MSU BOTTINEAU

Nature, Technology, and Beyond

2009 Institutional Self-Study Report

to the North Central Association of Colleges and Schools

Higher Learning Commission

Table of Contents

INTRODUCTION

In 1894 the North Dakota Legislature passed a referendum stating a School of Forestry should be located in Bottineau, North Dakota. North Dakota Century Code identified the school's role as offering programs in agriculture, forestry, and horticulture.[0.1]

0.1 Binder Z, Tab: ND Century Code

The School of Forestry opened January 7, 1907, with thirty students and curricula in a four-year forestry program and a one-year business program. The school also offered preparatory courses for students who had completed the seventh grade. Within months of the college's opening, the North Dakota State Legislature passed an appropriations bill that granted the school $25,000 to build a two-story brick building and greenhouse. Around the same time, the United States Forest Service gave 1,600 seedling trees to the college for experimental planting.[0.2]

0.2 Binder Z, Tab: ND Century Code

In 1913, the college was forced to hire a new president because a new state law mandated that the president of the School of Forestry should also be the State Forester. The law stayed in effect until 1980, when the State Forester and campus chief executive officer again became separate positions. The college was closed in 1923 when its appropriation was vetoed by the governor, but in 1925 college supporters successfully lobbied the Legislature to renew funding. An appropriation of $66,000 reopened the school to 145 students in September, 1925.

In 1969, the State Board of Higher Education attached the School of Forestry to North Dakota State University, and for twenty-seven years the college was known as North Dakota State University-Bottineau. In 1996, the State Board changed the parent campus affiliation to Minot State University. Thus, the present-day name for the institution is Minot State University-Bottineau.

Throughout its history, the campus remained focused on the requirements of its constituents and its historical mission. Although program offerings have ranged from mortuary science to domestic arts and from nursing to wildlife managemen-t depending on the needs of the public- the campus has always endeavored to provide a quality education in a caring environment. In 2006, the college celebrated a century of excellence commemorating the determination, strength, and resourcefulness of its students, faculty, staff, and community.

At the time of this writing, the college has drafted a bill for the 2009 Legislative Assembly that proposes the institution's name be changed to Dakota College at Bottineau.[0.3] The initiative moved forward after significant planning and communication with all constituencies. A main thrust of the proposal is for the campus to create a unique identity that reflects its historical mission, the Bottineau region, and the institution's focus on "Nature, Technology, and Beyond."

The Bottineau campus is one of eleven institutions in the North Dakota University System. The college's chief executive officer is the Campus Dean who reports to the Minot State University President. The Campus Dean is a voting member of the North Dakota University System Chancellor's Cabinet and, as such, is the campus representative to the State Board of Higher Education. The institution has authority for and controls of its own budget and receives a general fund appropriation from the North Dakota Legislative Assembly.[0.4]

Accreditation History

In 1967, the institution was granted status as a Recognized Candidate for Accreditation by the North Central Association of Colleges and Schools. Following a site visit in 1970, the college was accredited in 1971 as an associate degree granting institution. Accreditation has been renewed regularly since 1971. A focused visit was conducted in October, 1997, to approve programs offered at Minot State University. The last comprehensive review was in 1999.

This review prompted a focused visit and report regarding Minot Air Force Base as a degree site and concerning planning, assessment, and general education. The visit occurred in November, 2000, and the team recommended a follow-up report on integrating information from assessment of student learning into the decision-making system for planning and budgeting.[0.5] The report was submitted by the deadline and was accepted in July, 2004.[0.6] No further reports were required.

Acknowledgements

ADMINISTRATIVE AND STEERING COMMITTEE

Ken Grosz Mike Porter Gary Albrightson

Chuck Lura Don Thompson Rueben Mayer

Paula Berg Larry Brooks Scott Johnson

Jim Borkowski Diane Keller

SELF-STUDY COMMITTEES

Self-Study Coordinators

Mike Porter & Gary Albrightson

Criterion One: Mission and Integrity
Rueben Meyer (chair) - Faculty
Linda Berube - Campus Dean's Office
Anne Bergeron - Business Affairs
Alvis Beckman - Physical Plant
Gene Bender - Faculty
Ken Grosz – Campus Dean
Janeen Pollman – Business Affairs
Marvel Thompson - Student Affairs
Denise Schroeter - Business Affairs
Jessica Migler - Student Affairs
Everette Benson - Physical Plant
Brittany Fulsebakke - Student

Criterion Two: Preparing for the Future
Chuck Lura (chair) - Faculty
Russ Gagnon - Faculty
Darrell Waters - Physical Plant
Blayne Graber - Physical Plant
Morgan Yeroschak - (Student)
Mike O'Toole - Physical Plant
Patsy Rieke - Academic Affairs
Diann Beckman - Faculty
Joe Belgarde - Physical Plant
Tyler Zeltinger - (Student)

Introduction & Challenges from Last Self-Study
Ken Grosz (chair)-Campus Dean
Paula Berg-Associate Dean/Student Affairs Jim Borkowski-Director/Business Affairs Scott Johnson-Athletic Director
Jim Borkowski - Dir/Business Affrs
PaulaBerg - Assoc Dean /Student Affrs

Writing Committee
Jan Nahinurk-Academic Affairs Peggy Gregg-Academic Affairs Deb Syvertson-Academic Affairs Brad Gangl-Academic Affairs
Larry Brooks-Associate Dean/Academic Affairs
Bob Underwood - Faculty
Howard Prouty - Physical Plant

Criterion Three: Student Learning and Effective Teaching
Diane Keller (chair) - Faculty
Mike Porter - Faculty
Tom Hanson - Faculty
Rodney Fenner - Physical Plant
Nick Ronquillo – Student
Larry Brooks -Assoc Dean/Ac Affrs
Greg Livedalen - Business Affairs
Jan Wysocki - Academic Affairs
Betty Rehfuss - Faculty
Josh Rutherford – Student
Nancy Underwood - Academic Affrs
Colette Schimetz-Faculty

Mark Pomarleau - Academic Affairs

Criterion Four:
Don Thompson (chair) - Faculty
Gary Albrightson-Faculty Jason Harris-Faculty
Kimberley Goumeau - Business Affairs
Jordan Calavera - Student
Brad Gangl-Business Affairs
Terri Hauge - Academic Affairs
Peggy Christianson-Business Affrs
Steve Sathre – Faculty
Tammany Walker – Student
Luann Soland - Student Affairs
Wayne Johnson - Faculty
Al Aufforth - Faculty
Darwin Routledge - Faculty

Criterion Five: Engagement and Service
Kari Harris (chair) - Student Affairs
Diane Christenson - Student Affairs
Matt Richter - Faculty
Shannon Brack - Faculty
Karen Keller - Physical Plant
Jan Nahinurk - Academic Affairs
Kayla O'Toole - Academic Affairs
Diane Sjol - Faculty
Scott Johnson - Faculty
Elton Simmons - Student
Celeste Medrud - Academic Affairs
Aimee Erdman - Academic Affairs
Travis Rybchinski - Faculty
Stewart Oien - Physical Plant
Thomas Gilpin - Student

The Self Study Process

The task of putting together the study was defined at a mandatory all-campus meeting. At the meeting, the following instructions were given: 1) all comments and opinions were acceptable; 2) conclusions or declarative statements needed to be supported by evidence; 3) the process is intended to determine what MSU Bottineau does well, what the campus doesn't do well, and how the institution can improve.

The subcommittees did the work of gathering and analyzing evidence to determine the extent to which the institution met the core components. The result of their work was filtered through the Steering Committee who made comments and edits before turning the product over to the coordinators. The coordinators completed a draft of the self-study and distributed it to the campus for review.

Comments from faculty, staff, and students were gathered and incorporated, where appropriate, into another draft. The document was distributed to the Steering Committee and Dean's Council for review.

Comments from the Steering Committee and Dean's Council were examined and included in the document, where appropriate.

The President of the institution read the draft and conducted on-campus sessions to critique the draft and identify the strengths and challenges that emerged from it.

The Dean's Council, Steering Committee, and coordinators put together the final draft and sent it to the campus and an outside reader for comment. Final edits were made and the self-study document was printed and mailed.

MSU-BOTTINEAU Self-Study Timeline

February, 2007
• Campus Dean appoints self-study coordinators and chair people to the Self-Study Steering Committee
• Coordinators and Steering Committee meet and plan strategy to   accomplish the work of writing the self-study.

March, 2007
• All full-time faculty and staff are appointed to self-study subcommittees
• All-campus meeting is held to deliver theself-study charge to faculty and staff

April, 2007
• Attend Higher Learning Commission annual meeting
• Subcommittees begin to collect and assess data

May, 2007
• Subcommittees continue to collect and assess data

June and July, 2007
• Self-study coordinators review, adjust, refine, and evaluate subcommittees' work

August, 2007
• Self-study update provided at faculty/staff in-service training and work sessions conducted

September -December, 2007
• Subcommittees continue to collect and assess data and begin to write drafts of the document

January-April, 2008
• Subcommittees continue to write drafts

April, 2008
• Attend Higher Learning Commission annual meeting

May, 2008
• Steering Committee meets to determine progress and next steps

June-July, 2008
• Self-study coordinators review, adjust, refine, and evaluate Steering Committee's work

August, 2008
• Self-study update provided at faculty/staff in-service training and work sessions conducted

September, 2008

• Self-study coordinators write draft of self-study

October-December, 2008

- Rough draft distributed to campus for reading and review
- Comments from reading/review process incorporated into the draft of self-study
- Dean's Council review Steering Committee document in formal sessions and provide comments to self-study coordinators

January, 2009

- All-campus meetings conducted by the president to go over the draft and discuss campus strengths and challenges
- Dean's Council and Steering Committee meet in formal sessions to refine campus strengths and challenges and plan actions for meeting challenges

February, 2009

- Self-study coordinators write draft of self-study
- Outside reader reviews draft of self-study
- Self-study is put in final form and printed

March, 2009

- Self-study is sent to consultant evaluators

The Self-Study Goal

The college demonstrates through the self-study document that it is a dynamic institution dedicated to helping students succeed and that it provides a living and learning climate that promotes a quality education in a caring environment. The Steering Committee and self-study subcommittees have worked hard to furnish evidence and examples of how MSU-Bottineau accomplishes this purpose and how sustained efforts for improvement have led to success. They have also worked to determine where and how MSU-Bottineau can do better in providing service to its constituents. The revised institutional mission and the charges that undergird and articulate it (vision, focus, goals, values) provide the avenue for doing so. The college is offering services and educating students that enrich the world in which people live.

The self-study goal is to craft an honest and detailed document that gives the consultant-evaluators an accurate account of how well MSU-Bottineau meets the criteria for accreditation and how the campus continues to improve. We believe we have done our work well in accomplishing this goal and look forward to the consultant-evaluator report for confirmation.

Important Developments Since 1999 Governance

Since 1999, the presidency of Minot State University has changed hands, the chief executive officer (Campus Dean) at MSU-Bottineau is new, and nearly 100% of the administrative team at the Bottineau campus has changed. In 2001, the Campus Dean at MSU-Bottineau became a member of the North Dakota University System Chancellor's Cabinet. As such, the Campus Dean has a seat at the Cabinet table and votes on decisions made by the Cabinet and on recommendations made to the North Dakota State Board of Higher Education. Prior to 2001, colleagues at Minot State represented MSU-Bottineau on the Chancellor's Cabinet and delivered to the Board the position of MSU-Bottineau on campus and system issues. This communication link was layered and cumbersome. As a result, the college's concerns were often overlooked. The campus now has a direct connection into system-wide decision making.[0.7]

The campus administrative group (Dean's Council) has had the same membership since 2001. This group has developed clearly defined areas of responsibility. Their experiences and communication skills contribute to the work of the Council. The members work well as a team. Years of working together have shown them that internal and external collaborations are a key to success.

The current president at Minot State University has been very supportive of, and, taken special interest in the Bottineau campus. He has mentored the self-study team using his vast experience as a Higher Learning Commission consultant-evaluator. He is involved in the college's interactions with the Legislative Assembly and with individual legislators, has taken a lead role in MSU-Bottineau's Center of Excellence and name change proposals, and is active in initiating academic programs that benefit students on both campuses. The connection between parent and branch campus is valued and healthy. [0.8]

0.7 Binder: NDUS Chancellor's Cabinet

0.8 Binder 3A, Tab: MSU

MSU-B Organizational Chart

SBHE

NDUS Chancellor

MiSU President

MSU-B Campus Dean

Dean's Council	Administrative
Faculty Senate	Student Senate
Campus Committees	Library
	Staff Senate

Director of
— Business Office
— Bookstore
— Campus Security
— Computer Services
— Dining Services
— Physical Plant
— Student Center
— Risk Management

Associate Dean of
— Admissions/Enrollment
— Counseling
— Financial Aid
— Orientation
— Registrar/Registration
— Student Conduct
— Health Service
— Student Life
— Student Government
— Housing
— Campus Security
— Institutional Research

Associate Dean of
— Academic/Transfer
— Vocational/Technical
— Nursing Education
— Academic Skills Services
— Distance Education
— Career Services
— Workforce Training
— Community Education

Director of
— Intramurals
— Volleyball
— Basketball
— Hockey
— Baseball

Name Change

At the time of this writing, the campus has a bill before the Legislative Assembly to change the name of the institution to Dakota College at Bottineau. The bill overwhelmingly passed the Senate and awaits approval from the House of Representatives.[0.9] The idea for a campus name change grew from strategic planning discussions that concluded that the name MSU-Bottineau was not distinctive and was confusing since MSU is a common acronym. Research indicated proposing a new name was appropriate and that the chosen name reflected the college's traditional mission, location, and programming. A "summit" meeting was convened at which a cross-section of constituents approved the name change by a vote of twenty-one to four.

Entre perineurial Center for Horticulture

MSU-Bottineau along with the North Dakota University System is a participant with the state of North Dakota in building the state's economy. In line with that effort, MSU-Bottineau worked with a myriad of partners to create an Entrepreneurial Center for Horticulture.[0.10]The Center is two years old and will be fully operational in three more years. It is designed to grow the value-added, organic and specialty vegetable industry in the state. Technical research, demonstration, and education are keys to fully developing this industry. The Center will share state-of-the art production methods with growers. Designing an effective distribution and marketing system is also a goal of the Center. It is anticipated that in ten years, 150 producer businesses will generate $7.9 million in gross sales for a total impact of $31.9 million on the state's economy.

Center for Arts and Humanities

In 2006, the college received an appropriation to construct a new Arts and Humanities classroom building to replace the 100-year-old structure known as Old Main. The new addition was put into service fall semester, 2007. It has proven to be an impressive new home for the Arts and Humanities program. Its modem technology, climate-controlled environment, and flexible learning areas enhance learning opportunities and improve services. The new facility is the first entirely new structure built on campus since 1972.

Centennial Celebration

In 2006, the campus sponsored a celebration observing a century (1906-2006) of excellence. [0.11] The celebration commemorated the determination, strength, and resourcefulness of students, faculty, staff, and community. The motto for the event, "Rooted in the past, growing towards the future," reflected the college's heritage and aspirations. From four to five hundred people attended the celebration and $75,000 was raised for academic scholarships and physical plant improvements. The active involvement and generosity of friends and alumni who participated in the centennial celebration provide testimony that the institution served them Well. [0.11]

Revised Mission/ New Focus

The campus has revised and rewritten its mission to make it more specific regarding the institution's practice and capacity. The mission has been transformed from a one-size-fits-all statement to a more precise assertion of purpose. Declarations of core values, goals and priorities, vision, and a graduate profile were used to make the mission more explicit. Previous institutional missions did not have these supporting statements. MSU-Bottineau has also formally adopted a campus focus that will be woven through the culture of the institution. The focus denoted as "Nature, Technology, and Beyond" sharpens the campus mission by expressing a care and concern for the environment. [0.12]

Roundtable on Higher Education

Like the other ten publicly supported colleges and universities in the state, MSU Bottineau's road map to the future is influenced by the Roundtable of Higher Education that links North Dakota to the University System. The Roundtable is a document put together by legislators, the private sector, Higher Education, and the executive branch to set in motion a plan to spur growth and prosperity in the state. Its ongoing aim is to enhance the economic vitality of North Dakota and the quality of life of its citizens through a high quality, more responsive, equitable, flexible, accessible, entrepreneurial, and an accountable University System. [0.13] The Roundtable emphasized that the University System is to be an association of campuses working to collectively serve its constituents and not independent schools looking after their own interests. MSU-Bottineau has become a dutiful system partner by collaborating with business, industry, and sister colleges to benefit the citizens of the state. The Dakota Nursing Consortium, Entrepreneurial

Center for Horticulture, and Medical Transcription Program are examples of these cooperative ventures.

Online Programming

In 2001 the college formalized its online delivery system by appointing a coordinator for the program. Since that time, it has grown into a significant component of the college's instructional division. In the fall semester of 2004, the institution reported 238 online registrations, an unduplicated headcount of 141, and a total of sixty-five credit hours offered. In the fall of 2008, those figures rose to 469, 209, and 216 respectively. Currently, MSU-Bottineau offers twenty-four full programs and ninety-six classes online. Through its online program, the campus offers alternative delivery opportunities responsive to student needs that bring the college to the student. [0.14]

0.14 Binder T: Growth of Online Instructional Program 2001-2008-

0.15 Binder: General Education

Responses to the Challenges from the 1999 Consultant-Evaluator Comprehensive Visit for Continued Accreditation

1.   The college has developed core general education requirements consistent with the State Board of Higher Education guidelines and consistent with those in other institutions of higher education in the Associate in Arts and Associate in Science degree programs. It has also identified specific general education goals. Nevertheless, there is no evidence that the goals are being achieved either through core course requirements or assessment of proficiencies in its Associate in Applied Science degree programs. Moreover, the college has not implemented a regular, comprehensive review process for general education.

After the 1999 comprehensive visit, the campus implemented methods to improve general education assessment and review.[0.15] It began with a portfolio activity; however, after one-year, logistical difficulties prompted the campus to change direction, and a student survey based on the institution's general education goals was developed by faculty. Results from the survey became the leading indicators of the success of the general education curriculum. Measures utilized to assess goal attainment were a pretest to incoming freshman and a post-test to the same students as outgoing sophomores. The survey was refined, and additional assessment techniques to evaluate general education were added, as follows:

•   Course syllabi list the general education goals relevant to the class. The syllabi are reviewed and a matrix constructed to document student exposure to the goals.
•   Assessment Day activities recently have begun to include discussions by instructors of how general education goals are covered in their courses. The discussion includes an explanation of how a goal was evaluated, what the results were, how the results were shared and how they were used to improve learning.
•   A "First Week Activity" program uses the college's general education goals as the basis for part of its agenda.
•   During Assessment Day, students are separated into groups and are engaged in faculty-led activities connected to the college's general education goals. Faculty-led discussion follows the respective activities. The campus has made significant strides and undertaken sustained effort in meeting this challenge. It has raised the level of student exposure to general education and refined the evaluation process.

The General Education Committee is required to critique the curriculum on an ongoing basis and implement strategies for improvement. The responsibilities for this group were recently reviewed and made more specific. Consequently, the general education goals and philosophy for the campus were revised by the Committee, and Faculty Senate adopted the revisions. However, the campus needs to continue the work of closing the loop between evaluation of how well it is meeting its general education goals and using the results from that assessment for making improvements to the general education curriculum. MSU-Bottineau has made progress in this regard but needs to maintain its effort to do better in this area. A plan is now in place that will implement this improvement.

2. Although the College, in its General Education philosophy and statement of purposes, recognizes the need for diversity, it has not effectively addressed this issue in terms of its students. staff, course offerings, and campus activities.

Since 200I, MSU-Bottineau has advanced its diversity activities. The following paragraphs provide a sample of actions and events that have occurred to effectively address the issue.

A committee was fom1ed and is responsible for promoting diversity on campus and participating in North Dakota University System Diversity Council conferences. Students from MSU-Bottineau have participated on student panels at these conferences.
Guest speakers are routinely invited to campus to lecture on a variety of diversity issues. A partial list of guest speakers includes the following:

• Dr. Ahmed Kamel gave three presentations on the topic of understanding Islam to approximately I00 students and fifty faculty, staff and community
members. (Spring, 2002)
• Dr. Peter Molberg, U.S. Embassy physician, presented a talk on his experiences in foreign countries. (Fall, 2002)
• Dr. Saad Rahman, a local physician from Pakistan, spoke about Pakistani culture and Islamic influence in his native country. (Spring, 2003)
• Dr. Dinesh Agnihorti, a local physician from India, spoke about the culture of India and the Hindu religion. (Spring, 2003)
• Gordy Lindquist, music instructor, brought Terry Shropshire to campus for a presentation on blues music and the influence of various ethnic groups on this form of art. (Fall, 2003)
• A blend of African-American, Native-American, and African-Canadian students conducted a panel discussion about their experiences in adapting to the college community at MSU-Bottineau. (Spring, 2004)

- Dan Jerome, enrolled Turtle Mountain Chippewa and flute maker, demonstrated the craft of making flutes in the Native American tradition. He played many of the flutes and explained their function in the culture of the Chippewa. (Spring, 2005)
- Reverend Carol Wendel discussed gender issues in the workplace. The presentation was also set to Minot State over interactive video. (Spring, 2006)

A group of students representing Canada, Latvia, Sweden, and Serbia conducted a panel discussion about cultural differences between countries. They also spoke to a group of 100 Bottineau High School students on the topic. (Spring, 2007)

- The Special Education Department from Bottineau High School spoke about transitioning special needs students into the college community. (Spring, 2008)

Linda Grover gave a presentation on her experiences as a missionary to Africa. (Spring, 2008)

- Faculty members are encouraged to discuss diversity issues in their classes. For example, College Composition I and II, Business Communications, and Western Civilization routinely incorporate diversity topics into the curriculum.

A section of Freshman Seminar is devoted to diversity.

Online classes provide a forum for students from other countries to share their experiences as a student from Russia did in a forestry class.

Faculty members are encouraged to discuss diversity issues in their classes. For example, College Composition I and II, Business Communications, and Western Civilization routinely incorporate diversity topics into the curriculum.

A section of Freshman Seminar is devoted to diversity.

Online classes provide a forum for students from other countries to share their experiences as a student from Russia did in a forestry class.

MSU-Bottineau has hosted a Diversity Week since 2002. The event includes guest speakers, ethnic food sampling, a cultural trivia contest, and student panels.

3. The plan for assessment of student academic achievement, as accepted by NCA, has been expanded but has not been sufficiently implemented and use d to effect systematic changes in academic programs or in planning and budgeting.

• Since the last self-study, MSU-Bottineau has made significant progress in assessing student achievement. A committee, the Outcomes Assessment Task Force (OATF), was formed to track evaluation activities.[0.16] The OATF is appointed annually by the Campus Dean and consists of faculty, staff, and student representatives. It typically meets with each academic discipline or program group and each student service group during each academic year.

• Groups report on the assessment methods used, the data collected, how it was used to improve courses, programs, and student services. In addition, they describe resources required to improve instruction and student services based on the results of their assessment activities.

• The results of the OATF meetings play an important part in the budgeting process. For instance, the results have been instrumental in decisions regarding equipment and software purchasing. Faculty members are rarely denied equipment and software requests that have a substantial and direct impact on program enhancement. Requests from student service groups are given the same consideration.

4. Although some planning is taking place, the college lacks an integrated, comprehensive strategic planning process to guide its future development.

In the spring of 2003, the college wrote a Strategic Plan that was the culmination of a broad, inclusive, and thorough planning activity.[0.17] The result was a document that included thirty-three action items. Following is a recapitulation of the process:

• The following work groups were organized and ideas and comments were solicited from them for inclusion in the Strategic Plan: Fine Arts/Communications, Social Science, Science, Math, Health/Physical Education, Natural Resources, Information Technology/Management Physical Plant, Student Services, Business Office, Learning Center, Library, Distance Education, Students, Alumni, and Community. Every full-time faculty and staff member was assigned to a work group. Part-time faculty and staff were invited to participate.

• Potential facilitators for each work group were personally contacted by the Campus Dean and asked to serve. Nine work group facilitators were appointed.

• Facilitators met to determine how to organize work group meetings and how to solicit the information required to build a credible strategy. Two sessions were set up by the Campus Dean for staff at which the planning activity and

work group structure was explained. A similar session was conducted by the Campus Dean at a Faculty Senate meeting.

• The work group facilitators conducted meetings, and the comments and ideas from the groups were compiled. The following main headings were used to catalog their responses: Academics/Instruction, Distance Education, Student Services /Recruitment, Physical Plant/ Computer Services/ Business Office, Collaborative Efforts/ Community Service, Housing/Athletics/Food Service/Bookstore, and Miscellaneous.

• The Administrative Council began the work of crafting the gathered data into a document. Their first task was to distill the responses, place them under the agreed upon main headings (eliminating redundancy), and separate them into long-term and short-term tasks.

• A first rough draft of the Strategic Plan was written.

• The Administrative Council developed a plan to get the rough draft back to campus constituents for review and comment. It was determined that members of the Council would distribute the draft by breaking the campus into the following groups: Thatcher Hall, Molberg Center, Old Main, Nelson Science Center, Student Government/RA's/Ambassadors, Minot, Athletics, Physical Plant, Business Office, Student Services, Foundation, Academic Support, Food Service, and Community. Council members were assigned groups and solicited feedback group.

• The comments from the review of the rough draft were analyzed by the Administrative Council, and a final draft of the Strategic Plan was written.

• The Strategic Plan was placed on MSU-Bottineau's website.

• Members of the Dean's Council were assigned responsibility for accomplishing the tasks listed in the Strategic Plan.

• Faculty and staff were provided information about who was responsible for the respective action items in the Strategic Plan.

• The Dean's Council periodically reviewed progress on the Strategic Plan.

In 2006-2007, progress on the *2003-04 Strategic Plan* was summarized. In addition, a new plan was written in 2006-2007. A comprehensive and transparent process was again undertaken to craft a document that would provide a road map for the future. Campus constituencies were consulted in regard to an emphasis for the plan, and student enrollment and retention were given special consideration. Following is an example of a memorandum to the planning committee that reflects that thrust and the format for the planning initiative:
"The bulleted items below provide specific information about where we are so far with this project and what campus expectations are for your work:

- The seven initiatives are a campus consensus or as close to a consensus as I think we can get. Thus, your efforts need to focus on the viability of putting them into place. In order to do so, you will need to do a thorough and in-depth job of researching and discussing your respective topics. If after this process, implementation appears to have unintended consequences or insurmountable impediments to success, you need to be straight forward about this possibility as well.

- Information from the focus group sessions was summarized into seven initiatives for change that will create an environment to build enrollment-particularly as enrollment relates to full-time, on-campus students.

For your particular heading or topic, your final report ought to stipulate "Go" or "No Go." If the response is "Go," tell us how you think we can get there using short, bulleted directives as a guide. If the response is "No Go," tell us why not, using the same format.

- Conduct your meetings formally through use of an agenda or minutes, i.e., at each meeting, I suspect assignments will be given with the expectation that the person(s) assigned a task will report back at the next meeting. This information should be recorded.

- I will set a time to meet with you to review the progress of your group.

- I will work on getting a student assigned to each committee.

- The activities, marketing and academic enhancement committees have many areas to consider. I would like you to prioritize them into the four or five initiatives you think are doable using short, bulleted directives regarding how they can be done. List them in priority order from highest to lowest. As you are doing so, please keep in mind that for the most part we will have to use existing resources to achieve our goals. Also, remember that our objective is to increase enrollment ASAP; so, please discuss what gives us the most "bang" for our effort.

- I will meet with your committees the last week of school in this semester to get your reports.

- I trust your leadership to produce quality work. You already have significant time devoted to this project, and where we go from now on will be largely decided by committee work. Follow through is critical if we are to make progress and not waste everybody's time. I think we have gotten things going; now comes the more difficult task of keeping them going. "

- Seven overarching themes that emerged from the planning process were converted into twenty action items. Work on the items was begun late spring, 2007.

5. The College lacks basic institutional data from which to base decision-making and planning processes as well as to document effectiveness of its programs and services.

Since 2001, MSU-Bottineau has conducted numerous surveys and measurements as part of a North Dakota University System accountability initiative. Results from these assessments provide system-wide data as well as institution specific data for each institution in the System. The documents provide basic information for decision making and planning at MSU-Bottineau that was not previously available. Following are surveys used for accountability: student, alumni, employer, employee, and non-returning student questionnaires.[0.18] Other institutional facts and figures from the campus used for planning are as follows: student-to-faculty ratio; student-to-staff ratio; degree-credit instructional delivery methods; licensure pass rates; and tuition and fee comparisons by regional average, household income, general fund revenue, and fulltime equivalent (FTE) student. Data is being gathered from which to gauge institutional effectiveness.

6. The college is offering degree programs at Minot Air Force Base without sufficient oversight and without approval from NCA.

The college rectified this problem as evidenced by the North Central Accreditation "Record of Status and Scope" document received by MSU-Bottineau in June 2001. The document lists Minot Air Force Base as an in-state degree site for the campus.

Dwindling enrollment at the Minot Air Force Base required the college to discontinue operations there at the end of spring semester, 2008.

7. The college must address the issue of low on-campus enrollment so that there will be a critical mass of students on the campus even as it addresses ways to increase overall enrollment.

Historically, non-resident students helped maintain an adequate critical mass of on-campus students. Enrollment of non-resident students has decreased significantly and, in an effort to mitigate this decline, the college has implemented several initiatives. These include e-communication campaigns,

0.18 Binders U: Accountability Measures Report

changing advertising/marketing vendors, and adding on- campus majors and extra-curricular programs. These efforts continue and are reviewed and refined when necessary.

