courses since 2010 has averaged 760 students, with a high of 905 in 2013, a significant dip in 2016 to 684, and from there has continued to increase to 833 in 2018.](#) This rise in dual-credit enrollment correlates with the hiring of an Early-Entry Coordinator to help students and their high schools through the entry-level assessment and enrollment process. Enrollment of dual-credit students throughout NDUS has also remained steady.

Student enrollment in the Tri-College partnership has steadily increased from 15 the first year (2016-2017) to 42 in 2017-2018.

In fiscal year 2017-2018, [TrainND](#) served 172 businesses, with 708 unduplicated participants resulting in 16,919 total training hours. The results of this training were positive, 99% of those attending the training were satisfied.

Entrusted equipment numbers have continued to illustrate the support of partners. For the past three academic years the amount of entrusted equipment has continued to exceed \$6.7million dollars with a

peak of \$14.8million dollars in FY2016 due to a large give in the Diesel Technology area.

Comparison of results with internal targets and external benchmarks

When compared to Bismarck State College's TrainND outcomes (222 companies served, 2,210 unduplicated participants), NDSCS has an opportunity to grow enrollment and service to external stakeholders. The Workforce Affairs Division was recently restructured to enhance the responsiveness of TrainND Southeast (see 2I3).

Interpretation of results and insights gained

The College has numerous effective partnerships with diverse key stakeholder groups. For example, the percent of students enrolled in the Early-Entry program has remained steady, the contribution from business and industry remained sound, and enrolled students continue to benefit from academic partnership programs, state-of-the art entrusted equipment, and the collaborative relationships with other institutions such the Tri-College.

Establishing and maintaining partnerships are a priority as they enhance NDSCS's ability to fulfill its mission and reduce NDSCS's reliance on State funding. The College is working toward the goal of establishing a partnership in all programs and areas by 2022. This will be accomplished through the framework being developed by the ["Partnering for Success" Action Project](#).

2I5: Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

The ["Partnering for Success" Action Project](#) will enhance all areas of the College with the ultimate goal of establishing partnerships in all areas of the College by 2022.

In Spring 2018, NDSCS developed the [NDSCS Student Sponsorship program](#). The concept of student sponsorship is not new, but the process of matching interested students with companies willing to sponsor them is new. The impact of this program is not yet fully understood; as of October 2018, 114 students and 16 companies are in the database with most student interest coming from the transportation, allied health, and manufacturing areas. For Fall 2018, five sponsorships were developed as a result of the program. Additionally, in Fall 2018 the NDSCS Foundation made \$65,000 in funds available to students who were sponsored. The outcomes of the Student Sponsorship program and the matching grant are not known at this time but will be tracked to better understand the impact.

To further understand the impact partnerships have on student outcomes, the College plans to do further analysis regarding student outcomes in sponsored academic programs.

NDSCS is also exploring the opportunity to attain external accreditation of the Early-Entry program to ensure the strength of the program is maintained to meet the needs of the students and schools served.

Sources

- Career Awareness Seminar 2019
- Early Entry Dual Credit Enrollment Trend Overview
- Entrusted Equipment Overview

- Examples of Formalized partnership academic programs
- NC3-Overview
- NDSCS Articulation Agreements
- NDSCS BSC Pharmacy Tech
- NDSCS Prospective Student Visit Data
- NDSCS Strategic Plan 2017 2020
- NDSCS Student Sponsorship Information
- Partnering for Success Action Project Overview
- Pathway Brochure
- Strengthening relationships with K-12 focused on the southeast region Action Project Overview
- TrainND SE 2017-18 Annual Report
- TriCollege
- Workforce Playbook - The Aspen Institute's College Excellence Program

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1.1 Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

NDSCS complies with SBHE policies and procedures regarding hiring practices. Supervisors work

with the HR Office when positions are open. As part of the hiring process, the job description, which specifies qualifications, as well as responsibilities and duties, are reviewed by the supervisor and appropriate Vice President to ensure proper qualifications are identified in the job description. Specifically, [staff positions have clear position purposes outlined on the job description and education levels are tracked](#) to ensure the required qualifications are met.(3.C.6)

These job descriptions align with accreditation, program learning outcomes, and other skill sets that fall within established guidelines. The HR Office assures that each position is placed in the appropriate NDUS broadband job classification and the applicable compensation research code which determines compensation range. NDSCS employs persons on the basis of merit without unlawful discrimination in accordance with [NDUS HR Policy 3.1 and the NDSCS Non-Discrimination Policy](#); additionally, NDSCS recognizes [Veterans' Preference](#) and identifies it as a preference qualification on the screening sheet.

The HR Office is responsible for [advertising vacancies](#); these ads are placed in local, regional, and national resources based on level of expertise and position type. The hiring manager identifies a hiring committee, candidate screening criteria, and interview questions which must be submitted to HR prior to candidates reviews. HR screens candidates to ensure minimum requirements are met and the above information has been submitted before candidates are shared with the hiring manager. Members of the search committee are provided the [Search Committee Guidelines](#). ([New Hire Checklist](#))

Once eligible candidates are received by the hiring manager, the hiring committee review, and screen. Screening is based on required qualifications. To ensure fairness, the [screening sheets](#) are developed before any hiring committee members are allowed to review candidates. The [application](#) materials required by all candidates include responding to how they meet the minimum and preferred qualifications of the position, and how they will support the mission, vision, and values of NDSCS.

Once the screening process is complete, the hiring committee identifies the top candidates for interviews; the first round of interviews may be done remotely (e.g. phone). The hiring manager, based on committee feedback, recommends a candidate to hire. Compensation is determined through reviewing comparable CUPA and ND Job Service information.

The hiring manager will request final approval from the President. Hiring is contingent on a clear background investigation and commendable [reference checks](#).

New employees are provided [on-boarding training](#) which include completing required benefit training/overview, [essential training](#), and position-specific orientation by their department. As part of the orientation process, new full-time employees meet with the President or one of the Vice Presidents to review the institution's history, [mission, vision, values](#), and [Employee Quality Standards](#).

3P1.2 Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

NDSCS uses HLC Criteria for Accreditation and Core Components, specifically the document for "Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers," as the primary basis for determining qualified faculty. Academic leadership reviews potential faculty transcripts to ensure the candidates meet minimum qualifications and HLC guidelines. NDSCS also uses [NDUS Policies and Procedures](#) regarding hiring qualified faculty ([Faculty qualifications](#)). Faculty teaching within the transfer curriculum are held to HLC and NDUS qualifications as noted above; however, those teaching CTE curriculum require additional credentialing as outlined by the NDCTE. Certain programs also require specific credentials as outlined by a governing board. For example the Nursing

and Dental Hygiene programs are subject to licensure and credentialing standards as set forth by the ND Board of Nursing and the ND Dental Board.(3.C.2)

The internal hiring process assists faculty in developing and meeting academic credentialing standards. To verify credentials, the following are required to be presented during the application phase: official transcripts and/or additional certifications, criminal background checks, three professional references, a faculty [application for employment](#), and a resume. The interview process may vary slightly for full-time, adjunct, online, or dual-credit faculty. Hiring committees review qualified applications and request interviews of chosen applicants. Full-time faculty are required to give a sample lesson as a part of the interview to demonstrate teaching ability in respect to their credentials. All new dual-credit and adjunct faculty are required to have the same credentials according to the guidelines set forth above depending on the teaching of transfer or CTE curriculum. (3.C.1)

Should faculty require credentialing for the purpose of hire, HR and the hiring manager will outline expectations and a timeline to complete the needed credentials within the faculty contract.

Prior teaching experience is preferred of all faculty candidates and NDSCS assigns a mentor for full-time, first-year instructors. Mentors are assigned to assist new faculty through the on-boarding process, assist with process questions, and help acclimate the new faculty member to NDSCS. Professional development resources and/or funding is available through the department or [Faculty Professional Development Team](#) for who seek additional credentialing or development opportunities. Faculty who need to gain a CTE teaching certification are placed in a Clinical Practice course which is an introduction to teaching with a component of practice teaching. CTE certification is attained by the end of their first year of teaching.

3P1.3 Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

The VPAA, working collaboratively with the Business Office and other administration, manages academic budgets, to assure appropriate funding is available for hiring necessary faculty positions.

Faculty are supported by state appropriated funding or by grant resources. The VPAA and academic leadership are responsible for managing faculty numbers for classroom student/faculty ratios, as well as other non-classroom programs and activities.

The VPAA works with departments to set appropriate enrollment caps for courses and collaborates with HR to confirm faculty contracts outline and balance classroom and non-classroom obligations. The [IE maintains and communicates enrollment](#) data with the academic administration to align staffing with established goals. To ensure NDSCS has sufficient numbers of faculty, department chairs, and program coordinators, the VPAA regularly reviews enrollment reports to determine course demands. This review also includes labor market projections, anticipated enrollment, and input from advisory committees, and accreditation standards. Department chairs recommend the hiring of adjunct faculty and the VPAA has authority to approve more faculty members to meet program and/or student needs. Program completion requirements may dictate low enrollment offerings.(3.C.1)

3P1.4 Ensuring the acquisition of sufficient numbers of staff to provide student support services

NDSCS is committed to supporting students' needs. Administration continually monitors and identifies gaps (ex: [Student Satisfaction Inventory](#), [Student Outcome Data](#)) within the student support services area to enrich the learning environment at NDSCS. Since the last systems portfolio,

NDSCS furthered its commitment to supporting students through the creation of the Division of Student Affairs. Previously, Student Affairs reported through Academic Affairs – the new division structure has enabled increased synergies between departments and created efficiencies for stakeholders. Staff positions were created to improve support for high-risk students and those encountering academic and/or financial difficulties.

As new positions become available, the hiring manager submits a request to both the [President](#) and the [HR](#) for rehire; budgets tied to these positions are managed by the appropriate Vice President. HR reviews modifications to the job description. When the position is approved for rehire, the hiring manager works with HR to form a committee and begin the hiring process.

Some employees are supported by grant or local resources, these funding streams have allowed NDSCS to be innovative and responsive with staffing positions to support student needs.

3P1.5 Tracking outcomes/measures utilizing appropriate tools

NDSCS uses various data points to determine if hiring, development, and evaluation of faculty, staff and administrators is meeting the needs of employees and fulfilling NDSCS's Mission.

These include:

- Student-to-faculty ratio to ensure one-to-one faculty availability for the benefit of students.
- [CESS](#) review to understand employee perceptions and satisfaction regarding hiring, development, and evaluation practices.
- HR conducts [exit interviews](#) with most employees who are leaving the institution.
- Although an indirect measure, [turnover rates](#) are used to determine NDSCS employment climate and to determine departmental needs.

3R1: What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services?

Summary results of measures (include tables and figures when possible)

The student-to-faculty ratio trends have remained stable over the past four years. NDSCS strives to maintain a ratio that allows for adequate one-on-one interaction between faculty and students.

	2015	2016	2017	2018
NDSCS Student-Faculty-Ratio	11 to 1	12 to 1	13 to 1	13 to 1

To understand employee perceptions and satisfaction regarding hiring, development, and evaluation practices, NDSCS reviews the CESS results. This survey is administered online to employees. In 2016, 208 employees completed the survey for 33% response rate. The five CESS results below document employees' perception related to planning and quality. Overall, the data is steady and in-line with the comparison group. Results showed improvements in the area of consistently follows process for selecting new employees, and a setback in the area of meeting faculty and staff needs.

NDSCS [College Employee Satisfaction Survey](#)

Satisfaction: 1= 'Not satisfied at all' / 2= 'Not Very Satisfied'/ 3 = Somewhat Satisfied/ 4

= Satisfied/ 5 = 'Very Satisfied'			
	2014 NDSCS Satisfaction	2016 NDSCS Satisfaction	2016 Comparison Satisfaction (n=14,229)
The mission, purpose, and values of this institution are well understood by most employees	3.79	3.79	3.49
This institution does a good job of meeting the needs of its faculty	3.36	3.13	3.23
This institution consistently follows clear processes for selecting new employees	3.33	3.29	3.16
This institution consistently follows clear processes for orienting and training new employees	3.15	3.22	3.07
This institution does a good job of meeting the needs of staff	3.13	3.09	3.12

Unemployment in the southeast region of ND is low (2.0%); NDSCS needs to remain competitive to ensure a highly trained workforce. [NDSCS reviews turnover rates of employees, along with average length of service to better understand employees' satisfaction.](#) Faculty and staff turnover rate remained steady up until 2017 when faculty went from 7.7% in 2016 to 14.3% in 2017, and staff turnover went from 10.3% (2016) to 16.1% (2017).

Employees that are leaving NDSCS have the opportunity to complete an [exit survey \(online\)](#) and/or meet with the Executive Director of HR. After the exit survey and/or interview is complete the Executive Director of HR meets with departing employee's supervisor(s) to discuss improvements. Since the data is not trended no comparisons can be made.

Comparison of results with internal targets and external benchmarks

The [CESS](#) indicates that NDSCS exceeds the national comparison group related to employee understanding of mission, purpose, and values. Conversely, NDSCS CESS satisfaction is lagging behind the national comparison.

Interpretation of results and insights gained

In 2017, NDSCS and the entire NDUS experienced a historic 21% reduction in state-appropriated funding. Through this tumultuous budget period, no academic programs were eliminated and no current faculty were terminated; however, this uncertain budget situation contributed to the spike in faculty and staff turnover in 2017. The continued uncertain budget situation may adversely impact employee retention and could impact institutional knowledge. NDSCS recognizes that there is room to improve toward maturity – specifically related to comparison data.

[Exit Interview](#) processes could be formalized to provide trend data related to employee turnover and satisfaction.

3I1 Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

NDSCS recently implemented [New Supervisor Training](#) to ensure all supervisors are oriented to NDSCS and have a thorough understanding of the policies and expectations. HR will be incorporating a component into their newly developed [Supervisor Roundtables](#) providing an in-depth overview of employee hiring, on-boarding, and orientation. A future improvement will be to explicitly explain accreditation and its importance to new employees during the on-boarding process.

Sources

- College Employee Satisfaction Survey Overview
- Enrollment report by program
- Equal_Opportunity_policy__non_discrimination_statement_policy
- Hiring Justification EXAMPLE
- NDSCS advertising request form
- NDSCS Employee Quality Standards
- NDSCS Employment Application Sample
- NDSCS Essential Training Overview
- NDSCS EXAMPLE screening sheet
- NDSCS Exit Survey
- NDSCS Faculty Professional Development Team
- NDSCS Faculty Qualifications Taskforce - Final Report
- NDSCS general reference questions
- NDSCS HR metrics 2018
- NDSCS Mission Vision Values
- NDSCS New Hire Checklist
- NDSCS request to recruit
- NDSCS Search Committee Guidelines
- NDSCS Supervisor Manual
- NDSCS Supervisor Roundtable Example
- NDUS Human Resource Policy Manual 3 1
- NDUS Policy 605 1
- NDUS Procedure 601 0
- NewEmployeeOnboardingChecklist
- SA Employee Position Purpose and Education Levels
- Student Outcomes Enrollment_Graduation and Transfer Analysis and Trends
- Student Satisfaction Inventory Data Overview

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2.1 Designing performance evaluation systems for all employees

NDSCS has designed a [performance evaluation system](#) that focuses on developing and enhancing individual performance to improve the College's mission fulfillment. This process is focused on the [values](#) of the institution, seeking to improve communication and understanding between

leadership and employees, and focusing on collaborative goal-setting for the individual and department that aligns with the [strategic goals](#).

In accordance with the [NDUS HR Policy Manual, Section 17.2](#), a performance evaluation is conducted at the completion of an employee's probationary period (six months) and annually thereafter. The [Employee Performance Appraisal process](#) is a five part process that is clearly articulated.

Additionally, supervisors may solicit peer feedback from a [360 degree evaluation tool](#) that is available through the HR Office. This evaluation can be sent to up to [30 internal and external colleagues](#) and is modeled around the [Quality Standards](#). The information gleaned from this evaluation helps employees set goals and allows the supervisor additional insight into the employee's performance.

