HIGHER LEARNING COMMISSION

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December 12, 2017

Dr. Jerome Migler
Campus Dean
Dakota College at Bottineau
105 Simrall Boulevard
Bottineau, ND 58318-1198

Dear Dean Migler:

Attached is a copy of the Multi-Location Visit Report completed following the visit to Dakota College at Bottineau. As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-Location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-Location Visit or the attached report, please contact Pat Newton-Curran (pnewton@hlcommission.org).

Sincerely,

Higher Learning Commission

Multi-Location Visit Peer Review Report

Institution: Dakota College at Bottineau

Additional Locations Visited:

Location Name	Location Address *(street, city, state and ZIP code)*	Date Reviewed
Trinity Health – St. Joseph Campus	307 5th Avenue Southeast Minot, ND 58702	10/16/2017
Valley City State University	979 Central Avenue North Valley City, ND 58702	10/18/2017

Peer Reviewer

Name: Stacie L. Iken

Institution: Sanford Health, Academic Affairs   Title: Organizational Effectiveness Consultant

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Instructions

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report in PDF format at http://www.hlcommission.org/document_upload. When submitting, be sure to select the following: Role – Peer Reviewer, HLC Process – Required Reports, File Type – Multi-Location Report. The report is due within 30 days after the last additional location is visited.

Overview Statement

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box: ☒ Adequate   ☐ Attention Needed

Comments:

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Dakota College at Bottineau (DCB) has added programming at multiple sites in order to respond to growing healthcare needs in the Minot and Valley City communities. Over the past several years, DCB has been assuming a more prominent role in providing community college programs and services that complement and support Minot State University (MSU) as well as providing postsecondary career and technical education programs for the community and region. Although DCB does not have an affiliate agreement campus relationship with Valley City State University (VCSU), DCB has partnered with that institution to provide some of the same programs and services that it offers on the Minot State University campus to meet similar needs. All three institutions are part of the North Dakota State University System (NDUS) ensuring that overarching practices are aligned to meet higher education needs of students attending any of the eleven institutions that comprise the NDUS.

DCB offers nursing certificate and degree programs as part of the Dakota Nursing Program. The Dakota Nursing Program is a nursing consortium made possible through collaborative efforts of four colleges within the North Dakota University System (NDUS). These programs are delivered via face to face and over Interactive Video Network. Each location has a program director with administrative oversight provided by one Consortium Director. DCB has locations for nursing on the main campus and in Minot and Valley City. The Practical Nursing Certificate and Associate Degree Nurse programs in Minot, ND, are offered at the Trinity Health/St. Joseph Campus location and on the VCSU campus in Valley City, ND.

The learning space at Trinity Health/St. Joseph Campus in Minot, ND, is relatively new (available as of June 2016) and provides ample didactic and lab space for nursing students. Nursing faculty are also located within this space allowing for collaborative interaction with students. Trinity Health Systems entered into this agreement with DCB and MSU to accommodate the growing demand for health care in that region. Classroom, lab, and office space on the VCSU campus are conveniently located on the main campus. VCSU houses not only the DCB nursing programs but also additional associate degree and transfer degree programs.

DCB provides additional student services and academic support to students completing coursework at the multiple locations through on-site meetings and structured Interactive Video Network sessions. Additionally, staff at the MSU and VCSU campus are available to answer questions as possible and provide assistance connecting DCB students with resources on the main DCB campus as needed. Each of these institutions are part of the NDUS and therefore guided by similar practices in areas of financial aid, registration and additional student service areas ensuring student questions/needs are met.

Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

DCB maintains ongoing and consistent communication with students at each location and with representatives from partnering institutions. Full disclosure of academic offerings and student services is provided to students in person and on the DCB website. The description of how a student will complete her/his education if selecting an off-site learning experience is clearly

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articulated for each site. Additional supporting evidence of this communication existed in verbal comments provided by various individuals interviewed during the site visit. Faculty, staff, and administrators each described a similar process for informing students of services, addressing questions and providing assistance when necessary.