During the 2006-2007 academic year, a new Strategic.[0.19] Plan that focuses on enrollment and retention initiatives as follows:

Enhance the academic environment

- Increase activities for students
- Create a focus or theme for the campus
- Initiate a "First Week Activity" program
- Begin football and fast-pitch softball programs
- Change the name of the institution
- Improve promotional activities implemented

0.19 Binder G: Strategic Planning 2000-2009

Fall 2008 enrollment showed the following increases from the previous fall: Headcount= +3%, Full-time = +14%, FTE = +9%.[0.20]

8. The lack of campus-based security raises concerns about student safety, especially of its resident students.

The following security measures have been implemented in order to address student safety:

- Residence halls are locked twenty-four hours a day.
- A memorandum of agreement has been negotiated with the Bottineau County Sheriff to provide regular security rounds.
- Night watchmen (unarmed) perform security rounds, checking doors and looking for suspicious activity.
- Additional security/safety measures such as cameras, electronic door locks, emergency phone towers and other communication devices are included in the 2009-2011 campus budget proposal being considered by the North Dakota Legislature.
- A recording system tracks the date and time watchmen pass through a check station. Each building has several check stations.
- A risk management handbook has been developed and is regularly reviewed.
- New employees are required to pass a criminal history background investigation before beginning employment.
- An Armed Intruder Control Plan was developed.
- A key control plan and management system is in place.
- The campus is well illuminated. Outdoor lighting has reduced or eliminated dark areas around buildings and walkways.
- Campus safety and security is a topic in the Freshman Seminar class. All first-year freshmen students are required to take this course.
- A Campus Health and Safety publication is available online and in a print format. The publication is distributed to all on-campus students.
- An Emergency Warning System (NotiFind) for students/staff has been implemented and shelter in-place/lockdown procedures have been developed and added to the Risk Management Handbook.

0.20 Enrollment Reports available in Student Services Office

9. The college has not met ADA requirements in some buildings resulting in limited or no accessibility to some buildings, services and programs.

A campus ADA plan was originally developed in 1993, and modified in 2000, in response to the Americans with Disability Act enacted in January of 1992. This plan identified 115 ADA violations and, to date, 100 have been addressed. Most of the few remaining violations do not affect access. To address remaining accessibility issues, "reasonable accommodations" are made to ensure all campus constituents have access to all services and programs. With the recent completion of the Arts and Humanities Addition to Thatcher Hall, all campus classrooms and student services are accessible. Mead Hall, which houses the campus cafeteria, remains inaccessible to anyone who cannot negotiate stairs.

10. There are significant health and safety issues, such as asbestos abatement and fire alarms that have not been addressed.

Materials containing asbestos in public and residential areas have either been removed or encapsulated. Plant Services personnel have received training and certification on handling and removing asbestos pipe insulation.

Campus buildings used for education, administration or housing, with the exception of Mead Hall, have 24/7 monitored fire alarm systems. This building has a non-monitored fire alarm system. These systems are maintained under contractual agreement and are tested annually. The State Fire Marshal conducts a biennial inspection of all campus buildings and an annual inspection of student housing complex. Any reported deficiency is addressed immediately.

11. There is no written plan/calendar outlining deferred maintenance for the college.

MSU-Bottineau has developed a Campus Master Plan that includes the identification and prioritization of all known deferred maintenance issues.[0.21] Development of the deferred maintenance plan begins with the completion of a building appraisal report for each building. This appraisal evaluates the condition of the building in four component areas --structural, mechanical, electrical, and plumbing. Standard evaluation criteria are used to ensure that an objective evaluation is achieved. From this evaluation, known maintenance issues are identified, categorized and prioritized. During each biennial budget cycle, a request for funding to the State Legislature for deferred maintenance is prepared using the Campus Master Plan and guidelines received by the North Dakota University System. In the past four years, over $1.2 million dollars has been spent on deferred maintenance issues on the MSU-Bottineau Campus. These expenditures have reduced the total estimated outstanding deferred maintenance by 50%. The Campus Master Plan is reviewed and updated on a bi-annually and rewritten every seven years.

0.21 Binder Q: MSU-Bottineau
Master
Plan 2008

12. Student records have not been secured to prevent unauthorized access to them.
Student records are now secured to prevent unauthorized access.

CRITERION ONE: MISSION AND INTEGRITY

Minot State University-Bottineau operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

MSU-Bottineau was established as a School of Forestry by the North Dakota State Legislature in 1906.[1.1] In addition to forestry, the school was directed to provide a comprehensive associate degree curriculum, as well as programs in agriculture, and horticulture.

In April 1996, the North Dakota State Board of Higher Education affiliated the school with Minot State University and the school's name was changed to Minot State University-Bottineau.[1.2] The Board defined MSU-Bottineau as a branch of Minot State University and established a policy for governance and organization of the branch campus: "The main campus [Minot State University] shall provide consultative services to its branch to augment the efforts of branch personnel. Joint efforts and services in student affairs functions are required and in other areas are encouraged."[1.3]

MSU-Bottineau is one of eleven colleges and universities in the North Dakota University System governed by the North Dakota State Board of Higher Education. Each institution has its own mission and vision statement, but, as part of the statewide system, they also share the following common mission and vision statements:

Mission: *To enhance the quality of life for all those we serve and the economic and social vitality of North Dakota through the discovery, sharing, and application of knowledge*

Vision statement: *The North Dakota University System is the vital link to a brighter future.*

MSU-Bottineau's mission is aligned with the North Dakota University System's beliefs and core values:[1.4] For example, the following system belief and core value is evident in the college's mission documents:

Belief: *We believe in the implementation of education programs and curriculums to meet the needs of a culturally diverse student population and to prepare students to interact in an increasing pluralistic society.*

Core Value: *Support and embrace diversity.*

Core Component 1A

MSU-Bottineau mission documents are clear and articulate publicly the institution3" commitments.

MSU-Bottineau recently reviewed and rewrote its institutional mission to clearly articulate its unique culture, values, educational commitments, and areas of emphasis. The North Dakota State Board of Higher Education approved the revised mission statement in April 2008. The preface to the mission appears below:

MSU-Bottineau provides students with a quality education in a caring environment. The institution values diversity and personal enrichment by promoting engaged learning for employment and university transfer. With the help of a supportive community, MSU-Bottineau emphasizes nature and technology to accomplish its mission through an array of curricula, programs, and services.

To strengthen its mission, MSU-Bottineau has developed a campus focus: "Nature, Technology and Beyond." Together, the mission statement and focus communicate to the public the college's commitment to the environment, employment of best practices in education, utilization of technology to solve problems, and preparation students for productive futures.

MSU-Bottineau clearly states its mission, focus, vision, core values, and goals in print and Internet documents viewed by future and current students, faculty, parents, and the general public. Vehicles for the messages include the college catalog, website, staff handbook, Student Handbook, computer message boards, and student recruitment and promotional literature. For specific citations, see:

1A.1 2008-10 MSU-Bottineau Catalog, p. 46
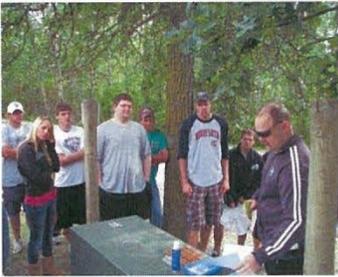
- "Objectives of the Career/Technical Curricula[1A.2]
- "General Education Philosophy"[1A.3]
- "Department Mission Statements"[1A.4]
- "Course Outlines"[1A.5]

Core Component 1B

In its mission documents, MSU-Bottineau recognizes the diversity of its learners, other constituencies, and the greater society it serves.

MSU-Bottineau provides an academic setting in which student learning is enriched by contact with diverse persons and ideas. The benefit the college places on diversity is clearly stated in the mission statement: "The institution values diversity .... " And references to diversity on campus, in the community, and in society as a whole appear in MSU-Bottineau documents, many of which are found on the MSU-Bottineau website.[1B.1]

MSU-Bottineau's institutional mission stipulates that "all programs provide a greater understanding of human diversity.[1B.2] Among the institution's core values is: "MSU-Bottineau supports and embraces diversity, which enriches the quality of the learning experience."[1.B3] One of the school's written goals is to "promote global awareness."[1.B4] and one of its General Education goals is "to understand and appreciate diversity.[1B.5]

Component 1C

Understanding of and support for the mission pervade MSU-Bottineau. Campus-wide involvement in assessment and planning activities demonstrates that knowledge of MSU-Bottineau's mission permeates the institution. Assessment groups representing administration, academics, and service areas annually evaluate department and program objectives for alignment with the institution's mission and report their observations to the Outcomes Assessment Task Force Committee.

Core Component 1C

Understanding of and support for the mission pervade MSU-Bottineau. Campus-wide involvement in assessment and planning activities demonstrates that knowledge of MSU-Bottineau's mission permeates the institution. Assessment groups representing administration, academics, and service areas annually evaluate department and program objectives for alignment with the institution's mission and report their observations to the Outcomes Assessment Task Force Committee.

The Campus Dean Advocates the Mission

The Dean's Office's mission statement and objectives, revised the fall of 2007, address the way MSU-Bottineau carries out its mission.[1c.1] The Dean's Office assesses its objectives and reports to the Outcomes Assessment TaskForce Committee as do all departments on campus.[1c.2] The Dean's Office's objectives include oversight of the campus strategic plan and the budget.[1c.3]

The Dean's Office supported MSU-Bottineau's mission to provide "quality education in a caring environment" by:

- increasing funding for Student Life activities;
- implementing a campus-read opportunity;
- initiating First Week activities;
- improving dining hall facilities;
- securing funding for an addition to Thatcher Hall.

In addition, the Dean's Office has supported the college's focus, "Nature, Technology and Beyond," by:

- initiating a summer campus, outdoor, adult program;
- leading the effort for a name change;
- establishing the Entrepreneurial Center for Horticulture.

Service Areas Empower the Mission

Each service area on the MSU-Bottineau campus has a mission statement, objectives, goals and/or action steps that align with and support the college's overall mission.[1c.4] Student Service areas include admission and enrollment, orientation and registration, health services, residential life program, financial aid, and student affairs. Other services areas include Computer Services, Business Office, Bookstore, Learning Center, Library, and Physical Plant. Each year these service areas report to the Outcomes Assessment Task Force on assessment-driven activities. Most service area missions were reviewed in the spring of 2008.[1c.5]

Academic Programs and Departments Enable the Mission

The institution's mission is supported by departmental missions and objectives, academic assessment, and departmental planning activities. Departmental missions and objectives are established to empower learners to achieve their educational and career goals in both liberal arts/transfer and career/technical programs.[1c.6]

Departments, primarily those offering liberal arts/transfer curricula, are responsible. for courses leading to Associate in Arts or Associate in Science degrees and are guided by objectives defined in the institution's general educational goals.[1c.7] Each department makes periodic reviews of transfer programs to check for alignment with the goals. All departments reviewed their missions during the 2007-2008 school year. [1c.8]

Departments with career/technical curricula are responsible for programs that lead to Associate of Applied Science degrees, diplomas, certificates, and certificates of completion. These departments reviewed their missions and learning objectives in the 2007-2008 school year.[1c.9] Career/technical departments frequently update program curricula based on input from industry-based advisory groups. Departmental missions and outcomes flow from and support the goals and mission of the institution.

When MSU-Bottineau adopted its revised mission in April 2008, every program and department reviewed its mission statement and goals. Another evaluation, based on data collected since implementation of the revised mission, is needed. Faculty members need to review course outcomes in the light of gathered data and evolving department goals. A review of fall 2008 course outlines on the campus website shows all but fourteen courses align with the campus focus, "Nature, Technology, and Beyond"; three of these courses are remedial and seven are taught online.[1C.10] The institution needs to incorporate the campus focus into all courses.

Students Understand and Support the Mission

Students can find MSU-Bottineau's mission statement in printed documents and online. As the college developed the mission statement adopted in April 2008, special efforts were made to develop student understanding and awareness. One such effort took place in an Introduction to Education class. Class members were asked to create a profile of an MSU-Bottineau graduate based on the evolving mission and accompanying documents. This profile was submitted for review to the Student Senate, Staff Senate, and Faculty Senate. The resulting profile of a student who epitomizes MSU-Bottineau's mission and focus is now used to select a graduating student to speak at commencement.[1C.11]

Evidence that MSU-Bottineau is carrying out its mission to "provide quality education in a caring environment" can be found in cards and letters of thanks and support students and parents send to MSU-Bottineau administrators.

Volunteerism Enhances the Mission

Volunteerism is a key way in which faculty, staff, and students support MSU-Bottineau's mission to create a "caring environment" and give back to a "supportive community." Faculty and staff assist with student organizations like Snowboarding Club, Drama Club, and Wildlife Club. Faculty, staff, and students support charitable efforts such as Day of Caring and Angel Tree. They participate in community activities like the Blue Line Hockey Club and hunter safety education; serve on the volunteer fire department; and provide leadership as board members of non-profit and benevolent organizations.[1c.12] Almost all faculty and staff contribute time and financial support to MSU-Bottineau football and softball; twenty-one have contributed $1,000 or more to support these programs.

Core Component 1D

MSU-Bottineau governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Minot State University Comprised of Two Campuses with Distinct Missions

MSU-Bottineau became part of Minot State University and received its current name in 1996. It is viewed as part of an educational institution with two campuses, each with special missions coordinated under one president. The Campus Dean is chief administrative officer at MSU-Bottineau and is responsible for day-to-day administration and operation of the Bottineau campus.

The Campus Dean reports to the Minot State University President, who has a physical presence on the Bottineau campus, in the community, and in the region. Instructors and academic departments on both the Minot and Bottineau campuses are encouraged to confer on a regular basis and to be aware of student needs for continuity in their formal higher education.

The two campuses work together in developing their respective biennial and annual budgets; funds are not diverted from one institutional budget to the other. Campus interactivity and collaboration is promoted in all areas, which helps make Minot State University the first choice for transfer among MSU Bottineau students. Half of MSU-Bottineau students who transfer matriculate to Minot State University.[1D.1]

MSU-Bottineau Mission-Related Programs Offered At Minot Campus

MSU-Bottineau is the principal provider of associate degrees, diplomas, and certificates on the Minot State University campus and in the community of Minot, with an average annual enrollment of seventy-five students (20042009). Programs on the Minot campus include the following:

Applied Science degree programs: Accounting Technician, Administrative Assistant, Advertising and Marketing, Medical Assistant, Medical Secretary.

Diploma programs: Medical Assistant and Reception Services.

Certificate of Completion program: Bookkeeping

Governance Structures Promote the Mission

The president of Minot State University is responsible for all "matters concerning the institution."[1D.2] The MSU-Bottineau Campus Dean is accountable to the president of Minot State University, the North Dakota State University System Chancellor, and the State Board of Higher Education, respectively.[1D.3]

As the lead administrator for MSU-Bottineau, the Campus Dean directs all offices on the MSU-Bottineau campus. Within the institution, administrative configurations exist to promote collaborative planning and effective leadership. The Dean's Council, made up of representatives from campus leadership components, is the institution's primary planning and decision-making group. The council meets weekly to discuss campus issues and carry out the administration of the institution.[1D.4] The MSU-Bottineau Administrative Council meets every two weeks to discuss topics relating to campus growth and development. This council, a representative advisory group, discusses, communicates, and implements policy, procedure, and planning. Any member can add agenda items.[1D.5] Occasionally the Administrative Council assumes project leadership for events such as the Centennial celebration held in the summer of 2006.

Collaborative Planning Shares the Mission

MSU-Bottineau uses a collaborative process for decision making and planning that

utilizes ad hoc committees made up of faculty, staff, and students appointed by the Campus Dean. The collaborative process was used when the college revised its institutional mission, vision, value, and priority statements. The process began when the Campus Dean established a mission committee in the fall of 2006. Meetings continued throughout the winter of 2007. During this time the campus also began developing a campus focus to reflect the college's historical foundation and add value to the educational experience.

The Dean's Office e-mailed faculty and staff each revision of the mission and focus statements and solicited input. Periodic meetings were held to gather information and comments.[1D.6] Students were appointed to both committees and while they did not participate on the mission committee to the degree hoped, they were active on the focus committee, and students developed a profile of the exemplary MSU-Bottineau student based on the mission statement. Community groups were also asked for input on the mission. After the Student Senate, Faculty Senate, and Staff Senate adopted a final version of the mission statement, the Campus Dean, the President of Minot State University, and the State Board of Higher Education approved it.

MSU-Bottineau used a collaborative process to implement its strategic plan. When a name change initiative grew out of strategic planning, the initiative was discussed, debated, and researched by faculty, staff, students, and community members.

Following are other examples of committees using the collaborative process:

• **Student Recruitment & Retention Committee,** a strategic planning subcommittee, gathered input from campus constituents on how to build and retain enrollment. One result of this collaborative effort was the creation of football and softball programs, which began in 2008-2009.

• **Thatcher Hall Addition Committee** gathered input regarding the design of the building addition and how to furnish the new facility. The result was more than adequate housing for all offices displaced by closing Old Main, well-furnished classrooms, and much needed conference rooms.

1D.6 Binder Z, Tab: Mission Process

Shared Governance Infuses the Mission

MSU-Bottineau faculty members support the campus m1ss10n and have many opportunities to make meaningful contributions to the campus by serving on committees dealing with a various key issues including general education, distance education, curriculum, academic standards, library operations, technology, and diversity.[1D.7] More than 72% of MSU-Bottineau faculty members say they are satisfied with the role they play in campus decision making compared to 56.9% of faculty at all public two-year colleges. [1D.8]

1D.7 Binder K: Faculty Handbook, General Education Committee p. 19; Distance Education Committee p. 21

1D.8 Binder C: HERI Faculty Surveys 2001/2002-2007/2008-

Through Faculty Senate, faculty members develop ideas and contribute to the development of academic and professional policy. Following Faculty Senate deliberations, faculty members make decisions relating to academic assessment procedures and adopt curricular changes.

During the 2007-2008 academic year, the Faculty Senate improved administrative processes by updating the Faculty Handbook. The Senate changed appointments to the Curriculum Committee and the structure of the General Education Committee to better represent faculty and to provide more relevant connections to those groups' tasks. The new handbook also includes the new mission statement and accompanying documents. It was reviewed by the Campus Dean and adopted by the Faculty Senate for the 2008-2009 school year.[1D.9]

1D.9 Binder K: Faculty Handbook, pg.4-5

A campus-wide assessment process (described in Core Component 3A) gives faculty input on MSU-Bottineau's budget. Faculty members control departmental budgets and request equipment and software through the Technology Committee. The Dean's Council approves requests based on available resources and priority needs. A report by the Director of Financial Affairs accompanies the minutes of the Dean's Council dealing with the equipment requests and the rationale for the decisions to approve or reject budget requests.

The Staff Senate plays a role in the collaborative processes that enable MSU-

1D.10 Binder K: Staff Handbook, p. 12

Bottineau to fulfill its mission by facilitating communication between the President, the Campus Dean, other administrators, and staff.[1D.10] Five people serve on the Staff Senate: two from Physical Plant, one from the Business Office, one from the Dean's Office, and one from Student Services. The Staff Senate chair sits on the Administrative Council.

In addition to formal structures that encourage faculty and staff involvement, the campus culture encourages informal networking and exchange of ideas. The institution is small and access to the Dean's Office is virtually uninhibited. As a result, improvements often grow out of informal conversations.

By encouraging collaboration and sharing leadership with its constituencies, MSU Bottineau shows it values diversity of opinion and is committed to providing quality education in a caring environment.

Core Component lE

MSU-Bottineau upholds and protects its integrity.

MSU-Bottineau upholds and protects its integrity with fiscal policies, through campus policies, by managing campus security, and by accurately portraying itself to potential students.

Financial Integrity Is Scrutinized

MSU-Bottineau demonstrates its financial integrity by complying with statutes, laws, rules, and regulations under which the campus was created and continues to function. In addition, the school protects its fiscal integrity by having adequate internal controls covering financial operations and by responding swiftly and responsibly to audit findings and recommendations.

The college is audited for financial and operational accountability by the North Dakota State Auditor. The state auditor's two most recent reports-for biennial periods ending June 30, 2007, and June 30, 2005, confirm MSU-Bottineau's declaration of financial integrity.[1E.1]

Campus Policies Develop Integrity

MSU-Bottineau upholds and protects its integrity with statements of policy on a variety of matters concerning students, staff, and faculty. The Student Handbook contains information about campus services, academic regulations, as well as policies on student conduct and academic honesty/dishonesty.[1E.2] In addition, the Student Handbook includes information on processes for appealing grades and for appealing disciplinary action taken under student conduct policies. There are specific timelines for handling appeals. In addition, the Campus Dean maintains a log of student complaints.

The Faculty Handbook provides information on faculty procedures and responsibilities.[1E.3] The Staff Handbook includes information on staff rights and responsibilities as well as MSU-Bottineau's educational mission.[1E.4] A policy on acceptable computer use defines how computers are to be used by faculty, students, and staff.[1E.5]

Campus Security Represents Integrity

MSU-Bottineau has a memo of understanding with the Bottineau County Sheriff's Office that establishes guidelines for cooperation "in the provision of personal and property security" on the MSU-Bottineau campus. The residence halls are professionally staffed and locked twenty-four hours a day.[1E.6] The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires colleges and universities to publish crimes reported. In the reporting periods from 2004 to 2007, only six burglaries were reported on campus.

Accurate Advertising Demonstrates Integrity

To gauge student impressions of how the institution upholds and protects its integrity, Student Affairs surveyed first-year students to find out if they thought MSU-Bottineau was accurately portrayed in the literature and information they received. Table lE-1, displays the results of students surveyed between 1999 and 2004. A vast majority of students indicated that MSU-Bottineau was accurately depicted in campus literature and in other sources.

Table 1E-1
Freshmen Orientation Survey, Item Response
MSU-Bottineau was accurately portrayed in the literature and information I received about the college.

Year	Yes	Neutral	No
1999	95%	1%	0%
2000	95%	1%	0%
2001	85%	13%	2%
2002	84%	16%	0%
2003	82%	16%	2%
2004	81%	18%	1%

Strengths

1   MSU-Bottineau's relationship with its parent campus, Minot State University, is mutually beneficial.

2   MSU-Bottineau's mission documents clearly state the uniqueness of the campus and clearly express its focus.

3   MSU-Bottineau addresses its commitment to diversity in its mission statements.

4   MSU-Bottineau promotes a nurturing living, learning, and working environment.

5   MSU-Bottineau utilizes collaborative planning and cooperative processes to accomplish goals.

6   MSU-Bottineau's governance and administration structures work to promote collegiality, student learning and partnerships.

7   The MSU-Bottineau campus is a safe and secure environment for living and learning.

8   MSU-Bottineau has not been officially sanctioned by any governmental agency or been subject to judgment by civil court process.

Challenge

1. MSU-Bottineau's effort to fully integrate its new foundational documents (focus, goals, core values, vision and mission) into campus culture needs to be sustained.

Plan of Action

1. The institutional m1ss1on documents and recently reviewed program and department missions, goals, and outcomes are only a year old. The institution will set up a timeline and process for further integrating them into the campus culture and work toward expanding campus activities around the institutional focus.

The MSU-Bottineau allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2A

MSU-Bottineau realistically prepares for a future shaped by multiple societal and economic trends.

Current North Dakota economic and demographic trends underlie many of the decisions made on the MSU-Bottineau campus. Competition for finite state resources and declining populations in rural areas require the college to develop innovative ways to prepare for the future.

Demographic Trends Impacting MSU-Bottineau

Demographic trends have impacted, and will continue to impact, enrollment at MSU-Bottineau. The population in Bottineau County and most surrounding counties has been decreasing and is projected to continue decreasing as the echo of the Baby Boom era moves through this state's educational system.[2A.1] The Director of Finance and Organization for the North Dakota Department of Public Instruction reports K-12 actual and projected enrollment in North Dakota public schools is expected to decrease from 101,497 in 2002 to 87,131 in 2016.[2A.2]

Prior to 2000, MSU-Bottineau's natural resource programs (wildlife, forestry, horticulture) attracted approximately sixty out-of-state students each year. Starting in 200 I, the number of out-of-state students attending MSU-Bottineau has significantly declined. For instance, from 1993 to 1997, 130 students from the Great Lakes states attended. Between 2003 and 2007, twenty students from the Great Lakes region attended MSU-Bottineau.

The decline in out-of-state students may be attributed to:

· The national trend for students to attend college closer to their homes since the terrorist attack in New York on September 11, 2001.

2A.1 Binder 3A: Richard Rathge, Demographics and Other Trends: Factors to Consider in Planning for the Future. ND State Data Center, May 2008

2A. 2 Binder 3A: ND Education Demographics

• Tuition increases at MSU-Bottineau have reduced the financial incentive for out-of-state students to move to North Dakota to attend college;

• Interest in natural resource programs appears to be in a down cycle. The decline in the number of wildlife majors provides an example. In 1998, there were sixty-six; in 2003, there were seventy-five; and in 2008, there were thirty-two.

Table 2A-l , below, shows the decline in out-of-state students participating m traditional, on-campus programs at MSU-Bottineau.[2A.3]

Table 2A-1 Full Time, Fall, Out-of-State, On-Campus Enrollment 1993 – 2007			
Year	1993-1997	1998-2002	2003-2007
Average enrollment	361	238	107

The Office of Student Services is developing an enrollment management plan to review recruiting and retention efforts and to develop new strategies to combat current demographic trends. This plan incorporates suggestions made by an ad hoc committee that was created through a strategic planning effort.

Economic Trends Impacting MSU-Bottineau

Major sources of revenue at MSU-Bottineau are state appropriated dollars and student tuition and fees. As the institution prepares for the future, it considers the impact of legislative action regarding its method of funding schools in the North Dakota University System. According to a report compiled by MGT of America Inc., MSU-Bottineau is funded at a rate significantly lower than its peer institutions throughout the country.[2A.4] To meet its economic challenges, the college is working to reallocate resources and develop partnerships within the North Dakota University System and with public and private sector entities. MSU-Bottineau develops partnerships for more efficient use of faculty resources. Lake Region State College, Williston State College, and MSU-Bottineau formed partnerships to share information technology instructors; and with the addition of Bismarck State College, to share nursing faculty.

Strategic Planning Addresses Future Enrollment

Strategic planning efforts at MSU-Bottineau consider the historical underpinnings of the campus while focusing on the future. Campus planning starts with a clear, well-articulated mission and moves to specific actions designed to secure the institution's niche in the North Dakota University System while increasing enrollment, revenue, and quality of instruction. During the 2006-2007 academic year, the 2003-2004 Strategic Plan was reviewed for progress in accomplishing its goals and a new strategic plan was written. [2A.5] Action steps from both strategic plans were implemented utilizing funds allocated in the last legislative session to assist the college in increasing enrollment. Table 2A-2 below shows the trend in increased enrollment. [2A.6]

Table 2A-2 Enrollment History by Year and Category 2005 - 2008			
Year	Headcount Enrollment	Full-time Enrollment	Full-time Equivalent Enrollment
Fall 2005	523	316	386
Fall 2006	605	306	399
Fall 2007	637	303	402
Fall 2008	655	345	440

The following strategic plan action steps have assisted in increasing enrollment:

• **Increase recruiting staff and operating budgets:** At the time of its last self-study, MSU-Bottineau had one staff member handling recruiting. Now there are two recruiters. Plus, an increase in the operating budget allowed for a redesign of the college website. The new and improved website is expected to help recruiting as the Internet is a prominent tool in the college search process.

• **Add men's football and women's softball:** With two new athletic programs, students who would not have considered MSU-Bottineau may be attracted by the opportunity to participate in college athletics.

• **Add new programs:** New allied health programs in nursing and caregiver services tap into significant job markets by capitalizing on the need for skilled.
professionals in careers exhibiting a shortage of workers. Enrollment in these programs has increased both on and off campus. Caregiver services are in demand on military installations and federal legislation is increasing educational requirements for anyone operating a child care or early education facility on a U.S. military installation. This program helps caregivers at those facilities meet the new educational requirements.

• **Reducing tuition for out-of-state students.**

Core Component 28

MSU-Bottineau's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

MSU-Bottineau financial resources that support educational programs have traditionally come from general fund appropriations, tuition and fees, grants, and contracts. These financial resources have been adequate to support educational programming, and continued strong enrollments signify strength in the future

General Fund Appropriations and Tuition Finance the Institution

Although North Dakota General Fund appropriations to MSU-Bottineau have increased over the past four biennia, MSU-Bottineau's percentage of North Dakota University System general fund appropriations for operations has decreased every biennium since 2001, from a high of 1.37% to the current low of 1.26% as noted in Table 2B-1 below.[2B.1]

2B.1 Binder 2B, Tab: NDUS
General Fund and Tuition Report

Table 2B-1 History of General Fund Appropriations - Operations			
Biennium	North Dakota University System Appropriations	MSU-Bottineau General Fund Appropriations	MSU-B % Share of NDUS Appropriations
2001-03	$307,363,089	$4,206,938	1.37%
2003-05	$302,222,282	$4,102,856	1.36%
2005-07	$321,816,833	$4,336,585	1.35%
2007-09	$386,190,345	$4,858,048	1.26%

In the past four biennia, the percentage of the MSU-Bottineau budget that comes from tuition has increased, while general fund appropriations have decreased, as shown in Table 2B-2.[2B.2] The long-term finance plan for the North Dakota University System targets 75% of operating revenues for two-year campuses to be paid by the state of North Dakota. This target was reached in 2001-2003.

Table 2B-2					
Comparison: General Fund Appropriations To Tuition Revenue 2001 – 2003 to 2007 - 2009					
Biennium	General Fund Appropriations	Tuition	Total	General Fund %	Tuition%
2001-03	$4,206,938	$1,384,103	$5,591,041	75.24%	24.76%
2003-05	$4,102,856	$1,581,627	$5,684,483	72.18%	27.82%
2005-07	$4,336,585	$1,739,742	$6,076,327	71.37%	28.63%
2007-09	$4,858,048	$1,942,918	$6,800,966	71.43%	28.57%

Table 2B-3 shows declining full-time enrollment since 2003. This trend accounts.

for the need for additional tuition income to help support operating budgets.[2B.3] Tuition increases have averaged 9.3% per year over the past eight academic years as Table 2B-4 indicates. [2B.4]

MSU-Bottineau reversed the trend of decreasing full-time enrollment in 2008, as shown in Table 2B-3, through successful implementation of its 2006-2009 strategic plan. The plan, which focused on increasing student enrollment and retention, will be discussed further in Core Component 2D. Preliminary figures indicate that fulltime and headcount enrollment will continue to increase during the 2009-2011 biennial period.