3P2.2 Soliciting input from and communicating expectations to faculty, staff and administrators

NDSCS solicits employee input through various methods. The [College Employee Satisfaction Survey \(CESS\)](#) is the main quantitative instrument. The CESS has numerous questions that solicit input from employees and enables trend data. This data is tracked, compared to national benchmarks, and is utilized to inform various planning and improvement efforts (see Category 6).

NDSCS has established several venues for sharing information and communication. The [Management Team](#) is the formal policy making body of NDSCS. The President also meets monthly with the Leadership Team, this team is made up of the directors/managers usually one level below the Vice President level. The purpose of the [Leadership Team](#) is to build support and solicit input on institutional initiatives. Team members provide feedback on matters brought forward by the Management Team and are expected to communicate with and solicit feedback from their respective areas about these items.

Additionally, the President holds [breakfast meetings](#) with [employees](#) once a month. During these meetings, the President answers questions or concerns employees may have about the College. The VP for Student Affairs and the VP for Administrative Affairs also conduct similar meetings with staff members from their areas. These meetings promote transparency and open communication within the College community.

Within the [Performance Appraisal process](#), supervisors solicit input on suggestions for continuous improvement of organizational processes and systems within the employee's scope.

Departments are expected to meet at least once a month to conduct departmental business and ensure communication. Chairs and directors communicate expectations and solicit feedback on College initiatives and also meet as a peer group.

Every employee is given the opportunity to provide input on the direction of NDSCS, through the consistent [strategic planning process](#). Expectations for employees are incorporated within the plan. As a major part of the alignment with NDSCS's Strategic Plan, communication plays an important role in all interactions with employees, both individually and in groups.

[BS@S Phase 1](#) established a consistent and transparent [Communication Process for Major Initiatives](#). The intention of having this process is to keep the [College community informed](#) and engaged throughout the development of College-wide initiatives. For more information see 6I2.

3P2.3 Aligning the evaluation system with institutional objectives for both instructional and

non-instructional programs and services

The [Performance Appraisal process](#) is used as a means to systematically discuss progress and to support individual planning and goal-setting for continuous performance and development. The performance appraisal's structure provides a consistent framework for discussion and alignment of individual goals to support the department's goals and mission. All performance appraisals are based on current position descriptions which define the employee's duties and responsibilities. These position descriptions are required to be updated annually, changes/edits are discussed between the employee, supervisor, and the HR Office (as needed).

3P2.4 Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

[NDUS HR Policy Manual prescribes in Section 17.2](#) , a performance evaluation is conducted at the completion of an employee's probationary period (six months) and each year thereafter, prior to the end of the fiscal year. NDSCS has had 100% compliance with this policy for the past six years; pay increases are withheld from the employee and supervisor(s) until the annual performance appraisal is complete.(3.C.3)

Procedures governing faculty are consistent with requirements stated in [NDUS Policy 605.1](#). Requirements for employees included within the broad banding system are stated in [Section 17 of the NDUS HR Policy Manual](#); those requirements also apply to all other employees except faculty.

3P2.5 Establishing employee recognition, compensation and benefit systems to promote retention and high performance

Benefit packages are determined at the state level; state legislation, SBHE guidelines, and [College salary review policy 702.02](#) also guide salary increases. Employees' [benefits are robust](#) and highly competitive.

NDSCS also has a robust employee recognition process and annual awards, led by the interdisciplinary [Rewards and Recognition Team](#). The College awards provide recognition and provide incentives for employees who continually demonstrate [Employee Quality Standards](#) and [LIFE values](#). These annual awards include:

- [Excellence in Teaching](#): Awarded to faculty who exemplifies the LIFE values in the classroom by presenting courses that demand rigorous thought and generate enthusiastic responses from the students, while achieving course objectives.
- [Excellence in Service](#): Awarded to an employee who exemplifies the LIFE values.
- [LIFE Award](#): Awarded to a group, individual, or committee who exemplifies the LIFE values by demonstrating and practicing the Quality Standards evidenced in an event, project, or activity.
- [Steeple Award](#): Awarded to a group or individual who uses new and innovative methods in developing and implementing an action plan that aligns with established strategic goals and Action Projects.

3P2.6 Promoting employee satisfaction and engagement

As set out in the [Employee Quality Standards](#) (“Wildcat Pride”, “Teamwork”), the entire College is responsible for creating an environment where employees are motivated to do their best on a daily basis.

NDSCS administers the [CESS](#) as a formal way to understand employee satisfaction and engagement. These results are analyzed and share with various stakeholders and groups. This college-wide discussion on the results have been useful in helping administration understand employee satisfaction and work collaboratively with the [Faculty Senate](#) and [Staff Senate](#) to identify specific actions and goals to enhance communication and employee satisfaction. This data is also utilized to inform the strategic planning and development of Action Projects. The [Building Success @ Science Phase 1](#) was identified from CESS results and subsequent discussions.

Following the results of the 2014 CESS, the [Management Team](#) formed a task force to address concerns of low morale and communication, with the goal of making [recommendations](#) on how to improve communication and morale across College-wide. The recommendations were provided to the [Management Team](#); the recommendations were assigned to an implementation team that met monthly for a year. The products of this implementation team included a renewed focus on the [Employee Quality Standards](#) (Standards displayed in all public working spaces) and Supervisor Training which was implemented with the start of the [Supervisor Roundtables](#).

NDSCS provides events and activities that seek to contribute to employee productivity and satisfaction (e.g. holiday socials, professional development funds). Annual performance appraisals provide employees an opportunity to give feedback and set goals.

3P2.7 Tracking outcomes/measures utilizing appropriate tools

The annual performance appraisal determines employee outcomes and contributions and is an appropriate tool; guided by the [Employee Quality Standards](#) and the [Mission](#) (see 3P2.1 for a complete overview).

Supervisors review employee’s job-related goals and objectives to assure alignment with the College’s mission and strategic goals. Position descriptions are updated annually during after the performance appraisal to ensure it best reflects the work required by the position and the changing needs of the College.

3R2 What are the results for determining if evaluation processes assess employees’ contributions to the institution?

Summary results of measures

The following [CESS](#) results provide insight into how employees believe their suggestions are used to improve NDSCS, that the process for selecting new employees is clear, needs are being met of faculty, staff, and administrators, and process for orienting and training new employees. The CESS is administered online to all benefited and non-benefitted employees (2016, 2014).

NDSCS College Employee Satisfaction Survey			
Satisfaction: 1= ‘Not satisfied at all’ / 2= ‘Not Very Satisfied’/ 3 = Somewhat Satisfied/ 4 = Satisfied/ 5 = ‘Very Satisfied’			
	2014 NDSCS Satisfaction	2016 NDSCS Satisfaction	2016 Comparison Satisfaction (n=14,229)

This institution does a good job of meeting the needs of administrators	3.81	3.57	3.67
This institution consistently follows clear processes for recognizing employee achievements	3.41	3.35	3.12
This institution does a good job of meeting the needs of its faculty	3.36	3.13	3.23
This institution consistently follows clear processes for selecting new employees	3.33	3.29	3.16
This institution has written procedures that clearly define who is responsible for each operation and service	3.21	3.19	3.10
This institution consistently follows clear processes for orienting and training new employees	3.15	3.22	3.07
This institution does a good job of meeting the needs of staff	3.13	3.09	3.12
Administrators share information regularly with faculty and staff	3.02	3.14	3.07
Employee suggestions are used to improve our institution	3.02	2.66	2.97
There is good communication between staff and the administration at this institution	2.98	3.02	3.05
My job responsibilities are communicated clearly to me	3.73	3.81	3.69
There is good communication between the faculty and the administration at this institution	3.10	2.87	3.05

Most of the employee perceptions related to the above items did not improve during the most recent CESS administration, but have stayed steady since being tracked. Satisfaction related to the process for orientating and training new employees, communicating job responsibilities, and administrators sharing information/communicating regularly with faculty and staff is improving.

Comparison of results with internal targets and external benchmarks

When reviewing NDSCS CESS data compared with the 2016 comparison group average, there were five areas that were below, these included the institution does a good job of meeting the needs of staff and faculty, there are good lines of communication between staff/faculty and the administration, and that employee suggestions are used to improve the College.

NDSCS has [recognized exemplary programs through the LIFE and Steeple awards since 2008](#).

Interpretation of results and insights gained

NDSCS has an explicit and repeatable process to assess employees' contributions to the College;

which are monitored and evaluated through the CESS. NDSCS recognizes the importance of communication and trust to enhance the efficiency of the College; the CESS has spurred into action several initiatives and Action Projects. NDSCS invests in its employees and is dedicated to them; this is demonstrated through identification Goal 3. Commitment to the continuous development of NDSCS employees in the most recent [strategic plan](#).

3I2 Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

As outlined in the [Strategic Plan](#) (3i1) NDSCS needs to ensure each functional areas has documented processes and cross-training plans established. This will continue to be the focus going forward.

NDSCS HR is currently reviewing the position description process, utilizing Lean methodology. The process of reviewing, updating, and approving position descriptions is being analyzed – focused on streamlining processes and identifying efficiencies. The goal is implement new processes in June 2019.

Sources

- Building Success at Science Phase 1 Action Project Overview
- Building Success at Science Phase 1 Action Project Overview
- College Employee Satisfaction Survey Overview
- LIFE and Steeple Award Overview
- NDSCS 360 REVIEW FORM
- NDSCS 360 review template
- NDSCS Communication and Trust Task Force Recommendations
- NDSCS Communication Process for Major Initiatives Overview
- NDSCS Communication Process for Major Initiatives PROPOSAL FORM QUESTION OVERVIEW
- NDSCS Employee Benefits Overview
- NDSCS Employee Quality Standards
- NDSCS Excellence in Service nomination form
- NDSCS Excellence in Teaching Team
- NDSCS Faculty Senate
- NDSCS Leadership Team
- NDSCS LIFE Award Nomination
- NDSCS Management Team
- NDSCS Management Team
- NDSCS Mission Vision Values
- NDSCS Performance Appraisal FORM
- NDSCS Performance Appraisal Review INSTRUCTIONS
- NDSCS Presidents breakfast attendees
- NDSCS Presidents Breakfast Process
- NDSCS Rewards and Recognition Team
- NDSCS Salary_Review_Policy 702 02
- NDSCS Staff Senate
- NDSCS STEEPLA Award Nomination
- NDSCS Strategic Plan 2017 2020
- NDSCS Strategic Plan 2017 2020

- NDSCS Strategic Planning Overview
- NDSCS Supervisor Rountable Example
- NDUS Code of Conduct 308 1
- NDUS Fraud Reporting
- NDUS HR Policy Manual 17
- NDUS HR Policy Manual 17 2
- NDUS Policy 605 1

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3.1 Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

Providing and supporting professional development for all employees is priority of NDSCS. It is addressed through various programs, process, and policies. This is demonstrated through the [NDSCS 2017-2020 Strategic Plan Goal 3](#).

Employee goals and action plans within the performance appraisal process identifies professional development/training needs on an annual basis. Also, [annual academic assessment reports](#) identify

faculty professional development needs tied to student learning (see #7 on reports). Academic programs identify training needs via assessment data, [end-of-program results](#), [advisory committee input](#), and accreditation reviews. Various types of training are offered on an on-going basis for faculty and staff such as [assessment of student learning workshops](#), Wellness Activities, [Upstander Training](#), and [Safe Zone](#).

As per [NDUS SBHE Policy 820, Employee Tuition Waivers](#) are available to benefited employees. Employees may take up to three classes per calendar year at any NDUS institution. An employee utilizing a tuition waiver must obtain initial approval for the requested release time from their immediate supervisor or department, with final division approval. Courses taken at NDSCS, will have 100% tuition waived. Courses taken at other NDUS institutions have 50% tuition waived. NDSCS also has [Policy 603.11 \(Stretch Degree Policy\)](#), which provides employees \$200/month if they earn a [degree above the required degree needed for the position](#) after they are hired.(3.C.4)

NDSCS encourages employees to be involved in local and national professional organizations that align with the [mission](#) of the College and relate to their duties. Annually, employees take part in a number of workshops and conferences held at NDSCS, in ND, and nationally. For example, every-other fall "[Faculty Teaching and Learning Day](#)" is held; a faculty-led, professional development day focused on sharing innovations and teaching strategies among all NDSCS faculty. Many faculty and staff members also participate in specialized state, regional, and/or national conferences.

In 2011, the [Leadership Academy](#) was developed through an [Action Project](#) resulting from a system appraisal recommendation. It is designed to prepare employees to be more effective in their present position and to be able to take on additional responsibility. Participants choose specific training/leadership opportunities to meet their individual needs and needs of the College. Since its inception, the [Leadership Academy has evolved based on feedback from participants](#). To date, there has been 24 graduates and the next Leadership Academy cohort will be selected in 2019.

All NDSCS employees are also required to complete the annual [essential trainings](#). These trainings are developed, coordinated, and tracked through the HR Office; all NDSCS employees must complete these trainings by mid-December.

Professional development experiences are funded through various ways (e.g. appropriated, local, grants, pool funds). [Faculty professional development funds](#) are provided through departmental budgets and grant allocations. Supplemental funds can also be applied for through the [Faculty Professional Development Team](#). This diverse faculty team reviews "[award requests](#)" that require the applicant to explain total costs, purpose, benefits of attending, and how they will share knowledge gained through the activity. Following the event, the "[Faculty Professional Development Activity Report](#)" must be submitted, which includes an evaluation and summary of the event(s) attended. These activities are funded through an appropriated allocation and through gifts from the NDSCS Foundation.(3.C.4)

Staff are also funded to attend professional development opportunities through various means, and have access to the Staff Employee Development funds that are funded through an appropriated allocation. The [process](#) to receive the funds for staff mirror the faculty process, with the exception that funds are [approved/reviewed](#) by the HR Office.(5.A.4)

3P3.2 Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

NDSCS uses HLC Criteria for Accreditation and Core Components and "Determining Qualified

Faculty: Guidelines for Institutions and Peer Reviewers” as the primary basis for determining qualified faculty. Responsible academic leadership reviews potential faculty transcripts to ensure the candidates meet minimum position qualifications and HLC guidelines. NDSCS also follows [NDUS Policy 605.1](#) regarding Academic Appointments. Faculty qualifications are also reviewed depending on if the faculty is to teach for the transfer curriculum or career and technical education curriculum.

Various professional development opportunities and resources are provided to faculty (3P3.1). Professional development is not only provided to faculty related to the technical content areas – but is also focused on pedagogical, classroom management, and technology integration. Faculty members share and learn through structured college-wide and state-wide events that are focused on effective teaching practices and student management. These include [ND CTE Professional Development Conference](#) and [Teaching and Learning Days](#) which are facilitated by the [Learning and Innovation Team](#). Also, Distance Education and the Information Technology Services Department assist faculty in understanding and incorporating technology into the classroom.(3.C.4)

3P3.3 Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

[Minimum education levels by the staff in the Student Affairs Division is tracked](#) and NDSCS supports staff members increasing their skills and knowledge related to their areas and understanding the students they serve through providing learning opportunities. Staff members are also encouraged to network and learn from their peers within the NDUS and surrounding areas. Many specialized, formal and informational, groups meet to discuss challenges, collaborations, and new practices/training – they are typically by topic areas (e.g. Functional User Groups) or by location (e.g. Tri-College Registrars).(3.C.6)

NDSCS encourages staff to be involved in both local and national professional organizations that align with the mission of the College and relate to their duties. Staff members are actively involved in many national organizations and their regional subsidiaries by holding offices and sharing knowledge through conference presentations and writings, such as the Student Affairs Administrators in Higher Education, National Academic Advising Association, National Association of Student Financial Aid Administrators, American Association of College Registrars and Admission Offices, National Association of College Admissions, Association of College and University Housing Officers, and Association for Student Conduct Administrators.