DCB engages in an annual budgeting process to determine funding and staffing needs. The institution draws upon experience with previous off-site educational delivery and current/future trends to make informed decisions for the multiple distance locations. Trends in enrollment, revenue/expenditures, legislative funding, competitive market analysis and general economic forecasting are used as data sources in this process. Each of these elements, along with expertise of campus administrators, ensures the college demonstrates thoughtful intent to sustainability and growth of additional locations.

Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer. Check appropriate box: ☒ Adequate   ☐ Attention needed

Comments:

DCB engages in continuous feedback from faculty, staff and administrators at each of the off-site locations. College administrators travel frequently to the off-campus sites to ensure classroom, lab and office space are adequate to ensure healthy learning environments for students. Location of faculty and staff offices are in close proximity to student learning spaces at each off-site location. Students are informed of access/location of other services (e.g. food services, bookstore, study areas, etc.) appropriate to each site.

DCB maintains close supervision of the Interactive Video Network (IVN) services as several courses are offered via this method. Staff located on the main campus are dedicated to monitor IVN courses. Additional IT support is provided by staff at both MSU and VCSU for troubleshooting and any issues arising that cannot be managed via remote access.

Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer. Check appropriate box: ☒ Adequate   ☐ Attention needed

Comments:

DCB instruction at off-campus locations adheres to the same academic standards and policies as the main campus. Evidence of consistency includes all courses following the published college

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academic calendar, all program requirements mirror campus-based degrees/programs, all faculty require the same credentials for similar courses, all faculty complete the required orientation with additional ongoing support to ensure updated information is shared with off-site faculty, and all faculty must maintain office hours to assist students with learning needs outside of regular classroom/lab learning. All faculty and staff report directly to the Associate Dean of Academic and Student Services ensuring consistent methods of learning and service delivery. Each off-site location has one DCB employee designated as a lead to lift up any items for discussion or in need of resolution directly to the DCB Associate Dean.

Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Judgment of reviewer. Check appropriate box: ☒ Adequate   ☐ Attention needed

Comments:

DCB requires all faculty and staff meet educational and experiential requirements as outlined in the Faculty Qualifications policy recently adopted by the college. This policy is enforced for all faculty and staff affiliated with the college regardless of location. Personnel files maintained on campus for all employees serves as documented evidence that each employee meets the criteria outlined in the DCB policy. All faculty and staff at the off-site locations are invited to attend the annual in-service week held on the main college campus and occurring prior to the start of the fall semester. DCB provides stipends for off-site faculty and staff as a method to encourage attendance. Use of IVN technology for meetings and other events provides opportunity for all faculty and staff to hear consistent messages, provide input, and engage in discussion/planning. A monthly campus forum meeting held each month is also videotaped for asynchronous viewing by any faculty or staff who is unable to attend.

Faculty and staff are evaluated using the same protocols regardless of location. All full-time employees receive an annual evaluation. Additional input is gathered from nursing students as part of the ongoing evaluative process within the Dakota Nursing Program Education Consortium. The Consortium Director meets with students and faculty in separate sessions at each location on an on-going basis to gather input, receive feedback and share information related to the program. This information is shared with the program director at each site and overall program data is shared across all sites that are part of the Dakota Nursing Program.

Hiring qualified faculty at the additional locations is not without challenges. Finding individuals who are qualified and willing to work in this unique learning approach requires effort to recruit, hire and retain. DCB relies on adjunct faculty at times ensure student learning needs are met. Thus far, DCB enrollment at the additional locations remains manageable using the current number of full-time employees and adjunct faculty.

While DCB makes a strong effort to engage faculty and staff who are off-site, those employees would benefit from a formal orientation process. This type of experience would further enhance their understanding of role expectations and overall college operations. Given the extensive use of IVN technology for course delivery and conducting meetings, a suggestion would be to use this delivery mode should the college develop/implement a more formal orientation process. Use of IVN further alleviates travel expense or potential scheduling conflicts for off-site faculty and staff.