Table 2B-3								
Enrollment History by Year and Category 2001 - 2008								
Fall Enrollment	2001	2002	2003	2004	2005	2006	2007	2008
Headcount	432	512	591	602	523	605	637	655
Full-time	346	345	381	356	316	306	303	345
Part-time	86	167	210	242	237	207	334	310

Table 2B-4 MSU-Bottineau Resident Tuition Increase By Academic Year [2B.4]			
Academic Year	Resident Tuition Rate	Tuition Increase	% Increase
2001-02	$1,682		
2002-03	$1,782	$100	5.95%
2003-04	$2,042	$260	14.59%
2004-05	$2,362	$320	15.67%
2005-06	$2,575	$213	9.02%
2006-07	$2,830	$255	9.90%
2007-08	$2,972	$142	5.02%
2008-09	$3,120	$148	4.98%
Average Increase			9.30%

Table 2B-5 indicates that increases in headcount and part-time enrollments are largely attributable to growth of distance learning opportunities.[2B.5] MSU Bottineau offers ninety-six classes and twenty-four academic programs using online delivery methods.[2B.6] Growth in distance education provides an additional revenue stream to supplement general fund appropriations and tuition income.[2B.7]

Table 2B-5 Growth in Online Enrollment					
	2004	2005	2006	2007	2008
Fall Semester Registration	238	318	369	374	486
Unduplicated Headcount	141	170	179	201	215

Significant annual tuition increases have raised concerns about affordability. The North Dakota University System, in planning for the 2009-2011 biennial period, has proposed legislation to cap tuition rates at two-year campuses at current levels and increase state appropriations to compensate for lost revenue. At MSU-Bottineau, $194,882 of additional state funding would offset the need for an estimated tuition increase of 5.3% per year for the 2009-201 1 biennium. Tuition caps at North Dakota University System two-year campuses are needed to keep tuition rates competitive with national and regional schools as Table 2B6 indicates. The gap between tuition and fees charged by MSU-Bottineau compared to regional and national averages has been increasing since 2002-2003. [2B.8] Also, when compared to peer institutions, tuition and fees at MSU-Bottineau and other two-year North Dakota University System campuses are significantly higher for those families who have the least ability to pay. [2B.9] To attract non-resident students in the 2007-2008 academic year, MSU-Bottineau discounted its nonresident tuition rate from the North Dakota University System approved standard of 267% of resident tuition to 150%. To date, results of the reduced rate are inconclusive.

Table 2B-6 MSU-Bottineau Tuition and Fees Compared to State, Regional, and National Averages					
Year	2002-03	2003-04	2004-05	2005-06	2006-07
MSU-Bottineau	$2,295	$2,554	$2,938	$3,202	$3,457
ND 2YR Average	$2,263	$2,503	$2,969	$3,202	$3,442
Regional Average	$2,134	$2,320	$2,552	$2,668	$2,824
National Average	$1,972	$2,146	$2,318	$2,481	$2,625

(Region includes: Colorado, Iowa, Kansas, Minnesota, Montana, Nebraska, Oklahoma, South Dakota, Wisconsin, Wyoming.)

2B.8 Binder U: Sixth Annual Accountability Measures Report; Measure AS2 p. 32

2B.9 Binder I: 2008 Student Affordability Report, Table 4, p. 25

The gap between tuition and fees charged by MSU-Bottineau compared to 8regional and national averages has been increasing since 2002-2003.[2B.8] Also, when compared to peer institutions, tuition and fees at MSU-Bottineau and other two-year North Dakota University System campuses are significantly higher for those families who have the least ability to pay. [2B.9] To attract non-resident students in the 2007-2008 academic year, MSU-Bottineau discounted its nonresident tuition rate from the North Dakota University System approved standard of 267% of resident tuition to 150%. To date, results of the reduced rate are inconclusive.

Grants and Contracts Revenue Supplement the Institution's Budget

Grant and contract funding generally has been limited to state sources and federal pass-through support for career/technical educational programming (farm management, horticulture, nursing and water quality). However, grant and contract funding has gradually declined through 2007-2008, placing additional pressure on state appropriations and tuition to fund career/technical programming. Grant and contract revenue for the past six academic years and projections for 2008-2009 are shown below in Table 2B-7. [2B.10]

2B.10 Reports available in Business Office

Table 2B-7						
MSU-Bottineau Grants and Contracts Revenue						
2002-2003 to 2008-2009						
2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
$238,680	$200,218	$175,677	$214,291	$176,446	$296,167	$367,580

In 2008, MSU-Bottineau received a Department of Commerce contract for $90,218 to support the Entrepreneurial Center for Horticulture. This contract was largely responsible for the increase in grant and contract revenues in 2008-2009. The Department of Commerce contract has the potential of increasing to $2,000,000 to aid construction of greenhouses to support the mission of the Entrepreneurial Center for Horticulture. [2B.11]

2B.11 Binder ECH: ECH Business Plan
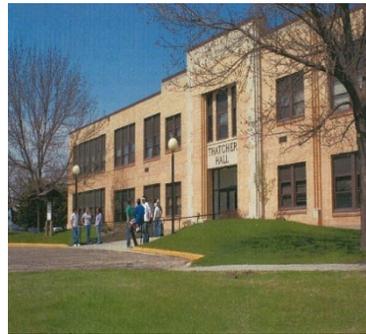
Financial Summary Indicates Maintenance and Growth

The North Dakota University System performed a financial review or ratio analysis at the end of fiscal year 2006 to gain a better understanding of each institution's financial condition and to identify trends occurring fiscal year 2003 through fiscal year 2006. The report indicated that the financial position at MSU-Bottineau had experienced a downturn. While some of the ratios are in good standing, others need to be improved. Current assets are adequate to cover current liabilities, but full-time enrollment decline and cost increases have caused MSU-Bottineau to use financial reserves. Results of the North Dakota University System financial ratio analysis are

presented in Table 2B-8.

Table 2B-8 North Dakota University System Ratio Analysis for MSU-Bottineau FY 2003 – FY 2007					
	FY 07	FY 06	FY 05	FY 04	FY 03
Viability Ratio	1.2	0.5	0.5	0.8	1.7
Primary Reserve Ratio	0.2	0.1	0.1	0.2	0.2
Current Ratio	5.3	2.2	2.7	4.1	7.9
Working capital Ratio					
working capital	$931,270	$447,312	$427,794	$676,368	$739,381
Operating expenses	$5,515,860	$5,206,970	$5,242,319	$5,244,859	$4,821,020
	17%	9%	8%	13%	15%
# of weeks covered	8.8	4.5	4.2	6.7	8.0
Operating Income Margin	(9,947)	(192,968)	(523,065)	(610,291)	(5,028)
Operation Income Margin	-0.2%	-3.8%	-11.1%	-13.1%	-0.1%
Net liquid assets	$819,519	$351,507	$327,381	$573,706	$615,086
% chg since 03	33%	-43%	-47%		
% chg since 04	43%	-39%	-43%		
L-T Liabilities	$514,991	$563,706	$619,270	$639,860	$315,643
% chg since 03	63%	79%	96%		
% chg since 04	-20%	-12%	-3%		
Change in net assets	$2,462,566	$264,283	$(394,809)	$ (510,613)	$41,102

In response to this situation, the State Board of Higher Education asked MSU Bottineau to prepare a plan for strengthening its financial status. The plan identified increasing enrollment (revenues) through a strategic planning effort (see Core Component 2D and 2006-2009 Strategic Plan) and reducing expenditures by deactivating programs with low enrollment and reducing budget overrides through more frequent financial reporting to all units as solutions. The FY 2007 column of Table 2B-8 shows the results of the first year affected by the plan. All of the ratios and key indicators show dramatic improvement and, except for operating income margin, are considered "good" to "very good" by North Dakota University System standard. [2B.12] Thus, the institution has recovered from its financial complication and will not have to reduce services or personnel. However, diligence is required to maintain the trend.

2B.12 Binder 2B, Tab: NDUS Ratio Analysis, prepared by NDUS staff

Financial resources at MSU-Bottineau (general fund appropriations, tuition, and grant and contracts) are adequate to support its educational programming. However, the institution needs to increase its financial reserves. The key to doing so is through continued growth in full-time student enrollments. Although online delivery of classes and programs has helped to offset the loss of enrollment using traditional delivery methods, it is important that MSU-Bottineau have growth in on-campus, full-time enrollment. The implementation of the 2006-2009 strategic initiatives will build on the growth in full-time enrollment achieved in the fall of 2008.

Facility Improvements Build Capacity

With the completion of the Arts and Humanities addition to Thatcher Hall during the spring of 2007, MSU-Bottineau is poised to move into the future with a state of-the-art facility. This facility not only houses all of the functions previously situated in Old Main, but also contains a new library, bookstore, conference facility, and classrooms with interactive video capability. The addition contains an elevator that provides accessibility to the second floor of the original Thatcher Hall structure. This accessibility allows a larger percentage of courses to be concentrated in this building. Although assessment reports typically identify most equipment needs in classrooms, in the case of the Thatcher Hall addition, a onetime legislative allocation funded furnishings and equipment for the new classrooms. [2B.13]

2B.13 Binder, Institutional Support for Instruction, Tab: FY Approved Equipment List, "FY 08 Equipment List"

Old Main is unoccupied and will remain vacant until a committee, made up of campus and community personnel, is successful in its efforts to obtain funding to restore the building.

Other recently completed facility updates include:

• **Racquetball court addition:** An 800 square foot addition to the

athletic wing of Thatcher Hall. The $168,000 project was funded by a private donor and was completed in December 2006.

•   **Thatcher Hall HVAC:** Central air conditioning and air handling equipment and controls were installed to service 19,500 square feet on second floor of Thatcher Hall. Project cost was $113,706, and it was completed in September 2004.

•   **Energy Performance Contract:** MSU-Bottineau entered into an agreement with Johnson Controls Inc. to install energy conservation equipment, make facility improvements, and increase operational efficiency to save energy and avoid operational costs. Scope of the work included lighting and systems improvements, electrical transformer replacement, and steam trap upgrades. The total project cost $378,067 and work was completed in April 2004. The project is funded by the energy savings, which are guaranteed by the contractor.

•   **Steam line replacement:** The college replaced 850 linear feet of direct-buried steam and condensate lines originally installed between 1963 and 1971. The lines extend from the heating plant to six campus buildings.

•   **Other updates and improvements:** The gym stage was converted into an aerobic exercise area, a baseball field was constructed, and an underutilized building was converted into football locker rooms. Also, two classrooms were converted into Interactive Video Network studios for distance delivery of academic programming. The greenhouse received a new glass skin, the Student Center and student dining rooms were remodeled, and the campus entry was made more attractive with the addition of a gate of brick and iron. [2B.14]

Essential goals for facility planning include supporting academic programming with serviceable and functional classrooms and buildings, and updating all buildings to meet safety codes and achieve Americans with Disabilities Act compliance. MSU-Bottineau has developed a Campus Master Plan, which addresses these and other facility goals and guides current and future renovations and improvements to buildings and grounds. [2B.14]

2B.14 Binder Q: "Recent Accomplishments," pp. 13-14

Information Technology Improves Educational Programming

In addition to the technology resources identified in Core Component 3D of this document, MSU-Bottineau uses technology to support academic programming by keeping the campus information technology infrastructure operating efficiently and effectively.

Three substantial upgrades benefited instructional programming and support services by increasing network performance, minimizing downtime, and by more using staff time effectively. Those upgrades include:

- Thatcher Hall computer network was upgraded.

- Network cable was upgraded in all offices, classrooms, and computer labs. [2B.15]

- Switches and patch panels were replaced for faster and more robust network performance.

It is vitally important that MSU-Bottineau understand, identify, and engage network security issues to prevent unauthorized use of the information technology infrastructure and network. In July 2008 the North Dakota University System engaged Poundstone Professional Services, a division of McAfee, Inc. , to undertake security assessments at several North Dakota campuses, including MSU-Bottineau. Poundstone consultants performed an external penetration test, an internal penetration test, and a wireless network assessment. The campus Information Technology Department is using the resulting report to improve network security on campus.[2B.16] Utilizing the North Dakota University System resources, MSU-Bottineau is considering methods to effectively and securely manage the campus network, one of which may be middleware solutions by Cisco Systems, Inc.

Faculty and Staff Are Productive

In addition to teaching loads that average fifteen to sixteen credit hours per semester, faculty contribute to committee assignments, provide student advising, participate in community service, and maintain professional memberships. Some also advise student organizations. The average number of advisees per instructor is about ten in the career/technical programs and about fourteen in the liberal arts/transfer programs. Faculty report on their campus and community involvement by completing fall and spring planning forms. Administrators use these forms when reallocating faculty resources.[2B.17] Given the nature of the campus, most support staff have many responsibilities. For example, in addition to managing the business office, the Business Office Manager also performs the duties of Human Resource specialist, payroll administrator/clerk, cashier at athletic events, and serves on committees both on and off campus.

Appropriate and competitive employee salaries and wages are a concern for campus administrators as compensation levels have lagged below regional and national averages. North Dakota University System faculty and staff salaries are low compared to regional averages as depicted in Tables 2B-9 and 2B-10. [2B.18] This fact causes concern in regard to current faculty retention and new faculty recruitment.

Table 2B-9
2007 North Dakota University System Staff Salaries Compared to Regional Job Markets By Category

Avg Salary (Thousands)	Admin.	Profess.	Tech/Para.	Office Supp.	Crafts/Trades	Services
Avg NDUS Salary	$63.5	$44.4	$30.5	$26.7	$34.3	$22.3
Avg Market Salary	$69.6	$46.3	$31.5	$27.1	$36.0	$22.7
% Variance	-9.60%	-4.30%	-3.40%	-1.70%	-5.10%	-2%

Table 2B-10
North Dakota University System Two-Year College Faculty Salaries Compared To U.S. and Regional Job Markets by Year

Thousands	1986-87	1991-92	1996-97	2001-02	2006-07
U.S.	$30.5	$38.2	$42.1	$48.5	$54.9
Regional	$27.1	$33.6	$38.6	$47.3	$54.6
N.D.	$27.6	$30.8	$33.1	$36.9	$41.5
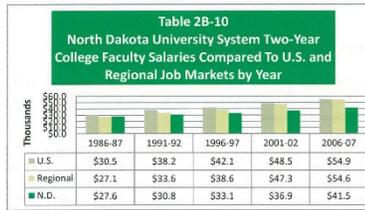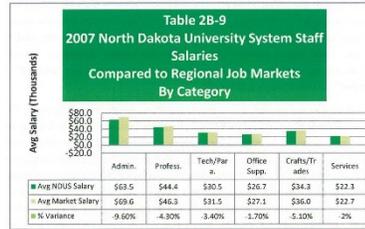
During the 2006-2007 academic year, the national average salary for faculty working at two-year, public institutions on nine or ten-month contracts was $57,439. By comparison, the average salary at North Dakota's public two-year institutions was $40,469. The only state that pays its faculty less is Montana ($39,438).[2B.19]

Relatively few qualified applicants apply for most faculty openings at MSU Bottineau and retaining instructors in nursing and marketing programs has been a problem. Exit surveys indicate low salary is the main reason faculty take positions elsewhere.

Compensation levels also have adversely affected employee satisfaction. Campus Quality Survey data indicates employees believe the campus does not reward them for outstanding job performance.[2B.20] This lack of recognition has been the number one issue affecting job satisfaction as reported by the survey instrument used for the past three survey periods. Additionally, the Higher Education Research Institute survey indicates only 25% of faculty are either "very satisfied" or "satisfied" with their salary and benefits.[2B.21]

MSU-Bottineau has attempted to mitigate employee dissatisfaction regarding their compensation levels by providing overall salary adjustments of 5% for the past two fiscal years. In addition, proposed legislation for the 2009-201 1 biennium would provide funding for an average 5% salary increase for the next two fiscal years. The North Dakota University System has recognized the need to increase salaries by making compensation issues their top priority. However, funding for salary increases beyond 5% needs to come from internal funding sources such as tuition income. Internal funding sources become a viable option as MSU-Bottineau continues to experience growth in student enrollment.

CORE COMPONENT 2C

MSU-Bottineau's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement

MSU-Bottineau assessment and evaluation processes aid the institution in fulfilling its mission, improving education, and responding to future challenges. As a part of the North Dakota University System, the campus has available to it an array of data collection methods, and campus administrators, staff, and faculty carry out evaluation activities that aid in planning. External reviews also provide valuable information for improvement. The strategic planning process is comprehensive and guides future actions.

2B. 20 Binder R: "Survey Items with Ten Largest Performance Gaps"

2B. 21 Binder C: "2007-2008 Faculty Survey Institutional Profile"

In 1999, the state legislature passed a resolution that allowed the North Dakota University System to act more entrepreneurially but required that they also become more accountable. This agreement was defined in "A North Dakota University System for the 21st Century," a report produced by the Roundtable on Higher Education. An outcome of this effort was the implementation of annual accountability measures administered across the system of eleven colleges. Reports based on these accountability measures provide valuable information to MSU Bottineau regarding the quality and efficiency of its education and services; most generate comparative data to the University System as a whole and to national norms. [2C.1]

Following is an example of the accountability assessments MSU-Bottineau administers in conjunction with the University System:

- **Campus Quality Survey:** Assesses employee perceptions of campus quality. [2C.2]
- **Noel-Levitz Student Satisfaction Inventory:** Measures student satisfaction in a variety of campus aspects. [2C.3]
- **Noel-Levitz Priorities Survey for Online Learners:** Evaluates online student satisfaction with online programming. [2C.4]

Faculty and Staff Satisfaction Boosts Effectiveness

The Campus Quality Survey shows that communication between departments is a challenge for the campus. In response, the following actions were taken:

- Staff members participate in in-service training activities that previously included only faculty;
- A process for gathering campus calendar events has been formulated;
- The administrative council has scheduled regular meetings at which campus updates are shared;
- A supervisors' group has been formed to help communicate and gather need-to-know items;
- A "frequently asked questions" brochure was developed.

The Campus Quality Survey also revealed a perceived lack of recognition or appreciation by the institution for faculty and staff performance. As was previously noted, larger salary adjustments have occurred in recent years to help alleviate this discomfort. In addition, an awards program was started to recognize faculty and staff excellence. The program grants small financial gifts to the recipients.

On-campus Student Satisfaction Measures Effectiveness

The Noel-Levitz Student Satisfaction Inventory revealed three challenging areas for the institution:

- Advisor knowledge about transfer requirements of other schools;
- Adequate financial aid;
- Earlier notification to students about their progress in classes.

A permanent Retention Committee has been established, and its top priority is to analyze the advising system, with special attention being paid to credit articulation to Canadian schools. A delegation from MSU-Bottineau met with officials at Brandon University to discuss course equivalencies. Discussions are underway in regard to developing a specific general education schedule of courses for students who intend to transfer credit to Canadian schools, and special efforts are being made to establish a program for undecided freshman students to help them with career and course choices. Another top priority of the Retention Committee is an "early warning system" for students not making adequate academic progress. Significant work has been done in this area in the last five to six years, and the committee will review what works, what does not, and what the institution needs to do to be successful in reaching at risk students. The MSU-Bottineau Foundation has begun a program to add $100,000 annually to its scholarship budget to help supplement financial aid programs.

Online Student Satisfaction Measures Effectiveness

Results of the Noel-Levitz Priority Survey of Online Learners for 2006 and 2008 were evaluated to see if MSU-Bottineau students perceived improvement in online education over time. The mean differences on the institutional summary, comparing MSU-Bottineau student satisfaction to that of a national comparison group, were examined. A positive mean difference indicates MSU-Bottineau students are more satisfied than students in the national comparison group; a negative mean difference indicates MSU-Bottineau students are less satisfied. In 2006, MSU-Bottineau had positive mean differences for twelve of twenty-six items (46%); in 2008, MSU-Bottineau had positive mean differences for twenty-two of twenty-six items (85%). Items for which MSU-Bottineau students indicated greater satisfaction in 2008 than in 2006 are outlined below in Table 2C-1.[2C.5] Several factors have contributed to increased online student satisfaction at MSU Bottineau. In 2007, the online campus website was updated to improve navigation and make information easier to find. The "Contact Us" link takes students to directory information for support offices, program advisors, and online faculty. In 2008, the online registration process moved to a self-service system.

MSU-Bottineau online students were less satisfied than the national comparison group on four items in the 2008 Noel-Levitz Priority Survey and the mean differences on two of those items were lower than in the 2006 report. The two items of concern are 1) student-to-student collaborations and 2) tutoring services for online courses. Strategies for improving student-to-student interaction in online classes will be addressed in faculty training. Strategies for meeting online students' tutoring needs will be researched and brought to Faculty Senate and the administration for consideration.

Year	Requesting Department	Item	Cost
	Table 2C-2		
	2005-2008 Outcomes Assessment Task Force Reports		
	Approved Equipment Requests		
2004	Learning Center	Choices Software	$1,000
2005	Library	CINAHL nursing index	$4,000
2005	Learning Center	Impatica On-Cue Software	$795
2005	Fine Arts & Social Science	Presentation system	$1,000
2005	English	DVD upgrades	$200
2005	Medical Assistant	Items for laboratory	$1,000
2005	Information Technology	CISCO Network Security Class	$5,200
2005	Science	Spectrophotometers	$1,700
2005	Science	Compound light microscopes	$5,000
2005	Science	Computers	$3,200
2005	Business	Simulators	$1,310
2005	Physical Education	Elliptical machines	$1,800
2005	Physical Education	Treadmill	$2,400
2005	Food Services	Hot food well unit	$1,450
2006	Sciences	Water distiller	$1,275
2006	Natural Resources	Portable water filtration system	$3,020
2006	Athletic	Controller for shot/score clocks	$800
2006	Library	Microfiche film reader/printer	$3,826
2006	Horticulture	Pesticide application respirator	$1,300
2006	Science	Water testing kit	$2,950
2007	Learning Center	Six flat-screen computer monitors	$1,500
2007	Athletic	Volleyball system w/o standards	$1,000
2007	Physical Education	Two recording manikins	$1,400
2008	Physical Education	Free weights	$2,500
2008	Physical Education	Cardio vascular machine	$3,500
2008	Student Services	Student ID card system	$1,500
2005	Horticulture	Landscape computer design program	$1,800

Security Inspections Evaluate Safety

During its 2008 Site Visit to MSU-Bottineau, the North Dakota Division of Homeland Security evaluated the facility's overall physical security. Based on the visit, the agency suggested twelve acquisitions and/or modifications and ten procedural options for consideration.[2] c. [12]

Performance Reviews Compliment Instruction

Faculty members are evaluated annually by the Associate Dean for Academic Affairs and by students.[2C.6] Cumulative student evaluations indicate MSU Bottineau instructors are effective in the classroom.[2C.7] The college provides faculty with learning opportunities, such as instructional technology workshops, in service training on assessment, and seminars on topics like active learning. The institution supports faculty who wish to attend the Great Teachers seminar, and MSU-Bottineau leads the North Dakota University System in successful grant applications to the North Dakota Community College Consortium for faculty applying to attend the seminar. [2C.8]

Annual performance evaluations of benefited employees are based upon mutually agreed upon work plans or goals.[2C.9] Supervisors and employees meet face-to-face to review evaluation results, address issues that need resolution, examine the value the employee brings to the institution, and discuss ways in which the supervisor can help the employee make improvements and accomplish goals.

Critical Assessment of Equipment Requests augments Learning

Establishment of the Outcomes Assessment Task Force in 1999 has done much to move MSU-Bottineau toward an evaluative approach to improvement strategies. The committee, which includes faculty, staff, and students, is appointed by and reports to the Campus Dean. The committee facilitates campus assessment activities and annually reviews assessment information from all programs and service areas.[2C.10] Included in the annual assessment reports are budgetary requests that aid programs and offices in achieving objectives. These assessment-based budget requests are given funding priority. Equipment requests honored by the Outcomes Assessment Task Force between 2005 and 2008 are reported below in Table 2C-2.[2C.11]

Year	Requesting Department	Item	Cost
	Table 2C-2		
	2005-2008 Outcomes Assessment Task Force Reports		
	Approved Equipment Requests		
2004	Learning Center	Choices Software	$1,000
2005	Library	CINAHL nursing index	$4,000
2005	Learning Center	Impatica On-Cue Software	$795
2005	Fine Arts & Social Science	Presentation system	$1,000
2005	English	DVD upgrades	$200
2005	Medical Assistant	Items for laboratory	$1,000
2005	Information Technology	CISCO Network Security Class	$5,200
2005	Science	Spectrophotometers	$1,700
2005	Science	Compound light microscopes	$5,000
2005	Science	Computers	$3,200
2005	Business	Simulators	$1,310
2005	Physical Education	Elliptical machines	$1,800
2005	Physical Education	Treadmill	$2,400
2005	Food Services	Hot food well unit	$1,450
2006	Sciences	Water distiller	$1,275
2006	Natural Resources	Portable water filtration system	$3,020
2006	Athletic	Controller for shot/score clocks	$800
2006	Library	Microfiche film reader/printer	$3,826
2006	Horticulture	Pesticide application respirator	$1,300
2006	Science	Water testing kit	$2,950
2007	Learning Center	Six flat-screen computer monitors	$1,500
2007	Athletic	Volleyball system w/o standards	$1,000
2007	Physical Education	Two recording manikins	$1,400
2008	Physical Education	Free weights	$2,500
2008	Physical Education	Cardio vascular machine	$3,500
2008	Student Services	Student ID card system	$1,500
2005	Horticulture	Landscape computer design program	$1,800

Security Inspections Evaluate Safety

During its 2008 Site Visit to MSU-Bottineau, the North Dakota Division of Homeland Security evaluated the facility's overall physical security. Based on the visit, the agency suggested twelve acquisitions and/or modifications and ten procedural options for consideration.[2C.12]

2C.12 Binder P: Tab: Homeland Security

Five of the ten procedural considerations have been addressed and NotiFind (Item 8 in the report) has been installed and activated. The Director of Financial Affairs has made a one-time request of $323,653 in the college's 2009-2011 biennial budget to fund the remaining recommended safety and security upgrades, including purchases of keyless card entry, fire alarm system upgrades, public announcement systems, security cameras, building alarms, improved lighting, phone system upgrades, and emergency power upgrades. When legislative funding is known, the Director of Financial Affairs will prepare a plan to deal with all items identified in the report.

Fire Prevention Inspections Assess Safety

The "North Dakota State Fire Marshal's 2008 Fire Safety Inspection" report identified four concerns ranging from battery replacements to replacing fire extinguishers. The campus corrected all concerns. [2c.13]

Core Component 2D

All levels of planning align with the MSU-Bottineau mission thereby enhancing its capacity to fulfill that mission.

From 2000 to the present, the campus has engaged in three strategic planning efforts.[2D.1] These efforts involved broad constituencies and have resulted in strategic actions and steps linked to the campus mission. The action items and steps guide campus and departmental operations and are linked to budget processes.

2000-2002 Strategic Plan Directs the Campus

This first strategic planning effort began in 1996, following the change in campus affiliation from North Dakota State University to Minot State University. The 2000-2002 Strategic Plan, assembled by the Administrative Council and adopted by the campus in the fall of 2000, was a product of more than two years of research, analysis, and blending of ideas. [2D.2] MSU-Bottineau used its mission statement and Campus Master Plan to provide direction in setting educational and institutional goals. In addition to the preceding resources, the following documents influenced the development of the 2000-2002 Strategic Plan:

- North Dakota University System Six-year Plan
- Institutional Self-Study
- NCA Team Report
- North Dakota University System Roundtable Report
- Minot State University Strategic Plan
- Bottineau Economic Development Council Strategic Plan

Participation by the Administrative Council, comprising representatives of all campus constituencies, demonstrates the inclusive nature of the planning process.

The 2000-2002 Strategic Plan identified four strategic priorities, each containing action steps with benchmarks, target completion dates, and assignment of responsibilities. Each priority was associated with a specific vision declaration. Four of the strategic priorities and related actions are outlined below in Table 2D-l.

Table 2D-1	
Excerpts from MSU-Bottineau 2000-2002 Strategic Plan	
Priority 1: To facilitate an environment conducive to lifelong learning. **Vision:** Academic Village	**Action step:** Use assessment data to evolve programming **Benchmark:** Review assessment plans of academic disciplines/programs annually **Completion:** 2000 (ongoing) **Responsibility:** Outcomes Assessment Task Force
Priority 2: To aggressively implement the Campus Master Plan, an outgrowth of academic programming objectives. **Vision:** A Quality Education in a Caring Environment	**Action step:** More effectively integrate planning and budgeting activities **Benchmark:** Analyze and prioritize assessment recommendations supporting monetary investment **Completion:** 2001 (ongoing) **Responsibility:** Outcomes Assessment Task Force
Priority 3: To be a partner in area economic development by responding to the educational and training needs of constituents and by staying on the cutting edge of every program and service we offer. **Vision:** Responsiveness	**Action step:** Sustain workforce training initiatives **Benchmark:** Identify high skill employment opportunities and design and implement training to match **Completion:** 2001 **Responsibility:** Director, Learning Center
Priority 4: To grow our enrollment and diversify our organization. **Vision:** Distance Education	**Action step:** Pursue distance education delivery **Benchmark:** Develop faculty member to assume Distance Education Coordinator responsibilities **Completion:** 2001 **Responsibility:** Campus Dean

2000-2002 Strategic Plan Advances Mission

Accomplishments attributed to the 2000-2002 Strategic Plan include, but are not limited to, the following:

• Assessment became integral part of budget process.

• Outcomes Assessment Task Force started to receive reports of annual assessment activities from service areas and academic disciplines and programs.

• Workforce Training Coordinator appointed. MSU-Bottineau began collaborating with Williston State College to provide workforce training to the northwest quadrant of the state. Medical transcription and medical coding workforce training initiatives were established.

• Faculty and staff development made priority; annual budget established.

• Technology Committee appointed to provide recommendations on classroom technologies and campus technology priorities for consideration during annual budget process.

- Planning commenced for renovation or replacement of Old Main.
- Campus Master Plan created.
- Americans with Disabilities Act plan updated.
- Distance Education Director appointed.
- Interactive Video Network became integral to delivery of distance education.

2003-2005 Strategic Plan Focuses Campus

The 2003-2005 strategic planning effort was designed to involve as many campus constituencies as possible. Planning began with the formation of work groups representing academic programs, support service departments, students, alumni, and community. Every full-time employee was assigned to a work group. The work groups were asked to communicate their future vision for MSU-Bottineau within the framework of the MSU-Bottineau mission. Comments and ideas from the work groups were compiled, and the Administrative Council analyzed and organized the compilation into eight action areas as reported in MSU-Bottineau Strategic Plan, April 2003.[2D.3]

1.   **Facilities/Physical Plant:** Maximize the use and efficiency of campus buildings and grounds.

2.   **Instructional Initiatives:** Continue commitment to high quality education, striving to address learning needs of students, instructional needs of faculty, and programming interests of constituencies.

3.   **Distance Education:** Advance the recommendation of State Board of Higher Education Roundtable Report to allow individuals to learn anything, from anywhere, in any way, at any time. Programs and courses should be responsive to and developed based on need and demand.