Support staff also participate in the [Leadership Academy](#) (3P3.1) and dedicated resources are allocated through departmental and college-wide budgets for staff to attend professional development activities.

3P3.4 Aligning employee professional development activities with institutional objectives

[NDSCS 2017-2020 Strategic Plan](#) Goal 3 (Commitment to the continuous development of NDSCS employees) outlines that profession development of employees is an institutional objective. Employee goals and action plans within the performance appraisal process identify professional development/training needs on an annual basis which is linked directly to the [Employee Quality Standards](#) and to the Strategic Plan.

3P3.5 Tracking outcomes/measures utilizing appropriate tools

Professional development for all employees is supported through various means and assessed for alignment with [NDSCS Strategic Goals](#). The [Faculty Professional Development Team](#) ensures fair

distribution of professional development funds for faculty; the HR Office approves/reviews staff professional development fund requests.

Employees seeking additional education and attaining (stretch degree) are tracked and reviewed. The College also reviews the [CESS](#), which is an instrument that assists NDSCS in understanding how or if employees are satisfied with their work environment.

3R3 What are the results for determining if employees are assisted and supported in their professional development?

Summary results of measures

The [Faculty Professional Development Team](#) has \$20,000 per fiscal year to award for professional development. All the funding has been nearly or completely depleted for the past three fiscal years. The staff professional development budget has \$10,000 annually to spend this was increased from \$5,000 for fiscal year 2019; this too has been spent down for the past five years. This high rate of utilization, coupled with various other professional development activities occurring, illustrates the College’s commitment to employee professional development.

Faculty Professional Development Appropriated Fund Use Overview FY16-FY19				
	2015-2016	2016-2017	2017-2018	2018-2019
Starting balance	\$38,000	\$20,000	\$20,000	\$20,000
Expenditures	\$30,000	\$19,448	\$20,000	TBD
Remaining balance	\$8,000	\$552	0	TBD

Below are the ‘local’ funds also available for Faculty Professional Development, which any unspent dollars are carried forward. These are gifts that come from the Foundation that are specifically endowed for this purpose.

Faculty Professional Development Appropriated Fund Use Overview FY16-FY19				
Budget Period	Begin Balance	Gifts	Expenses	End Balance
2016 Total	\$3,180	\$2,500	\$1,264	\$4,415
2017 Total	\$4,415	\$2,285	\$2,000	\$4,700
2018 Total	\$4,700	\$3,440	\$2,918	\$5,222
2019 Total	\$5,222	\$4,075	\$-	\$9,297 (YTD)

Staff Professional Development Fund Use Overview (FY16-FY19)				
	2015-2016	2016-2017	2017-2018	2018-2019
Starting Balance	\$9,000	\$5,000	\$5,000	\$10,000
Expenditures	\$4,712	\$4,999.50	\$5,000	TBD

Remaining Balance	\$4,288	\$0.50	0	TBD
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The [CESS](#) is administered online to all benefited and non-benefited employees (2016, 2014). In 2016, 208 employees completed the survey for 33% response rate. The following CESS results show a varying employee perceptions regarding professional development over the past two administrations.

NDSCS College Employee Satisfaction Survey			
Satisfaction: 1= ‘Not satisfied at all’ / 2= ‘Not Very Satisfied’/ 3 = Somewhat Satisfied/ 4 = Satisfied/ 5 = ‘Very Satisfied’			
	2014 NDSCS Satisfaction	2016 NDSCS Satisfaction	2016 Comparison Satisfaction (n=14,229)
I have adequate opportunities for professional development	3.86	3.53	3.42
I have the information I need to do my job well	3.74	3.71	3.62
My supervisor helps me improve my job performance	3.73	3.88	3.74
I have adequate opportunities for advancement	3.45	3.37	3.00

Comparison of results with internal targets and external benchmarks

The results of the CESS indicate that employees’ satisfaction at NDSCS related to professional development is higher than those in the comparison group.

An internal target was set in the 2017-2020 NDSCS Strategic Plan, “3i2. Employees’ satisfaction with adequate opportunities for professional development increases from 3.53 (2016) to 3.8.” This will be assessed with the 2018 CESS administration. To strive toward attaining this target, NDSCS has continued to promote and foster professional development opportunities for all employees. Due to budget reductions and change in NDUS policies, after 2016 tuition was no longer waived for employees outside of their home institution. To ensure employees still are able attain their professional and academic goals, [half of NDSCS employees’ tuition is paid for if they are taking courses at a NDUS institution](#). This process change resulted in a decrease in the number of employee seeking course waivers and continues to decrease.

Interpretation of results and insights gained

Overall, employees’ utilization and satisfaction related to professional development is high. Satisfaction was down from the 2014 administration of the CESS to the 2016 administration; this could be caused by the reduction in state-appropriated dollars during the administration of the survey. In response to the decrease, NDSCS identified “Commitment to the continuous development of NDSCS employees” as a Strategic Goal in the [2017-2020 Strategic Plan](#). NDSCS has seen a decrease in the number of employees seeking tuition waivers since the change in NDUS policy.

Formal summative evaluation of the [Leadership Academy](#) has not been developed. Formative evaluations are currently completed throughout the program; these evaluations are not tracked or trended and could be improved.

3I3 Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

As outlined in the Strategic Plan, NDSCS is committed to developing its employees. Based on the prioritization and continuous need for professional development (as illustrated by the consistent depletion of the staff and faculty professional development funds) NDSCS committed to growing the Staff Professional Development funds from \$5,000 to \$10,000 annually in FY19.

The 2017 Leadership Academy cohort proposed a redesign of the program to enhance internal mentorship and refocusing the program on a curriculum aimed at leadership skills and development. This shift away from individualized, external professional development to internal, group based mentorship activities enable more collaboration amongst NDSCS administration and aspiring leaders. This [new curriculum model](#) will be implemented with the 2019 Leadership Academy Cohort. Assessment will be built in to the new curriculum to enhance the program.

Sources

- 2017-2018 NDSCS Feedback Reports and Program Assessment Reports
- College Employee Satisfaction Survey Overview
- End of Program Data and FirstTime Licensure Pass Rate 2009 to Present
- Establish a Leadership Development Program Action Project Overview
- Faculty PD Activity Report
- Faculty PD Award Request
- Faculty PD Guidelines
- ND CTE PDC_Program
- NDSCS Advisory Committee Minute Samples
- NDSCS Employee Education Attainment and Stretch Degree
- NDSCS Employee Quality Standards
- NDSCS Employee Tuition Waiver Use Overview
- NDSCS Essential Training Overview
- NDSCS Faculty Professional Development Team
- NDSCS Leadership Academy Update 2018
- NDSCS Learning and Innovation Team
- NDSCS Mission Vision Values
- NDSCS Policy 603 11 Stretch_Degree_Policy
- NDSCS Safe Zone
- NDSCS Strategic Plan 2017 2020
- NDSCS Teaching and Learning Day Agenda Example 2017
- NDUS Policy 605 1 Academic Appointments
- NDUS Policy 820
- SA Employee Position Purpose and Education Levels
- STAFF PD Activity report
- STAFF PD award request
- Staff PD Guidelines

- Training Example Assessment Presentation
- Upstander Training Fall 2018

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1.1 Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

NDSCS is provided for in the [state constitution](#), established as a "scientific school" at Wahpeton in 1889. 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.

This established NDSCS's mission to focus on its educational responsibilities (learner-focused) and engaging with the community (statewide and regional).

NDSCS develops and revises its [mission, vision, and values](#) as a part of the three-year [strategic planning process](#). The SBHE is responsible for approving any changes or revisions. The last review of the NDSCS mission by the SBHE occurred in 2009 and no changes were made. Prior to that, the [mission and vision](#) were revised in 2001 through broad input by the College and leaders from the community, business and industry, and approval by the SBHE. The mission and vision have been reviewed during subsequent strategic planning processes, there have been no recommendations for changes.(1.A.1;1.D.2)

The NDSCS LIFE Values were developed by a task force and approved in 2003. The [NDSCS Employee Quality Standards](#) guide employee expectations and were developed by a broad-based task force in 1995 (revision: January 2014). Changes to values and Employee Quality Standards are recommended to the [Management Team](#) and, if approved, forwarded to the President for final approval. The review cycle for the values and standards is not explicit; rather is done periodically as identified through the strategic planning processes.

As directed in the mission, NDSCS also serves external stakeholders and the community. This is illustrated by the engagement of [students in service learning](#) and through the [community utilizing campus facilities](#).(1.D.3)

4P1.2 Ensuring that institutional actions reflect a commitment to its values

The [LIFE Values](#) guide NDSCS's actions. They complement NDSCS's [mission and vision](#), and, along with the [Employee Quality Standards](#), guide institutional behaviors/actions. Systematically, multiple points throughout the year provide opportunities for employees, departments, and divisions to ensure actions reflect the values. For example, annual [Employee Performance Appraisals](#) and [department Goal-setting](#) require a review of NDSCS's mission, values, and current [strategic goals](#).

4P1.3 Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

[NDSCS Mission, Vision, and Values](#)(1.B.2)

The mission expresses the scope (comprehensive, associate degree-granting), intended constituents (statewide and regional learners), and services (innovative delivery strategies, access to occupational/technical programs, transfer programs, and workforce training). NDSCS's mission, vision, and values are clearly articulated through its [website](#), [Catalog](#), and other marketing materials. These same mediums are also utilized to share the [values](#), [Employee Quality Standards](#), and the strategic goals. Internally, the mission, vision, and values are shared with all employees through the face-to-face opening day session facilitated by the President, communicated through the [State of the College](#), and reinforced through the Employee Performance Appraisal Process.(1.B.1;1.B.2;1.B.3)

NDSCS's mission is reviewed regularly to ensure it is current. The mission guides the vision and values, which emphasize the various aspects of the mission.

4P1.4 Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

Both academic and student support services are aligned to the [mission](#) through the annual strategic goal setting process. The [annual strategic goal setting process](#) requires all departments to link their goals to the strategic goals, which align with the mission. The [NDSCS student profile](#) is also aligned with the mission.(1.A.2)

Academic programs mission alignment is verified through procedures and policies. New academic programs must be approved at both the institutional and NDUS level. During [academic program development](#), faculty and administrators collaborate to determine the need, structure, and implementation for new academic programs. Formal institutional approval is given to all courses (new courses, [general education classification](#)) and programs through the [Curriculum Team](#) and [General Education Team](#). [NDSCS's process](#) builds upon the NDUS procedure by requiring various development and approval stages. Once approved, program and course information are submitted to the SBHE as provided by [NDUS Policy 403.1](#). The relationship of the proposed program to the College mission is outlined in [NDUS procedure 403.1](#). NDSCS's newly developed [Program Review Process](#) requires programs to reflect on how the program aligns with the mission.

Student support services are aligned to support NDSCS's mission. This will be verified through the [Co-Curricular Assessment Program Review Process](#) (under development), which does not require NDUS approval.

4P1.5 Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

The aligned strategic planning and budgeting processes enable the resource allocation to advance the [mission, vision, and values](#). As described 4P1.3, the mission indicates it is learner focused, illustrating the mission's commitment to the public good.(1.D.1)

The annual budget process that assigns resources to departments is guided by the [NDSCS Strategic Plan](#) and other key planning processes (e.g. [NDSCS Master Plan](#), [Academic Assessment Reports](#)), which all use the mission, vision, and values as a foundation for creation. This alignment ensures that resource allocation advances the mission and meets the needs of all stakeholders.

Resources are prioritized and allocated to the various units, departments, and areas based on the goals of the Strategic Plan. [Budget guidelines are provided by the Business Office](#) to key supervisors with budget responsibilities. All requests for new funding are required to be tied to the College mission, the Strategic Plan goals, objectives, initiatives, or [AQIP Action Projects](#). In an effort to more tightly link planning and budgeting, strategic initiatives are determined before the start of the budgetary planning process.(1.A.3)

4P1.6 Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

NDSCS branding and marketing is grounded in the mission, and is responsive to what is known about stakeholders and target audiences. Tools utilized to understand stakeholders' perception of the mission and vision, include: [College Employee Satisfaction Survey](#) and [Alumni Outcomes and](#)

[Loyalty Survey](#) (ALOS). These tools provide a macro-level understanding; [programmatic assessment](#) and [academic review](#) processes provide a more micro-level view.

4R1 What are the results for developing, communicating and reviewing the institution’s mission, vision and values?

Summary results of measures

The current mission has been reviewed through the most recent [strategic planning process](#) (2017) and by the SBHE in 2009. The mission, vision, and values have remained unchanged since 2001 indicating a strong alignment to the current and future direction of NDSCS by the stakeholders involved with the process.

During the annual Employee Performance Appraisal, employees are required to write to the [Employee Quality Standards](#), which are grounded in the mission, vision, and values of NDSCS.

To review employees’ perception of NDSCS’s mission, NDSCS utilizes the [CESS](#) which is administered online to all benefited and non-benefitted employees (2016, 2014). In 2016, 208 employees completed the survey for 33% response rate. The comparison group includes 56 two-year colleges.

CESS indicates that employees perceive that the mission, purpose, and values of the institution are well understood by most employees, which has remained steady since 2014. Employees perception that the goals and objectives of NDSCS are consistent with its mission and values has slightly decreased since 2014; a decrease was also noted in the area of most employees are generally supportive of the mission, purpose, and values of the institution.

NDSCS College Employee Satisfaction Survey			
Satisfaction: 1= ‘Not satisfied at all’ / 2= ‘Not Very Satisfied’/ 3 = Somewhat Satisfied/ 4 = Satisfied/ 5 = ‘Very Satisfied’			
	2014 NDSCS Satisfaction	2016 NDSCS Satisfaction	2016 Comparison Satisfaction (n=14,229)
The goals and objectives of this institution are consistent with its mission and values	3.89	3.61	3.56
Most employees are generally supportive of the mission, purpose, and values of this institution	3.81	3.72	3.58*
The mission, purpose, and values of this institution are well understood by most employees	3.79	3.79	3.49***
* p = .05, ** p = .01, ***p= .001			

To understand recent graduates’ perception on mission fulfillment, although indirect, the likelihood of alumni to recommend NDSCS to close friends or family members is analyzed. The AOLS was sent in

May 2017 to graduates of NDSCS from 2015 and 2016, which includes 465 alumni; 60 responded for a 13% response rate (2014 response rate: 14%). It indicated that 88.1% would definitely recommend NDSCS to close friends or family members, which was increase from 82.1% in 2014.

The mission, vision, and values are posted on the [website](#) and appear in the [Catalog](#).

Comparison of results with internal targets and external benchmarks

All three CESS measures associated with employees' perceptions of mission, purpose, and values exceed the comparison groups, but have decreased or stayed steady when compared with the 2014 responses. These results demonstrate that NDSCS employees are familiar with NDSCS's mission, purpose, and values – surpassing the national comparison group.

The NDUS Strategic Planning process uses the Strategic Planning Online (SPOL) platform to assure both institutional and [Presidential Goals](#) are aligned with NDUS Strategic Planning Goals. Institutional and Presidential Goals have been submitted online and approved by the NDUS for [NDUS Strategic Plan alignment](#).

Interpretation of results and insights gained

[NDSCS's Strategic Plan](#) and [AQIP Strategy Team](#), which is tasked with Strategic Plan development, provide a sound foundation for the process of developing, maintaining, and communicating NDSCS's mission, vision, and values. CESS measures indicate that NDSCS has a strongly integrated the mission into the College's culture. The institution's [mission, vision, values](#), and strategic goals are in alignment with the NDUS mission, vision, values, and goals. The integration of the NDUS's SPOL process provides for internal and external review of all goals toward mission, vision, and value alignment.

4I1 Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

NDSCS continually improves external marketing and promotional materials, this includes the website. It is recognized that the full mission statement could be better integrated into these materials. It is also acknowledged that NDSCS can improve external data collection concerning its mission, vision, and values by exploring additional brand studies, focus groups, and community forums/studies.