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Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box:　　☒ Adequate　　　　☐ Attention needed

Comments:

DCB strives to support students at the additional locations through a structured orientation session for all new students accompanied by ongoing access to necessary services via email or phone. Each new student must complete an orientation session that includes a description of the various services available and methods to contact each of those departments/services. The overall orientation session is conducted by a DCB staff at the additional location with a campus-based representative of each student service area connecting via IVN. This structure provides alignment with understanding of not only how to access support but also provides opportunity for students at the additional locations to visit directly with the campus-based staff who will assist the student as a need arises.

DCB identified student financial aid as an area where close attention is provided to meeting student needs due to deadlines and the complex nature of completing necessary step in determining and awarding student financial aid. Students at the additional locations often seek support from staff of the host institution on a variety of student services needs. Those individuals, who are not DCB employees, will assist students as possible while also clarifying that they do not work for DCB and then provide necessary contact information for the appropriate DCB service. Addressing student questions and providing assistance in this manner is evidence of the college's efforts to meet students' needs.

The enrollment size of DCB students at each additional location is manageable for faculty and staff to engage in ongoing dialogue throughout the semester. Concerns shared with faculty and staff are addressed at each off-site location and any items of larger concern are lifted to the appropriate campus-based employee.

VCSU provides the Bridges program and MSU provides the Passport program which support students who do not meet university eligibility and therefore enroll as a DCB student with the eventual goal of seamless transition to either of the respective institutions. Students enrolled in these collaborative learning opportunities receive additional support preparing them for a role as a university level student and are also able to draw upon academic and student support services offered from the host institution.

Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

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Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

DCB uses a consistent approach to measure, document and analyze academic performance across all locations. Faculty are required to assess student learning by grading didactic course work and lab experiences. Student progress must be provided in a timely manner to support individual learning. Faculty submit updated course outlines and syllabi each semester to the Campus Dean's office as a method of demonstrating incorporating new material, learning approaches or any other relevant course revision to meet student learning needs. Nursing programs offered at both the Minot and Valley City locations monitor student progress through the NCLEX pass rate.

DCB has identified learning outcomes for all students in general education. The Outcomes Assessment Task Force oversees the process of assessing the learning outcomes within a three-year reporting cycle. Faculty use a standardized form to report the specific objective(s) assessed, methods used, schedule of data collection, anticipated or real outcomes, how data was used for improvement, and any potential budget implications. Faculty at all locations follow this process. Faculty at the additional locations have direct access to campus-based program directors for assistance in completing this process.

Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

DCB maintains ongoing and consistent dialogue with faculty and staff at each of the additional location sites as the main method to address input regarding planning and evaluative processes. The additional locations have smaller enrollments and only a few faculty are employed at each site which allows for the less formal approach to gathering input for overall planning. Additionally, dialogue exists with the host institution on an ongoing basis to share input that may impact the DCB student experience at that location. Data gathered by faculty through the outcomes assessment process is shared with appropriate campus-based leaders for incorporation into planning efforts.

While the current informal practices are adequate, DCB would benefit from a more structured approach to ensuring faculty and staff at the additional locations have input into the college's planning and evaluation processes.

Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

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Comments:

DCB campus publications, website and other communications are the same across settings. Any off-site brochures are reviewed by DCB faculty at that specific location and then by the appropriate campus-based program or department for consistency. DCB engages in ongoing dialogue with VCSU and MSU to ensure publications originating from those respective institutions are accurate and reflect updated information. Frequent review of electronic communication via institutional websites occurs and links are updated as new/revised materials evolves.

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Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

☒ Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.

☐ Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**

☐ The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

Dakota College at Bottineau demonstrates adequate dedicated personnel, resources and services to support student needs at the additional locations. Consistent practices required of faculty and staff, regardless of location, exist in academic and student support services. Technology exists to extend availability of campus-based resources to all students across sites. Smaller enrollment in programs at the additional locations allows for less formal input through dialogue with students, faculty and staff. A strength of DCB is the dedication and commitment to student learning is evident in each of the faculty and staff at the additional locations.

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Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under "Location Stipulation."

☐ Yes ☐ No   The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.

☐ Yes ☐ No   HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.

☐ Yes ☐ No   The institution has demonstrated success in overseeing at least three locations.

☐ Yes ☐ No   The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.

☐ Yes ☐ No   The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.

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