4.   **Student Life/Student Affairs:** Enhance college experience by facilitating practices and events that promote learning, complement campus culture, and broaden selection of activities that encourage institutional values.

5.   **Economic Development:** Develop educational programs that apply joint ventures to positively impact local economy.

2D.3 Binder G: 2000-09 Strategic Plans

6. Technology: With the assistance of a Technology Committee, expand and enhance campus technology infrastructure to better meet instructional and data needs of students, faculty, and staff.

7. Enrollment Management: Organize activities and procedures to increase campus enrollment and retention.

8. Centennial: Organize a centennial event for the summer of 2006 that celebrates accomplishments of the college and its alumni through activities, promotions, and advocacy. A key focus of the centennial will be a capital campaign to fund campus improvements.

The action areas were further delineated into action statements with corresponding action steps. After several drafts were critiqued and modified by campus constituencies, the final plan was adopted in April 2003. Action steps were assigned to each member of the Dean's Council for dissemination and implementation by their respective departments, providing guidance and direction for department operational planning. Examples of action items, action statements, and representative action steps in the 2003 Strategic Plan can be found below in Table 2D-2.
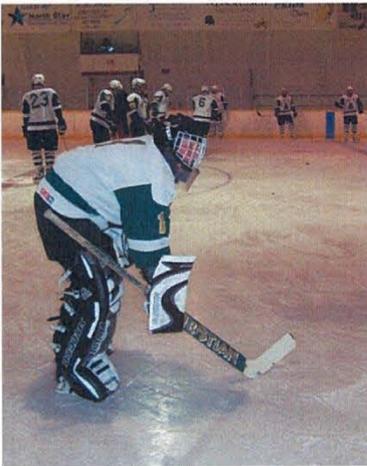
Table 2D-2	
MSU-Bottineau 2003-2005 Strategic Plan	
Action Statement	**Action Plan**
1-3 Physical Plant: Improve the fitness facilities and equipment on campus; Athletic Director	1-3-1 Consider space/equipment currently available. 1-3-2 Ascertain needs for upgrading equipment and facilities. 1-3-6 Determine if project is feasible; if so, lay out plan for remodeling. 1-3-7 Complete remodeling.
2-1 Instructional Initiatives: Establish new programs or options within existing programs that consider college's resources, mission, and constituent needs; Associate Dean for Academic Affairs	Consider feasibility of starting these programs: 2-1-1 Environmental Technology 2-1-3 Network Security 2-1-4 Golf Course Turf Management 2-1-8 Wildland Firefighting
3-3 Distance Education: Identify communities to which diploma or degree programs could be offered using IVN and video conferencing technology; Associate Dean for Academic Affairs	3-2-1 Explore offering the Medical Assistant program in Bismarck, Jamestown, Hettinger, New Town, Belcourt, Grand Forks, and/or Fargo.
4-5 Student Life/Student Affairs: Create an environment in the Student Center that promotes student involvement; Associate Dean for Student Affairs	4-5-1 Enhance interior appearance of Student Center using club/student suggestions. 4-5-4 Have staff and resident assistants organize and promote activities.
5-1 Economic Development: Collaborate with local businesses to establish their presence on the worldwide web; Campus Dean	5-1-1 Implement a pilot project involving a small number of interested businesses. 5-1-4 Develop class that addresses the intent of project.
6-1 Technology: Provide students, faculty, and staff with fast, reliable network access (LAN and WAN); Director of Financial Affairs	6-1-1 Upgrade technology infrastructure to 100 mbps. 6-1-4 Wire rooms in the residence halls. 6-1-5 Upgrade backbone from CAT 5 to fiber.
7-1 Enrollment Management: Review the techniques used in retaining students; Associate Dean for Student Affairs	7-2-1 Review retention history to establish baseline. 7-2-3 Evaluate the use of the midterm deficiency system and possibly incorporate an early alert system to identify students at academic risk. 7-2-9 Establish a dual advising program for students with identified learning disabilities.
8-2 Centennial: In conjunction with centennial, develop a capital campaign that endeavors to raise funding for enhancement of the campus environment; Campus Dean	8-2-1 Form a Capital Campaign Committee composed of Alumni, Foundation, Logroller, community, faculty, and staff leaders. 8-2-3 Determine monetary goal and develop strategies and programs to reach the targeted amount.

2003-2005 Strategic Plan Sharpens Mission

Accomplishments attributed to the MSU-Bottineau 2003-2005 Strategic Plan include, but are not limited to, the following:

• **New programs and options approved:**
   Online certificates of completion: Medical Coding and Medical Transcription.
   Diploma programs: Medical Coding (online/traditional delivery), Landscape Technology (online/traditional), Greenhouse Technology (online/traditional), Practical Nursing (traditional), Medical Transcription (online), and Medical Assistant (online).
   Certificate programs: Computer Systems Technology (traditional) and Para-education (online); Golf Course Grounds Technician.
   Associate in **Applied Science degrees:** Outdoor Recreation, Park Management, Commercial Recreation/Tourism (online), Nursing (traditional), Accounting Technician (online), Medical Assistant (online), and Medical Secretary (online).

• **New cardiovascular fitness room constructed:** Additional cardio equipment installed; new equipment and machines purchased to update existing weight room. Racquetball court added in Thatcher Hall.

• **Mead Dining Hall remodeled for food service:** Food service function in Student Center closed.

• **Collaboration formed** with Bismarck State College to offer Medical Assistant program in Bismarck.

• **Nursing program established** through Dakota Nursing Consortium.

• **Student Center improved** with new kitchenette, furniture, games, and satellite radio system. Students gather in and use the Center more frequently.

• **Computer labs** added to Student Center and Nelson Science Center.

• **Webmaster students** create web presences for local businesses and nonprofit organizations.

• **Wireless access** installed in most campus buildings.

• **Tablet laptops** issued to faculty members in accordance with replacement cycle.

• **Student Success Program** designed to retain students at highest risk of attrition.

• **Capital campaign** raised $75,000 for files, furniture, and equipment for Thatcher Hall addition.

2006-2009 Strategic Plan Revitalizes the Campus

Planning efforts for the MSU-Bottineau *Strategic Initiatives, 2006-2009-Plan and Process* began in fall 2006, when the Campus Dean announced strategic planning would focus on student recruitment and retention in the context of the economic and demographic trends (identified in Core Component 2A of this document). [2D.4]

Plans The Campus Dean asked appointed committees, representing all campus units and departments, to recommend ways the campus could enroll and retain more students. These committees produced 152 suggestions, which two ad hoc committees-one faculty and one staff-condensed into the following eight initiatives:
1. Examine a name change.
2. Create a campus theme/focus.
3. Begin a football program.
4. Revise the college's mission.
5. Begin a first week activity program.
6. Enhance promotions, advertising, and marketing.
7. Improve student life activities.

8. Enhance the academic climate. These initiatives were further refined by students, faculty, and staff via eight strategic planning subcommittees, each assigned tasks related to one initiative. Finally, an ad hoc Consensus Committee met to develop action steps for implementing the eight strategic initiatives. Faculty and staff met several times throughout the planning process to review and discuss the plan's development and to gain consensus on its implementation. The eight strategic initiatives, with examples of actions, are outlined below in Table 2D-3.

Table 2D-3	
Excerpts from Strategic Initiatives, 2006-2009—Plan and Process	
Strategic priorities	**Action steps**
1. Develop theme that represents mission, values, and vision of the college and reflects the institution's historical underpinnings.	1. Appoint committee to examine merit of adopting focus. 3. Make focus part of campus infrastructure. 5. Fine tune and review focus to project an unmistakable image that portrays unique programming that helps college compete for students.
2. Begin football and fast-pitch softball programs.	1. Gauge campus and community interest and consider changes to campus environment that might accompany these programs. 2. Initiate fundraising campaign that provides seed money for two years. 5. Promote the programs and recruit student athletes.
3. Revise the college's Institutional Mission and the Vision, Values and Goals/Priorities it embodies.	1. Develop clear and articulate statements that define MSU-Bottineau's place in higher education community congruent with new focus or theme of college. 2. Create a vision statement that provides an inspirational description of what the institution will look like in the future. 4. State values and core beliefs that reflect how faculty and staff carry out their daily responsibilities.
4. Convert a portion of the first week of fall semester classes to field trips, activities, workshops, seminars, and hands-on learning experiences instead of a learning experiences based on seat time and traditional lectures and labs.	1. Create an alternate format for First Week teaching and learning experiences that immerse students in campus culture, bonds them to the college, and models MSU-Bottineau general education goals. 2. Develop activities that correlate with academic disciplines and programs and reflect the institution's mission.
5. Determine if there is a consensus for a name change by engaging the college and the community in a discussion.	1. Conduct forums with faculty, staff, students, community and alumni exploring benefits and drawbacks associated with a change. 3. If there is a clear consensus for a change, choose appropriate new name for college through a transparent, participatory process.
6. Enhance the campus living and learning environment by providing extracurricular and co-curricular activities that appeal to a diverse student body.	1. Review and revise current club and program/ discipline non-classroom activities in order to gain efficiency through collaboration and planning. 2. Convert the Student Center into space entirely dedicated to promoting student life.
7. Emphasize the institution's academic environment so that stakeholders are confidant MSU-Bottineau provides a quality education in a caring environment.	2. Set program goals to help guide resource allocation. 3. Start a "Campus Read" program that promotes school's theme/focus. 7. Constantly assess and modify curricular offerings to meet the needs of constituents.
8. Initiate new promotional and marketing techniques that create a positive image for MSU-Bottineau, enhance name recognition, and result in increased enrollment.	1. Send news release each week to area newspapers that engages every campus department, office, or program. 5. Increase the number of students touring campus by providing a meal and transportation for prospects.

Each strategic priority includes a section on budget (financial) ramifications which surfaced during the implementation of the action steps. These budget ramifications were considered during the development of operational plans and budgets for affected departments. Some examples are listed below:

• Plant Services Department planned for purchase of "green" cleaning products and recycling receptacles as a way of adopting the new campus theme of "Nature, Technology and Beyond." (Strategic Priority 1)

• Athletic department budgeted for salary adjustments for assistant football coaches. (Priority 2)

• Faculty members received stipends for working on mission documents. (Priority 3)

• Stipends were awarded to those who developed First Week Program.

(Priority 4) Purchase of new signage. (Priority 5)

• Student Center converted. (Priority 6)

• Caregiver Program staffed. (Priority 7)

• Tuition reduced for dual-credit students. (Priority 8)

2006-2009 Strategic Plan Recasts the Mission

Accomplishments attributed to *Strategic Initiatives, 2006-2009-Plan and Process* include, but are not limited to, the following:

• **Campus adopts focus,** "Nature, Technology and Beyond."
• **Football and softball** programs started after campus and community raise $240,000.
• **Forty football players** were recruited and enroll in classes for fall 2008.
• **First home football game** played September 14, 2008.
• **New institutional mission,** vision, core values, goals, priorities, and graduate profile adopted by faculty, staff, and students.
• **First-Week activities** program held in 2007 and 2008.
• **Nursing program extended** to Rugby, Minot, and Valley City.
• **Extra-curricular and co-curricular activities increase.** Examples include mentalist and hypnotist shows, survivor nights, home game promotions, bingo, and rock climbing.
• **Student Center enhanced** by redecorating and additional furnishings.
• **Campus-wide reading program initiated.** The selected text for the campus read in fall 2007 was *Refuge. Walden* was the selection for 20082009.
• **Enrollment goals set** for low-enrollment programs.

- **Assessment of student learning** becomes integral part of the campus culture.

  - **New name pending approval by North Dakota Legislature.** After more than a year of study and deliberation, a committee of twenty-six faculty, staff, students, and community members voted twenty to six to change the campus name to Dakota College at Bottineau. Discussions associated with the name change initiative were held throughout the 2007-2008 school year, involving faculty, staff, students, alumni, community members, and other interested parties. The issue was debated at all-campus meetings and opinions and suggestions were gathered from a board range of constituencies via telephone and written surveys.

The Strategic Initiatives, 2006-2009-Plan and Process document will continue to guide campus operational plans and the list of accomplishments will continue to grow.

Strengths

1. MSU-Bottineau applies its resources as an engine to stimulate economic development.
2. MSU-Bottineau uses an inclusive strategic planning process to engage the campus community to shape future directions. 3. MSU-Bottineau's physical plant is attractive, functional, well maintained, conducive

3. to fulfilling its mission, and positioned to respond to future needs.
4. MSU-Bottineau is attentive to its budget capacity and as a result, the institution's financial condition is stable.

Challenges

1. MSU-Bottineau's lagging salaries make it difficult to attract and retain faculty and staff.
2. MSU-Bottineau needs to reverse the trend of experiencing operational funding shortfalls.
3. MSU-Bottineau needs to sustain its enrollment management efforts in the face of challenging demographics.

Plan of Action

1. Salaries

a. Continue to endorse long-term finance plan. b. Increase enrollment, particularly residential enrollment.

b. Salary issues need to be continued as a priority for North Dakota Board of Higher Education.

c. Salary issues need to be continued as a priority of North Dakota Board of Higher Education

2. Funding for Shortfalls
a.   Find efficiencies.
b.   Employ a grant writer
c.   Implement more strategic financial planning

3. Enrollment Management

A.   Increase out-of-state advertising
B.   Discount tuition for non-resident students
C.   Continue strong recruitment efforts in football and softball
D.   Refine enrollment management plan
E.   Continue funding for additional recruiter
F.   Improve credit articulation to Canadian colleges and universities.
G.   Raise more money for scholarships.
H.   Work to keep student affordability the number one priority for the state board of higher education

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

MSU-Bottineau provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3A

MSU-Bottineau's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible

Assessment of Learning Outcomes Produces Improvement

MSU-Bottineau assesses learning in two major components, general education (discussed below and further in Core Component 4B), and programs and departments (discussed below). Programs and departments report to the Outcomes Assessment Task Force annually. The Task Force rotates the outcomes assessed each year, in most cases, assessing all learning outcomes over a three-year period. Faculty members use a standardized form to provide the Task Force with the
following data:[3A.1]

- Objectives assessed
- Methods of assessment
- Schedule of data collection
- Expected or realized outcomes
- How data was used for improvement Budget items

When the current process began in 1999, faculty and staff were not familiar with a formal assessment process and some resisted the activity.[3A.2] Implementation of a formalized assessment day institutionalized the process, and utilization of standardized forms helped faculty and staff members understand the tasks before them. Now, all faculty and staff participate in the assessment process, and in recent years, departments have improved their methods by collecting more and better data for analysis an improvement.[3A.3]

In reviewing the 2005 and 2006 assessment reports, the chairperson of the Outcomes Assessment Task Force found many departments needed better data to demonstrate learning was occurring and that they also needed to provide better data-based evidence that improvements in learning were occurring. Of twenty-one reports submitted in 2005 only eight, or 38.1 %, had supporting data to show student achievement; in 2006 nine reports or 42.8%

had sufficient data to show student achievement. In 2005, 66.6% of submitted reports had sufficient data to show improved student learning; 42.8% submitted sufficient data in

2006.[3A.4]

3A.4 Binder, Outcomes Assessment Task Force Committee, Tab: Reports "OATF Chair Assessment of 2005 Assessment Reports"

3A.5 Binder, Outcomes Assessment Task Force Committee, Tab: Reports "2007-2008 Outcomes Assessment Task Force Report" and team analysis sheets

To help faculty develop usable assessments, the Outcomes Assessment Task Force asked faculty members to submit planning forms in September of 2007. The spring 2008 report showed positive results; all but three reports contained supporting data to show student achievement.[3A.5] MSU-Bottineau will continue to collect good data, analyze results, and use the information for comprehensive evaluations. The institution has done few comprehensive program reviews. This is a challenge MSU-Bottineau will need to address.

Examples of Assessment Evidence Used for Improvement

Following is an overview of how various departments conducted assessments in 2007-2008. The examples show methods used, learning outcomes assessed, results gathered, and how results were used to make improvements.

Communication, Arts, and Humanities Department Assessment

In addition to assessing outcomes, Communications, Arts, and Humanities faculty assessed students' interests when they modified the curriculum. When the music department was phased out because of declining enrollment, Communications, Arts, and Humanities faculty reviewed course inventories at other North Dakota University System institutions to determine which courses would best articulate into liberal arts and English. The department then surveyed students enrolled in Composition I and Composition II. The result of these efforts was that American Literature I, American Literature II, Humanities 101, and Humanities 102 were added to the curriculum.

Outcomes and Results

Learning Outcome Assessed: *The student will use information effectively and ethically.*

Composition II: The department used a rubric to assess student paraphrasing and documentation skills. On the rubric, a rating of one shows evidence of plagiarism while a rating of five shows excellent paraphrasing and documentation skills. Students met the expectation of the learning outcome. The rise in scores documented in 2008 reflects additional classroom activities related to paraphrasing and documentation offered after 2003-2004.[3A.6]

Fall 2003: 52.8% scored four or higher; 68.4% scored three or higher;

3A.6 Binder, Outcomes Assessment Task Force Committee, Tab: Reports "2007-2008 Outcomes Assessment Task Force Report" and team analysis sheets

Spring 2004: 43.5% scored four or higher; 60.2% scored three or higher;
Spring 2008: 64.9% scored four or higher; 72% three or higher.

Learning Outcome Assessed: The student will synthesize information and utilize listening skills and critical thinking to engage in intellectual discussions.

Introduction to Fiction and Humanities I: The department used Bloom's taxonomy to assess the critical thinking level of each student's responses during a class lecture or discussion. Of the sixty responses analyzed in 2007, 48.2% showed students were synthesizing, analyzing, and evaluating information.

Department use of results: Since synthesis, analysis, and evaluation are high-level objectives on Bloom's taxonomy, the department considers the level of student response and level of critical thinking to be satisfactory.[3A.7] The department will assess the learning outcome in the same classes in spring 2009 and compare results with those from 2007.

Science Department Assessment

In addition to assessing its outcomes on a rotating basis, the science department evaluated student satisfaction with field trip activities. Following are the results:

- 90% viewed the quality of activities as positive (average rating = 13%, good rating= 58%, excellent rating = 19%);
- 81 % said the activities furthered their understanding of materials;
- 95% recommended the activities continue.

Outcomes and Results

Learning Outcome Assessed: Students will demonstrate the ability to create, organize, distribute, and store information.

Database Management: The department assessed a midterm application exercise and final project. On the midterm, three of the seven students scored at 80% of the expected level; four scored between 40% and 64%. On the final project, three students increased their scores by 20%; one improved from 39% to 62%; two students decreased their scores: one by 1.6%, one by 28%.

Department use of results: The department will add two more performance type exams in the class to better monitor student performance and thereby provide needed instruction.

- Three students scored "somewhat proficient;"
- Four students scored "moderately proficient;"
- One student did not complete the assignment.

In the following class, students were given a pretest prior to lab activity introducing students to the scientific method of inquiry. Upon completion, students. completed a post-test.

Anatomy and Physiology I:

- Only 38% scored 80% or better;
- Specific question analysis showed between 43% and 44% of students can not differentiate between hypothesis, conclusion, and theory.

Department use of results: Additional labs will give greater attention to data analysis and drawing conclusions and follow-up assessment.[3A.8]

Learning Outcome Assessed: Practice safe, sound, and sensible laboratory techniques.

Introductory Chemistry and General Chemistry: Students must pass safety quizzes before they work in labs. If they fail to practice safe procedures on lab reports, they are penalized.

- 97% was the average score on the safety quiz;
- 5% of the lab reports received penalties;
- No accidents reported in the accident log.

Anatomy and Physiology I: Students took a pretest before the lab activity and a post-test after the activity.

• All students scored 80% or better.

Department use of results: The department will continue the present method of instruction[3]

Social Science Department Assessment

The social sciences department adopted a focus on student writing in 2006 and is in the third year of the three-year study.

Learning Outcome Assessed: Improve overall skill sets necessary to construct a thesis-driven essay that is properly written and based on primary sources.

Outcomes and Results

Western Civilization I and II: Faculty evaluated required essays on form, clarity, and resource selection.

- 15% Showed good writing skills;
- 10% Substantial improvement;
- 62% Some improvement;
- 9% Minimal or no improvement;

• 4% Dropped or failed to tum in papers.

U.S. History to 1877 and U.S. History since 1877: Faculty evaluated required essays on form, clarity, and resource selection.

Fall 2006

- 4% Performed at optimal level on every paper;
- 40% Improved on every paper;
- 12% Fluctuated in performance;
- 16% Maintained poor performance;
- 28% Did not complete assignments.

Spring 2007

- 12% Performed at optimal level on every paper;
- 48% Improved on every paper;
- 20% Fluctuated in performance;
- 12% Maintained poor performance;
- 8% Did not complete assignments.

Fall 2007

- 10% Performed at optimal level on every paper;
- 46% Improved on every paper; • 14% Fluctuated in perfom1ance;
- 14% Maintained poor performance;
- 16% Did not complete assignments.

Spring 2008

- 18% Performed at optimal level on every paper;
- 58% Improved on every paper;
- 0% Fluctuated in performance;
- 08% Maintained poor performance;
- 16% Did not complete assignments.

Department use of results: The department will continue assessment into 20082009 and analyze the results. [3]A.[9]

Mathematics Department Assessment

One of the mathematics department's goals is to address students' math deficiencies. The mathematics department analyzes the success of Beginning Algebra students. Data gathered in 2007-2008 and reported in Table3A-1 shows all nine students in Beginning Algebra (ASC 92) continued into Intermediate Algebra (MATH 102) and five continued on into College Algebra (MATH 103).

Student	Table 3A-1 Math Placement Report Tracking Student Progression from ASC 92 to MATH 103 2007-2008		
	Beginning Algebra Grades ASC 92	Intermediate Algebra Grades MATH 102	College Algebra Grades MATH 103
One	C	D	F
Two	B	C	B
Three	C	B	C
Four	C	D	Did not enroll
Five	C	D	Did not enroll
Six	B	C	B
Seven	B	B	Did not enroll
Eight	D	F	Did not enroll
Nine	D	D	D

In 2006, only three of eight students finished all three math courses. Records shows student grades commonly drop in MATH 102. Instructors expressed concern that students seem complacent and have trouble adjusting to higher levels of difficulty.

Outcomes and Results

Learning Outcome Assessed: *The student will demonstrate the ability to apply logical processes in solving logarithmic problems.*

College Algebra: Faculty collected scores from three questions of various types from the chapter test on logarithms from College Algebra (MATH 103) classes. The average score was 78.57. An analysis of the questions showed the best results occurred on interchanging exponential and logarithmic forms. Students often miss compound interest problems due to minor errors, such as failing to change percent's to decimals. The laws of algorithms gave students the most difficulty.

Department use of results: The anticipated score of seventy was exceeded. However, more drill is needed, and students need to be instructed to slow down and pay attention to detail. [3A.10]

Physical Education Department Assessment

Outcomes and Results

Learning Outcomes Assessed: *To promote lifelong learning skills for a healthier life.*
Aerobics: A pretest was given on the first day of class to seven students and a post-test was given just before the final. Students who had to stop six times to complete the full workout on the pretest were able to complete the post-test without stopping.
Department use of results: The results will be used to implement a workout program that will benefit future students in the class.
Learning Outcome Assessed: *To promote livelong learning skills for a healthier life.*
First Aid/CPR: Results of the practical tests on CPR showed thirty-eight of the forty enrolled students had a 95% success rate. **Department use of results:** The assessment will continue for the 2008-2009 year. The department noted that CPR manikins purchased with 2006-2007 budget funds lead to more students qualifying on American Red Cross tests. [3A.11]

Career/Technical Program Assessments

Career/technical programs met or exceeded expectations in every category of the 2007 North Dakota Department of Career and Technical Education Program Evaluation Report. The only areas where the programs fell short of quality indicators were due to low student numbers in two departments and lack of student organizations in six departments.[3A.12]

The Career/technical Program Co-op Education Employer Evaluation Survey shows the average of student scores at all locations and in all programs is very close to the highest level of performance.[3A.12]

Farm Management Program Assessment

The North Dakota Department of Career and Technical Education Program Evaluation Report shows the farm management program meets or exceeds all quality indicator standards.[3A.14] The report commends the program for bringing in the Minot Farm Management program, staff involvement in professional organizations, excellent enrollment, and new facilities. The report suggests that greater use be made of the program advisory committee and that the department work for greater gender balance on the advisory committee.

3A.11 Binder, Assessment Program Plans 2006--, Tab: Physical Education

3A.12 Binder M: North Dakota Department of Career/technical Education Program Evaluation Reports 2001, 2007

3A.13 Binder M: Career/technical Program Co-op Education Employer Evaluation Results

3A.14 Binder M: North Dakota Department of Career/technical Education Program Evaluation Reports 2001, 2007, p. 7

Farm management has been using the same procedures for collecting data to evaluate program effectiveness for several years. Because students enrolled in the program use their farms as laboratories to learn successful farm management skills, the department collects information on the number of students who effectively use at the farm site the tools and skills addressed in the curriculum. Each year the program looks at two curriculum objectives to assess how well the program is doing in meeting the skills needed to be successful farm managers.

Outcomes and Results

Learning Outcome Assessed: *In 2008 the outcome was to develop an appreciation of good farm management skills.*

Data collected showed 83.3% of the individual farm analyses were of sufficient quality to be included in the state averages and that 97.4% of students used an approved record-keeping system. The program also looked at the number of students required to complete the course for Farm Service Agency requirements who voluntarily continued the program after the two mandatory enrollments. The survey showed a more than 60% retention rate for these students.

Department use of results: With the results of this assessment, the Farm Management Program will continue to strongly encourage students to complete approved record-keeping systems as well· as continue to foster an already excellent relationship with the Farm Service Agency and the local banks.[3A.15]

Business and Office Technology Program Assessment

3A.15 Binder, Assessment Program Plans 2006--, Tab: Adult Farm Mgmt

3A.16 Binder M: North Dakota Department of Career/technical Education, Tabs 2001 and 2007

In its 2007 program evaluation report, the North Dakota Department of Career and Technical Education commended the Business and Office Technology program on its well qualified faculty, online offerings, addition of Job Search course requirements, and involvement of the advisory committee (page 3).[3A.16] The report suggested faculty members participate in annual professional development activities, consider purchasing academic licensing agreement for the new version of Microsoft Office, and examine the possibility of placing accounting students into cooperative education work experiences at retail businesses. The report also recommended development of student leadership opportunities through a Phi Lambda chapter.

Outcomes and Results

Learning Outcome Assessed: *Employ sound problem-solving techniques*

Elements of Accounting I: The final examination asked students to apply a problem-solving technique to a business scenario. Eight of the fourteen students tested scored higher than 70% accuracy on the specific problem. The class average was 61 %.

Department use of results: The department will use these results to evaluate the teaching methods and techniques in teaching problem solving.[3A.17]

Information Technology Program Assessment

The Information Technology program met or exceeded all of the quality indicator standards evaluated by the North Dakota Department of Career and Technical Education in its 2007 program evaluation report.[3A.8] The report commended the quality faculty, but suggested the program work toward increasing enrollment. The national trend is for students to not choose information technology as a major. Thus, MSU-Bottineau has decreased its majors in computer science from five to one. To increase efficiency and keep the program inventory, MSU-Bottineau shares instructional staff with Lake Region State College and Williston State College.

Outcomes and Results

Learning Outcome Assessed: Students will demonstrate the ability to create, organize, distribute, and store information.

Database Management: The department assessed a midterm application exercise and final project. On the midterm, three of the seven students scored at 80% of the expected level; four scored between 40% and 64%. On the final project, three students increased their scores by 20%; one improved from 39% to 62%; two students decreased their scores: one by 1.6%, one by 28%.

Department use of results: The department will add two more performance type exams in the class to better monitor student performance and thereby provide needed instruction.[3A.9]

Nursing and Allied Health Program Assessment

The North Dakota Department of Career and Technical Education 2007 program evaluation report commended the medical assisting program for being the only program of its kind in the university system; for its well organized scope and sequence; and for the diverse knowledge base of its faculty. The report suggests the program pursue national accreditation.

Nursing and Allied Health Program Assessment

The North Dakota Department of Career and Technical Education 2007 program evaluation report commended the medical assisting program for being the only program of its kind in the university system; for its well-organized scope and sequence; and for the diverse knowledge base of its faculty. The report suggests the program pursue national accreditation.

The nursing program was found to be "outstanding" and was recognized as a strong contributor to the Dakota nursing effort.[3A.20] The Department of Career and Technical Education report also commended the program for its easy access to resources in the campus library and for its equipment, which reflects current industry use. The report suggests both the medical assisting and nursing programs expand student leadership competencies through Skills USA. First-time pass rates for MSU-Bottineau students taking the national registered and practical nurse exams are reported in Table 3A-2.[3A.21]

Table 3A-2
MSU-Bottineau 1st Time Pass Rates NCLEX - Registered and Practical Nurse Exam

Year	PN	RN
2005-2006	75%	100%
2006-2007	100%	71%
2007-2008	100%	64%

Outcomes and Results

Learning Outcome Assessed: *Demonstrate written communication skills when caring for clients and families.*

Clinical Applications I: The assessment involved a pretest given the first day of class with a post-test given April 10, 2008. The post-test was not part of the final exam. The students did not receive the expected 85% on the post-test.

Department use of results: More instruction on knowledge of terminology and a sharpening of critical thinking skills is needed.[3A.22]

Conclusions on Program Assessment

Most assessments conducted at MSU-Bottineau in 2007-2008 show data-driven assessment of student learning used for improvement. MSU-Bottineau assessment processes, forms, and techniques are evolving, and departments are becoming more data cognizant when making decisions. This year, departments have charted student learning results for every outcome to create an overall picture of achievement. However, more work needs to be done to wholly assimilate online and dual credit offering into the assessment routine.

General Education Assessment Fosters Depth and Breadth of Knowledge

The MSU-Bottineau General Education Committee is responsible for ensuring that the goals that emerge from the institution's general education philosophy are integrated into all programs. Through the leadership of this committee, strategies for assessing general education have been discussed and implemented.