Sources

- 2017-2018 NDSCS Department Action Planning COLLEGE RESULTS 11232018
- 2017-2018 NDSCS Department Action Planning COLLEGE RESULTS 11232018
- 2017-2018 NDSCS Feedback Reports and Program Assessment Reports
- Academic Program Review Process Form Schedule 2018
- Academic Program Review Process Form Schedule 2018
- Building Success at Science Phase 3 Action Project Overview
- College Employee Satisfaction Survey Overview
- Curriculum Flow Chart NDSCS
- Curriculum TEAM Overview
- General Education TEAM Overview 18-19
- NDCC Chap 15-10

- NDSCS Action Project Overview May 2018 update
- NDSCS Budget Instructions 2019
- NDSCS Academic Assessment Process Overview
- NDSCS AlumniOutcomesLoyaltySurvey Data Overview
- NDSCS AQIP Strategy Team
- NDSCS Clubs Orgs Overview
- NDSCS Curriculum Process Example Precision Ag
- NDSCS Employee Quality Standards
- NDSCS Employee Quality Standards
- NDSCS Facility Use Overview
- NDSCS Management Team
- NDSCS MasterPlan
- NDSCS Mission Vision Values
- NDSCS Mission Webpage
- NDSCS Performance Appraisal Review INSTRUCTIONS
- NDSCS Strategic Plan 2017 2020
- NDSCS Strategic Planning Overview
- NDSCS Strategic Planning Overview
- NDSCS Student Profile Fall 2018
- NDUS President Richman Stratetgic Planning Results 2017-18
- NDUS Strategic Plan 2017
- NDUS_ Policies and Procedures _ SBHE Policies 403 1
- NDUS_ Procedure_403 1
- Process Map for General Ed Course Designation
- State of the College 2018

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2.1 Engaging internal and external stakeholders in strategic planning (5.C.3)

NDSCS employs a [four-phase process to develop the three-year Strategic Plan](#). The [AQIP Strategy Team](#), which is made up of diverse internal stakeholders, including a student, leads the process. Throughout all four phases, internal and external stakeholders are engaged in the process through

sharing feedback and insight. Phase 1 (Data Collection and Review) provides opportunities for internal stakeholders (department, committees, senates) to [give feedback directly about mission, policies, procedures, and processes](#). Indirectly, stakeholder feedback is also gathered in this phase through the College Employee Satisfaction Survey, Student Satisfaction Inventory, Alumni Survey, Employer Survey, accreditation feedback documents, etc. Phase 2 and Phase 3 involve engaging internal stakeholders by soliciting their input on the identified themes (Phase 2) and goals (Phase 3). Additionally, in Phase 3 external stakeholder feedback is solicited through an [open forum](#) where community members, business and industry partners, and K-12 educators are invited to provide feedback on the draft goals and strategies. Phase 4 involves internal and external stakeholders through education and promotion of the adopted strategic plan.(5.C.3)

4P2.2 Aligning operations with the institution’s mission, vision and values (5.C.2)

NDSCS operations are guided by the [Strategic Plan](#), which align with NDSCS’s mission, vision, and values. This alignment and linking of processes enables mission fulfillment. The [assessment of student learning process](#) is facilitated by the academic departments; every department is required to have an [Academic Assessment Plan](#) that is reviewed and updated every five years. These plans must be aligned to the mission, vision, and values of NDSCS and are evaluated every year through the [academic assessment report process](#).

The annual strategic goal setting process also ensures that the institution links it’s planning to the mission, vision, and values. Every department/unit is responsible for annually setting goals that align with [NDSCS’s Strategic Goals](#). The goals are due at the start of the academic year on a [standardized form](#) and are informed by assessment, satisfaction, and demographic data. The goal-setting process is encouraged to be inclusive of all members of the department/unit and is monitored by the Institutional Effectiveness Office.

Budgeting is aligned with NDSCS’s mission, vision, values, and other key planning processes (e.g. [Academic Assessment Report recommendations](#)). Resources are prioritized and allocated to the various units, departments, and areas based on the goals of the Strategic Plan. [Budget guidelines](#) are provided by the Business Office to key supervisors with budget responsibilities. The aligned strategic planning and budgeting processes require that the funding needed for academic and administrative operations to be considered before any monies are committed to a strategic initiative. All requests for new funding are required to be tied to the mission, Strategic Plan goals, objectives, initiatives, or Action Projects.(5.C.2)

4P2.3 Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

Departmental and divisional efforts are aligned to the [Strategic Plan](#), this provides for optimum effectiveness and efficiency. During the annual goal-setting process, [each department/unit identifies three to 10 goals](#) that are aligned to the strategic goals, measurable, and are set to be accomplished within the year. The goals are reviewed and submitted to department/unit leadership and reviewed by the [AQIP Strategy Team](#). The goals are monitored by leadership and are also made available to the College community through the [NDSCS Intranet](#). Annually, [results of progress toward these goals are collected, reviewed, and posted](#) to the Intranet– these goals are utilized to inform potential Action Projects.

NDSCS employs a collaborative, shared governance process to ensure all internal stakeholders are able to contribute to policy creation. This is outlined in [NDSCS Policy 606.01 “Policy and Procedure Creation Policy”](#) – which indicates that draft policies must be made available to the College

community for review and feedback for at least 30 days. The [Management Team](#) is responsible for this and ensuring other councils, committees, teams, and administrative units have been consulted. [Management Team](#) is then responsible for making a recommendation to the President to approve or deny the policy. Management Team includes members from administration, but also [Student Senate](#), [Staff Senate](#), and [Faculty Senate](#) presidents. The President also meets monthly with the [Leadership Team](#); this team is made up of the directors/managers - usually one level below the Vice President level. Team members provide feedback on matters brought forward by the Management Team and are expected to communicate with and solicit feedback from their respective areas about these items.(5.B.3)

Additionally, the newly created [Communication Process for Major Initiatives](#) is designed to gain feedback and/or approval for major initiatives at the NDSCS. The intention of having this process is to keep the College community informed and engaged throughout the development of college-wide initiatives (an initiative is defined as an idea or discussion that has the potential for college-wide impact and that has not yet been vetted by the College community). See 6I2 for detailed information. (5.B.3)

4P2.4 Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

A variety of data points and the NDUS audit process provides a sound understanding of NDSCS's current institutional capacity. Internally, [census trend data](#), [visual data](#), [graduate resume](#), etc. provide insight into institutional revenue sources, enrollment, state appropriated funding, and technology needs. Externally, the [NDUS Strategic Plan](#), ND DPI data, ND Tax Revenue, and [advisory committee feedback](#) provides insight into possible impact demographic shifts, technology needs, and the state of the economy. The [College's annual audit](#) and the CFI provides guidance on fiscal operations and the College's fiscal capacity.(5.C.4;5.C.5)

The [annual goal-setting process](#) enables departments and the College to capitalize on opportunities and counteract potential threats. The results of progress toward these goals are collected, reviewed, and posted to the Intranet. Targets and goals are updated based on the accomplishments and the information gained from legislative accountability measures, projected enrollments, and the expectations set out by the State Board of Higher Education through the [NDUS Strategic Plan](#) and the [Presidential Goals](#).

4P2.5 Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

The [four-phase strategic planning process](#) culminates in the development of broad, strategic, long-term goals. The strategies within each goal provide specific actions, with timelines and lead individuals, departments, and committees (now known as teams). Additionally, the [annual goal-setting process](#) enables departments to maximize current resources to implement strategies and take action to meet future needs. Both of these provide manageable steps to attaining the broad, long-term goals with the institution's current capacity.(5.C.4)

NDSCS allocates resources that align with the [mission](#) and [strategic goals](#) (priorities). The budget is developed to strategically address the current and projected economic situation and its impact on revenues, as well as expected enrollment, state appropriation, and other revenues. The aligned strategic planning and budgeting processes require that the funding needed for academic and administrative operations to be considered before any monies are committed to a strategic initiative. All requests for new funding are required to be tied to the [mission](#), the [Strategic Plan](#), objectives,

initiatives, or [Action Projects](#).(5.C.1;5.C.4))

4P2.6 Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

The main tool for communicating, planning, implementing, and reviewing the institution's plans is the [NDSCS Strategic Plan](#) which includes Key Performance Indicators (KPI) for each goal, along with timelines and lead individuals, departments, and committees (now known as teams). This guiding plan ensures mission fulfillment and also tracks achievement.

Various tools assist NDSCS in tracking outcomes and measures, and assist with goal achievement; these include: [Fall Census Trend Data](#), [Cohort Retention](#), [College Employee Satisfaction Survey](#), [Student Satisfaction Inventory](#), [Presidential Goals](#), accreditation feedback, [alumni surveys](#), [employer surveys](#), [Student Achievement Measure Outcomes](#), and [financial indicators](#).

4R2 What are the results for communicating, planning, implementing and reviewing the institution's operational plans?

Summary results of measures

The [NDSCS mission](#), [Strategic Plan](#), and [Master Plan](#) guide the institutional direction and operations. The mission is reviewed during the strategic planning cycle. The Strategic Plan is developed every three years and KPIs are assessed annually. The capital project areas of the Master Plan are updated every other year through the biennium legislative requests.

The performance indicators (e.g. SSI, CESS) are collected on a consistent schedule in accordance with the NDSCS Survey Calendar – to ensure comparison information.

[Presidential Goals](#) are tracked by the Chancellor through the Strategic Planning On-Line (SPOL) software that enables trending and tracking.

Comparison of results with internal targets and external benchmarks

Presidential Goals are evaluated by the Chancellor to assure that targets and benchmarks are created and achieved according to the [NDUS Strategic Plan](#). Although not a traditional comparison, the external nature of the review assures they are in accordance with NDUS standards and the Strategic Plan, which NDSCS considers an external benchmark.

Interpretation of results and insights gained

NDSCS has a strong process for communicating, planning, implementing, and reviewing data and key performance indicators to ensure mission fulfillment. The main operational plan, [NDSCS Strategic Plan](#), is consistently updated, assessed, and shared. The [NDSCS Master Plan](#), which is also a guiding operational plan for the College, is referred to less and, anecdotally, is not as easily understood.

Sources

- 2017-2018 NDSCS Department Action Planning COLLEGE RESULTS 11232018
- 2017-2018 NDSCS Feedback Reports and Program Assessment Reports
- Cohort Retention Tracking Data and Emails -- 2017-2018

- College Employee Satisfaction Survey Overview
- Employer Satisfaction Survey Summary
- NDSCS Action Project Overview May 2018 update
- NDSCS Budget Instructions 2019
- NDSCS 2018 Visual Data
- NDSCS Academic Assessment Process Overview
- NDSCS Academic Program Assessment Plans
- NDSCS Advisory Committee Minute Samples
- NDSCS AlumniOutcomesLoyaltySurvey Data Overview
- NDSCS AQIP Strategy Team
- NDSCS Communication Process for Major Initiatives Overview
- NDSCS Departmental Strategic Planning Goals Worksheet
- NDSCS Faculty Senate
- NDSCS Fall Census Trend Data
- NDSCS Graduation Resume 2017-2018
- NDSCS Intranet
- NDSCS Leadership Team
- NDSCS Management Team
- NDSCS MasterPlan
- NDSCS Mission Vision Values
- NDSCS Policy 606 01
- NDSCS Staff Senate
- NDSCS Strategic Plan 2017 2020
- NDSCS Strategic Planning Overview
- NDSCS Student Senate
- NDUS Annual Financial Report 2017
- NDUS Financial Review FY2017
- NDUS President Richman Stratetgic Planning Results 2017-18
- NDUS Strategic Plan 2017
- SAM Overview and Data
- Strategic Plan Community Forum
- Strategic Planning Phase 1 Feedback by Question
- Student Satisfaction Inventory Data Overview

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3.1 Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

The ND SBHE is the policy-setting and advocacy body for the NDUS and the governing body for

ND's 11 publicly-supported colleges and universities. Appointed by the Governor, the [SBHE is made up](#) of seven citizen members appointed to four-year terms and one student to serve a one-year term. The Council of College Faculties selects the Board's non-voting faculty advisor, and the NDUS Staff Senate selects the Board's non-voting staff advisor.

Statutory authority is granted to the Board through [ND Century Code 15-10](#) with powers and responsibilities defined including the authority to organize as a system in support for publicly supported post-secondary institutions. [NDUS Policy 100.6](#) summarizes the powers and authority granted to the Board by state statute and defines the [Chancellor](#) as the Chief Executive Officer of the SBHE and NDUS. The Chancellor, acting as the CEO of the Board and the System, has appointed powers and responsibilities defined through [NDUS Policy 304.1](#) with some powers and responsibilities granted to the College Presidents' through [NDUS Policy 305.1](#).(2.C.4)

4P3.2 Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

The SBHE is charged with oversight of the NDUS. Within the 11-institution system, the Board must consider the diverse needs of two research institutions, four regional universities, and five community colleges. The Board also considers diverse demographics and a changing economic climate.

Members are charged to uphold the highest ethical and professional standards throughout their service and their shared beliefs and core values are established through [SBHE Policy 100.5](#). Concerns about remaining independent through avoidance of potential conflicts of interest are maintained through guidance of [SBHE Policy 308.1](#).(2.C.3)

While the SBHE is charged with the management of the NDUS, the ND Legislature determines NDUS funding. Institutions submit operational budgets and facility maintenance needs, as well as proposals for new building and expansion. Priorities are set by the SBHE with input from institutions. Ultimately, the State Legislature determines the level of state funding to be awarded.(5.B.1)

The SBHE rotates meeting sites and uses video conference technology for monthly meetings. SBHE members are afforded opportunity to gather additional information from each campus site. To broaden SBHE meeting transparency, meetings are streamed online so that constituents may listen to/view the proceedings.(5.B.2)

4P3.3 Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

Delegation of management responsibilities to the Chancellor and College Presidents is clearly articulated within [SBHE Policy 305.1](#). Presidents are directed to work with the Chancellor to "develop, shape, and sustain the vision and mission of their institution within the context of the overall university system and to manage their institution on a day-to-day operational basis." The President delegates the appropriate powers and duties to the College's Vice Presidents, [Management Team](#), and [AQIP Strategy Team](#). The President is ultimately responsible to the SBHE for the execution of delegated powers and duties. Since the [Presidents report to the Chancellor and the Chancellor reports to the SBHE](#), oversight is maintained.(2.C.4)

4P3.4 Ensuring open communication between and among all colleges, divisions and departments

Open communication is ensured within the NDUS; organized under [SBHE Policy 302.4](#), [numerous](#)

[councils](#) with representation from NDUS institutions act on behalf of the System. Collaboration and discussion help ensure open communication between the NDUS institutions. Standing council meetings discuss and review NDUS policies and procedures and serve as advisory groups to the Chancellor and the SBHE.

Internally, formal open communication occurs as outlined in [606.01 Policy Procedure and Creation Policy](#). This prescribes the [Management Team](#) as the formal policy making body of the College; it makes recommendations to the President on issues dealing with College policy, strategic planning, budgeting, compensation, personnel policies, and programming. To ensure open and transparent dialogue related to policy creation, the Management Team includes members from administration, but also [Student Senate](#), [Staff Senate](#), and [Faculty Senate](#) presidents. The President also meets monthly with the [Leadership Team](#), this team is made up of the directors/managers of the College usually one level below the Vice President level. The purpose of the Leadership Team is to build support and solicit input on institutional initiatives. Team members provide feedback on matters brought forward by the Management Team and are expected to communicate with and solicit feedback from their respective areas about these items. [Agendas and minutes](#) are kept for both of these teams, and all other NDSCS teams, as prescribed by the [Employee Quality Standards](#) and available on the [Intranet](#). Draft minutes and final minutes are emailed out to all employees to ensure timely communication and understanding of the information discussed.

NDSCS attempts to ensure open communication between all areas, levels, and stakeholders. For example, the [President holds breakfast meetings](#) with a [random sample of employees](#) each month. During these meetings, the President answers questions or concerns employees may have about the College. The VP for Student Affairs and the VP for Administrative Affairs also conduct similar meetings with staff members from their areas. Departments are expected to meet at least once a month to conduct routine departmental business and ensure communication. Chairs and directors communicate expectations and solicit feedback on College initiatives and also meet as a peer group. The [internal newsletter \(e-Transmitter\)](#) is another medium in which College information is disseminated.

All-College 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 initiatives and Action Plans are explained in the context of the [Strategic Plan](#) and [President's performance goals](#). Also, the President provides [video updates](#) to campus on a regular basis as well as all-College email messages.

As a result of the feedback from the last Systems Appraisal, the [Building Success @ Science: Phase 1](#) established a consistent and transparent [Communication Process for Major Initiatives](#). The intention of this process is to keep the College community informed and engaged throughout the development of initiatives. For more information see 6I2.

4P3.5 Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

Academic requirements and standards are developed through a faculty-driven process coordinated primarily by the VPAA, the [Curriculum Team](#), and the specific academic department. Curriculum is reviewed regularly and approved through the Curriculum Team. All changes to existing courses or additional new courses is informed through the NDSCS Academic Assessment Process and are reviewed by departments, the Curriculum Team, the Registrar, appropriate academic leadership, and VPAA. [NDUS Councils](#), ND Association of Collegiate Registrars and Admission Officers, Academic Affairs Council (AAC), and the ND SBHE also review some levels of curriculum. The [Academic](#)

[Program Review Process](#) is in its first year of implementation and will be another way that the institution is maintaining high academic standards. Further, NDSCS plans to implement a [Co-Curricular Assessment and Program Review Process](#) to assure that all co-curricular programming is aligned with established institutional outcomes.(5.B.3)

4P3.6 Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

The SBHE is the governing board for all 11 public institutions in the NDUS. In 2014, an HLC Advisory Team visited and reviewed the SBHE to address concerns related to Board compliance; [the findings report found compliance with all criterion](#). The SBHE and NDUS has an up-to-date [strategic plan](#) - which aims to actively engage all internal and various external stakeholders. Considering all viewpoints and hearing all voices contributes to the NDUS and NDSCS being able to provide effective leadership both internally and externally.(2.C.1;2.C.2)

4P3.7 Developing leaders at all levels within the institution

Professional development is one way NDSCS attempts to develop leaders throughout the institution. Professional development plans are a part of employee performance evaluations and must also align to College strategic goals. NDSCS provides significant professional development resources (see 3.3). Additionally, participation and service on [College teams](#) is highly encouraged; participating in the College community is outlined in the “Wildcat Pride” [Employee Quality Standard](#).

The NDSCS Leadership Academy’s main goal is to develop leaders. The [NDSCS Leadership Academy](#) was developed through an Action Project resulting from a Systems Appraisal recommendation. There has been 24 graduates of the Leadership Academy and another class will be selected in Spring 2019.

4P3.8 Ensuring the institution’s ability to act in accordance with its mission and vision (2.C.3)

The [SBHE Policy 308.1](#) keeps the entire NDUS focused on mission and vision. Every employee annually signs a code of conduct statement committing to the highest ethical standards in the best interests of both NDSCS and the NDUS.(2.C.3)

NDSCS utilizes its [strategic planning process](#) and assessment process to ensure the realization of its mission. [Management Team](#) and [AQIP Strategy Team](#) are critical to the process of communicating and implementing the College’s mission and vision efforts. The Management Team enables communication and open dialogue regarding College policy, strategic planning, budgeting, compensation, personnel policies, and programming; this is prescribed through [NDSCS Policy 606.01](#). The AQIP Strategy Team provides data-informed accountability measures through the Strategic Plan to ensure mission fulfillment.

4P3.9 Tracking outcomes/measures utilizing appropriate tools

Performance outcomes are measured by using internal and external reports and/or tools. The HLC Advisory Team report was used to measure the compliance of the NDUS and SBHE in meeting their governing obligations. HR results related to employee training and professional development opportunities assist in tracking leadership development. [Presidential Goals](#) provide transparency concerning top internal leadership initiatives. The [CESS](#) provides employee perceptions related to the College's efforts in leadership development.

4R3 What are the results for ensuring long-term effective leadership of the institution?

Summary results of measures

Performance measures used to track long-term leadership effectiveness include accreditation, President’s Goals, and the CESS. The HLC Focus Visit to the NDUS in April 2014 provided recommendation to the NDUS to provide improved leadership to the NDUS and solicit stakeholder input. The [NDUS Strategic Plan](#) and its revised inclusive, systematic process are the result of this review. The current Chancellor has held his position for three years, providing further stability to the NDUS and a measure of operational stability.

As per [NDUS Policy 604.1](#), Presidential long and short-term goal creation provides an opportunity for the College and top leadership to receive feedback and improvement strategies concerning institutional and NDUS management and planning functions. These goals are reflected in the overview submitted annually to the Chancellor and the SBHE.

Data from the [CESS](#) provide employee perceptions on the College’s efforts in long-term leadership development. The questions related to leadership and supervisors on the 2016 survey documented improvement. Specifically, employees expressed:

College Employee Satisfaction Survey Overview			
Satisfaction: 1= ‘Not satisfied at all’ / 2= ‘Not Very Satisfied’/ 3 = Somewhat Satisfied/ 4 = Satisfied/ 5 = ‘Very Satisfied’			
	2014 NDSCS Satisfaction (n=214)	2016 NDSCS Satisfaction (n=208)	2016 Comparison Satisfaction (n=14,22)
Administrators take pride in their work	3.79	3.84	3.74
The work I do is appreciated by my supervisor	3.91	3.98	3.74
My supervisor pays attention to what I have to say	3.86	3.99	3.90
My supervisor helps me improve my job performance	3.73	3.88	3.74
My job responsibilities are communicated clearly to me	3.73	3.81	3.69

Comparison of results with internal targets and external benchmarks

The CESS is used as a measure of external bench-marking where the mean from NDSCS is compared against the comparison group means. NDSCS performs extremely well when comparing the 2016 NDSCS Satisfaction means to the 2016 Comparison Satisfaction mean; the College is higher in every category related to leadership and supervisors.

Interpretation of results and insights gained

NDSCS recognizes that the most cost-effective employee training is using the “grow-your-own” approach, especially with staff. Through the investment in the [Leadership Academy](#), tuition waivers,

and professional development funds, NDSCS has continued to invest in the employees it attracts. The results of the CESS and interest in the Leadership Academy illustrate employees are vested in the College. Due to the rural location of NDSCS, the College must continue to be creative in attracting employees.

4I3 Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

NDSCS also collaborates with other NDUS institutions to enhance redundancy and employee abilities. For instance, the College collaborates with ND State University to provide shared payroll services. Shared services collaboration, along with academic collaboration in a time where colleges across the U.S. are projected to continue to lose enrollment, will be key to sustainability and financial health moving into the next decade.

Sources

- Academic Program Review Process Form Schedule 2018
- Building Success at Science Phase 1 Action Project Overview
- Building Success at Science Phase 3 Action Project Overview
- College Employee Satisfaction Survey Overview
- Curriculum TEAM Overview
- Establish a Leadership Development Program Action Project Overview
- e-Transmitter FY18
- ManagementTeamLeadershipTeam Minutes Intranet
- NDCC Chap 15-10
- NDSCS AQIP Strategy Team
- NDSCS Communication Process for Major Initiatives Overview
- NDSCS Employee Quality Standards
- NDSCS Faculty Senate
- NDSCS Leadership Team
- NDSCS Management Team
- NDSCS MasterPlan
- NDSCS Mission Vision Values
- NDSCS Policy 606 01
- NDSCS Presidents breakfast attendees
- NDSCS Presidents Breakfast Process
- NDSCS Staff Senate
- NDSCS Strategic Plan 2017 2020
- NDSCS Strategic Planning Overview
- NDSCS Student Senate
- NDSCS Video Message Examples
- NDUS _ SBHE Members
- NDUS 100 5
- NDUS 100 6 _ SBHE Policies
- NDUS 302 4
- NDUS 304 1
- NDUS 305 1
- NDUS 604 1
- NDUS Chancellor

- NDUS Code of Conduct 308 1
- NDUS Councils
- NDUS Institutions Action Letter
- NDUS Org Chart
- NDUS President Richman Stratetgic Planning Results 2017-18
- NDUS Strategic Plan 2017
- TEAM List 2018-2019

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4.1 Developing and communicating standards

Formalized through policy and procedure, legal and ethical standards are developed, communicated, and monitored at the state, NDUS, and College level. All employees are held to high expectations for ethical behavior. The SBHE sets the policy and procedure through their governance responsibilities for all employees. Conduct is guided by the [NDUS's Code of Conduct policy](#). The NDUS Compliance Office provides the day-to-day oversight of the compliance and ethics programs like the

[Theft and Fraud Policy](#), and the SBHE has an [Audit Committee](#) with oversight of the System's compliance operations.

At NDSCS, the Professionalism [Employee Quality Standards](#) (EQS), outlines the expectation of ethical standards. Through the annual [Performance Appraisal process](#), employees and supervisors write to all standards. Student Leaders have also adopted the [Student Leadership Quality Standards](#) that provide expectations for student leaders. Various departments and teams are responsible for developing, monitoring, and updating campus policies (e.g. [Title IX](#), [Student Guide to Rights and Responsibilities](#), [Equal Opportunity/Non-Discrimination](#)). Typically, these policies are reviewed annually and revised on an as-needed basis.

4P4.2 Training employees and modeling for ethical and legal behavior across all levels of the institution

The [EQS](#) are shared and reviewed annually with each employee through the Performance Appraisal process – this ensures that employees understand and provided feedback on ethical standards. Under the guidance of HR, [new employee on-boarding](#) and training programs are provided for all employees. College and NDUS policies covering ethical and legal behaviors are reviewed. [Annual essential training](#) is required for all employees.

4P4.3 Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

The NDUS, in conjunction with the ND State Auditor, has created structures to support and monitor the integrity of institutional [financial](#), academic, personnel, and auxiliary functions. The State Auditor's Office completes an independent audit of the annual NDUS Financial Report and provides an opinion on validity. The most recent [State Audit Report published in January 2018 for fiscal year 2017](#). It contained an informal recommendations relating classification of Auxiliary revenues. NDSCS was found in compliance with significant statues, laws, rules, and regulations under which NDSCS operates. In response to audit findings and recommendations, NDSCS has immediately addressed the concern. A [biannual operational](#) audit was also completed by the ND State Auditor Office in January 2018. It contained one finding recommending that the frequency of balancing the general ledger be increased. This recommendation was implemented immediately. An [outside audit](#) was conducted in 2018 looking for improprieties in space utilization, credit, and student reporting, and TrainND financial transactions -- no findings were found.

The NDUS and SBHE have [numerous councils](#) established to oversee other functions. Including:

- Administrative Affairs Council - financial integrity,
- Academic Affairs Council - academic integrity,
- Student Affairs Council - student-related integrity
- HR Council, Chief Information Officers' Council, Administrative Affairs Council - personnel and information integrity.

A representative from NDSCS serves on each NDUS Council ensuring that NDSCS operates with integrity along these many functions and local policies align with NDUS policy.

Institutional processes and oversight documents ensure operational integrity and ethical behavior include, but are not limited to, the following:

- [Employee Quality Standards](#): which outlines the mission, vision, values, and the employee standards.
- [Student Guide to Rights and Responsibilities](#): A Code of Conduct which outlines the student expectations and the student non-academic complaint, grievance, and appeals process.
- The [NDUS Fraud Hotline](#) enables complaints/concerns to be expressed anonymously and outside the formal chain of command.(2.A)

4P4.4 Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

Information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships are primarily readily and clearly available to all constituents via NDSCS's website and through the [Catalog](#). NDSCS HEA compliant "Consumer Information/Student Right to Know: page encompasses federally required disclosures." The HLC's mark of affiliation is appropriately displayed through the [website](#), in compliance with HLC's Obligations of Affiliation. NDSCS often references its accreditation status on [brochures, advertisements, and other promotional materials](#). Costs to students are also easily accessible through the "[Know Before You Owe](#)" webpage, the [Catalog](#), information shared at [NSRO](#), and the [Cost Estimator Worksheet](#).(2.B)

4R4 What are the results for ensuring institutional integrity?

Summary results of measures

NDSCS ensures institutional integrity through participation in the numerous required and/or recommended internal and NDUS training opportunities.

[The NDUS Fraud Hotline/Online](#) enables complaints/concerns to be expressed anonymously and outside the formal chain of command.

NDUS Financial and Operations Audits measure NDSCS's fiscal and operational integrity. Based on the most recent report of [NDUS Financial Review](#) (FY17), NDSCS is operating within acceptable parameters for revenue to debt ratios, acceptable fund, and contingency balances, and overall operating budget.

The NDUS Compliance Update documents information pertaining to possible integrity issues relating to NDUS institutions. The NDUS monitors complaints and the subsequent investigations.

NDSCS employee essential trainings and NDUS required training opportunities are set with a 100% required participation. The [training modules](#) range from 39 minutes to three minutes in length and are due each year by mid-December.

Comparison of results with internal targets and external benchmarks

Internal targets are met annually with all employees completing their required essential training. NDSCS also meets or exceeds all fiscal markers for financial health and stability as outlined in the annual [NDUS Financial Review \(2017\)](#).

Interpretation of results and insights gained

NDSCS, through various policies and processes, maintains high integrity. Mandatory, annual, essential training ensures all NDSCS employees are provided information related to laws, policies, code of conduct, and fraud.

4I4 Based on 4R4, what process improvements have been implemented or will be implemented

in the next one to three years?

The process of ensuring institutional integrity is ongoing and essential. NDSCS continues to seek ways to effectively disseminate essential training to employees in a user-friendly way. In 2018, NDSCS is utilizing the more user-friendly online platform "[SafeColleges](#)" to customize and disseminate annual essential training to all employees; this will be evaluated and improved (feedback thus far has been positive).

Sources

- Biannual Operational Audit
- Equal_Opportunity_policy__non_discrimination_statement_policy
- Examples of Accreditation Status Promotion
- NDSCS Accrediation Webpage
- NDSCS Cost_Estimate_Worksheet
- NDSCS Employee Quality Standards
- NDSCS Essential Training Overview
- NDSCS final report FY18 FSS
- NDSCS Guide to Student Rights and Responsibilities
- NDSCS Know Before You Owe Webpage
- NDSCS Performance Appraisal Review INSTRUCTIONS
- NDUS Annual Financial Report 2017
- NDUS Code of Conduct 308 1
- NDUS Councils
- NDUS Financial Review FY2017
- NDUS Fraud Reporting
- NDUS Policy 302 2 Audit
- NDUS Policy 611 10
- New StudentRegistrationOrientation Welcome
- NewEmployeeOnboardingChecklist
- Student Leadership Quality Standards
- Title IX and Sexual Misconduct Policy

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1.1 Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

NDSCS has aligned processes to select, organize, analyze, and share data with both internal and external stakeholders. The Office of Institutional Effectiveness (IE) assists with selecting, organizing, analyzing, and sharing all data.

Instruments to collect College data are selected to ensure that information collected is best able to support the planning, improvements, and decision-making. The process to select instruments is guided by factors including ease of data collection, measurements that provide insight into outcomes being measured, and comparability (internally/externally). The instrument/data selection process starts with the requestor completing the “[Data Request Form](#)” or the “[Survey & Electronic Form Request](#)”. Once the request is received, IE often will confer with the requestor to determine if data is already available through a standardized instrument or if an instrument needs to be developed/identified.

IE is responsible for organizing and reporting data; due to the multiple formats data is collected and reported (e.g. Campus Connection, IPEDS, internal surveys) all surveys and assessments need to be reviewed and approved by IE to reduce redundancy/increase efficiencies. IE organizes the data in presentable, user-friendly formats for consumption for internal ([Intranet](#)) and external (website) stakeholders. Internal surveys and reports are shared back with requestor/stakeholders through a standardized format that includes essential information to inform analyzation (e.g. response rate).