One method, a general education survey implemented in 2001 , is still utilized. Using the ten general education goals, a fifty-four question, multiple-choice survey was created. An assessment pretest is administered to incoming freshmen during the first week of the fall semester. A post-test, using the same instrument, is given to the same students in the spring semester of their sophomore year. The results of the pretest and post-test are compared to determine if students have improved. Some analysis of the data has been done as shown in Table 3A-3, but conclusive results that can be applied to improvement have not been determined.[3A.23]

3A. 23 Binder: General Education,
"General Education Survey Results"

Table 3A-3 MSU-Bottineau General Education Survey Pretest, Post-Test Results 2003, 2004, 2006				
Pretest, Post test Score Analysis	2003 Cohort (n=37)	2004 Cohort (n=32)	2006 Cohort (n=33)	Combined (n=102)
Mean pretest score	32.2	30.9	29.3	31.1
Mean post-test score	35.6	34.3	33.6	34.8
Mean difference, pre- and post-test	3.4	3.4	4.4	3.7
Number and percent of students scoring higher on post-test	25 (68%)	24 (75%)	24 (73%)	73 (72%)
Number and percent of students scoring lower on post-test	10 (27%)	6 (19%)	8 (24%)	24 (23%)
Number and percent of students scoring the same on post-test	2 (5%)	2 (6%)	1 (3%)	5 (5%)
Greatest increase in score	18	12	15	18
Greatest decrease in score	-10	-14	-6	-14

Beginning in 2002, MSU-Bottineau began using a second methodology to measure students' educational experiences as they related to general education. The methodology is based on the premise that general education goals, addressed within individual courses, indicate the extent to which a broad educational experience is delivered through instructional programs. Faculty members identify learning outcomes that meet general education goals on course outlines. The data from the course outlines is collected into a matrix that shows which goals are being addressed in the curriculum.[3A.24] This system shows eight of MSU-Bottineau's ten general education goals are addressed in the college's general education.

3A.24 Binder: General Education,
"General Education Matrix"

curriculum. While Goal six, "to promote the management and use of physical activity," is not an objective in any general education course, it is met by a physical education course required for graduation.

The General Education Committee designed and conducted student activities for the fall semester 2005 Assessment Day as another way to collect data to measure student learning in general education. Students completed four activities in the areas of interpersonal skills, diversity, aesthetics, and computer skills.[3A.25] The committee chose these four areas because they were underrepresented on the matrix of learning outcomes that meet general educational goals. The computer exercise provided specific data regarding student lack of basic computer skills. The exercise was subsequently repeated multiple times with similar results. These findings, augmented with anecdotal evidence and data collected from area high schools, convinced faculty and administration to add a basic computer technology course to the general education requirements in 2008.

The General Education Committee recognizes assessment can be carried out with the use of multiple-choice tests, but that some learning goals require a different methodology. With this in mind, the General Education Committee has mapped out a strategy using course-embedded assessment to evaluate how well the institution's general education goals are being met by students.

3A.25 Binder, Campus Committee Minutes, Tab: 2005 Assessment Activities

Core Component 3B

MSU-Bottineau values and supports effective teaching.

The institution supports effective teaching by employing qualified faculty, mentoring new faculty, providing instructional equipment, placing enrollment caps on classes, and sponsoring faculty excellence awards.

The institution supports effective teaching by employing qualified faculty, mentoring new faculty, providing in-service training, funding professional development evaluating faculty, providing instructional equipment, placing enrollment caps on classes, and sponsoring faculty excellence awards.

Experienced Faculty Provide Quality Education

All but three full-time faculty members teaching liberal arts/transfer classes have graduate degrees.[3B.1] Exceptions include two physical education instructors and an information technology instructor, who teaches Introduction to Computers. Both of the physical education instructors have baccalaureate degrees and previous teaching experience, and one of them is pursuing a graduate degree. The information technology instructor has a baccalaureate degree and is pursuing a graduate degree.

The average faculty member has twelve years of teaching experience at MSU Bottineau, and fifteen had previous teaching experience prior to becoming faculty members at the college. Three faculty members are retired public school teachers each with thirty years of experience in public education.[3B.2] Five of the last eight Bottineau Chamber of Commerce Distinguished Service Award recipients in education have been MSU-Bottineau faculty or staff members.

In the fall of 2008, the college conducted a survey to determine constituent opinions about a name change for the school. The institution used the opportunity to also gauge their opinion about the quality of education MSU-Bottineau provides. The results in Table 3B-1 indicate that the overall quality of education at MSU Bottineau is very good as the average rating from the group is above the 75th percentile.[3B.3]

Table 3B-1
2008 College Name Exploration Study, Item Response

Considering what you know about MSU-Bottineau, please rate the institution on its overall quality of education.

Survey Group	Mean Score
Alumni	8.11
High School Officials	7.55
Prospective Students	6.35
MSU-Bottineau Employees	7.09
Area Residents	7.66
Enrolled Students	7.82
Scale: 0="very low quality" to "10="very high quality"	

Mentoring Program Acclimates New Faculty

MSU-Bottineau formalized a faculty mentoring program the summer of 2008. New faculty members come to campus prior to fall semester to familiarize themselves with the institution. Faculty mentors accompany new instructors as they meet with the Campus Dean, Associate Dean for Academic Affairs, Associate Dean for Student Affairs, Director of the Learning Center, Librarian, Human Resource Officer, and the Outcomes Assessment Task Force chair. Faculty mentors meet with new faculty members on a monthly basis throughout the year, offering guidance and advice on campus policy and classroom techniques. Mentors are paid a stipend, and new faculty members receive a stipend for time spent on campus prior to the contracted academic year.

Professional Development Nurtures Competency

MSU-Bottineau provides in-service training and encourages professional development. In a survey conducted for the self-study, a majority of instructors indicated MSU-Bottineau encourages professional development through in-service presentations, guest speakers, enrollment in coursework, team building, online course development training, and by providing funding for workshops. It was noted, however, that fewer than 50% of full-time faculty have attended a national conference in the past ten years. The institution will review campus expectations regarding faculty attendance at national conferences and examine the feasibility of funding conferences on a rotation basis. While 100% of adjunct faculty members participate in some form of professional development, their involvement in campus-sponsored activities is less than that of full-time instructors. The information is summarized below in Table 3B-2.[3B.4] It is interesting to note that 100% of the adjunct faculty indicate they have received some "other" for of conference based professional development. Thus, they too are cognizant of the responsibility to remain up-to-date in their fields and are doing so at their primary places of employment.

3B.4 Binder AA: Professional Development Survey

Table 3B-2 Full Time and Adjunct Faculty Conference Attendance Past Ten Years		
Conference	Full-Time Faculty	Adjunct Faculty
Great Teachers Seminar	55%	19%
NDCCC	45%	13%
Tech Prep	45%	19%
In-state conferences	85%	50%
Multi-state conferences	40%	25%
National conferences	45%	0%
Other	80%	100%

Survey results also revealed that few faculty members have used developmental leaves in recent years, even though the campus has policies for applying for this type of professional development. Adjunct faculty responding to the survey reported strong support from the college for development of online classes. Through the Distance Education Program, online instructors received stipends for participating in online course development training, which continues to update instructors as new technology in online pedagogy becomes available.[3B.5]

3B.5 Binder, Professional
Development, Tab: Stipends for
Training

MSU-Bottineau sponsors an in-service training program prior to fall semester. All full-time faculty members are required to attend; furthermore, adjunct faculty members are encouraged to attend and are offered stipends for doing so. In-service training provides information on various topics including pedagogy, assessment, technology and topics of interest. To identify relevant topics, a committee of faculty and staff conducts surveys requesting input, solicits ideas from faculty, and consults administration regarding potential topics. Evaluations and comments from previous in-service presentations are also considered when choosing in-service topics.[3B.6] Professional development activities have been provided during the school year as well, e.g. presentations on critical thinking, student engagement, and assessment methods. Assessment workshops helped improve faculty understanding of data collection and resulted in improved evaluation techniques in the last two annual assessment reports. Also, a recently appointed technology facilitator provides two workshops per month to educate faculty in the use of instructional technology.

3B.6 Completed in-service training
surveys available in Dean's Office

The institution annually allocates $16,500 for faculty and staff professional
development-of which faculty can request up to $400 to supplement department
operating budgets for professional development activities. Table 3B-3 shows that the
account used to help fund professional development is well used. Faculty also can
request professional development funds from the North Dakota Community College
Consortium. In 2007, eight of twenty-three professional development proposals
submitted to the Community College Consortium came from MSU Bottineau
instructors, and six were funded.[3B.7]

Table 3B-3 Utilization of Budgeted Professional Development Funds			
Fiscal Year	Classification	Approved Applications	Amount Spent
2002	Faculty	2	$18,703
	Staff	1	
	Adjunct	1	
2003	Faculty	6	$20,018
	Staff	19	
	Adjunct	0	
2004	Faculty	8	$11,499
	Staff	1	
	Adjunct	1	
2005	Faculty	3	$16,108
	Staff	0	
	Adjunct	2	
2006	Faculty	4	$8,572
	Staff	1	
	Adjunct	1	

Data from faculty Annual Summary of Activity reports and compiled in Table 3B4
reveals that the majority of full-time MSU-Bottineau faculty members participate in
some form of professional development activities.[3B.8] Some of these activities were
funded through the professional development fund application process.

Table 3B-4 Full-Time Faculty Annual Summary of Activities			
	Professional Activities	**Faculty reporting**	**Percent of reporting faculty**
2005	Workshops/seminars	21 of 24	88%
	Professional meeting attendance	14 of 24	58%
	Professional society membership	19 of 24	79%
	Professional society activities	8 of 24	33%
	Scholarly works	4 of 24	17%
2006	Workshops/seminars	12 of 16	75%
	Professional meeting attendance	9 of 16	56%
	Professional society membership	11 of 16	69%
	Professional society activities	4 of 16	25%
	Scholarly works	5 of 16	31%
2007	Workshops/seminars	18 of 21	86%
	Professional meeting attendance	13 of 21	62%
	Professional society membership	15 of 21	71%
	Professional society activities	9 of 21	43%
	Scholarly works	6 of 21	29%

Self-reported faculty data shows participation m professional activities has remained constant throughout the past three years, and the majority, if not all, faculty engage in some form of professional development each year. However, it is noted that fewer faculty members participate in professional society activities or produce scholarly works. Professional society participation may improve when the institution examines its expectations on national conference attendance and funding policies. And, since MSU-Bottineau is not a research institution and has no requirement for faculty to publish, the number of faculty producing scholarly works is not a great cause for concern.

Faculty Evaluations Elevate Instruction

The Associate Dean for Academic Affairs evaluates all faculty, and the institution provides a system for students to evaluate faculty as well. All faculty members are evaluated annually either by students or by the Associate Dean for Academic Affairs. New faculty members are evaluated each semester of their first year by both students and the Associate Dean for Academic Affairs. Although evaluation results are available to faculty members to help them improve teaching effectiveness and quality of instruction, more follow up is needed to ensure teaching improvement. The evaluation instruments. [3B.9] and process have not been reviewed for some time. Faculty Senate will review the process and is considering involving tenured faculty in the evaluation process. Overall student evaluations at MSU-Bottineau are very positive. Table 3B-5 shows cumulative responses to questions from the form students use to evaluate faculty. These examples are reflective of all responses. [3B.10]

3B.9 Teaching Observation Form

3B.10 Binder X, Tab: Fac Eval "Cumulative Student Evaluations of Faculty 2003-2008"

Table 3B-5	
Responses to Selected Questions	
Cumulative Evaluations of Faculty by Students	
Spring 2003 - Spring 2008	
Question	Response
"The instructor comes to class well prepared"	Yes =95%, No=4%, NA = 1%
"The instructor of this course is effective"	Yes, definitely =70%, To a large extent =19%, Partially =9%, Not at all=2%
"Course content was appropriate and up-to-date"	Yes, definitely =73%, To a large extent =21%, Partially =4%, Not at all=1%, NA=1%
"Student opinions and questions are encouraged"	Yes, definitely =73%, To a large extent =17%, Partially =8%, Not at all=1%, NA=1%

Up-to-Date Equipment and Enrollment Caps Improve Learning

The institution supports faculty by providing equipment through department budget funding and assessment priorities and requests. Each department has a budget for operating expenses, including funds to purchase equipment under $750. Equipment over $750 goes through the assessment process described earlier in Core Component 2C.

The institution places enrollment caps on lab courses, art courses, and some writing courses. The course caps are based on faculty input, availability of equipment, room capacity, and faculty time. For example, science labs and art classes are typically limited to twenty students based on room capacity and hands-on teaching strategies used in those classes. Writing classes are typically limited to twenty-five students to allow instructors time to evaluate student writing and to conduct individual conferences.[3B.11]

Awards Uphold Excellence

The institution sponsors faculty and staff excellence awards. Nominations come from staff and faculty, students, and supervisors. The two awards are based on how candidates' actions model the college's core values.[3B12] A committee of administrators, faculty, staff, students, and community members select the award winners. Each winner receives $250 and is recognized at the MSU-Bottineau Recognition Luncheon. The 2007 faculty award winner chairs the campus diversity committee, has been a driving force in developing the institution's diversity program, and has expanded the teacher preparation curriculum. The 2008 faculty award winner co-chairs the Higher Learning Commission self-study and is a leader in utilizing technology in his writing classes.

3B.11 Binder, Institutional Support for Instruction, Tab: Schedule Classes

3B12. Forms: Faculty/Staff Excellence Awards Nomination form

Core Component 3C

MSU-Bottineau creates effective learning environments.

In keeping with its mission, program goals, and general education objectives, MSU-Bottineau provides effective learning environments through career/technical programs, mandatory testing and placement, transfer curricula, general education requirements, diversity awareness initiatives, instructional technology, natural laboratory settings, and facilities and personnel that reflect and promote a caring environment.

Specialized Technical Programs Train Workforce

Historically, MSU-Bottineau achieved its mission by providing specialized technical programs in natural resources and business, as well as through traditional liberal arts/transfer programs. More recently, the campus has broadened its career/technical offerings to include programs in medical assisting, medical transcription, nursing, recreation management, and caregiver services. Many of these newer programs are offered via distance delivery, which allows students greater flexibility in completing their degrees and preparing for the workforce.

The effectiveness of the institution's career/technical programs is linked to keeping program content current. Faculty members review and revise curricula at least once every two years; many elects to do so annually. And career/technical faculty members meet with their advisory committees a minimum of twice per year to review curricula and gain feedback on industry trends, requirements, and current technologies.[3C.1]
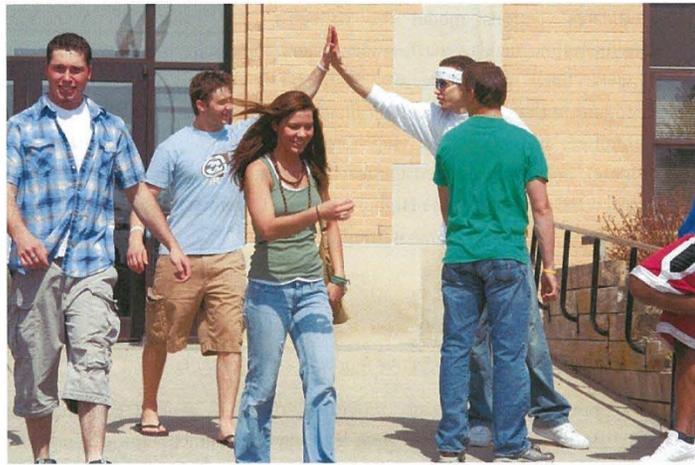
3C.1 Advisory Board Minutes, available in Dean's Office

Transfer Curricula Provide General Education and Smooth Transitions

Another practice that ensures the effectiveness of MSU-Bottineau programs is the common course numbering strategy utilized in the North Dakota University System. Along with faculty from other participating campuses, MSU-Bottineau faculty members serve on common course numbering groups organized by disciplines. These groups meet regularly to discuss issues pertaining to transferability of courses. Past efforts have led to common course prefixes, numbers, titles, and descriptions. Current efforts are directed toward common course competencies and standards. The goal of the common course numbering initiative is to provide students throughout the North Dakota University System seamless articulation of coursework from one institution to another.

General Education Requirements Develop Citizenship

MSU-Bottineau incorporates general education within all its programs to provide students with opportunities to become well-educated, productive members of society who can function in a broad range of workplace settings. In brief, the campus has identified ten general education areas: 1) communication, 2) thinking skills, 3) technology, 4) mathematics, 5) aesthetic appreciation, 6) physical activity, 7) science, 8) diversity, 9) lifelong learning skills, and 10) interpersonal development. Faculty members are encouraged to incorporate general education objectives into the courses they teach and identify those objectives on course outlines submitted to the Dean's Office each semester. The general education philosophy and objectives has been recently revised as discussed in Core Component 4B.

Students completing associate in arts or associate in science degrees must complete forty-one semester hours of general education coursework in communication, art and humanities, social sciences, wellness, and mathematics, science, and technology.[3C.2] Students completing associate in applied science degrees are required to complete sixteen semester hours of coursework in these same areas.[3C.3] Graduation audits conducted by the Associate Dean for Student Affairs verify that students applying for graduation meet this requirement.

Mandatory Testing and Placement Promote Success

MSU-Bottineau is an open admissions institution that is concerned about all students regardless of their readiness for college level work. And although, scholarships are used to attract better-prepared students, according to the 2007-2008 Higher Education Research Institution survey, only 45% of the faculty are satisfied with student quality.[3C.4] Based on American College and Asset test results, in 2008-2009, thirty-one MSU-Bottineau students were placed in remedial Academic Skills Course

3C.2 2008-2010 MSU-Bottineau Catalog, pp. 50-51

3C.3 2008-2010 MSU-Bottineau Catalog, pp. 70-71

3C.4 Binder C, HERI Faculty Survey, "2007-2008 Faculty Survey Institutional Profile," p. 14

87 Developmental English, and thirty-two were placed in remedial Academic Skills Course 92 Beginning Algebra. When beginning at the right level, low-performing students do show improvement. The mathematics department has shown students in remedial algebra go on to succeed in higher level math. In 2007-2008, eight of nine ASC Beginning Algebra students passed MATH 102, and four of the five who enrolled passed MATH 103. The English department is monitoring student success in 2008/2009.

Diversity Awareness Inspires Understanding

MSU-Bottineau has made a concerted effort to promote diversity through a variety of initiatives. In its general education philosophy, MSU-Bottineau states that it is important that students understand and appreciate diversity. That objective prompted the institution to form a diversity committee to strengthen its commitment to diversity. Thanks to the diversity committee, the institution has hosted speakers and events on a variety of topics. Following are examples.[3C.5]

- Fundamentals of Hinduism
- Native American children in a single parent setting
- Conditions and life issues in Peru
- Gender issues in the English language
- Gender issues in the workplace
- Trans-cultural nursing
- Adaptive physical education

Instructional Technology Improves Instruction

MSU-Bottineau uses a variety of instructional strategies to improve quality of education. The campus has modem classrooms equipped with presentation stations, multi-media units, and wireless Internet connections. These classrooms provide learning environments conducive to teaching and student learning. Students and teachers use document cameras for presentations and use computers to gather and deliver information. In addition, technology is used to extend MSU-Bottineau offerings to distant students through the interactive video network and online delivery. Furthermore, tools like Electronic Reserves and online course shells are used to house materials, calendars, and other resources for students in courses delivered on campus. These technologies have provided a means for students to stay current with class activities. In 2008, a one-half time position was created to help faculty with instructional technology.

3C.6 Binder C, HERI Faculty Survey, "2007-2008 Faculty Survey Institutional Profile," p. 12

3C.7 Binder Y 2004: " Student Satisfaction Surveys, p. 2-8"

Caring Practices Provide for Student Concerns

In addition to teaching, faculty members are required to provide other services to the college, including student advising. When not in the classroom, faculty members make themselves available to students by scheduling a least five office hours per week. Full-time faculty members are required to post their weekly schedules outside of their office doors. Copies of these schedules are maintained by the Campus Dean and Associate Dean for Academic Affairs to better help students and others requesting faculty assistance. In the 2007-2008 Faculty Survey Institutional Profile, 86% of faculty said it is easy for students to see faculty outside of class.[3C.6] In a 2006 Student Satisfaction Inventory, MSU-Bottineau students gave the statement, "Faculty usually are available after class and during office hours," an importance ranking of 6.22 and a satisfaction rating of 5.85, for a performance gap of 0.37. The national group mean performance gap was 0.64. [3C.7] Coaches and faculty members provide evening study sessions to help students academically. The institution provides a campus nurse and a counselor is available for personal counseling. In addition to these practices, classrooms are clean and comfortable.

Traditional and Non-Traditional Labs Utilize Hands-on Learning

MSU-Bottineau instructors use traditional and non-traditional laboratory settings to promote hands-on learning. Following are examples of some non-traditional laboratories:

General and Environmental Chemistry
- Students test water quality in area lakes and ponds.
- Students conduct soil evaluation around campus and water and soil testing is also done for community members.

Physical Geology
- Students embark on field trips to study glacially-created geological formations in the Turtle Mountains and the effects of drainage problems on soil and water quality.
- Students are assigned a scavenger hunt where they search the hills and hometown areas for fossil and rock specimens and take pictures of geological structures.
- Physical geology and range management students visit a lignite mine.

Horticulture Science
- Students create and sell arrangements during holiday seasons at Rainbow Gardens, the horticulture program's floral shop.
- Floral design students collect plant materials such as bittersweet, pussy willows, mosses, and others for use in class

- Students study landscapes and floral displays at the International Peace Garden.
- Students use existing campus landscaping for outdoor plant identification and for learning pruning and grafting techniques.

- Horticulture and landscape design students raise all the plants and design all the flowerbeds for campus spring planting.

Adult Farm Management

• Farm management instructor uses students' farms as resources for teaching farm management.

Wildlife Management

- Wildlife management students age, sex, and band approximately 4,000 ducks annually at J. Clark Salyer National Wildlife Refuge and conduct yearly ruffed grouse census counts.
- Ecology students spend September and October searching for invertebrate and vertebrate species in Turtle Mountain ponds and lakes.
- Ornithology students spend April and May in the Turtle Mountains and prairies identifying bird species.
- • Range Management students utilize Sheyenne National Grassland for ecological study.
- Wildlife students observe salmon spawning at Garrison Dam.
- Students participate in outdoor scavenger hunts for plant/bird/insect identification.

Urban Forestry

- Students conduct soils labs in the hills, prairies, and city.
- Students practice tree climbing skills on campus and in the community.
- Students take field trips to the Turtle Mountains.
- Students have used the Denbigh Experimental Forest for GPS projects.
- Turf and Sports Turf students utilize local lawns and athletic facilities.

Health Care Clinical Experiences

Allied health and nursing students participate in clinical experiences in long term and acute care, inpatient psychiatric, emergency room, community health, and IV therapy at the facilities listed below:

• Mercy Hospital, Valley City

• St. Andrew's Health Center, Bottineau

• Presentation Medical Center, Rolla

• Heart of America Medical Center, Rugby

• Trinity Health, Minot

• Kenmare Community Hospital, Kenmare

• Prairieland Home Care, Kenmare

• North Dakota State Hospital, Jamestown

• Sheyenne Care Center, Valley City

• Good Samaritan Society, Bottineau

• City County Health Department, Valley City

• First District Health Unit, Minot

• Public Health, Rugby

• Jefferson Early Childhood Center, Minot

• Minot Head Start, Minot

• North Central Correctional & Rehabilitation Center, Rugby

• Brentmoor Assisted Living, Minot

Hospice of the Red River Valley, Valley City

Core Component 3D

*MSU-Bottineau learning resources support student learning and effective teaching.*

Students and instructors at MSU-Bottineau are supported in their learning and teaching efforts by the Learning Center, library, and technology services.

Library Services and Programs Are a Foundation for the Campus as part of the Freshman Seminar class, all incoming freshmen take two sessions of library instruction, one instructional session and another hands-on assignment. The librarian also provides instructional sessions for other classes, as arranged by instructors. For instance, the instructor of the Study Skills class schedules a library lesson once each semester. Sessions for faculty on using the online catalog, electronic databases, electronic reserves, and other library services are provided during faculty orientation and on demand.3D.1 The library provides access to on-campus users and a link for off-campus users.

3D.1 Binder, 2009 Core Component 3D exhibits folder, Tab: 1 Sample library lessons

Students taking classes on the Interactive Video Network receive library instruction from their instructors or the librarian. Online students use the web link for obtaining materials and can receive individual reference help by emailing or telephoning the library.[3D.2]

One trend in the library services is the increase in online databases and the decline in the purchase of print materials, especially magazines, journals, and newspapers. However, as part of the Online Dakota Information Network consortium, the MSU-Bottineau library has access to databases with literally thousands of full text articles and reference materials.[3D.3] Made up of nearly seventy libraries across the state of North Dakota, the consortium includes public, university, hospital, special, high school, and elementary school libraries, as well as the North Dakota Historical Society library. Integrated by a statewide catalog, the Online Dakota Information Network's interlibrary loan system provides fast and efficient exchange of diverse materials. [3D.4]

The library assesses student and faculty satisfaction regarding staffing, hours, holdings, services, and needs on a yearly basis. Results of the 2008 survey are reported in the chart below. [3D.5]

Freshmen/Sophomores combined satisfaction 2008
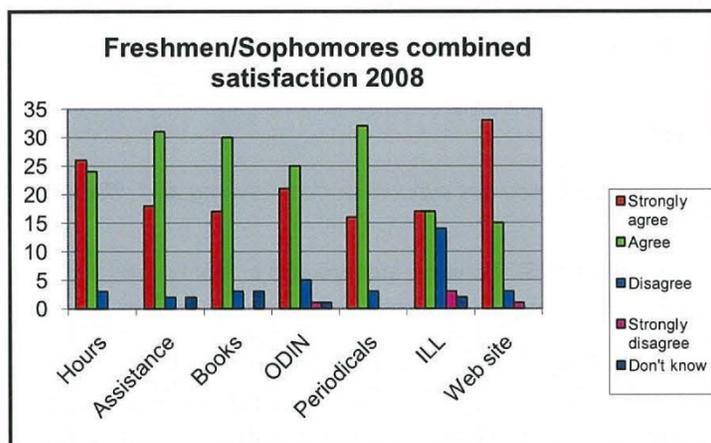
The library moved to its new location in the Thatcher Hall addition in spring 2007. Library improvements in the new facility include:

- Much improved floor plan with separate areas for reference, fiction, and leisure reading.

- Area for study and instruction.

- Cluster of public access computers for searching holdings as well as a cluster of computers for student use.

- Wireless connectivity.

- Better security for the collection and equipment because everything is housed on one floor.

- Larger circulation area and offices.

- Spacious work area that houses the campus copy center.

Learning Center Delivers Support Services

The Learning Center, located in the new Thatcher Hall addition, is a resource for both students and faculty. It provides support services to help students achieve academic and career goals by providing academic, disability, and career services. It supports effective teaching by providing faculty with cooperative education assistance and online course development. In addition, the Learning Center supports off-campus learning through community education and distance education programming.

Following are brief descriptions on how assessment has been used to improve these services.

Academic Support Services

The Learning Center provides free tutoring and accommodates students with disabilities by providing services such as note taking and alternative testing.[3D.6] A 2007 survey of students receiving disability accommodations showed a high level of satisfaction with services.[3D.7] Lowest ratings were for note taking services, so new forms were developed to improve the process.

Career Services

The Learning Center coordinates cooperative education work experiences for students. The career facilitator serves as a liaison for students, faculty, and employers in the distribution, completion, and submission of forms that define work experiences and document student participation. Assessment revealed an inconsistency in cooperative education student forms. Advisors collaborated to resolve the differences, and inconsistencies were rectified by standardizing forms required by an off-campus site. [3D.8]

3D.6 Binder, 2009 Core Component 3D exhibits folder, Tab 4: "Brochure of Services"

3D.7 Binder, Assessment Program Plans 2006- Tab: Learning Center

3D.8 Example of Cooperative Education Performance Evaluation Form

Community Education

Non-credit community education classes and workshops are coordinated through the Learning Center. These classes and workshops support learning for non-degree seeking students and are linked to community interest and college resources. Participation data aids in planning schedules. In spring semester 2005, the number of training activities was increased to twenty-two, with the intention of increasing overall participation. However, student participation did not increase, so the number of offerings was returned to eight to ten per semester.[3D.9]

Distance Education

Management of online education is a function of the Learning Center. The Learning Center supports student learning by prioritizing classes and programs for online delivery and reviewing online courses for student readiness. The admission and registration process and assist students in entering and navigating online courses as needed. The Learning Center director works with students to resolve problems related to online instruction.

The Learning Center supports effective teaching by training faculty in online pedagogy. The director and online coordinator mentor faculty during the course development process. The Learning Center director reviews new online courses and provides feedback to instructors regarding potential problems and best practices. The Learning Center also promotes online programming. Enrollment data from spring 2003 to spring 2008 was examined to look at enrollment patterns. Four of the five online classes with lowest enrollment were in the Recreation Management program. This information led to increased marketing efforts for that program. Enrollment in this program will be re-examined in spring 2009.[3D.10]

Technology Embraced by Campus

While rapid advances in technology strain campus resources, MSU Bottineau embraces the use of technology for instruction and campus operations, and the administration has committed staff time to support technology use on campus.

The institution's efforts to provide excellent technology services are exemplified in the following examples:

• A Technology Committee, made up of six faculty and staff members and two student representatives, meets monthly to address the technology needs and concerns of students, staff, and faculty.[3D.11] This group also is charged with long-range technology planning and makes recommendations to the Dean's Council on all technology purchases on campus.
• Workshops and in-service activities are provided on a monthly basis by an information technology facilitator. Class topics during in fall 2008 included Outlook, SharePoint file sharing, and Merlot learning objectives.

- Wireless connectivity is available throughout campus. All students have live@edu email accounts. Faculty and staff have. Edu accounts stored on the campus server.

- MSU-Bottineau is a partner in Connect ND. This software system provides web-based applications for the campus community in areas such as registration, grades, transfer, finances and other functions necessary for the academic environment.[3D.12]

- A computer replacement schedule assures faculty and staff have up-to-date equipment.[3D.14]

- A technology website helps faculty, staff, and students access campus technology. The site is regularly improved and updated; a major update was completed in November 2008.[3D.14]

- Library provides faculty instruction on such tools as Electronic Reserves and new databases throughout the year.

Faculty Employ Instructional Technology

In a 2007 faculty technology survey, all faculty members stated that using technology to enhance student learning was part of their current or future curricular goals and that the technology utilized in their classrooms enhances students' ability to learn. In the course of a year, most instructors said they create between one and 20 assignments using online resources; one made 300; two made no assignments using online resources.

Based on the 2007 survey, a new computer classroom for teaching composition was created, and all faculty technology requests made in the survey have been implemented in some or most classrooms, including smart boards, wireless projectors, computer simulations, video streaming, tablet PCs, and presentation stations.[3D.15]

Faculty Advise for Student Success

Faculty members are required to meet with their advisees to provide guidance on issues such as curriculum planning, course selection, career development, and general counseling. An effort is made to balance the advisor/advisee ratio. Faculty members are required to meet with freshmen advisees on the Monday prior to the start of classes during fall and spring semesters. Following the issuance of midterm deficiencies, faculty members are encouraged to meet with their advisees to

2006 discuss challenges the students may be facing and develop steps of corrective action. Faculty members are also required to meet with their advisees during pre-registration week each semester. Faculty members meet with their student advisees on a regular basis and meet with them more frequently if needed. Advisors, attuned to the two-year school philosophy of doing what's necessary to help students succeed, are available to students at almost any time they are not in class teaching. The new software system has greatly expanded the capability of advisors to obtain demographic and education information about their advisees.

In an effort to increase retention, the faculty developed a program to meet with freshmen advisees on a more regular and structured basis during the 2007-2008[3D.16] academic year. In addition to meeting with their advisees during the aforementioned dates each semester, faculty members met with students an additional time during the second or third week of classes as an early intervention measure. During this additional meeting, faculty asked their advisees a series of questions to identify areas where the students might be experiencing difficulty with academic, social, or financial issues. The 2006 Student Satisfaction Survey referencing academic advising and counseling showed the MSU-Bottineau mean student satisfaction score was 5.64 compared to 5.13 at comparison group institutions.[3D.27]

Assessment Contributes To Growth
MSU-Bottineau evaluates the effectiveness of its resources to enhance student learning and effective teaching on a yearly basis. All faculty and staff report to the Outcome Assessment Task Force and file a report of activities indicating strengths, needs, and concerns. Campus service areas have missions and objectives that are used to measure contributions to student learning.[3D.18]

Campus Partnerships Share Resources
MSU-Bottineau works with many partners to provide students with a quality learning experience. Each program and department on campus has partnerships that provide essential resources for students, faculty, and staff.

Library Partnerships
• Membership in the Online Dakota Information Network gives students free and quick access to books, sound recordings, videos, and a variety of other items from approximately seventy North Dakota libraries.

The library shares costs with other state libraries to purchase Ebscohost journal and Proquest newspaper databases, giving patrons immediate access to millions of articles and reference materials.[3D.19]

A formal agreement with the Minot State University Olson Library provides MSU-Bottineau with free original cataloging and a license to use Electronic Reserves.

Articulation Agreements

The campus has formal articulation agreements or memorandums of agreement with the following entities: Bottineau High School, Bottineau Technology Center, Brandon University, Bismarck State College, Cankdeska Cinana Community College, Dakota Nursing Program (MSU-Bottineau, Williston State College, Lake Region State College, and Bismarck State College), Entrepreneurial Center for Horticulture, Job Corps, Minot Air Force Base, Minot Public Schools, Minot State University, North Dakota State College of Science, North Dakota State University, Nivo International, Northwest North Dakota Career and Tech Collaboration, Bottineau County Sheriff, Turtle Mountain Community College, Valley City State University, and Williston State College.

Dual credit Offered through High Schools

MSU-Bottineau students enrolled for dual credit come from the following high schools: Bottineau, Des Lacs/Burlington, Mohall, Rugby, St. John, Glenburn, West hope, Newburg, Towner, Wimbledon-Courtney, Griggs County Cooperstown, TGU-Granville, Anamoose, Tappen, Goodrich, and Surrey. These sites vary from year to year.

Partners in Higher Education and Industry

Current collaboration efforts with other colleges and industry include:

• Agreement with Mayville State University to articulate Bachelor of Science in early childhood.

• Articulation agreement with Minot State University for Bachelor of Science in developmental disabilities.

• Articulation agreement with North Dakota University System regarding Common Course Numbering for gerontology[3D.20] and early childhood[3D.21] coursework.

• Policy to accept Department of Defense training modules for college credit.[3D.22]

• Policy to articulate national Child Development Associate credential to college credit.[3D.23]

• Agreement with Home Care University is offering the national Home Health Aide exam online through MSU-Bottineau.[3D.24]

• Regular meetings of advisory committees that consist of faculty, business leaders, and community members keep instructors current in career/technical areas.[3D.25]

• Campus activities such as the MSU-Bottineau Science Olympiad and high school business competitions.

Strengths

1 MSU-Bottineau's learning assessment program analyzes, shares, and uses data to improve learning outcomes.
2 MSU-Bottineau integrates assessment into planning and improvement.
3 MSU-Bottineau employs faculty who have appropriate credentials, know their subject material, use a variety of instructional methods, and care about students.
4 Mandatory testing and placement based on test results help ensure academic success.
5 At MSU-Bottineau, numerous opportunities exist for students to receive assistance with personal academic and social concerns.
6 MSU-Bottineau instructors use numerous and accessible non-traditional labs that enhance instruction in the natural sciences.
7 MSU-Bottineau's library does an exemplary job supporting student learning.
8 MSU-Bottineau's Learning Center provides supportive services to help students achieve their academic and career goals.
9 MSU-Bottineau embraces technology for instruction and campus services.

Challenges

1 MSU-Bottineau's assessment of learning for distance education needs to correlate with assessment for on campus students.
2 MSU-Bottineau needs to continue to provide supporting data that learning goals are being achieved so that long-term results can be evaluated.
3 MSU-Bottineau needs to periodically do a comprehensive review of its instructional and service programs to determine strategies for improvement.
4 MSU-Bottineau's evaluation of faculty and staff needs follow through for improvement.

Plan of action

1 Departments that have both face-to-face and distance education classes will collect and analyze data from all courses beginning in 2008-2009. The expectation will be that distance education courses will be fully incorporated into the process by the end of the 2009-2010 school years. Departments and programs that are delivered fully online will utilize the assessment method designed by the Caregiver Services program.
2 Departments will continue to monitor yearly results of student learning outcomes and prepare longitudinal studies.
3 The institution will work with faculty and staff senates to set up guidelines and time lines for reviews.
4 Faculty Senate will review and develop a process that may include involvement of tenured faculty. Evaluations will be performed as prescribed.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

MSU-Bottineau promotes a fife of learning for its faculty administration, staff, and students by fostering and supporting inquiry, creative practice, and social responsibility in ways consistent with its mission.

Core Component 4A

MSU-Bottineau demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning

A strong commitment to a life of learning is evident in philosophies expressed by the North Dakota State Board of Higher Education and MSU-Bottineau. These guiding principles effect actions of legislators, college administrators, and faculty members. They inspire community education programming and online instruction to provide flexible, lifelong learning opportunities. These same principles are supported by the academic achievement and campus involvement of students.

North Dakota Roundtable Report Provides Guiding Principles

In 1999, North Dakota leaders from government, education, and the private sector met to discuss the future of the North Dakota University System. These leaders were united in the belief that the state could "enhance the economic, vitality of North Dakota and the quality of life of its citizens through a high quality, more responsive, equitable, flexible, accessible, entrepreneurial, and accountable University System."[4A.1] Together they developed the Report of the Roundtable, "A North Dakota University System for the 21st Century."[4A.2] On May 25, 2000, the report and its recommendations were accepted by the North Dakota Legislative Council Interim Committee on Higher Education.

The Roundtable Report contains ninety-two recommendations condensed into six cornerstones: economic development connection, education excellence, flexible and responsive system, accessible system, funding and rewards, and sustaining the vision. The State Board of Higher Education uses the Roundtable Report as a policy guide for the University System and has

directed the eleven campuses in the system to implement report findings and cornerstones in the following ways:

1.   Create unique, high-quality institutional strengths-capacities that serve to make the North Dakota University System a stronger enterprise and one which is aligned with the needs of the state and its citizens.

2.   Collaborate with others in utilizing these strengths in ways that serve the identified needs of clients throughout the state; minimize the barriers to accessing these assets.

4A.1 Binder 4A, Tab: Roundtable, October 2003 Meeting Highlights, p. 2

4A.2 Binder E, "A North Dakota University System for the 21st Century - The Report of the Roundtable for the North Dakota Legislative Council Interim Committee on Higher Education"

3. Develop internal values, policies, and behaviors that encourage and reward entrepreneurship and responsiveness to the needs of clients.

4. Strengthen ties to clients, engaging them in meaningful relationships and developing mutually rewarding partnerships; become engaged campuses.

5. Develop academic programs that help students understand the application of their knowledge at places of employment and in the larger society.

6. Put in place those mechanisms to ensure their end of the "flexibility with accountability" agreement is upheld.

The North Dakota State Board of Higher Education's commitment to lifelong learning is evidenced in other long-established policies. For instance, Policy #401.[4A.3] which has been in place since 1984, states "the primary responsibility of the academic community is to provide for the enrichment of intellectual experience." The policy asserts this responsibility extends to faculty, students, and any "speaker, performer, or program" hosted by a University System institution. State personnel policies (600 Index)[4A.4] also create a framework for academic freedom and life-long learning.

MSU-Bottineau Students Transfer Successfully

The North Dakota University System is working to make the state's higher education institutions truly function as a single system. One way this issue is being addressed is by improving transfer of first and second-year post-secondary courses. MSU-Bottineau participates in transfer articulation agreements with the other colleges and universities in the system.[4A.5] *The 2007 Transfer Migration Study of Students Transferring From University System Community Colleges,* published by the North Dakota University System Office of Transfer and Articulation, found 58% of MSU-Bottineau students in the 2004 cohort had completed their education or were still enrolled in the summer of 2007. Of sixty-seven identifiable students, nineteen had completed some sort of degree or program: four associate's degrees, fourteen bachelor degrees, and one certification. [4A.6]

4A.3 Binder Z, Tab: ND University System, Section 401.1

4A.4 Binder Z, Tab: ND University System, Section 600 Index

4A.5 North Dakota State University System, Transfer Information

4A.6 Binder F, Tab: "2006 Community College Transfer Migration Study"

The first part of the three-year Transfer Migration Study, published in 2006, showed 36% of MSU-Bottineau transfer students completed their general education transfer requirements at MSU-Bottineau;[4A.7] 63.5% transferred before completing a degree.[4A.8] After completing the 2006 transfer migration study, author Dr. Phillip Parnell drew several conclusions about why transfers within the North Dakota University.[4A.9] System increased between 2001 and 2004, which he summarized as follows:

It is fairly obvious that students see little difference between types of institutions and that, in fact, any differences that may once have existed are diminishing. Because of this, students will complete courses where it is most convenient for them. Further, students, parents, and lawmakers will continue to expect those courses to transfer seamlessly despite any reservations that we, or our faculty, may have. So building an infrastructure that works with faculty to "communize" lower division course content will be necessary to accommodate students and reassure faculty.

Common Course Numbering Facilitates Credit Transfer

Common course numbering helps students' transfer more easily between North Dakota University System campuses. Faculty members at system institutions, who teach the same disciplines, create common competencies for courses, which are then given the same course numbers. For example, the MSU-Bottineau English department is currently participating in discussions of common competencies for Professional Communication and Composition I and I I.[4A.10] Through this process, the following common course competencies have been developed for Composition I:

• Students will be able to write in different genres or essay types for a variety of audiences and in a variety of context.

• Students will be aware of and will practice inventing, planning, drafting, and revising.

• Students will read closely and analyze what is read.

• Students will begin to learn to find and evaluate information resources, then integrate and acknowledge sources in their writing.

• Students will learn to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings.

Institutional Mission Prioritizes

MSU-Bottineau's institutional mission expresses a commitment to quality education, a caring environment, diversity, personal enrichment, and engaged learning. Approved in April 2008, the institutional mission includes nine accompanying statements that more fully define that mission. Those nine statements read as follows.[4A.11]

1   Liberal arts education provides students the knowledge and tools to continue their education, to serve as good stewards of the environment, and to function as responsible citizens.

2   Career/technical education provides students with the knowledge and skills required to succeed by utilizing natural, human, and technological resources.

3   Distance delivery provides students increased access to education and career opportunities.

4   Community education provides diverse lifelong learning experiences.

5   Support services provide opportunities for individual growth and success.

6   Campus activities provide for interpersonal development.

7   Campus outreach provides area schools and groups access to college resources.

8   Workforce training and development provides the human resources for economic development.

9   All programs provide a greater understanding of human diversity.

Administration's Actions Support Value of Learning

A number of actions demonstrate MSU-Bottineau's administration values learning. The administration supported the establishment of a campus focus, "Nature, Technology, and Beyond," to more deeply reflect campus programs and the campus mission. The administration also engages faculty and staff in strategic planning and in the development of the campus

The campus financially supports a learning initiative, managed by Valley City State University, through which career/technical faculty members can earn teaching credentials and bachelor degrees. MSU-Bottineau helps defray tuition costs. Five faculty members from MSU-Bottineau are enrolled in or have completed the program. MSU-Bottineau also is a full partner of the North Dakota Community College Consortium, annually contributing $5,000 to $6,000 to support professional development activities. Every year since 2005, at least two, and as many as six, MSU-Bottineau faculty have received stipends, some as high as $1,000.[4A.12] Faculty members are also awarded stipends for helping develop new learning initiatives like the first week activity program. In this program, "active learning" is substituted for "seat time learning" during the first week of school.

The administration oversees the planning of in-service training for faculty and staff and hires professional speakers to present pertinent topics.[4A.13] The administration also supports computer software training through the state's Higher Education Computer Network. Campus surveys are used to determine what training is needed. Training has included Word, Access, Excel, Power Point, and Outlook e-mail.[4A.14]

The administration encourages faculty and staff to participate in conferences and training activities offered around the state, including:

- IT Security/Technology Conference sponsored by North Dakota University System for information technology staff;
- University of North Dakota Beyond Boundaries technology conference for distance learning and career/technical professionals;
- Strength Through Sharing conference for housing and student affairs personnel;
- Humanities Summit for instructors in the arts and humanities;
Athletic coaching clinics for coaches;
- ODIN meetings for librarians;
- Wildlife Society meetings for science instructors;
- Workshops on online course design and teaching strategies for faculty assuming online teaching responsibilities;
- PeopleSoft training for North Dakota's Higher Education Users Group.

MSU-Bottineau administration recognizes years of service and accomplishments of faculty and staff- as well as those of community members, past alumni, and friends of the college- at an annual recognition banquet.[4A.15] The administration also supports annual awards for excellence for faculty and staff to acknowledge job performances that add value to the college experience for students, colleagues, and the campus community. An extensive nomination form is completed as part of the selection process.[4A.16]

4A.12 Binder 4A, Tab: ND CCC, MSU-B Honorarium Awardees

4A.13 Binder 4A, Tab: In-Service, 2008 Program

4A.14 Binder 4A, Tab: Technology, "Campus IT Department Survey Results" and "Faculty Technology Survey—Results-Spring 2007"

4A.15 Binder 4A, Tab: Recognition, "MSU-Bottineau Recognition Luncheon"

4A.16 MSU-Bottineau website "Faculty/Staff Excellence Awards Form"

Faculty Support Learning and Personal Growth

MSU-Bottineau faculty members are active in North Dakota-sponsored learning activities. An English faculty member served on the planning committee for the previous two Humanities Summits. Wildlife faculty members attend the state wildlife society meetings every year. Many faculty members contribute to the campus read by presenting lectures and leading discussions on topics relevant to the book chosen for the year. Faculty also contribute to informal learning and personal growth by advising student clubs like the Drama Group, Wildlife Club, Horticulture Club, Snowboarding Club, and Delta Epsilon Chi. Faculty advisors also participate in the spring semester registration rally; rallies in 2007 and 2008 resulted in increased pre-registration activity.

A biology professor writes weekly articles for the *Metigoshe Mirror,* a local newspaper. These articles are educational and provide perspectives about the natural environment in the Turtle Mountain region. He also does a weekly radio spot on Prairie Public Radio.

MSU-Bottineau Faculty Senate affirms its support of the North Dakota University System academic freedom policy by repeating it verbatim in the Faculty Handbook.[4A.17]

Extended Learning Provides Community Opportunities

The college offers non-credit classes in topics such as photography, computer technology, and crafts through community education programming.[4A.18] Twenty-five classes were held between 2005 and 2007. Participation data is reported below in Table 4A-l.[4A.19]

4A.17 Binder K: "Faculty Handbook," p. 33

4A.18 Binder H Tab: "Fall 2007 Community Education Classes"

4A.19 Binder H, Tab: "Community Education Participant Numbers"

Table 4A-1 Enrollment in Non-Credit Community Education Classes 2005-2007				
Term	Technology	Arts/Crafts	Fitness	Personal Interest
2005	11	24	30	12
2006	20	3	0	5
2007	29	0	0	0

A number of factors influence the level of participation in community education classes. Factors such as interest, time of day, number of sessions, and cost are difficult to judge when developing the semester schedule of classes. Topics of high interest one year may not be so the next. A variety of scheduling strategies are employed to create interest and maximize enrollment.

The campus also hosts events each year that draw visitors from the community and beyond. Between 2003 and 2008, MSU-Bottineau hosted the following groups: Network Security Seminar (2003); Tech Summit and Agri-tourism Conference (2004); Environmental Tech Camp, Tech Summit, and Women in Wildlife (2005); Environmental Tech Camp; Women in Wildlife; Tech Prep Days (2007); and Career Counselor Workshop (2008).

Community education also coordinates the annual Turtle Mountain Birding Festival. Since its inception in 2004, sixty-seven birders from twenty-four states and one Canadian province have traveled to Bottineau to participate in the festival. MSU-Bottineau's wildlife technology program adviser and a guest birding expert act as guides.

Satisfaction surveys are administered at the end of all classes, camps, seminars, and festivals. Ratings show that participants are generally "very satisfied" with the events. The following suggestions made by birding festival participants are an example of how evaluations are used for improvement:[4A.20]

Give each birding festival participant a nametag and a roster of evaluations" participants. As a result, this suggestion was implemented and time was also scheduled for everyone to introduce themselves.

- Provide a step stool for getting in and out of the twelve-passenger van. As a result, stepstools were purchased for the two vans and utilized at subsequent events.
- Use short-wave radios to communicate between the two vans. As a result, a set was purchased for use the following year.

4A.20 Binder H, Tab: "Turtle Mountain Birding Festival evaluations"

Student Learning Reaches Beyond the Classroom

Students show they value learning that occurs outside the classroom by participating in a variety of campus organizations, including Phi Theta Kappa, Drama Club, Wildlife Club, Horticulture Club, and Delta Epsilon Chi. Through campus organizations, students attend professional meetings and conferences related to their programs of study. Students have attended the North Dakota Florists Association Convention in Minot, professional horticulture and forestry meetings in Fargo and Minneapolis, and the Delta Epsilon Chi Leadership Conference in Fargo.[4A.21] In 2008, the year Phi Theta Kappa was established on campus, the college was honored to have its student selected as a New Century Scholar and represent the state at a national conference in Philadelphia. In 2009, another MSU-Bottineau student was chosen as a New Century Scholar and will represent the state in Phoenix. Students are recognized for exemplary academic achievements and campus involvement at the annual student awards banquet.[4A.22]

Core Component 4B

MSU-Bottineau demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Students at MSU-Bottineau can enroll in either liberal arts/transfer or career/technical programs. Although some might contrast the focus of the career/technical curricula, on preparing students for the world of work, with the focus of the liberal arts/transfer curricula, on conveying general knowledge and developing intellectual capacities, at MSU-Bottineau both liberal arts/transfer and career/technical education integrate general education into their curricula. The institution also uses experiential and applied learning.

General Education Philosophy Undergirds Learning
In 2008-2009, MSU-Bottineau reviewed and rewrote its general education philosophy. Following is the outcome of that work:

Educated people practice and are literate in the various methods of communication. They recognize their place in the history, culture, and diverse heritages of the United States and the world. They appreciate the web of commonality of all humans in a multicultural world and are prepared for the responsibilities of engaged citizenship. They recognize the ethical demands of our common lives. They demonstrate the skills and knowledge of the social and behavioral sciences to analyze their contemporary world. They are familiar with the history and aesthetics of the fine arts. They understand and practice the scientific and mathematical views of the world. They possess critical thinking skills to analyze and develop solutions for problems. the history and aesthetics of the fine arts. They understand and practice the scientific and mathematical views of the world. They possess critical thinking skills to analyze and develop solutions for problems.

Students at MSU-Bottineau lay the foundation for acquiring a wide range of knowledge and skills by taking courses in the general education program. The 2008-2010 catalog states: "General education exists on the MSU-Bottineau campus to provide the student with an opportunity to develop skills in commonly valued core areas. These core areas are designed to introduce the student to a wide range of skills and disciplines."

Core general education courses are offered in the following disciplines: physical and biological science, mathematics, arts and humanities, social sciences, physical education, communications, and technological sciences. Incorporation of these core areas into our programs constitutes our commitment to a philosophy that has as its purpose the application of knowledge, culture, and educational discourse designed to familiarize students with a broad context of learning. Through this general education philosophy, the institution promotes skills necessary for students to function in a broad range of settings. [4B.1]

The institution's general education goals are to help students develop:

* Ability to communicate;

* Thinking skills;

* Knowledge and application of technology;

* Skills in mathematic computation;

* Aesthetic appreciation for the world in which we live;

* Knowledge and application of science;

* Understanding and appreciation of diversity;
* Lifelong learning skills. And to promote:
* Management and use of physical activity:

* Interpersonal development.

MSU-Bottineau's philosophy of general education and the learning objectives connected with that philosophy underwent a review and update in 2008-2009. This change came about as a result of a comprehensive process by the General Education Committee. Restated mission statements and a new focus for the institution required that the college examine its general education program. Also the General Education Committee discovered that some goals were difficult to assess. Thus, a new general education philosophy with accompanying goals was approved by the Faculty Senate. The new goals have measurable objectives defined by specific skills.

Focus on Nature

Goal 1: *Explains the interrelationships between humans and their environment and the role of science in their lives.*

Objective 1: Demonstrates the application of the scientific method of inquiry.
- **Skill 1:** Recognizes the principles of the scientific method of inquiry to solve problems.
- **Skill 2:** Analyzes and interprets experimental data to draw logical conclusions.

Objective 2: Demonstrates appreciation of the natural environment.
- **Skill 1:** Recognizes the interrelationships between living and nonliving entities and their effects on the environment.
- **Skill 2:** Assesses the impact of human activity on their environment.
- **Skill 3:** Identifies and implements wise use management of our natural resources.
- **Skill 4:** Promotes and applies an ethic of stewardship for our environment.

Objective 3: Demonstrates awareness of role of science in everyday life.
- **Skill 1:** Applies scientific principles to life experiences.
- **Skill 2:** Recognizes the role of science in understanding nature and society.

Focus on Technology

Goal 2: *Demonstrates knowledge and application of technology.*

Objective 1: Completes an assignment using appropriate application software.
- **Skill 1:** Creates, edits, and formats a word processing document.
- **Skill 2:** Creates, edits, and formats a spreadsheet application.
- **Skill 3:** Creates edits, and formats a slide show presentation.
- **Skill 4:** Conducts Internet research.
- **Skill 5:** Demonstrates the ability to send and receive e-mail.

Objective 2: Uses electronic resources for course related assignments and information.

- **Skill 1:** Selects appropriate electronic resources.
- **Skill 2:** Recognizes differences in Internet resources based on address extensions.
- **Skill 3:** Identifies proper academic library search engines.
- **Skill 4:** Evaluates quality/value of web-based information.

Objective 3: Selects and uses appropriate instrumentation and understands principles.

- **Skill 1:** Calibrates instruments.
- **Skill 2:** Troubleshoots instruments.
- **Skill** 3: Demonstrates appropriate handling and safety of equipment.
- **Skill 4:** Follows proper protocol.

Objective 4: Employs problem solving and critical thinking skills in order to solve a variety of different problems.
- **Skill 1:** Locates, evaluates, and applies research information.
- **Skill 2:** Analyzes information to determine its validity.
- **Skill 3:** Draws conclusions from information collected.

Goal 3: *Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems.*

Objective 1: Utilizes mathematical equations to solve problems.

- **Skill 1:** Solves equations and problems using the appropriate method.
- **Skill 2:** Employs appropriate measuring tools.
- **Skill 3:** Converts standard units to metric units.

Objective 2: Applies practical application of mathematics to everyday life.

- **Skill 1:** Constructs tables, charts, graphs based on data.
- **Skill 2:** Defines and demonstrates the use of decimals, percentages, and fractions.
- **Skill 3:** Solves word problems.
- **Skill 4:** Applies mathematical knowledge in personal life, such as keeping track of a checkbook, identifying rates of interest, etc.

Objective 3: Employs problem solving and critical thinking skills in order to solve a variety of different problems.

- **Skill 1:** Locates, evaluates, and applies research information.
- **Skill 2:** Analyzes materials to determine their validity.
- **Skill 3:** Draws conclusions from information collected.

Focus on Beyond
Goal 4: *Demonstrates effective communication.*
Objective 1: Expresses ideas through effective writing.
- **Skill 1:** Uses the stages of writing process to develop, organize, and present ideas in writing.
- **Skill 2:** Analyzes demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplishes that task with clarity.
- **Skill 3:** Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience.
- **Skill 4:** Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting.

Objective 2: Reads at a level that allows participation in collegiate studies and chosen careers.
- **Skill 1:** Anticipates and understands the structure and organization of written work.
- **Skill 2:** Recognizes an author's thesis and forms of support.
- **Skill 3:** Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- **Skill 4:** Demonstrates awareness of the connection style and language have to an author's topic, audience, context, and purpose.
- **Skill 5:** Assimilates and connects information and ideas from multiple written sources.
  - **Objective 3:** Uses information resources effectively.
- **Skill 1:** Finds, consults, and uses a variety of information resources.
- **Skill 2:** Evaluates the relevance and reliability of sources.
- **Skill 3:** Uses information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field.
- **Skill 4:** Integrates source material smoothly and clearly into the student's own text.

Objective 4: Works collaboratively with others.

- **Skill 1:** Participates in class discussions and in any group projects

- **Skill 2:** Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others.

Objective 5: Demonstrates effective oral communication skills.

- **Skill 1:** Uses appropriate volume, eye contact, rate of pronunciation, articulation, and gesticulation effectively.
- **Skill 2:** Adapts to a variety of speaking and listening situations.
- **Skill 3:** Uses listening skills to critique, evaluate, and/or assess oral communication.
- **Skill 4:** Creates original work.

Goal 5: *Employs the principles of wellness.*

Objective 1: Demonstrates healthy lifestyle and physical wellness.

- **Skill 1:** Participates in team and/or individual sports.
- **Skill 2:** Demonstrates precise fitness skills in activity classes.
- **Skill 3:** Identifies differences between healthy life choices and consequences of negative behaviors.

Objective 2: Demonstrates emotional and spiritual wellness.

- **Skill 1:** Exhibits a positive self-concept.

Skill 2: Displays positive qualities of trust, self-confidence, determination, and dedication.

- **Skill 3:** Develops a set of beliefs, principles, or values.

Goal 6: *Demonstrates knowledge of the human experience throughout history.*

Objective 1: Analyzes the experience of the individual.
- **Skill 1:** Demonstrates knowledge of mental processes within humans.
- **Skill 2:** Explains the developmental stages through which the human mind evolves.

Objective 2: Recognizes the world of human diversity.

- **Skill 1:** Demonstrates knowledge of varying cultural standards throughout the world.
- **Skill 2:** Identifies the varieties of human social groupings.

Objective 3: Recognizes human social structures.

- **Skill 1:** Shows knowledge of governmental systems worldwide.
- **Skill 2:** Demonstrates, through historical examples, what happens when differing social structures collide.

Goal 7: *Demonstrates ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, humanities, and society.*

Objective 1: Creates art.
- **Skill 1:** Demonstrates knowledge of fundamentals of genres.
- **Skill 2:** Uses technique to create original works of art.
- **Objective 2:** Analyzes art.
- Skill I: Possesses a base knowledge of art forms.
- **Skill 2:** Uses base knowledge to critique art works.
- **Objective 3:** Evaluates aesthetics.
- **Skill 1:** Demonstrates knowledge of systems of aesthetics as those vary through time and among cultures.
- **Skill 2:** Evaluates relationship of content and form in art works.

- **Objective 4:** Synthesizes interrelationships among arts, languages, the humanities, and societies.
- Skill I: Demonstrates knowledge of art forms in cultures.
- **Skill 2:** Evaluates the impact of art on individuals and society.
- **Objective 5:** Communicates through listening, speaking, reading, and writing in a foreign language.
- **Skill 1:** Listens to and derives meaning from a variety of foreign language sources.
- **Skill 2:** Speaks in the foreign language for a variety of purposes and for diverse audiences.
- **Skill 3:** Reads and derives meaning from a variety of materials written in a foreign language.
- **Skill 4:** Writes in a foreign language for a variety of purposes and for diverse audiences.

Liberal Arts/Transfer Programs Meet or Exceed Requirements

MSU-Bottineau offers two liberal arts/transfer degrees: an associate in arts and an associate in science. Both conform to and surpass the State Board of Higher Education general education policy requirement of a minimum of thirty-six credits in communications, arts and humanities, social sciences, mathematics, science, and technology. In fact, both degrees require a minimum of forty-one credits of general education coursework.[4B.2]   The associate in arts degree requires

more coursework in arts, humanities, and social science, while the associate in science degree require more coursework in math, science, and technology as indicated in Table 4B-1. Faculty advisors help students plan to take additional courses based on students' career aspirations and plans for further education. MSU-Bottineau offers numerous general education courses that enable students to fulfill the requirements for transfer to baccalaureate programs. Although seamless transfer is important, it does not overshadow the primary goal of immersing students in an environment that affords a broad education experience, preparing them to contribute to society. The MSU-Bottineau college catalog provides information on the general education courses.[4B.3]

Table 4B-1 MSU-Bottineau General Education Requirements for Associate Degrees			
Associate in Arts		**Associate in Science**	
Communications	9	Communications	9
Arts & Humanities	9	Arts & Humanities	6
Social Science	12	Social Science	6
Math, Science, & Technology	9	Math, Science, & Technology	18
Health & Physical Education	2	Health & Physical Education	2

Career/technical Programs Committed to General Education

MSU-Bottineau is committed to delivering general education to all students. This commitment includes not only liberal arts/transfer programs but also career/technical programs. In fact, the MSU-Bottineau general education philosophy is the same for career/technical programs as it is for liberal arts/transfer programs. Thus, it appears with the program listings in both the liberal arts/transfer and the career/technical sections of the 2008-2010 college catalog.[4B.4] In addition to goals delineated in the general education philosophy, the career/technical programs are guided by five specific objectives:

1. Give students a solid foundation in technical courses that provide them with marketable skills.
2. Enhance students' educational opportunities by integrating general education courses and vocational skills training.
3. Aid students in developing positive work ethics, confident attitudes, and appropriate human relations skills.
1. Help students adapt to technological changes in their career areas.
2. Establish an awareness of the need for lifelong learning.