College-wide data is provided by IE in an understandable format to enable effective and timely analyzation. Stakeholders analyze these reports to understand and manage the College’s progress toward its [Strategic Goals](#).

IE has standardized and enhanced the way in which data is shared with stakeholders. The [Intranet](#) provides easy access all employees with access to [census trend](#), College-wide survey summaries, and [visual data](#).

5P1.2 Determining data, information and performance results that units and departments need to plan and manage effectively

President’s Staff, [Management Team](#), [AQIP Strategy Team](#), [College Teams](#), and departments are responsible for determining what information is needed to inform effective planning and management. Any department or area can request specialized data needed for planning, management, and/or specialized accreditation.

Programs’ [Academic Assessment Plan](#) identifies data that is needed to understand student learning within their program. The new [Academic Program Review](#) process also standardizes the data points needed to assess programs.

5P1.3 Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements

IE ensures survey results and other data are readily available to stakeholders. Scheduled and requested reports are organized by IE and distributed to the requestor as soon as possible/available. Results and data are shared through various mediums that aligns with needs. For instance, the CESS and SSI results are shared broadly with most stakeholder groups (e.g. [Staff Senate](#), [Faculty Senate](#), [Leadership Team](#)) through presentations and the data summaries are made available for review at any time

through the [Intranet](#). [Census data](#) is updated on a semester basis. Any department or area can request data or customized reports through the “[Data Request Form](#).”

5P1.4 Ensuring the timeliness, accuracy, reliability and security of the institution’s knowledge management system(s) and related processes

IE is focused on being a service and information provider. To manage this, requests and data dissemination is tracked and shared ensuring timeliness and consistency. Data may include program/campus enrollment, historical trending data, or other releasable requested information. ConnectND data, the NDUS student information management system, is refreshed nightly for reporting based on live data. ConnectND reports provide error output reports that can be reviewed and updated for report accuracy. Several internal processes exist to assure data correction and updating.

Other checks and balances exist to assure reliability and accuracy of data. IE commonly uses data trending and comparison strategies to assure data reliability. The Data Request Calendar assures exact data is used to replicate data and compare trend. The [Intranet](#) provides stakeholders direct and timely access to information. Prior to sharing data, data accuracy and FERPA/privacy compliance is ensured.

Employees requesting access to the NDUS ConnectND data management system must complete trainings to gain password-protected access. Campus Access Control Officers grant, monitor, and periodically review employee access and change requests, guaranteeing security, and confidentiality of data.

5P1.5 Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

IE’s data request calendar organizes repetitive data/survey requests and tools. Software and tools utilized by IE are evaluated to ensure they meet the needs of the department/institution. NDUS, with input from all institutions, manages and selects the student management system along with other state-wide data tools (e.g. Qualtrics). Assessment tools and instruments are selected based on various factors including ease of data collection, measurements that provide insight into outcomes being measured, cost, and comparability (internally/externally).

5R1 What are the results for determining how data, information and performance results are used in decision making processes at all levels and in all parts of the institution?

Summary results of measures

The use of various summary results indicates that NDSCS utilizes a wide variety of data to inform decision making. For example, NDSCS uses its [Census Trend Data](#), [Census Visual Data](#), [Graduate Resume](#), [CESS](#), [SSI](#), [IPEDS reports](#), Common Data Set, and [SAM data](#) to historically trend and compare its past results, to benchmark, and to strategically set goals. For example, previous SSI data indicated that students were unhappy with the condition of the parking lots, the size of parking spaces provided, and the lighting of walking paths around campus. These concerns were addressed specifically during the 2017 Infrastructure Capital Project. The 2018 SSI is being collected to see if this satisfaction improved.

NDSCS uses many state reports for bench-marking and comparison within the NDUS. For example, all of the above listed NDUS results allow NDSCS to compare its results to other NDUS institutions and assure targets and goals are set to achieve NDUS benchmarks. For example, NDSCS uses [NDUS’s Student Affordability Report](#) to review and set tuition and fees to assure alignment with

NDUS and regional institution prices.

Comparison of results with internal targets and external benchmarks

[IPEDS data](#), [SAM data](#) [CESS](#) , and [SSI](#) are the primary sources used to nationally benchmark. National student and employee perceptions as well as enrollment, retention, and completion data are used to benchmark and strategically set goals. For example, [IPEDS](#) and [SAM](#) reports indicated in 2009-2010 that NDSCS had started to experience a decrease in retention rates of full-time students. In response, NDSCS changed practices and resource allocation, which led to the creation of the SSC and the Student Affairs Division (see Category 2). These strategic efforts are driven by College’s internal targets and external benchmarks on retention and completion rates identified through the [Strategic Planning Process](#).

The CESS assesses employees’ satisfaction with getting information at the institution; since 2012 satisfaction has remained steady and has been above the national satisfaction mean score.

College Employee Satisfaction Survey				
Satisfaction: 1= ‘Not satisfied at all’ / 2= ‘Not Very Satisfied’/ 3 = Somewhat Satisfied/ 4 = Satisfied/ 5 = ‘Very Satisfied’				
	2012 NDSCS Satisfaction (n=167)	2014 NDSCS Satisfaction (n=214)	2016 Satisfaction (n=242)	2016 Comparison Satisfaction (n=14,229)
It is easy for me to get information at this institution	3.456	3.34	3.45	3.26

Interpretation of results and insights gained

Based on the results and information shared above, it is clear that NDSCS personnel are satisfied with the use of data.

Sources

- Academic Program Review Process Form Schedule 2018
- Building Success at Science Phase 3 Action Project Charter
- CESS 2016 Staff Senate 2117
- College Employee Satisfaction Survey Overview
- NDSCS 2018 Visual Data
- NDSCS Academic Program Assessment Plans
- NDSCS AQIP Strategy Team
- NDSCS Data Request Form
- NDSCS Faculty Senate
- NDSCS Fall Census Trend Data
- NDSCS Fall Census Trend Data

- NDSCS Graduation Resume 2017-2018
- NDSCS Intranet
- NDSCS IPEDS Retention Rate Overview
- NDSCS Leadership Team
- NDSCS Management Team
- NDSCS Strategic Plan 2017 2020
- NDSCS Strategic Planning Overview
- NDSCS Survey and Electronic Form Request
- NDUS 2018-affordability-report
- SAM Data
- Student Outcomes Enrollment_Graduation and Transfer Analysis and Trends
- Student Satisfaction Inventory Data Overview
- TEAM List 18-19

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2.1 Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

Fiscal: NDSCS continues to maintain a strong fiscal position that is aligned with the [mission](#) and [Strategic Plan](#). NDSCS's appropriated budget is a result of the State legislative process and SBHE priorities and is determined on a biennial basis. Capital funding requests are outlined in NDSCS's [Master Plan](#). [Tuition, fees, and additional funding streams \(e.g. grant dollars, auxiliary operations\)](#) make up the remainder of NDSCS's operations budget. [Additionally, the College benefits from the strong fiscal position of the NDSCS Alumni Foundation, which provides scholarship and](#)

[support for special projects; the Foundation continues to grow.](#)(5.A.1)

NDSCS fiscal processes and procedures are explicit, repeatable, and consistently audited. The Business Office is the central accounting office responsible for the fiscal infrastructure and processes.

The budget process is aligned with the [Strategic Plan](#) and other processes (e.g. [Academic Assessment Report recommendations](#)). Resources are prioritized and allocated to the various units, departments, and areas based on the goals of the Strategic Plan. Monthly the President, Vice Presidents, and the Chief Financial Officer (CFO) review budget and ensure alignment with the projected budgets. All departments have real-time access to their accounts and budgets, and monthly reports are provided to the departments through the Vice Presidents.

The Business Office provides information to assist management in allocation and use of resources, evaluate financial operations, and comply with generally accepted accounting principles. All NDUS institutions use a [standardized chart of accounts and fund ranges](#). These fund ranges and accounts are used in the creation of system-wide reports and financial statements.

Physical: The Facilities Management Department (FM) is responsible for maintaining the physical infrastructure to ensure a clean, safe, and operational learning, living, and working environment. FM also oversees College renovations, repair and capital projects, custodial work, and grounds maintenance.(5.A.1)

The state allocates deferred maintenance and extraordinary repair dollars, based on biannual approval from the Legislature. Capital projects are proposed to the SBHE and require approval from the Legislature prior to authorization. This comprehensive process presents a clearer picture of statewide institutional needs, which helps the SBHE present informed budgets to the Legislature for funding requests for the upcoming biennium. Internally, periodic maintenance requests, incoming maintenance, and custodial requests are managed through the FAMIS e-ticketing system which streamlines the work order and completion process.

With the help of the IE, FM annually conducts a space utilization survey for reporting back to the NDUS; this annual review evaluates the physical space across the entire College and identifies efficiencies.

Technological: The NDUS Core Technology Services (CTS) provides secure information management and technology services to all NDUS stakeholders. CTS provides support for applications such as Office365, CampusConnection, Blackboard, and Qualtrics. NDUS provides a security intrusion prevention system for NDUS institutions to block harmful network traffic. User groups have been established between NDUS institutions to share knowledge and provide opportunities to improve processes.(5.A.1)

NDSCS Information Technology Services Department (ITS) maintains and supports all hardware, software and network infrastructure including core infrastructure, wireless, classroom, and Interactive Video Network, helpdesk, email, printers, and phone. ITS maintains the technology security infrastructure (e.g. servers, firewalls, intrusion software), provides secure network file storage, and mobile device management. The firewalls, network switches, and servers are kept locked at all times. Server and network equipment updates and patches are installed regularly to protect from outside threats.

5P2.2 Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

NDSCS's goals are established through the strategic planning process, which is aligned to the [SBHE strategic plan](#). Alignment of the [NDSCS Strategic Plan](#) to the [mission](#), resources, opportunities, and emerging needs of NDSCS is ensured through the explicit process in which it is developed and reviewed (annually). NDSCS's Strategic Plan is intended to ensure that the College's performance matches its mission by assessing outcomes and using these outcomes to assist with decision-making and improvement.(5.A.3)

The strategic planning process described in 4P2 is undertaken every three years. Annually, the Chancellor of the NDUS establishes [goals for the President](#) that not only align with the NDSCS Strategic Plan, but also support the SBHE Strategic Plan.

NDUS institutions are required by [SBHE Policy 901 Campus Planning and Facilities Management](#) to complete a new campus master plan every six years. The [Safety, Facilities, and Parking Team](#) annually reviews and updates the [NDSCS's Master Plan](#). In 2014, the NDUS implemented a system-wide master plan through a process that included reviewing current institutional master plans; from this, a space utilization plan was developed which helps prioritize needs for capital building projects, major renovations, and/or deferred maintenance. This process enables NDSCS to prioritize internal projects vital to mission and institutional needs.(5.A.3)

To ensure that NDSCS can be fiscally responsive to emerging needs, it has a strong fiscal position that includes [establishing and maintaining appropriate reserve funds](#). [SBHE Policy 810.1 Appropriated Funds](#) Reserve also requires NDSCS to maintain undesignated reserves for emergency and emerging needs, which was exceeded in FY17.

The [NDSCS Alumni Foundation](#) has also enabled the College to be responsive to students' and academic departmental fiscal needs by increasing its endowment to just over \$17 million, adding seven new Endowment Scholarships, awarding \$365,862 in scholarships in 2017-2018, and through establishing a [Student Emergency Grant](#).

5P2.3 Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

The annual budget process is aligned with the [Strategic Plan](#) and other key planning processes (e.g. [Academic Assessment Report recommendations](#)). Resources are prioritized and allocated to the various units, departments, and areas based on the goals of the Strategic Plan. Budget guidelines are provided by Business Office to key supervisors with budget responsibilities.

All College budgets are aligned to the strategic plan and mission; they are approved through their respective reporting channels and departments. President's staff and the President approve and forward the budget to the NDUS; final budget approval is given from the NDUS Chancellor and the SBHE. The majority of the General Fund budget (79%) is allocated to directly support educational purposes, including instruction, academic and administrative support, student services, and student aid.(5.A.2)

Annually, the budget is developed to strategically address the current and projected economic situation and its impact on revenues, as well as expected enrollment, state appropriation, and other revenues. The aligned strategic planning and budgeting processes require that the funding needed for academic and administrative operations to be considered before any monies are committed to a strategic initiative. All requests for new funding are required to be tied to the [Strategic Plan](#) and/or [Action Projects](#). In an effort to more tightly link planning and budgeting, strategic initiatives are determined before the start of the budgetary planning process. The process of prioritizing before

budgeting has enabled NDSCS to identify the needs of students through various ways.(5.A.2)

5P2.4 Tracking outcomes/measures utilizing appropriate tools

Departments have real-time access to their accounts and budgets. Monthly budget reports are reviewed by the President, Vice Presidents, and the CFO provides comparative financial information by fund, and also current and projected budget information. Comparative enrollment data is also utilized to predict tuition and fees, auxiliary revenues, faculty needs, etc.

NDSCS utilizes the annual [NDUS Financial Review](#) to gain a comparative understanding of financial health and trends; this review is based on year-end financial statements of all NDUS institutions and provides a comparison. The review also provides a funding analysis section that distinguishes between financial statement position and funding adequacy. In addition to this report, a [separate semi-annual budget status report](#) is presented to the SBHE Budget and Finance Committee that discloses significant revenue and expenditure variances, deficits, and pending lawsuits.

NDSCS’s most recent [Master Plan](#), aligned with the 2014 NDUS Master Plan, outlines long-term strategic plans related to infrastructure and growth; every two years the capital projects portion of the master plan is required to be updated.

The 2014 NDUS Master Plan established the annual reporting of space utilization to the NDUS. With the help of the IE, FM annually conducts a space utilization survey. The results of this report, along with an overview of identified/prioritized maintenance for NDSCS guides the capital projects at NDSCS.

5R2 What are the results for resource management?

Summary results of measures

[NDSCS key Financial ratios](#), including: reserve ratio, viability ratio, current ratio, working capital ratio, and operating income margin, have improved since FY15. These indicators, along with net income margin, indicate a strong fiscal position. This position is illustrated through the steady increase in CFI from FY15 to FY17. Net tuition and fees dependency decrease from FY12 to FY15; however, increased from 16% in FY15 to 18% in FY17 - this increase was related to a decrease in state appropriations.

A strong gain was also made in the operating income margin ratio, which measures current year financial results. A ratio of greater than zero is desired and indicates the institution is not spending more than it is taking in during the year. Additionally, a ratio of greater than zero indicates the institution is adding to reserves.

In June 2014, NDSCS prepared a plan for the [SBHE Budget and Finance Committee](#) to address the negative trends in operating income margin. The plan included increasing student enrollment and centralizing services to better serve and support students. NDSCS achieved its target of reversing the negative trend in operating income margin for FY17 with a net positive change of 3.4%, achieving a positive 2.2% margin. This was a result of relatively stable enrollment and budgeting efforts that aligned cash and non-cash operating expenses in relation to revenues; increased monthly monitoring of budgets, and internal goal-setting related to expenditures.

NDSCS Key Financial Ratios FY15, FY16, FY17				
Description	Industry	FY15	FY16	FY17

CFI, including Foundation	<i>Above 1.10</i>	3.89	4.08	5.50
CFI, excluding Foundation	<i>Above 1.10</i>	4.39	4.34	5.89
Viability Ratio	<i>Above 1.0</i>	1.6	1.9	2.4
Primary Reserve Ratio	<i>Above.10</i>	.3	.3	.4
Current Ratio	<i>Above 2.0</i>	4.3	4.4	4.9
Working Capital Ratio	<i>4-6 weeks</i>	21.2	22.7	26.4
Operating Income Margin Ratio	<i>>zero=good</i>	-1.0%	-1.2%	2.2%
Net Income Margin	<i>Several years of negative income = concern</i>	14.9%	12.7%	17.6%

Appropriated Reserve is another indicator of resources management, which is reviewed annually by NDSCS. Unrestricted appropriated funds are set aside for two purposes:

1. **undesignated reserves** for sudden revenue shortfalls or unexpected expenses and
2. **designated reserves** for future programs, technology, strategic planning initiatives, etc., and other needs as determined by NDSCS.

NDSCS has increased its undesignated appropriated reserves from \$1.878 million in FY15 to \$2.227 million in FY17; this exceeds the expectation established by [SBHE Policy 810](#).

As outlined below, physical resources management is tracked by annually reviewing the space utilization report which evaluates the physical space across the entire College and identifies efficiencies.

2018 Classroom	Schedule Capacity	Occupancy Capacity	Classroom Utilization
Fall 2016	60.0%	72.0%	46.5%
Fall 2017	58.0%	73.0%	45.4%
2018 Lab	Schedule Capacity	Occupancy Capacity	Lab Utilization
Fall 2016	92.0%	87.0%	93.6%
Fall 2017	82.0%	95.0%	84.4%

Comparison of results with internal targets and external benchmarks

The [NDUS Financial Review](#) enables NDSCS to compare all key financial ratios to the other institutions within the NDUS. The CFI creates one overall financial measurement of an institution's health based on four core ratios (primary reserve ratio, net income ratio, viability ratio and the return on net assets ratio). In relation to the CFI (excluding foundation), NDSCS had the highest of all 11 institutions.

The Primary Reserve Ratio, which measures the ability for an institution to operate at current levels without future revenues, is also provided through the NDUS Financial Review. In 2017, NDSCS Primary Reserve Ratio was measured at .4 which was the highest among the 11 NDUS institutions (a ratio of greater than .1 is good while a ratio of less than .05 is of concern).

Description	Industry Standard	NDSCS FY17	BSC FY17	DCB FY17	DSU FY17	LRSC FY17	MaSU FY17	MiSU FY17	NDSU FY17	UND FY17	VSCU FY17	WSC FY17
CFI, excluding Foundation	Above 1.10	5.89	1.47	5.80	3.17	2.73	1.57	1.77	2.49	2.60	3.23	.85
Primary Reserve Ratio	Above .10	.4	.1	.2	.3	.2	.2	.3	.2	.3	.2	.2

Interpretation of results and insights gained

NDSCS's fiscal position is strong despite recent reductions in state appropriations. NDSCS utilizes its mission-driven [Strategic Plan](#) to guide resource management. The monthly meetings with the President, Vice President, and CFO, coupled with the improved monthly financial reports, has enabled for improved monitoring and managing of all budgets.

Through the annual review of the space utilization report, it was determined that efficiencies could be made related to the process for scheduling rooms College-wide. This resulted in the [centralized scheduling proposal](#).

5I2 Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

In February 2016, ND Office of Management and Budget (OMB) called for an immediate reduction in the FY15/FY16 budget of 4.05% (\$2,359,218). In August 2016, the ND Legislature directed an additional reduction of 2.5% (\$1,456,308). The first two reductions totaled 6.55% immediate reduction to NDSCS's appropriated FY15/FY16 budget.

In preparation for the 65th Legislative Session, due to continued severe shortfalls in sales tax revenues, most state agencies were instructed to build their 2017-2019 biennium budgets at 90% of 2015-2017 appropriation (\$2.1 million reduction). The sum of these three reductions comprised the first approximate 10% reduction. A budget reduction plan was devised from guideline developed by the Budget Reduction Taskforce. During the 65th legislative Session Engrossed SB2003 required an additional 10% (\$4,391,198) to be reduced from NDSCS's proposed appropriated budget. To [achieve the additional 10%, on-going funding was reduced](#). Reductions were made to personnel and appropriated operating budgets, with the majority of the reductions coming from personnel compensation and operating budgets through eliminating currently vacant positions, employee compensation adjustments, shifting personnel expenses from appropriated to local funding sources, and reductions in force.

NDSCS is preparing for the [66th Legislative Session](#). The Governor's Office, through OMB, has established budget guidelines that requested a 90% budget from Higher Education with an additional 3% contingent reduction based on commodity risk. To prepare for this additional reduction, NDSCS again enacted [a Budget Preparation Task Force in Summer 2018](#) to identify [reduction guidelines](#). NDSCS has been able to improve its strong fiscal position through strategically prioritizing and managing budgets; it is anticipated that NDSCS will be able to effectively manage any further budget adjustments.

The Facilities Scheduling Taskforce, as outlined in the [Centralized Scheduling Proposal](#), has been

appointed and has started with the implementation of centralized scheduling process (anticipated 2019).

Sources

- 2017 Financial Review - NDSCS information
- 2017-2018 NDSCS Feedback Reports and Program Assessment Reports
- 2017-semi-annual-budget-report NDUS
- Additional 10percent Reduction Plan REVISED April 2017
- Budget Preparation Task Force Summer 2018
- Centralized Scheduling Proposal 2018
- NDSCS Action Project Overview May 2018
- NDSCS Budget Preparation Task Force - Guidelines 081318
- NDSCS FND Annual Report 2018
- NDSCS MasterPlan
- NDSCS Mission Vision Values
- NDSCS Safety Facilities Parking Team
- NDSCS Strategic Plan 2017 2020
- NDUS Accounting Manual and Forms
- NDUS Policy 302 3
- NDUS Policy 810 1
- NDUS Policy 901
- NDUS President Richman Stratetgic Planning Results 2017-18
- NDUS Strategic Plan 2017
- OverviewofBudgetCycle NDSCS
- Wildcats-Care-Grant-Handout

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3.1 Building budgets to accomplish institutional goals

The budget building process is aligned with the [Strategic Plan](#) and other key planning processes. NDSCS's appropriated budget is a result of the State legislative process and SBHE priorities, conducted on a biennial basis. NDSCS [submits a biennium budget](#) to the NDUS and [presents the budget](#) before the OMB. The Governor then submits the state budget, including the NDUS requests, for legislative consideration. The State budget is then considered and passed by Legislative Assembly, then allocated/approved by the SBHE following the legislative session.

Once the appropriated budget has been established and local/auxiliary budgets have been projected,

the President's staff develop [allocation guidelines aligned with the Strategic Plan](#) and other key planning processes. [Budget guidelines and materials](#) are provided by the Business Office to key supervisors with budget responsibilities (budget managers) about three months prior to the current year-end. Budget Managers are provided access to the web-based budgeting module that enables self-service entry, review, and uploading. The draft budget is entered by the Budget managers and are reviewed, adjusted as necessary, and compiled by department chairs and administrators of the various divisions.

The final budgets are reviewed by the President's staff for a final check on alignment with the Strategic Plan and finalized by the President.

5P3.2 Monitoring financial position and adjusting budgets (5.A.5)

Monthly, the President, Vice Presidents, and CFO review the financial position of the College and ensure alignment with the projected budgets. During these meeting, three reports are reviewed:

- **[Appropriated Budget Forecast](#)**: Illustrates the budget versus the actual expenditures to date and the budget versus the actual revenue each month.
- **[Appropriated Budget Spending](#)**: This monthly report is organized by responsible division and provides the budget, the current expenditure, remaining funds, and percentage spent year-to-date.
- **[Local Fund Balances](#)**: This monthly report is organized by responsible division and provides the sum total amount by department and fund.

Any areas that are identified as concerning or out of alignment during the monthly meeting are assigned follow-up from the appropriate leader, with reporting back to the President and/or CFO on any corrective action needed within a specified time-frame (usually within a month). Additionally, all departments have real-time access to their accounts and budgets through the NDUS finance system, and the three monthly reports are provided to the budget managers through the Vice Presidents. These three reports, coupled with the NDUS finance system, are useful tools to monitor and manage budgets effectively.(5.A.5)

5P3.3 Maintaining a technological infrastructure that is reliable, secure and user-friendly

The technology infrastructure at NDSCS is supported and maintained by the Information Technology Service Department (ITS) in collaboration with the NDUS. ITS coordinates all hardware purchases, deployments, and disposal of assets. Centralized reporting solutions are available to enable data driven decision making for retention, trends, and key performance indicators. The NDSCS shared drive system and the [NDSCS Intranet](#), is used for collaboration and document storage. NDSCS provides additional network security, control, and firewall protection to monitor and detect known and unknown threats. Continuous internal and external penetration testing reduces risks and identifies possible vulnerabilities that are immediately addressed. NDSCS adheres to [NDUS Information Security policies](#), procedures, and standards as well as takes part in Cyber Security exercises.

NDSCS ITS operates a Help Desk available to students and employees during business hours at both locations. After-hours, 24/7 support is available through the NDUS for multiple systems. Secure wireless access is available throughout the College. Logging into different systems and applications has been simplified by using a single set of log-on credentials. Multi-factor authentication is optional for students and required for employees, which increases security on select applications.

5P3.4 Maintaining a physical infrastructure that is reliable, secure and user-friendly

NDSCS Facilities Management Department (FM) is responsible for maintaining the physical infrastructure that is reliable, secure, and user-friendly. This includes facilitating College renovations, repair and capital projects, custodial work, and grounds maintenance. Biennially, the state allocates deferred maintenance and extraordinary report dollars, along with facilitating an update to the Master Plan. Through the process of establishing a [College Master Plan](#) NDSCS ensures a sound physical infrastructure well into the future (see 5P2.1).

Periodic maintenance, ongoing maintenance needs, and custodial requests are managed through the FM's FAMIS e-ticketing process.

The NDSCS Police Department provides for safe and secure living-learning environment. NDSCS Police Officers have full arrest powers and are licensed by the State. The NDSCS Police, in conjunction with the Wahpeton and Fargo Police Departments, provide vehicle patrol 24 hours a day year-round.

5P3.5 Managing risks to ensure operational stability, including emergency preparedness

The process to manage risk was formalized in 2017 when NDUS employed [Enterprise Risk Management](#) to identify potential events that may affect NDUS institutions with the goal of managing the risk to ensure attainment of the institutions' mission. NDSCS just completed the first annual cycle and will repeat the cycle by identify top risks currently facing the institution.

NDSCS maintains an Emergency Response Plan which provides the processes, procedures, duties, plans, and training for College personnel in the event of an emergency or natural disaster. The [Emergency Response Plan](#) is managed by the Safety Director and guided by the [Safety, Facilities and Parking Team](#). The plan's procedures are designed to provide a flexible framework for emergency management of a crisis situation.

In accordance with [SBHE policy 1902 Emergency Notification Systems](#), the College has an emergency notification system that provides an avenue to share information and instructions to students and employees when a situation poses an urgent or immediate threat to health, safety, and/or could significantly disrupt College operations. The emergency notification process is tested regularly and is required for all employees and students to be enrolled.

The NDUS is committed to upholding the highest ethical and professional standards. A [24-hour fraud hotline](#) is available to report suspected fraudulent behavior ([SBHE Policy 611.10](#)). Each benefitted employee is required to complete annual fraud awareness training.

5P3.6 Tracking outcomes/measures utilizing appropriate tools

NDSCS uses a system of internal control to monitor all budgetary, expenditure, and revenue activity within the financial system. This activity is audited annually by the ND Office of State Auditor. Ratios and trends, including the CFI ratios, are prepared with data from the financial statements. These ratios are compared to peer institutions and reported in the annual [NDUS Financial Review](#).

[Internal safety metrics are reviewed](#) every monthly by the [Safety, Facilities, and Parking Team](#). The process of reviewing these safety metrics enables managing risks while providing insight into trends or concerns.

Maintenance and custodial requests are managed through the FM's FAMIS e-ticketing process.

5R3 What are the results for ensuring effective management of operations on an ongoing basis and for the future?

Summary results of measures

NDSCS continues to have a strong fiscal position as discussed/shared in 5R2. This strong fiscal position is illustrated by the steady increase in the NDSCS CFI, but also in the operating income margin – which improved by 3.4% from FY15 to FY17. These indicators illustrate NDSCS’s diligence with monitoring and tracking budgets.

The monthly [internal safety metrics](#) illustrate a continued focus on ensuring a safe and secure learning environment. The accident metrics help understand the safety of the labs, shops, and working environments for students and employees. This data shows an increase in near misses and injury/incident rates in September 2018; this increase correlates with the beginning of academic year and student use of labs/shops. Emergency fire response to NDSCS (Fire Calls), has been declining since FY17.

NDSCS FM department [tracks the total number of work orders closed by FM per month and the total number of work orders that are in backlog](#) (FM department-wide).

Comparison of results with internal targets and external benchmarks

NDSCS has the highest CFI among all NDUS institutions and is above the acceptable range standards identified by the HLC. NDSCS has an internal target of maintaining a CFI at a 4.

Description	Industry Standard	NDSCS FY17	BSC FY17	DCB FY17	DSU FY17	LRSC FY17	MaSU FY17	MiSU FY17	NDSU FY17	UND FY17	VSCU FY17	WSU FY17
CFI, excluding Foundation	Above 1.10	5.89	1.47	5.80	3.17	2.73	1.57	1.77	2.49	2.60	3.23	.85

NDSCS FM is striving to reduce the [work order backlog](#) with strides being made; work orders were reduced by 251 from 2016 to 2017. This downward trend is continuing in 2018. Specifically, FM has set an internal target of 90 average days for backlog in each trade area.

Interpretation of results and insights gained

NDSCS continues to maintain a strong fiscal position despite historic appropriated budget reductions. This has been accomplished through closely monitoring the College’s financial position and adjusting budgets to align with the mission and strategic goals.

Through closely [monitoring safety](#) and [FM metrics](#), NDSCS is able to adjust and make improvements to enhance the safety of the learning and working environments. FM is utilizing Lean Methodologies to improve department operations and processes. To date, FM has [completed several different processes](#). This has resulted in a decrease of outstanding work orders and improved overall efficiency.

5I3 Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

The utilization of Lean Methodologies has been extended from the Business Office and FM to include

other areas at NDSCS (e.g. Position Description in Human Resources). Lean Methodologies will be utilized across the College to effectively manage operations.

To enhance the security and safety of the College community, NDSCS has completed two active aggressor training exercises. As a result, panic buttons have recently been installed in identified high-risk areas. Activation of these panic buttons is anticipated in December 2018.

Sources

- 2017 Financial Review - NDSCS information
- Additional 10percent Reduction Plan REVISED April 2017
- NDSCS Budget Instructions 2019
- NDSCS Appropriated Budget Forecast Example
- NDSCS Appropriated Budget Spending Report Example
- NDSCS Department Budget Proposals FY19
- NDSCS Emergency Response Plan
- NDSCS Faculty Senate
- NDSCS FM Workorder BACKLOG
- NDSCS FM Workorder Overview
- NDSCS Intranet
- NDSCS Lean Process Improvement Sept 2018
- NDSCS Local Fund Balances Example
- NDSCS Management Team
- NDSCS MasterPlan
- NDSCS OMB Presentation Packet October 2018
- NDSCS Safety Facilities Parking Team
- NDSCS Safety Metrics September 18
- NDSCS Staff Senate
- NDSCS Strategic Plan 2017 2020
- NDSCS Student Senate
- NDUS CTS IT Policies and Procedures
- NDUS Enterprise Risk Management 2017
- NDUS Fraud Reporting
- NDUS FY19 Annual Budget Guidelines and Instructions
- NDUS Policy 1902
- NDUS Policy 611 10

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1.1 Selecting, deploying and evaluating quality improvement initiatives.