MSU-Bottineau offers two career/technical degrees: associate in applied science and diplomas. These degrees have vocational titles that align with industry occupations. MSU-Bottineau programs prepare students for entry-level positions in industries such as agriculture, urban forestry, floral design, nursing, turf management medical transcription, accounting, computerized office management, and information technology.

North Dakota Board of Higher Education policy does not designate a specific number of general education credits for associate in applied science and diploma programs. However, MSU-Bottineau set institutional general education requirements for associate in applied science degrees (see Table 4B-2).

Table 4B-2 MSU-Bottineau General Education Requirements for Associate of Applied Science Degrees	
Discipline	Credits
Communications	3
Arts/Humanities/Social Sciences	3
Math/Science/Technology	9
Health & Wellness	1

Practical Skills Learned Through Experiential Activities

Students acquire knowledge and practical skills through field trips, and hands-on activities. For example, drama students attend theatrical performances and meet and visit with actors in Winnipeg, desktop publishing students visit progressive printing businesses, and U.S. History students visit Custer Battle Field.[4B.5] A course in the environmental technology program engages students in actual research projects. It is a capstone course that requires students to exercise intellectual inquiry. They conduct surveys and literature reviews, analyze and organize data, and draft technical documents for use by natural resource agencies. Previous projects in the program have included angler surveys, fish distribution surveys, and major literature reviews. The U.S. Forest Service used one of these projects, *Fish Species Distribution in Rivers and Streams Associated with the National Grasslands of North Dakota,* to more effectively manage existing fishery resources.[4B.6]

4B.5 Travel Reports available in Business Office

4B.6 Binder 4B: Fish Species Distribution in Rivers and Streams Associated with the National Grasslands of North Dakota, May 05

Core Component 4C

MSU-Bottineau assesses the usefulness of its curricula to students who will live and work in a global diverse/ and technological society.

MSU-Bottineau assesses liberal arts and career/technical curricula by using advisory committees, by complying with state career/technical education standards, by gathering employer feedback on student and graduate workers, and by using North Dakota University System accountability measures. The usefulness of the institution's curricula is expressed in its mission statements, general education curriculum, and ongoing work with diversity.

Campus Embraces Diversity

MSU-Bottineau recently assessed the college's environment by participating in the North Dakota University System Campus Climate Assessment Project. The executive summary found 50% of respondents believed course content at MSU Bottineau includes materials, perspectives, and/or experiences of people from historically underrepresented/marginalized groups; 73% believe MSU-Bottineau values their involvement in diversity initiatives on campus; and most student respondents (78%) said the classroom climate is welcoming for students from underrepresented groups.[4C.1]

The campus climate assessment also showed 71 % believed faculty visibly foster diversity. Between 40% and 60% of all respondents felt requiring all students, staff, and faculty to take at least one class focused on issues, research, and perspectives related to various underrepresented groups would improve the campus climate for the respective group. Respondents were divided as to whether MSU-Bottineau should include social justice related activities as one of the criteria for hiring/evaluations of non-student staff, faculty, and administrators; 4% thought it would be a good idea, while 37% neither agreed nor disagreed.[4C.2] The institution's Diversity Committee sponsors movies addressing diversity issues and also created First Week Activities to increase student awareness of diversity.

MSU-Bottineau has supported diversity by offering tuition waivers for approximately fifteen years. The college awards fourteen waivers each year; each award is a 50% waiver of the student's tuition. The institution also offers two 50% international waivers for students from countries outside the United States and Canada, and the institution awards five $500 tuition waivers to Canadian students. Students who receive any of the awards above must maintain a 2.00 grade point average.

4C.1 Binder 3A: NDUS Campus Climate Assessment Project Final Report December 2006, p. 35

4C.2 Binder 3A: NDUS Campus Climate Assessment Project Final Report December 2006, p. 35

MSU-Bottineau's Mission, Focus, Philosophy, and Coursework Address a Global, Technological Society

In its institutional mission documents, MSU-Bottineau speaks of its vision to prepare students who will live and work in a global, diverse, and technological society. Goals and priorities include promoting global awareness and an innovative culture in a technologically enhanced environment. Liberal arts education is described as "providing students with the knowledge and tools to continue their education, to serve as good stewards of the environment, and to function as responsible citizens." Career/technical education is described as "providing students with the knowledge and skills required to succeed by utilizing natural, human, and technological resources." The institutional mission is explicated by the campus focus, "Nature, Technology, and Beyond:"

"MSU-Bottineau 's diverse, natural surroundings provide examples of how and why everyone must care for the environment. Technology aids in determining appropriate methods to solve problems and create the change necessary to maximize positive consequences to all life. Through these and other appropriate actions, MSU-Bottineau will endeavor to leave students with an ethic of concern and care for the world. "

Among the school's general education priorities is the following goal: "demonstrate knowledge of human experience throughout history." Also, nine courses list "to understand and appreciate cultural diversity" as a goal.[4C.3] Last year the institution established an Introduction to Computers class as a requirement for graduation in the associate in arts and associate in science programs. This came about as the result of an assessment activity that discovered many students could not perform basic computer skills.

4C.3 Binder: General Education
"General Education Goals and
Related Classes 2003-2004"

MSU-Bottineau assesses the usefulness of its curricula for students who will work and live in a global, technological, and diverse society by meeting requirements established by the North Dakota Board of Career and Technical Education. The Board promotes linkages between secondary and postsecondary education and employers, and its mission emphasizes the importance of preparing students to work in a global society: "The mission of the Board for Career and Technical Education is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.[4C.4]

The North Dakota Board of Career and Technical Education establishes curriculum standards, oversees teacher certifications, and requires measures of accountability. The Board also develops guidelines for establishing advisory committees for career/technical programs. All career/technical programs at MSU-Bottineau have advisory committees of industry professionals that work with program advisors to shape and modify curriculum. The membership of the Forestry/Turf Management Advisory Committee, for instance, includes a forester for the city of Minot, the coordinator for the North Dakota Forestry Service, the owner/manager of a Manitoba tree care and consulting firm, a graduate of the MSU-Bottineau landscape program, a botany professor from Brandon University, the urban forestry program manager for the city of Fargo, and the superintendent of an area golf course. All advisory committees meet with MSU-Bottineau program advisors at least twice a year to discuss the changing needs of the job market and recommend curricular modifications to address those needs. The advisory committees help MSU-Bottineau assess the usefulness of its curricula by keeping faculty and administration in close contact with industry trends and the hiring needs of employers.[4C.5]

Periodic evaluations of career/technical programs by the North Dakota Board of Career and Technical Education help MSU-Bottineau stay current with the needs of employers and ensure that curricular offerings are useful to students who will live and work in a global, technological, and diverse society. Findings of the two most recent evaluations of MSU-Bottineau programs are summarized in North Dakota Vocational-Technical Education: Program Evaluation Report 2001.[4C.6] and Department of Career/technical Education: Program Evaluation Report 2007.[4C.7]

The following standards were used to examine the quality of MSU-Bottineau's career/technical programs in 2001 and 2007:
1. Planning and organization.
2. Instructional materials utilization.
3. Qualified instructional personnel.

4.   Enrollment and student/teacher ratio.
5.   Equipment and supplies.
6.   Instructional facilities.
7.   Safety and sanitation training/practices.
8.   Advisory committees/community relations.
9.   Career/technical student organization.
10.   Coordination activities.
11.   Special populations.
12.   Educational equity.

Six MSU-Bottineau programs evaluated in 2001 met all twelve standards. The report indicated some programmatic concerns. For instance, the Learning Center, which coordinates special needs programming, did not meet standard eight because that office did not have an advisory committee. Based on that finding, the Learning Center Advisory Committee was formed. This committee is active and its members meet regularly. The same twelve standards were used as quality indicators in the 2007 evaluation, and the career/technical programs were again validated as quality programs meeting student and state needs.

State Evaluates Health Programs

MSU-Bottineau is a partner in the Dakota Nursing Consortium. The program is evaluated by the North Dakota State Board of Nursing. A Board of Nursing report dated March 31-April 15, 2008, recommended initial approval for an associate degree in nursing at MSU-Bottineau through May 2009, with the stipulation that an on-site, focused evaluation addressing curricular development, clinical education, student satisfaction, and numbers of qualified faculty be conducted prior to May I, 2009.[4C.8]

Employer Evaluations Show Satisfaction

Most career/technical programs require students to part1c1pate m cooperative education (internship) experiences for which they earn college credit. These internships allow students to put into practice knowledge and skills learned in the classroom. Feedback from employers about the quality of cooperative education students provides insight into the usefulness of the curricula in a global, diverse, and technological society.

4C.8 Binder: ND Board of Nursing Survey Report, "ND Board of Nursing Survey Report March 31-April 15, 2008," p.1

MSU-Bottineau uses a Cooperative Education Employer Evaluation form to survey businesses and agencies who employ students. Evaluation results reflect employers' perceptions of student performance as they work in their respective vocations. Students are evaluated according to the following criteria:

1. Effectively plans and organizes work.
2. Demonstrates initiative. 3. Maintains accuracy and quality.
4. Maintains quantity and productivity.
5. Works independently, involving the supervisor when appropriate.
6. Effectively deals with unexpected or unusual demands.
7. Utilizes necessary technical knowledge and skills to perform job. (Addresses issue of technology.)
8. Quickly understands and applies new techniques or concepts.
9. Recognizes problems accurately and proceeds in a responsible manner.
10. Written communication is clear and effective.
11. Oral communication is clear and effective.
12. Works well with others; assists and encourages teamwork. (Addresses issue of diversity.)
13. Demonstrates maturity and self-confidence in daily work.

Based on seventy-eight employer evaluations collected between 2001 and 2007, MSU-Bottineau career/technical education students are performing at levels "higher than expected." The lowest mean score was 3.15, slightly above "performance fully as employers with the performance of MSU-Bottineau graduates.[4C.9]

4C.9 Binder M, Tabs: 2001 and 2007, "Career/technical Program Co-operative Education Employer Evaluation Results"

Table 4C-3
MSU-Bottineau
Career & Technical Program
Co-operative Education Employer Evaluation Results
2001 - 2007

Program	Mean Score	# of Responses
Accounting Technician	2.27	3
Administrative Assistant	1.86	9
Advertising/Marketing	2.00	8
Computerized Office Management	2.35	4
Floral Design	2.00	2
Golf Course Management	1.45	3
Horticulture	1.91	10
Medical Assistant	2.29	11
Medical Secretary	3.15	1
Network Engineering	1.86	3
Nursing (Year 2)	2.04	4
Practical Nursing (Year 1)	1.36	3
Urban Forestry	1.91	8
Water Technology	2.11	5
Web Design	1.46	1
Wildlife	1.89	3
Total all disciplines	**1.99**	**78**

Scoring: 1 = exceptional performance, 3 = performance fully as expected, 5 = performance consistently falls below expectations

University System Assesses Accountability

In addition to the assessments reported above, the North Dakota University System assesses accountability in a number of areas. One relevant accountability measure in determining the value of MSU-Bottineau curricula is the measure titled "Employer-Reported Satisfaction with Recent Graduates." Table 4C-4 shows comparison data for MSU-Bottineau students, North Dakota University State colleges, and national norms for each year from 2004 to 2007. Though MSU Bottineau results for all questions each year fall between "somewhat" satisfied (3) and "very" satisfied (4), comparisons to North Dakota University System data and national norms indicate room for improvement in this area. Since employers indicate they would "very" likely hire other MSU-Bottineau graduates, and if employers in a competitive business environment can be presumed to be competing in a global, technological, and diverse business environment, then employers hiring MSU-Bottineau graduates indicate that MSU-Bottineau's curricula are useful to students who will live and work in a global, technological, and diverse society.

Table 4C-4
MSU-Bottineau
Employer-Reported Satisfaction with Recent Graduates

2004-05 [4C.10, 4C.11]

AY 2002-03 Graduates

Mean for:	Question 1*	Question 2**	Question 3***	Question 4****
MSU-Bottineau	3.9	3.8	3.8	4.1
NDUS (8 Colleges)	4.23	4.16	3.93	4.15
National	4.18	4.12	3.86	3.13

2006-07 [4C.12, 4C.13]

AY 2003-05 Graduates

Mean for:	Question 1	Question 2	Question 3	Question 4
MSU-Bottineau	3.89	4	3.91	4
NDUS (8 Colleges)	4.23	4.11	3.87	4.15
National (not yet reported				

Scoring: 5 = extremely; 4 = very; 3 = somewhat; 2 = not very; 1 = not at all

* Overall, how satisfied are you that this employee demonstrates the qualities you would expect from a college graduate?

** Overall, how satisfied are you with this employee's general skills as they relate to the requirements of the job?

*** Overall, how satisfied are you with this employee's specialized skills as they relate to the requirements of the job?

**** Based on your experience with this employee, how likely are you to hire other graduates of this school?

Core Component 4D

MSU-Bottineau provides support to ensure that faculty✓ students/ and staff acquire/ discover and apply knowledge responsibly.

MSU-Bottineau ensures faculty, students, and staff acquire, discover, and apply knowledge responsibly through policies that support academic integrity, through learning resources that support learning, and through meaningful activities that promote social responsibility. The institution expects honesty, fairness, and responsible academic and social behavior from its faculty, staff, and students. The small size of the institution and consequential low student/teacher ratios minimize temptations for dishonesty. MSU-Bottineau takes pride in a student/faculty ratio that allows for individual attention in advising and learning. The North Dakota University System Accountability Measures Report for 2001-2002 showed a faculty/student ratio of 15.9/1; the 2003-2004 report showed a ratio of 16.9/1.[4D.1]

4D.1 Binder U: Accountability Reports 2001-2007 2nd Annual Accountability Reports p. 2 and Binder U Accountability Reports 2001-2007 4th Annual Accountability Reports p. 4

4D.2 Binder K: "Student Handbook," pp.18-19

The Student Handbook addresses the college's code of conduct in regard to academic integrity. Specifically covered in the MSU-Bottineau Student Handbook are areas of faculty and student responsibility in regard to academic honesty and integrity.[4D.2] If this trust is violated, either inadvertently or deliberately, the code in the Student Handbook serves as the guide for addressing the issue. In any case of suspected cheating, plagiarism, or other academic impropriety, students are informed of the suspicion and given a fair opportunity to refute it. Faculty members are responsible for providing students with guidelines concerning cheating and plagiarism. For example, the English faculty instructs students in ethical and effective use of intellectual property in college composition classes.[4D.3]

4D.3 Course Outlines Composition 1 and 2

While the Student Handbook outlines expectations for student conduct and provides guidelines for dealing with violations, for the most part, individual incidences of cheating or student dishonesty are handled by the student's instructor. Depending on the circumstances or gravity of an offense, students may fail a particular assignment, test, or course as a penalty for dishonest conduct. Students may appeal the decision of the instructor by following the process defined in the Student Handbook.

Faculty is expected to exhibit academic honesty in its use of copyrighted material as noted in the appendix to the Faculty Handbook.[4D.4] The institution recognizes the ownership of works created by others and rights to acknowledgement and revenues for those works. The MSU-Bottineau copyright policy provides guidelines regarding photocopying of published materials, asking permission to use copyrighted materials, and posting copyrighted materials in electronic reserves for student perusal. Some activities are not copyright infringement, while others are prohibited.

4D.4 Binder K: "Faculty Handbook," pp.70-76

By providing services and tools to aid students in their academic endeavors, the campus creates an environment that fosters academic honesty and allows students to acquire, discover, and apply knowledge responsibly. For example, beginning spring semester, 2008, a plagiarism detection service called SafeAssign was made available to faculty using the Blackboard online course system. Instructors can use this technology in either online or on-campus courses. Instructors can use SafeAssign to determine if any parts of a paper are plagiarized, however the tool is more commonly used to

Table 4D-1 MSU-Bottineau Combined Total Hours: Tutoring and Study Skills Classes			
Fall 2005 -	298.7	Spring 2006 -	340.6
Fall 2004 -	363.7	Spring 2005 -	298.7
Fall 2003 -	Not documented	Spring 2004 -	Not documented
Fall 2002 -	612.7	Spring 2003 -	494.1

The Learning Center coordinates a number of activities to support student learning. These include, but are not limited to, tutoring, disability services, career services, indicates that tutoring has been an active avenue of support for students.[4D.5]

Campus academic, political, and social structures encourage and reinforce student integrity and responsibility. An active Student Senate provides an arena for students to develop a sense of responsibility to the college community and to their peers and contribute to the development of rules and regulations for student life. Student Senate members also serve on a variety of campus ad hoc committees. Through these ad hoc committees' students were involved in changing the college's name, implementing football and softball programs, developing a new mission statement, conducting searches for faculty and staff, and planning orientation week activities. In addition, students participate on standing campus committees dealing with library services, student conduct, conduct appeals, general education, cultural diversity, and technology.[4D.6] Student organizations have been involved in Adopta-Highway, the MSU-Bottineau community rummage sale, and the hockey team day-of-caring. Students publish *The Buzz,* a student news bulletin. And student ambassadors provide campus tours for prospective students and groups and promote the campus in a positive manner.

4D.5 Binder, Assessment Program Plans 1999-2005 and Binder, Assessment Program Plans 2006--, Tab: Learning Center Assessment Report 2007, 2006, 2004

4D.6 MSU-Bottineau Website: Student Senate

Strengths

1.   MSU-Bottineau students benefit from the North Dakota University System general education, core curriculum, and transfer policy.
2.   MSU-Bottineau has in place agreements that facilitate the transfer of credits between university system schools.
3.   MSU-Bottineau has adopted new general education goals that reflect the new institutional mission and focus.
4.   MSU-Bottineau's efforts to incorporate diversity programming into campus life and classroom experience have grown significantly.

Challenges

1.   MSU-Bottineau needs to implement the new general education goals into its general education curriculum and assess the results.

Plan of Action

1.   The General Education committee will develop a plan for implementation and assessment.

CRITERION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission MSU-Bottineau identifies its constituencies and serves them in ways both value.

MSU-Bottineau engages with constituencies both on and off campus through educational programming, institutional and curricular planning, community involvement, sporting and cultural events, use of campus other ways. Students are the primary internal constituency, although faculty, staff, administration, and alumni are internal constituents also. External constituencies are diverse and include community members, businesses, agencies, other schools, and industry leaders.

Core Component 5A

MSU-Bottineau learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

MSU-Bottineau uses a number of strategies to learn from its constituents including nationally recognized assessment instruments, state-wide and internal surveys and evaluations, internal and external reports, and committee-generated data. The college uses information gathered from these sources to determine if constituents' needs and expectations are being met, identify areas in need of improvement, and develop strategies for service.

MSU-Bottineau Learns From Students

Students are the largest and, certainly, the most important constituency served by MSU-Bottineau. Thus learning from students about their needs, expectations, and experiences is one of the institution's highest priorities. The annual *North Dakota University System Accountability Measures Report* is a key tool in assessing student satisfaction. Data in the 2004 and 2006 reports shows MSU-Bottineau students are, on average, more satisfied with their overall college experience than their national counterparts, as depicted in Table SA-1 . The survey instrument used to gauge student satisfaction asked participants "how it is" and "how it should be" in regard to twelve broad quality indicators, e.g. student centeredness, campus climate, academic services, safety, and security, etc. Each indicator had a set of questions connected to it with a scale from one (strongly disagree) to five (strongly agree).

Students were asked to rate the campus from the "how it is" and "how it should be" score from the "how it should be" rating. The lower the performance gap, the higher the ranking on the quality indicators.[5A.1]

Table 5A-1 Student Reported Satisfaction 2004 and 2006		
2004		
Scale	MSU-Bottineau Mean Performance Gap	National Community College Mean Performance Gap
Academic Advising Counseling	0.60	0.99
Concern for the Individual	0.54	0.92
Institutional Effectiveness	0.56	0.84
Registration Effectiveness	0.41	0.81
Student Centeredness	0.38	0.66
Admissions and Financial Aid	0.62	0.98
Campus Climate	0.39	0.73
Academic Services	0.38	0.70
Service Excellence	0.39	0.77
Safety and Security	0.55	1.13
Campus Support Services	0.39	0.53
Responsiveness to Diverse Populations	-	-
2006		
Academic Advising Counseling	0.55	0.97
Concern for the Individual	0.50	0.90
Institutional Effectiveness	0.59	0.82
Registration Effectiveness	0.49	0.81
Student Centeredness	0.35	0.64
Admissions and Financial Aid	0.68	0.86
Campus Climate	0.40	0.71
Academic Services	0.41	0.66
Service Excellence	0.35	0.75
Safety and Security	0.57	1.12
Campus Support Services	0.48	0.54
Responsiveness to Diverse Populations	-	-

Although MSU-Bottineau does extremely well when comparing itself to community colleges throughout the country on student satisfaction, quality indicators with relatively higher performance gaps need to be examined to determine if improvements need to be made. "Academic advising and counseling" falls into this category. The college's retention committee is working to revamp the institution's advising system and strengthen articulation agreements with partner colleges and universities. The committee is also working on a special advising process for students who are undecided about a major. "Admissions and financial aid" is another indicator that has a relatively high performance gap. The institution has embarked on a new capital campaign to increase scholarship donations and is also supporting a legislative effort to freeze tuition in 2009-2011.

To identify students at high risk of dropping out due to financial, social, or academic problems, MSU-Bottineau administers the Noel-Levitz Retention Management System College Student Inventory. Student profiles generated by the inventory are given to their program advisors so the advisors can help students and recommend support services. A retention management strategy used on campus for many years is mandatory enrollment in the college study skills class for all students placed on probation.[5A.2] Participation in the study skills class has resulted in improved on-campus student performance. An online course is now being developed for those at remote sites. These examples illustrate an intrusive manner in which the college uses data provided by students to better performance.

Instructors at MSU-Bottineau learn from students how to be more effective teachers through regular student evaluations, in which students comment on course organization, grading, fairness, and overall impressions of the course. Student evaluations and comments are returned to the respective instructors, and the information is analyzed by the administration.[5A.3] Results of student evaluations are charted, so instructors can determine where they are strong or weak in comparison with their campus peers. The Dean for Academic Affairs reviews the evaluations and visits with instructors whose evaluations show consistent challenging areas.

Students' ideas relating to the lifestyle, safety, and cleanliness of campus residence halls are gathered every other fall semester through a Residence Life survey. Students use the informal, written survey to express concerns and share ideas for improvement. Survey results are used to respond to student needs and expectations. For example, when students said they felt insufficient outdoor lighting was a security issue, new lighting was placed in several residence hall parking lots.[5A.4]

Alumni Offer Ideas, Support

The institution learns from alumni through surveys, committees, and the alumni newsletter. Alumni have shared their talents and ideas with the college by participating in events like the campus centennial, town hall meetings regarding the future of Old Main, serving on the Thatcher Hall addition committee, and participating in discussions to change the name of the institution. Though the alumni newsletter, they provide feedback about alumni activities and nominations for alumni awards. The results of an alumni survey on the proposed institutional name change were integral to the decision to pursue the change.

Faculty and Staff Involved In Decision Making

Faculty and staff are credible, primary, and eyewitness resources on how MSU Bottineau can better serve students, the community, and their own needs as both purveyors and seekers of knowledge. Employees participate in planning and decision making, and they present concerns and propose recommendations for campus advancement to administration though the Faculty Senate and Staff Senate as well as permanent and ad hoc committees. The institution uses information gathered by the Outcomes Assessment Task Force and Technology Committee to analyze and budget for technology and instructional needs. MSU-Bottineau applies shared governance and collective responsibility to make the institution stronger. Collegiality is a characteristic that allows the campus to serve colleagues as constituents.

Community and Industry Provide Guidance

Each career/technical program at MSU-Bottineau has an advisory committee that works to ensure the program meets the needs of its constituencies. Committees include representatives from business, public and private agencies, and professions that depend on the success of the programs.[5A.5] In addition to helping shape the content and scope of career/technical programs, the advisory committees play an active role in campus activities. For instance, based on an idea presented by the Learning Center advisory committee, the college initiated "Preview Day" to help ease the transition from high school to college. High school students were invited to campus to sit in on one or two classes of interest. Success of the first event led organizers to repeat it and invite more schools to participate.[5A.6]

Career/technical advisory committees have been instrumental in many projects that have benefited MSU-Bottineau's constituents. Following are some examples of advisory committee contributions:

- **Horticulture/forestry:** Established an annual, industry-sponsored scholarship for a horticulture and forestry student.
Horticulture/Forestry minutes-August 17, 2004; August 15, 2005
- **Information management:** Recommended curricular changes and materials that match the needs of employers. *Information Management minutes-August 19, 2003; May 11, 2004*
- **Information technology:** Explored avenues to build a transfer agreement in business with Minot State University. *Information Technology minutes-August 15, 2005; January 25, 2006; April 26, 2006*
- **Medical assistant & allied health:** Selected and monitored internships and clinical experiences for allied health curricula.
Medical Assistant & Allied Health minutes-August 27, 2002; April 28, 2004; May 5, 2005
- **Urban Forestry:** Utilized committee members for presentations, guest lectures, and job networking.
Urban Forestry minutes-May 6, 2004
- **Recreation management:** Generated ideas for promotion and recruitment.
Recreation Management minutes-October 16, 2006[5A.7]

Core Component 5B

MSU-Bottineau has the capacity and the commitment to engage with its identified constituencies and communities.

MSU-Bottineau Engages Students

MSU-Bottineau's capacity and commitment to engage students is demonstrated in the institution's ability to provide a quality learning experience, affordable education, effective orientation program, transfer assistance, health services, up-to-date facilities, and extended learning environments.

MSU-Bottineau engages its students in hands-on and personalized educational experiences and recognizes its students for excellence. Every student in Composition I has the opportunity for at least three individual writing conferences with his or her instructor. Students in horticulture learn greenhouse management and floral design in the campus greenhouse and examine flora at the International Peace Garden. Wildlife students band ducks on the Clark Salyer refuge and analyze ruffed grouse drumming counts. The institution honors academic achievement at the annual student awards banquet at which departments recognize outstanding students. The Greater Bottineau Area Chamber of Commerce honors sophomore students with the best grade point averages at its annual scholastic awards program. In 2007-2008, the campus instituted a Phi Theta Kappa chapter and the national organization chose a MSU-Bottineau student to represent North Dakota as a First Century Scholar at the American Association of Community College's annual conference. Another MSU-Bottineau student, was chosen for the same honor in 2007-2008. And in addition, she was named a Coca Cola Gold Scholar. Successive choices of MSU-Bottineau students to represent North Dakota in a national academic honor society speaks well of the institution's ability and intent to challenge students.

MSU-Bottineau is one of the most affordable institutions of higher learning in North Dakota. The cost of tuition and fees for North Dakota residents in 2008 is $3,803. [58.1] In 2007-2008; the average throughout the North Dakota University System was $4,648. [58.2] The institution provides financial aid counseling to students and prospective students and awards numerous scholarships. In the 2007-2008 school year, more than $100,000 in scholarships were awarded through Alumni, Foundation, Logrollers, and other organizations.

Student orientation consists of two days of intense student activities designed for student bonding, connecting students with the institutional focus, and dispersing necessary institutional information. Activities emphasizing the campus focus, "Nature, Technology, and Beyond," include collaborative examination of natural resources, computer-based competitions, and diversity activities. [58.3] MSU-Bottineau engages with students through its athletic programs, which provide a true student-athlete model. The hockey team won National Junior College

5B.1 MSU-Bottineau website: Tuition and Fee Schedule

5B.2 Binder I: "Student Affordability Report," pp. 31-32

5B.3 Binder X, Tab: 1st Week Activities

Championships in 2007, 2008, and 2009. The 2007 team was named an All-Academic Team with an average grade point average of 3.22. To expand athletic experiences available to students, in 2008-2009 the institution added football and softball programs. MSU-Bottineau athletes excel in the classroom as well, as illustrated in Table 5B-l.

			Table 5B-1			
			MSU-Bottineau			
			Scholar Athlete			
			Cumulative Grade Point Averages			
			2006-2008			
	Sport					
Year	Men's Hockey	Men's Basketball	Men's Baseball	Women's Volleyball	Women's Basketball
2006	2.851	2.649	2.628	2.926	3.041
2007	3.222	2.705	2.776	2.670	2.936
2008	2.704	2.861	2.699	2.662	2.604
2009	2.721	2.649	n/a	n/a	2.996

MSU-Bottineau helps students transferring to this institution as well as those transferring to other colleges. Together, the Student Services office and faculty advisors work to help ensure a smooth transition for incoming transfers as well as for matriculating to another campus from MSU-Bottineau. The campus is attentive to the need for students to maximize progress toward a degree. Thus, it works hard to provide accurate information regarding credit articulation. MSU-Bottineau demonstrates its commitment to engage with students by providing health services. A school nurse, who is available to students five days a week, refers students to community health providers if further medical examination is necessary. Professional mental health and addiction counselors provide counseling sessions on the campus.[58.4]

MSU-Bottineau engages with distant students through delivery modes that use diverse resources. These include dual credit classes for high school juniors and seniors, Interactive Video Network classes for students across the state, and online classes for students anywhere. The various means of instructional delivery allow the college to bring the benefit of the college to those who are place bound.

Dual credit makes college courses and college credits available to qualified high school students, both locally and around the state. Bottineau High School students attend classes on campus, and students at other locations attend courses through the

5B.4 MSU-Bottineau website:
Health Services

Interactive Video Network. The number of participating schools varies from year to year. Since 2002, students from eighteen different high schools have enrolled in dual-credit classes. Numbers of participating students between fall semesters 2002 and 2008 are reported in Table 5B-2.[5B.5]

Table 5B-2 MSU-Bottineau Dual-Credit Enrollment 2002-2008				
Year	Headcount	Registrations	Classes	Schools
2002	26	26	3	3
2003	46	46	5	8
2004	48	48	4	8
2005	39	39	6	9
2006	81	115	8	12
2007	98	119	9	14
2008	87	104	9	12

By supporting distance education programming, administration makes learning available to a variety of populations at multiple locations. The online program not only produces an additional revenue stream for the institution, but it also, offers distance education students unique programs such as urban forestry, transcription, and care giving.