As described in 4.2, NDSCS conducts a [comprehensive strategic planning process](#) every three years, led by the [AQIP Strategy Team](#), that results in a [3-year Strategic Plan](#) to guide the selection and deployment of quality improvement initiatives. In the most recent plan, four main goals were identified with each goal having a series of accompanying strategies. These strategies form the primary quality improvement initiatives for NDSCS, some of which become formal [Action Projects](#). These strategies are identified through evidence derived from environmental scanning which includes Systems Appraisal Feedback Reports, CQR Feedback, [past Action Projects](#), strategy forum outcomes, and the [NDUS strategic plan](#). The most recent strategic planning development process involved an inclusive feedback process where each department and college-wide team were requested to complete a [self-assessment regarding their department/unit/team's contributions to the mission, students, and employees](#); it also collected their feedback regarding possible improvements related to policies, procedures, and processes.

Less frequently, Action Projects and other Quality Initiatives are identified by the recently established [Communication Process for Major Initiatives](#) or they may also emerge from the sub-cycles of the [annual goal setting and monitoring process at the department/unit level](#). These sometimes rise to the level of Action Projects or may be addressed through smaller and department-focused teams.

Strategic plan strategies and ideas that emerge through all avenues are led by interdisciplinary Project Champion Teams which are consistently identified through a [College-wide nomination process](#).

6P1.2 Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

The various accreditation activities are utilized to be feedback mechanisms to engage, inform, and evaluate NDSCS's CQI efforts. The quality infrastructure and accreditation activities are championed by the [AQIP Strategy Team](#) which provides an interdisciplinary approach and understanding to the accreditation processes.

The Systems Portfolio is the most comprehensive self-assessment of how NDSCS's processes integrate and contribute to the College's CQI process. After receiving the Systems Appraisal, the AQIP Strategy Team leads a [comprehensive review and prioritization process](#) that has previously included nine cross-discipline sub-teams.

Action Projects are most often identified through strategic planning processes which are informed through the accreditation activities, satisfaction data, and department/team self-assessment information.

The Comprehensive Quality Review provides an external review of NDSCS's processes and required federal policies ([Federal Compliance Packet](#)). This review also incorporates feedback from, and communication with, various stakeholders through open forums and informal discussions.

The Strategy Forum allows NDSCS to spend focused time and effort in planning for improvement in specific areas, resulting in well-planned and informed Action Projects. Strategy Forum processes also allow for building the institutional knowledge and support of CQI. For instance, the last two [Strategy Forum teams](#) have been diverse to intentionally expand the knowledge and support. NDSCS follows a standardized process of utilizing online discussion and feedback tools along with focused face-to-face meetings to prepare for the forums.

The AQIP framework has provided NDSCS with a way to integrate CQI into the culture of NDSCS. This is evidenced by the standardized processes that have resulted in many improvements through [Action Projects](#).

6R1: What are the results for continuous quality improvement initiatives?

What are the results for continuous quality improvement initiatives?

As a result of the concerted efforts toward institutional embodiment of CQI, NDSCS has yielded numerous positive CQI initiatives/outcomes at all levels of the Institution.

Examples include:

- In response to the 2013 System Appraisal and focused planning at the 2015 Strategy Forum, the Building Success @ Science Initiative Action Projects (BS@S) were identified. [BS@S Phase 1](#) established a consistent and transparent [Communication Process for Major Initiatives](#). [BS@S](#)

[Phase 2](#) established a faculty team that identified metrics and established a process for Academic Program Review. [Phase 3](#), which is in progress, will identify an assessment and program review process for co-curricular areas.

- In response to the 2013 System Portfolio Feedback, an Action Project related to [Strengthening Relationships with K-12 focused on the Southeast ND Region](#), provided opportunity for the NDSCS President to visit all 47 high schools and CTE centers in Southeast ND resulting in NDSCS consistently hosting joint professional development and idea sharing events between local K-12 schools and NDSCS faculty.
- In response to feedback from the 2016 CQR visit, Academic Affairs used an [Action Project](#) related to course syllabi and credit hour disclosures to establish a syllabus template for all faculty to follow regardless of delivery method. This helped improve NDSCS's transparency of course learning outcomes and credit hours, and enhanced the [syllabi collection](#), review, and archiving processes.
- The NDSCS Strategic Plan and the 2018 Strategy Forum resulted in an [Action Project](#) that outlines a goal to establish partnerships in all programs/areas College-wide within 5 years.
- Upon Master Plan recommendation, NDSCS Old Main Building was renovated (\$7.5M) and repurposed to provide space for the [Student Success Center](#).
- Upon Master Plan recommendations and feedback from the SSI, NDSCS completed a \$14M infrastructure project that enhanced the safety and cleanliness of the Wahpeton location. This project was completed on-time and within budget.
- In partnership with the NDUS through a [Challenge Grant](#), the [NDSCS Alumni Foundation](#) has grown its endowment from \$10,582,841 in 2015 to \$17M in 2017. It is anticipated the endowment will reach \$20 million in 2018.

6I1: Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

With the discontinuation of the AQIP Accreditation pathway NDSCS will seek to implement QI initiatives that continue to improve the College. The timeline and expectations of the new pathway may alter NDSCS's quality processes. CQI will continue to be prioritized, will be directed by the Strategic Plan, and guided by past practices/processes.

Sources

- 2017-2018 NDSCS Department Action Planning COLLEGE RESULTS 11232018
- 2018 Strategy Forum Team
- Action Project Champion Team Nomination Process
- ActionProject Overview Updated 2018
- Building Success at Science Phase 1 Action Project Overview
- Building Success at Science Phase 2 Action Project Overview
- Building Success at Science Phase 3 Action Project Charter
- Challenge Grant reports
- Course Syllabi Standards Alignment
- NDSCS Action Project Overview May 2018
- NDSCS AQIP Strategy Team
- NDSCS Communication Process for Major Initiatives Overview
- NDSCS Communication Process for Major Initiatives PROPOSAL FORM QUESTION OVERVIEW
- NDSCS Federal Compliance Packet

- NDSCS FND Annual Report 2018
- NDSCS Strategic Plan 2017 2020
- NDSCS Strategic Planning Overview
- NDSCS Syllabi Samples
- NDSCS Systems Appraisal Feedback Addendum
- NDUS Strategic Plan 2017
- Partnering for Success Action Project Overview
- Strategic Planning Phase 1 Feedback by Question
- Strengthening relationships with K-12 focused on the southeast region Action Project Overview
- Student Success Center Service Overview
- Student Success Center Tracking

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2.1 Developing an infrastructure and providing resources to support a culture of quality

NDSCS has an integrated culture of CQI which is supported by the [AQIP Strategy Team](#); which is responsible for maintaining the quality infrastructure through monitoring accreditation activities and setting the [NDSCS's Strategic Plan](#). The ALO facilitates the team ensuring there is access to appropriate data, timelines are met, and logistical details are completed. Action Projects are championed by interdisciplinary teams, which include representation from the AQIP Strategy Team, enabling consistent feedback and monitoring during the monthly meetings.

CQI is integrated across the organization at all levels and is the expectation for all employees; these expectations are outlined in the [Employee Quality Standards](#) and the [values](#). NDSCS also has a robust [employee recognition process and annual awards](#).

Every department/unit at NDSCS is responsible for [annually setting goals](#) that are measurable and align with the strategic plan. The goals are collected through a [standardized form](#) and are informed by

assessment, satisfaction, and demographic data. This process is encouraged to be inclusive of all members of the department/unit. The goals are reviewed and submitted to department/unit leadership and reviewed by the [AQIP Strategy Team](#). They are monitored by leadership and progress toward these goals are collected, reviewed, and posted to the Intranet.

Resources are prioritized and allocated to the various units, departments, and areas based on the goals of the [Strategic Plan](#).

6P2.2 Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

NDSCS's commitment to CQI processes is best illustrated in NDSCS's shared [LIFE values](#). Employees self-assess and are assessed on their efforts to meet the College's values/standards through the annual performance appraisal process.

NDSCS documents CQI plans and strategies through the [department/unit annual goal-setting](#) and monitoring process (6P2.1). This process also allows for each functional area to measure and report on identified outcomes.(5.D.1)

NDSCS strives to provide updates on key performance indicators to the College community such as the [new student cohort retention rate](#). An [e-mail is sent to all employees daily until the 20th day of instruction and weekly thereafter](#) which College-wide and academic program specific retention numbers and a timely retention reminder that includes information on how employees can better assist students.(5.D.1)

This process was employed to address one of the three strategic challenges identified in the System Appraisal Feedback report (March 2014), ensuring that performance results inform improvements. This feedback also spurred the process of sharing [regular video messages from the President](#) with employees and students to increase awareness of new data and/or information.

The process of sharing survey information has been enhanced through the development of [Intranet](#), which provides access to data summaries and survey reports are now more robust (e.g. charts, tables, national comparisons). Information is also consistently shared with stakeholder groups ([faculty senate](#), [student senate](#), [leadership team](#), [management team](#)) and through the all-employee listserv. (5.D.1)

AQIP structure and processes, specifically the [Action Projects](#), has also provided foundational processes for implementing focused quality improvement initiatives for the past 18 years. This framework has provided insight into areas of strength and perspective on ways to continuously improve. As part of any process leading to quality improvement initiatives the opportunity to build institutional knowledge and the capacity for continuous learning becomes a part of the culture. This is accomplished through consistent communication regarding CQI initiatives and reflecting, as a College, on the feedback that is provided on these projects.

6P2.3 Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

The structure of the AQIP Pathway has provided a framework for implementing and assessing quality improvement initiatives. NDSCS has built CQI principles supported by AQIP, and institutional activities and peer feedback, into the framework of the College's processes. The reviews and feedback provided by the accreditation process, as well as the internal processes, enables NDSCS to learn from its experiences with CQI initiatives.(5.D.2)

A cornerstone of CQI is reflecting, learning from, and applying experiences to improve institutional effectiveness. At NDSCS, the [AQIP Strategy Team](#) is responsible for monitoring and ensuring this occurs; this Team meets regularly to ensure updates, reflections, and corrections are completed in a timely manner and are widely shared. For instance, Action Project charters, annual updates, and reviews are not only shared with the Action Project Champion Team but are also [reviewed and discussed by the AQIP Strategy Team](#).(5.D.2)

NDSCS's [Planning Process](#) provides a framework for the creation of both long and short-term quality improvement initiatives. The strategic planning process results in a [3-year Strategic Plan](#). The participation of key community members and students during the strategic planning process and student representation on the AQIP Strategy Team provides the necessary external feedback.(5.D.2)

6P2.4 Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

NDSCS embraces the AQIP processes and continuous quality improvement. The [AQIP Strategy Team](#) is charged with reviewing and understanding the AQIP processes and meeting accreditation requirements. The team along with College leadership, is responsible for fostering/championing CQI – this includes the continuous correlation and explicit translation of how efforts at every level are part of the process of accreditation and continuous improvement.

NDSCS attempts to help all stakeholders understand the role and importance of the AQIP Pathway through regularly sharing information about AQIP processes and results. Example include:

- sharing accreditation updates through all-College meetings/discussions (e.g. [State of the College](#), Opening Week),
- [employee newsletter articles](#),
- inclusion in the [Employee Quality Standards](#),
- updates at [leadership meetings](#),
- [nomination processes for specialized teams](#),
- and interdisciplinary representation on the [AQIP Strategy Team](#).

The processes that have been established through participation in the AQIP pathway have enabled CQI to be imbedded into the framework of the College.

6R2: What are the results for continuous quality improvement to evidence a culture of quality?

NDSCS, through consistent processes, provides avenues for sharing feedback and reviewing results through documents, strategic planning processes and outcomes, and information shared through leadership meetings and at College-wide meetings.

Student success outcomes (e.g. [IPEDS Retention Rate](#), [Placement Rate](#)) as outlined in Category 2 have improved or stayed steady over the past four years despite budget pressures.

AQIP pathway information, specifically information about current nomination processes, feedback documents, and [team membership](#), is available to stakeholders through the [Intranet](#). Also on the Intranet, the College's [annual department/unit goal setting and outcome/results](#) are available for review; the results indicate that all departments prioritize and are making progress toward the strategic goals.

[CESS results](#) are utilized to understand employee perception of quality at NDSCS. This survey is

administered online to all benefited and non-benefited employees (2016, 2014). In 2016, 208 employees completed the survey for 33% response rate. The six CESS results below document employees' perception related to planning and quality. Overall, the data is steady and in-line with the comparison group, with setbacks in the areas of planning and employee involvement. The slight decreases were noted and addressed through the [BS@S: Phase 1 Action Project](#).

NDSCS College Employee Satisfaction Survey			
Satisfaction: 1= 'Not satisfied at all' / 2= 'Not Very Satisfied'/ 3 = Somewhat Satisfied/ 4 = Satisfied/ 5 = 'Very Satisfied'			
	2014 NDSCS Satisfaction (n=214)	2016 NDSCS Satisfaction (n=208)	2016 Comparison (n=14,229)
My department or work unit has written, up-to-date objectives	3.71	3.89	3.57
The goals and objectives of this institution are consistent with its mission and values	3.89	3.61	3.56
The mission, purpose, and values of this institution are well understood by most employees	3.79	3.79	3.49
This institution plans carefully	3.32	3.03	3.11
Employee suggestions are used to improve our institution	3.02	2.66	2.97
This institution involves its employees in planning for the future	3.06	2.92	3.07

6I2: Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Communication and resulting understanding of processes and the 'why' behind initiatives has continued to be an area identified as improvement. Through the framework of AQIP, NDSCS recognized that the institution needed to focus on communication with and engaging employees in improvement efforts, while at the same time address System Appraisal feedback about seeking out benchmarks and implementing a program review process. The BS@S Initiative was identified the 2015 Strategy Forum process. The most recent System Appraisal (P13) also identified program improvement as an opportunity; the feedback indicated that an opportunity existed to improve on translating feedback from stakeholders to program improvement and updates; this was echoed in informal feedback received from the CQR visit (2016). Feedback in Category 1 also identified that an opportunity (R6b) was to broaden benchmark institutions and seek out non-educational benchmarks. Through identifying targets/benchmarks and creating a meaningful review process, NDSCS will enable programs to more quickly identify opportunities for improvement, increase responsiveness to student and stakeholder needs, and be able to utilize data for improvement.

- [BS@S Phase 1](#): established leadership and communication channels to provide input and explain the BS@S initiative. Resulting in the [Communication Process for Major Initiatives](#) (implemented 2017) which enables feedback and/or approval for major initiatives to keep the College community informed and engaged throughout the development of College-wide Initiatives.
- [BS@S Phase 2](#): Established metrics and the process for [Academic Program Review](#) (completed 2018). The first cohort will complete their program review in 2019.
- [BS@S Phase 3](#): is on schedule to develop a co-curricular assessment and program review process.

Additionally, a future improvement will be to explicitly explain accreditation and its importance to new employees during the on-boarding process through incorporating a component into the [supervisor training roundtables](#).

Sources

- 2017-2018 NDSCS Department Action Planning COLLEGE RESULTS 11232018
- Academic Program Review Process Form Schedule 2018
- Action Project Champion Team Nomination Process
- ActionProject Overview Updated 2018
- Building Success at Science Phase 1 Action Project Overview
- Building Success at Science Phase 2 Action Project Overview
- Building Success at Science Phase 3 Action Project Overview
- Cohort Retention Tracking Data and Emails -- 2017-2018
- College Employee Satisfaction Survey Overview
- e-Transmitter FY18
- LIFE and Steeple Award Overview
- ManagementTeamLeadershipTeam Minutes Intranet
- NDSCS AQIP Strategy Team
- NDSCS AQIP Strategy Team Agendas
- NDSCS Cohort Retention Overview
- NDSCS Communication Process for Major Initiatives Overview
- NDSCS Departmental Strategic Planning Goals Worksheet
- NDSCS Employee Quality Standards
- NDSCS Faculty Senate
- NDSCS Intranet
- NDSCS Leadership Team
- NDSCS Management Team
- NDSCS Mission Vision Values
- NDSCS Placement Reports
- NDSCS Strategic Plan 2017 2020
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- NDSCS Video Message Examples
- State of the College 2018
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- Student Satisfaction Inventory Data Overview
- TEAM List 2018-2019