Growth in Interactive Video Network delivery throughout the North Dakota University System has been remarkable, and MSU-Bottineau currently leads the system in number of classes transmitted. In 1997, MSU-Bottineau started with seven interactive video classes (nineteen credit hours); the spring 2009 course schedule lists twenty-nine classes (eighty-three credit hours). Most of the institution's dual-credit high school students receive instruction through interactive video delivery. The Interactive Video Network provides North Dakota University System institutions a way to efficiently collaborate and offer greater opportunities for their students.[5B.6]

MSU-Bottineau has a full-time adviser on the Minot State University campus and enrolls career/technical and under-prepared students in the Minot area. The institution uses Minot State University instructors and, its students have access to Minot State University student services, library, residence halls, and counseling. MSU-Bottineau also delivers interactive video courses from the

Minot State campus. The following programs are offered by MSU-Bottineau on the Minot State University campus.[5B.7]

- Advertising and marketing (AAS)
- Advertising and marketing (diploma)
- Information management-accounting technician (AAS)
- Information management-administrative assistant (AAS)
- Information management-medical secretary (AAS)
- Bookkeeping (certificate of completion and diploma)
- Reception services (diploma)
- Medical assistant (AAS)
- Medical assistant (diploma)

MSU-Bottineau Engages Community

The Logrollers, a group of alumni and community members supporting MSU-Bottineau athletics, involves the local residents by distributing calendars with sporting schedules, sponsoring raffles for trips, and hosting an annual golf tournament. The Logrollers also sponsor the annual Athletic Hall of Fame Banquet which is open to the public. Celebrations provide opportunities for MSU-Bottineau to engage with friends and community members. A homecoming event was hosted for the first time this past fall (2008) with the implementation of a new football program. The college combines the event with the Chamber of Commerce's fall festival to display the collaboration and bond between "town" and "gown." Community members engage with the campus by serving on the MSU-Bottineau Foundation, the fundraising organization for the campus. Its members work to build scholarship and general development funding to benefit students and the college. The Foundation sponsors Evergreen, an annual fundraising event that features an elegant dinner and an auction of items donated by Bottineau-area businesses, individuals, organizations, artists, and craftspeople.[5B.8]

MSU-Bottineau Engages Business and Industry

The college works with local health care providers to help alleviate the critical shortage of nurses in rural area. Together, they support the campus practical and registered nurse programs. MSU-Bottineau furnishes funding for instruction, operating, and adjunct instruction costs. The health care providers contribute grants, equipment, labs and other facilities, and management of student clinical experiences This win/win collaboration has grown enrollment in the college's nursing program, which is now the largest in the Dakota Nursing Consortium.

MSU-Bottineau values the work of the advisory committees for the career/technical programs and recognizes the members by sponsoring an annual dinner in their honor each fall semester. Through these advisory committees, the campus engages business leaders and industry specialists in discussions regarding industry standards and educational goals.[5B.9]

MSU-Bottineau Engages Public Education

In addition to its dual-credit offerings, MSU-Bottineau faculty members participate in campus outreach activities and give presentations in their areas of expertise in high school classrooms. For instance, an English instructor presented *The Techniques of Satirists* for high school students in Bottineau, Glenburn, and Wishek. A social sciences professor presented *Black Death in Medieval Europe* to students at St. John High School. Information technology staff members also give presentations on Internet safety for high school students and parents.

Other public-school connections include:

• MSU-Bottineau uses Bottineau Public School's football field and the city's hockey arena and softball field. Bottineau High School and the American Legion use the college baseball field.

• Through Marketplace for Kids, fourth through sixth grade students from surrounding schools travel to campus to demonstrate entrepreneurial ideas and attend educational classes. [5B.10]

• Career camps, hosted in the summer months, expose high school students to career paths connected to MSU-Bottineau's programs.

• MSU-Bottineau hosts the County Spelling Bee, Science Olympiad, Math Counts, and Business Challenge contests for public schools.

Staff members coordinate charitable events like Relay for Life in support of cancer research, and they also sponsor a campus rummage sale to support community services.[5B.11] Campus rummage sales have been held for six years to raise money for local charities or service groups such as the Family Crisis Center, St. Andrew's Hospital, The Bottineau Park Board, the Bottineau Fire Department, Bottineau Food Pantry, Bottineau Rural Fire District, and the Ambulance Service. Around $1,200 is raised from this each year and unsold items are donated to the Orphan Grain Train or the Mission in Belcourt. In conjunction with the rummage sale, a bake sale is held with the proceeds going to the MSU-Bottineau Relay for Life team. The proceeds from the bake sale are around $200 each year.

Core Component 5C

MSU-Bottineau demonstrates its responsiveness to those constituencies that depend on it for service.

MSU-Bottineau support of campus, community, and alumni efforts to rescue an historic campus structure illustrates the institution's commitment to serving and being responsive to its constituents. Constructed in 1907, Old Main is a regional landmark recently placed on the National Register of Historic Places. After years of unsuccessfully requesting state appropriations for upkeep and maintenance of the building, MSU-Bottineau proposed a new structure be built to replace classrooms and offices housed in Old Main. Funding for new construction was granted, and Old Main was taken out of service in 2007. During this process, the college heard from numerous alumni, historical societies, and local, regional, and state residents who insisted Old Main not be demolished but preserved as a "jewel-on-the-prairie." In view of that, the institution formed a committee to save and repurpose the building. An alumnus has donated his architectural services to this end, and conceptual sketches have been drafted to illustrate how Old Main can continue to serve the campus and the community. Fundraising efforts will engage the same leadership team.[5C.1]

5C.1 Binder: Old Main Renovations

In 2005, MSU-Bottineau joined the North Central Education Consortium. The mission of this association of seventeen schools is to ensure, through a comprehensive K-12 curriculum, that all students will develop and demonstrate scholastic, technological, physical, social, and problem-solving skills essential for achieving academic, occupational, and personal success today and in the future. MSU-Bottineau has demonstrated its responsiveness by active membership on the consortium's executive, administrative, and governing boards. The college also houses the consortium offices, free-of-charge, on its campus. A MSU-Bottineau faculty member co-chaired the consortium's Virtual Tech Center Project, which garnered $231,174 for a prototype learning center to improve access to training in skills needed to make students job ready. MSU-Bottineau also works collaboratively with the consortium to manage delivery of dual-credit coursework.[5C.2]

5C.2 Binder 3A, Tab: NCEC Joint Powers Agreement

5C.3 Binder: City Beautification Project

As one of the largest nonprofit organizations in Bottineau, MSU-Bottineau has a special responsibility to share its resources with the public and the community. One way of doing this is to share the talent of faculty, staff, and students with the community. In the spring of 2008, the college asked the city council if it could, during the summer, plant and tend twenty-four flowerboxes placed in prominent spaces in the community. The city council agreed to fund the project, and the college provided the expertise and labor. The project was a success and will be funded and managed again in 2009.[5C.3]

Through surveys, focus group sessions, and residence hall meetings, students report their satisfaction or dissatisfaction regarding campus services. These methods of gathering student input have resulted in the formation of a campus food committee comprising residence hall staff, food service staff, and students. The committee is charged with addressing the dining concerns of students. The Food Committee gathers ideas for students through food services surveys. In collaboration with the food service provider, the campus has implemented an expanded salad bar, a formal night, and an ice cream machine. Moreover, in 2006, $143,492 was dedicated to dining hall improvements for new equipment, upgraded services, and aesthetic enhancements. Negative comments about food service quality have dramatically decreased. [5c.4]

Core Component 5D
Internal and external constituencies value the services MSU-Bottineau provides.

MSU-Bottineau provides services to the community and state that are of general interest, satisfy a common good, and reflect the institution's mission. The institution's constituencies demonstrate their appreciation of the campus through partnerships and affiliations, participation in campus events and fundraising activities, use of campus facilities, and employment of faculty and staff in community service. Responses on evaluations of campus quality indicate that, overall, constituents value the services of MSU-Bottineau.

The North Dakota Forest Service shares its "roots" and centennial with the MSU Bottineau campus, as they both began when the State School of Forestry was founded on June 8, 1906. [50.1] Even though, in 1996, realignment changed the reporting structure of the college, aligning it with Minot State University while the North Dakota Forest Service remained aligned with North Dakota State University, the two agencies remain closely affiliated. MSU-Bottineau continues to house the state forestry offices and provides fiscal services for this agency.

The campus Entrepreneurial Center for Horticulture is a $2.8 million venture that eventually will fund the building of greenhouses, educational courses, and a system for distributing organically grown and specialty vegetables across the state. The project is supported by the U.S. Department of Commerce's Economic Development Administration by a University Center Economic Development

program grant. MSU-Bottineau was awarded the grant with the help of U.S. Senator Byron Dorgan. Local sponsors include the International Peace Gardens and the Bottineau County Economic Development Center. [5D.2]

committed to providing leadership in greenhouse production of specialty and organic vegetables in North Dakota, the Entrepreneurial Center for Horticulture project aligns with the campus mission, particularly its emphasis on nature and technology. Support of the project illustrates stakeholders' confidence in the campus and the value sponsors place on the campus as a resource.

Another marker of the center's value to the region is the growing list of cooperating partners:

- U.S. Department of Agriculture
- N.D. Department of Agriculture
- Sysco Foods
- N.D. Farmers Market and Growers Association
- Otter Tail Power Company
- Center of North America Coalition
- Minot Magic Fund

MSU-Bottineau introduced the *Campus Read* to the campus and community in 2007. Each year a book is selected for reading by the entire campus, and interested community members, that lends itself to discussions linked to the campus focus, "Nature, Technology, and Beyond." Attendance and evaluations for the individual presentations and discussion sessions has been good and affirm the appeal of the *Campus Read* to multiple constituencies. In addition, the program has strengthened campus and community relationships by featuring a cultural program on the campus calendar.[5D.3]

Since the summer of 2006, MSU-Bottineau has raised $300,000 from alumni and friends to support campus programming and improvements, a significant amount since the college has a comparatively small alumni base and many graduates donate to institutions from which they receive baccalaureate degrees. The success of the capital campaigns gauges how worthwhile college experiences of alumni have been. One campaign recently raised $75,000 for technology equipment in a new classroom addition. Another raised $230,000 to begin two new extracurricular activities. Whereas both efforts met expectations, the "extra-curricular" campaign exceeded expectations by $30,000.[5D.4]

Community service is a responsibility for MSU-Bottineau faculty and an expectation for staff as well. Many examples showing that MSU-Bottineau employees volunteer in the community can be cited. A few include memberships on the Bottineau City Council and Bottineau School Board, appointments to statewide associations or boards (e.g. State Library Board, North Dakota Education Association), and leadership in city activities and events such as instructing hunter safety workshops for youth groups.

Campus personnel also serve the community in a myriad of ways through active participation on committees, support for area initiatives, and engagement in Bottineau's custom and culture. Evaluating the merit of these services to others cannot be gauged through simple tabulation, however, much of the service in which college employees participate is via election, appointment, and nomination. These methods lend credibility to our assertion that our external constituencies do indeed value the services provided.[5D.5]

The Bottineau community and region make extensive use of campus facilities. This trend has accelerated with the addition of new conference rooms. Continued and increased usage of the campus by civic and education groups is an indication that MSU-Bottineau is viewed as a venue of choice for conducting meetings and conferences.

Campus facilities are also used by the public for sports, camps, competitions, meetings, and other events. The Science Olympiad provides one of many possible examples. The Olympiad, an annual event, hosts 250 area high school and junior high students. The student teams compete in fifteen activities in each division. Volunteers from faculty, staff, students, and community members run the event, which uses Thatcher Hall, Physical Plant shop, and Nelson Science Center. The *Community Use of Campus Facilities* document provides a full list of ways the campus has been used for events and activities not directly sponsored by MSU-Bottineau.[5D.6]

Results from North Dakota University System accountability measures reports provide valuable insight into how employees and students regard the campus. Cumulative data from all campuses in the North Dakota University System and a national two-year college norm group aids in gauging how MSU-Bottineau is performing. Campus Quality Surveys from 2002, 2004, and 2006 supply comparative data over time.

Faculty and staff provide services critical to the operation of this institution as well as to providing services to students. The quality of these services directly affects the college's ability to fulfill its mission. One measure of quality is employee job satisfaction. High levels of satisfaction indicate that faculty and staff find their work sufficiently important and worth their expenditure of time or effort.

Job satisfaction is one measure of the campus quality surveys conducted in 2002, 2004, and 2006 and referenced in Table SD-1 below. An overall satisfaction rating is achieved by combining the percentages, by year, of "very satisfied" and "satisfied." The results indicate that overall job satisfaction for employees has increased since 2002 and is currently at a high level (2006). Moreover, MSU Bottineau results compare favorably to those reported for the NDUS, as a whole, in 2006. [5D.7]

Table 5D-1
MSU-Bottineau Employee Job Satisfaction
2002-2006

Overall satisfaction: 2002 = 71%   2004 = 84%   2006 = 87%

Very Satisfied			Satisfied			Neutral			Somewhat Dissatisfied			Not Satisfied At All		
2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
21%	38%	28%	50%	46%	59%	16%	8%	9%	13%	8%	3%	0%	0%	0%

N.D. University System overall satisfaction in 2006 = 76%

	27%			49%			12%			10%			2%	

The reputation of the institution is important to those who work there. Employees want to be connected with an entity that makes them feel their hard work produces important results, and that the quality of the campus is desirable. The impression of a quality workplace is, therefore, an important value benchmark.

Table *SD-2* reflects "quality" indicators from MSU-Bottineau employees for 2002, 2004, and 2006, plus comparison data for 2006 for the North Dakota University System. The overall impression of quality for MSU-Bottineau is attained by combining the percentages, by year, for rankings of "Excellent" and "Good." Of the three years found on Table SD-2, the rating was highest in 2004. The drop to middling in 2006 is cause for concern, particularly since it is not a view shared by students (see Tables *SD-5, SD-6,* and SD-7 below) nor by North Dakota University System employees for that year. [5D.8]

Table 5D-2
MSU-Bottineau Employee Impression of Quality
2002-2006

Overall Impression of Quality: 2002 = 83%   2004 = 92%   2006 = 69%

Excellent			Good			Average			Below Average			Inadequate		
2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
30%	36%	16%	53%	56%	53%	12%	8%	31%	5%	0%	0%	0%	0%	0%
NDUS Overall Impression of Quality in 2006 = 75%														
		21%			54%			20%			3%			1%

Another measure of value by employees are *How It Is Now* survey results. These ratings, in eight quality categories, originate from campus quality surveys in which employees responded to questions relating to their expectations of the institution's climate, culture, and services.

Positive values in the "2002-2006 Change" column of Table SD-3 indicate improvement, and MSU-Bottineau shows progress in all eight categories. [5D.9]

Table 5D-3
MSU-Bottineau
How It Is Now Survey Results
2002-2006

Quality Category	2002	2004	2006	2002-06 Change	N.D. University System 2004	N.D. University System 2006
Measurement and Analysis	3.24	3.56	3.39	+0.158	3.370	3.278
Quality/Productivity Improvement Results	3.12	3.32	3.24	+0.122	3.324	3.272
Employee Training and Recognition	2.99	3.25	3.27	+0.275	3.166	3.174
Quality Assurance	3.08	3.40	3.27	+0.195	3.356	3.341
Top Management Leadership and Support	3.22	3.58	3.54	+0.313	3.337	3.310
Employee Empowerment and Teamwork	3.14	3.42	3.38	+0.243	3.349	3.329
Customer Focus	3.32	3.60	3.46	+0.134	3.410	3.409
Strategic Quality Planning	3.19	3.60	3.49	+0.304	3.406	3.394

Scoring: 1=strongly disagree   2=disagree   3=uncertain   4=agree   5=strongly agree

System data, a couple of measures are of concern. These can be observed more specifically in Table SD-4. Table SD-4 provides comparative data by category and year for MSU-Bottineau, all NDUS campuses, and a national norm group of two year colleges. Additionally, one can look particularly at the MSU-Bottineau column and compare results across time.

| Table 5D-4 MSU-Bottineau Measuring Quality: Performance Gap Scores and Rankings							
Quality Category		ND 1	ND 2	ND 3	MSU-B	ND 4	2-year National Norm
Employee Training and Recognition	2006	1.31	1.061	0.939	1.134	1.069	1.342
	2004	1.016	1.13	0.922	1.179	1.224	1.375
	2002	---	1.007	0.947	1.202	1.346	1.428
Top Management Leadership and Support	2006	1.089	1.181	0.733	0.976	1.249	1.22
	2004	0.606	1.024	0.846	0.901	1.181	1.243
	2002	---	0.856	0.803	1.046	1.363	1.294
Employee Empowerment	2006	1.062	1.033	0.694	0.987	1.075	1.165
	2004	0.67	0.879	0.825	0.934	1.02	1.19
	2002	---	0.697	0.811	1.041	1.195	1.239
Quality and Productivity Improvement Result	2006	1.022	1.106	0.856	1.074	1.034	1.11
	2004	0.659	0.91	0.888	0.955	0.921	1.131
	2002	---	0.787	0.799	0.994	1.118	1.193
Measurement and Analysis	2006	0.983	1.176	0.719	0.902	1.149	1.086
	2004	0.621	1.01	0.811	0.772	1.035	1.108
	2002	---	0.79	0.729	0.857	1.23	1.17
Strategic Quality Planning	2006	1.02	1.08	0.696	0.855	0.958	1.22
	2004	0.605	0.917	0.788	0.85	0.837	1.243
	2002	---	0.76	0.698	0.952	1.079	1.286
Quality Assurance	2006	0.924	0.985	0.822	0.997	0.921	1.095
	2004	0.574	0.87	0.835	0.906	0.75	1.114
	2002	---	0.714	0.848	0.962	0.906	1.162
Customer Focus	2006	1.048	0.969	0.775	0.935	0.918	1.033
	2004	0.773	0.94	0.708	0.76	0.884	1.058
	2002	---	0.804	0.722	0.842	1.037	1.113

Although MSU-Bottineau performance gaps on the eight quality indicators provide evidence that the institution; does well, comparatively speaking, there are areas of concern. For instance, for MSU-Bottineau specifically, the category, "employee training and recognition," has the largest performance gap each of the reporting years: 2002, 2004, and 2006. This may indicate that employees feel underappreciated by the institution, both in terms of financial reward and incentives for support.

Graduate ratings of the quality of instruction by MSU-Bottineau are key indicators of value. Table 5D-5 shows comparative date for three academic years. MSU-Bottineau results are favorable. [5D.10]

5D.10 Binder U, 3rd Annual Accountability Measures Report, Tab: MSU-Bottineau "Alumni-Reported Satisfaction," p.1

Binder U, 4rd Annual Accountability Measures Report, Tab: MSU-Bottineau "Alumni-Reported Satisfaction," p.1

Binder U, 6th Annual Accountability Measures Report, Tab: MSU-Bottineau "Alumni-Reported Satisfaction," p.1
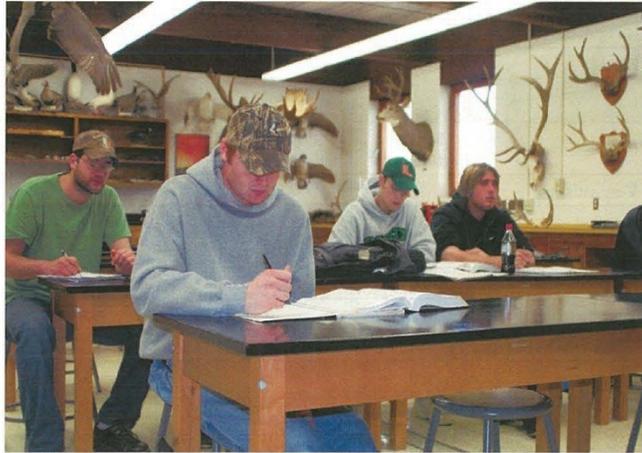
Table 5D-5
MSU-Bottineau
Student Satisfaction With Instruction
1999-2003

FY 1999-2000 Graduates

	MSU-Bottineau %	University System %	National %
Very satisfied	62.5	33.7	36.7
Satisfied	37.5	51.6	45.9
Neutral	0.0	7.3	8.8
Dissatisfied	0.0	2.7	3.3
Very dissatisfied	0.0	1.0	0.9
No opinion	0.0	0.9	0.7
Blank	0.0	2.9	3.7

AY 2000-2001 Graduates

	MSU-Bottineau %	University System %	National %
Very satisfied	60.0	29.4	37.0
Satisfied	40.0	53.1	45.4
Neutral	0.0	10.4	8.9
Dissatisfied	0.0	2.8	3.2
Very dissatisfied	0.0	0.7	0.9
No opinion	0.0	0.6	0.7
Blank	0.0	3.1	3.9

AY 2001-2003 Graduates

	MSU-Bottineau %	University System %	National %
Very satisfied	62.5	35.6	32.9
Satisfied	25.0	45.1	48.5
Neutral	0.0	8.4	10.0
Dissatisfied	0.0	4.4	3.3
Very dissatisfied	0.0	0.3	0.9
No opinion	0.0	0.4	0.6
Blank	12.5	5.8	3.8

School Ratings

The graduate ratings highlighted in Table 5D-6 point to overall satisfaction by MSU-Bottineau students with their educational experiences at the institution.[50][11]

Table 5D-6 MSU-Bottineau Student Satisfaction With Overall Quality of Institution 1999-2003			
FY 1999-2000 Graduates			
	MSU-Bottineau %	University System %	National %
Excellent	68.8	48.5	43.7
Good	25.0	41.2	42.1
Average	6.2	7.2	10.1
Poor	0.0	0.7	1.4
Blank	0.0	2.5	2.7
AY 2000-2001 Graduates			
Excellent	80.0	46.1	44.8
Good	20.0	43.0	41.1
Average	0.0	7.9	9.7
Poor	0.0	0.7	1.4
No response	0.0	2.3	3.0
AY 2001-2003 Graduates			
Excellent	81.2	49.5	42.2
Good	6.2	36.9	43.8
Average	0.0	7.9	9.8
Poor	0.0	0.4	1.3
No response	12.5	5.2	2.9

It is safe to assume that students would not recommend a college they felt did not meet their needs. High ratings point to experiences that students deem worthwhile.

Table 5D-7 portrays how MSU-Bottineau graduates feel about their experiences at this college.[5D.12]

Table 5D-7 MSU-Bottineau Alumni Willingness To Recommend 1999-2001			
FY 1999-2000 Graduates			
	MSU-B %	**NDUS %**	**National %**
Yes, without reservation	93.8	70.9	62.1
Yes, with some reservation	6.2	25.4	32.1
No	0.0	1.3	3.0
Blank	0.0	2.3	2.9
AY 2000-2001 Graduates			
Yes, without reservation	80.0	70.1	63.0
Yes, with some reservation	20.0	25.6	31.0
No	0.0	2.0	2.9
Blank	0.0	2.3	3.1

Tables 5D-5, 5D-6, and 5D-7 provide evidence that the campus's student population does value the services of MSU-Bottineau. Results exceed state and national normative data.

Strengths

1. MSU-Bottineau provides an athletic program that emulates a true student-athlete model.
2. MSU-Bottineau, in cooperation with Minot State University, meets the needs of career/technical education and under-prepared students in the Minot area.
3. MSU-Bottineau extends its services and expertise to public education.
4. MSU-Bottineau demonstrates its commitment to the community by making its facilities available, by sponsoring non-credit training and professional development activities, and by offering its services and expertise.
5. MSU-Bottineau manages an online learning environment that enables the college to bring programming to constituents who would otherwise not have access to higher education.
6. MSU-Bottineau manages an interactive video network that enables the college to bring programming to constituents who would otherwise not have access to higher education.
7. MSU-Bottineau moves swiftly to meet client needs.
8. MSU-Bottineau's collaborative efforts have created efficiencies for partnered schools, expanded learning opportunities for students, and fulfilled North Dakota's expectation regarding cooperative ventures and K-12 partnerships.
9. The Bottineau area's engagement with MSU-Bottineau demonstrates that it values its local college.

Challenge

1. MSU-Bottineau needs to continue to improve its initiatives to provide a safe and secure living, learning, and working environment.

Plan for Improvement

1. MSU-Bottineau will support the State Board of Higher Education safety and security budget initiatives. The institution will review campus judicial systems.

ADDENDUM

Federal Compliance

Credit, Program Length and Tuition

MSU-Bottineau's academic calendar is based on a 16-week semester system. The academic calendar consists of a 16-week fall semester, 16-week spring semester and an eight-week summer session. Within the 16-week semesters there are two eight-week sessions.

Program Length

MSU-Bottineau's associate degree programs require a minimum of 61 semester credits. Diploma programs are two years or less in length. Certificate programs require a minimum of 16 credits and certificate of completion programs are those programs that have less than 16 semester hours.
MSU-Bottineau's program lengths meet the requirements of the North Dakota University System and are listed in the North Dakota State Board of Higher Education Policy 409.

Tuition

Tuition rates at MSU-Bottineau are approved by the North Dakota State Board of Higher Education. The college currently has six tuition categories. The categories and applicable yearly tuition rates are:
- ND and Canadian Residents $3,801.84
- Minnesota $4,730.72
- Contiguous States $4,581.84
- Western Undergraduate Exchange/Midwest Student Exchange Program $5,361.84
- Non-resident $5,361.84

The tuition rate for online courses and dual credit courses is based on a per credit rate. The current per credit tuition rate for online courses is $182.50; for dual credit students the rate is $106.00.

Organizational Compliance with the Higher Education Reauthorization Act
- Title IV funding documents are available at MSU-Bottineau's Financial Aid Office and may be viewed there by members of the Higher Learning Commission self-study team. These documents include:
  - MSU-Bottineau Title IV Program Participation Agreement. MSU-Bottineau received recertification on July 11, 2003 with an approval expiration date of June 30, 2009. The Financial Aid Director is currently working on the Reapplication for Approval to Participate in the Federal Student Financial Aid Program. This application is due on March 31, 2009.

- • Eligibility and Certification Approval Report (ECAR) and the approval letter.
- • The 2007-2008 Fiscal Operations Report and Application to Participate (FISAP) for funds for 2009-2010 federal campus-based programs, consisting of Federal Supplemental Education
- • Opportunity Grants, Federal Work-Study and Federal Perkins Loan Program. FISAP reports from prior years are also available.
- • Consolidated financial statements for fiscal years 2005-2008 are available at MSU-Bottineau's Business Office.
- • MSU-Bottineau participates in the Federal Family Education Loan Program (FFELP) for Stafford Loans. MSU-Bottineau's Federal Stafford Loan Default Rates as compared to the national rates are found below.

Federal Stafford Loan Default Rates		
Fiscal Year	MSU-Bottineau	National
2004	5.7	5.1
2005	5.6	4.6
2006	5.5	5.2

Student Right to Know and Campus Security Act

MSU-Bottineau's annual Campus Health and Safety Booklet and the college catalog provide students with the school disclosure requirements of Title IV. The booklet and catalog are available in both printed and electronic formats.

Electronic copies can be found at the following links:

- • Campus Health and Safety Booklet http://www.misu-b .nodak. edu/pdf/0809campushealthandsafety.pdf
- • College Catalog http://www.misu-b.nodak.edu/pdf/msu-bott 2008-10.pdf

The information in the Campus Health and Safety Booklet includes:

- • Annual campus security policies and procedures
- • Annual campus crime statistics (Jeanne Cleary Act)
- • Drug and alcohol abuse prevention information
- • Drug and alcohol policies
- IPEDS Student Right-to-Know information (graduation/completion/transfer-out rates for the general student body cohort and student athletes)
- • Equity in Athletics (participation rates and support of athletic programs, EADA Report)

The college catalog provides students with information on the following

- • Financial aid information including refund and withdrawal policies, types of financial assistance, and loan counseling.
- • General information about the school including accreditation agency, special services for students with disabilities, cost, degrees and programs.
- • Family Educational Rights and Privacy Act (FERP A) regulations including the process for restricting information.

Professional Accreditation

The only institutional accrediting organization to provide accreditation for MSU-Bottineau is the Higher Learning Commission of the North Central Association of Colleges and Schools. The institution's medical transcription program is accredited by the Association for Health Care Documentation Integrity, 4230 Kiernan Avenue, Suite 130, Modesto, CA 95356.

Organizational Records of Student Complaints

MSU-Bottineau's formal complaint policy is listed on page 38 of the Student Handbook. The introductory policy states the following:

Consistent with its commitment to students first, MSU-Bottineau has adopted this policy to assist both students and staffing *the resolution of student concerns and complaints constructively, quickly and fairly.*

Main headings under which the policy is explained are as follows:

- Definitions
- Application and scope
- Informal resolution of concerns
- Formal complaint procedure
- Resolution of complaints
- Appeals Confidentiality
- Report to the Student Complaint Form
- Student complaints registered directly with faculty and staff are recorded on a Complaint Log. The log lists the nature of the complaint, actions taken, outcome, and resolution.

Federal Compliance Visits to Off-Campus Locations
MSU-Bottineau offers programs at a distance that are facilitated by the North Dakota University System Online-an entity accredited by the Higher Learning Commission. The Institution also enrolls students in Rugby, ND; Valley City, ND; and Minot, ND; through its participation in the Dakota Nursing Consortium. However, there are less than 100 students at each of these respective sites.

Advertising and Recruitment Materials
MSU-Bottineau provides fair and accurate public disclosure in its descriptions of the college, its operations, and its programs. Contact information is provided accurately and conspicuously in the college's publications, advertising, and announcements. In its references to its affiliation with the Higher Learning Commission, the campus includes the Commission's address and local telephone number.

Public Notification of Comprehensive Evaluation Visit
MSU-Bottineau disseminated information soliciting comment from third parties regarding its institutional accreditation visit in the following manner:
- Newspaper announcements in The Buzz [student newsletter] (2/ 18 & 25/09); MSU-Bottineau Campus Memo [faculty and staff newsletter] (2/19/09); Bottineau Courant (2/24/09); and Lake Metigoshe Mirror (3/11/09); The Minot Daily News (2/25/09).
- Meeting handouts at the MSU-Bottineau Foundation (2/11/09); MSU-B Alumni Association (2/10/09); MSU-B Logrollers (2/9/09); City Council; Chamber of Commerce; and Economic Development Corporation (2/17 /09).
- Posted on the MSU-Bottineau website at: http://www.misu-b.nodak.edu/hlccomments.shtml (2/17 /09).
- Letters to off-site partners (2/20/09); District 6 Legislators (2/20/09); and high school administrators (2/20/09).