

# North Dakota State University - ND

HLC ID 1520

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OPEN PATHWAY: Reaffirmation Review

Visit Date: 10/19/2015

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## Context and Nature of Review

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### Visit Date

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10/19/2015

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

*There are no forms assigned.*

## Institutional Context

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During the past fifteen years but particularly since the last comprehensive review, North Dakota State University (NDSU) has expanded its research focus and graduate programs and since 2011 the University has been ranked among the top 110 Carnegie Commission on Higher Education's category of "Research Universities/Very High Research Activity." During this period, the University's enrollment has grown rapidly at both the undergraduate and graduate levels.

NDSU operates within the regulations of the State of North Dakota and it appears that during the past ten years, there has been an effort at greater centralization at both the state level and in the office of the State Board of Education, both efforts at centralization have had some impact on the University ability to manage at the local level. Additionally, NDSU operated with much instability in the Chancellor's Office (three Chancellors in 10 years). Since the last HLC comprehensive review, the University also faced a financial crisis and was successful in overcoming it. Finally, NDSU experienced a change in Presidents.

North Dakota State University has been continuously accredited (with the exception of one year between 1938-39) by the Higher Learning Commission since 1915. The current visit was a standard reaffirmation review.

## Interactions with Constituencies

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- Alumni
- Assistant Dean, Student Life
- Assistant Director, NDSU Extension Service
- Assistant Professor of Practice, Deans Office College of Science and Math
- Assistant Professor, Health, Nutrition, Exercise Science
- Assistant Professor, School of Education
- Assistant Vice President and Dean, Student Life
- Assistant Vice President, Student Wellness
- Associate Dean, School of Nursing
- Associate Dean, Student Affairs & Faculty Development
- Associate Director, Athletic Academics
- Associate Director, Student Success Programs; Accreditation team
- Associate Professor of Practice, School of Pharmacy; University Assessment Committee
- Associate Professor, Communication
- Associate Professor, Human Development & Family Science
- Associate Professor, Management Information Systems
- Associate Professor, Mechanical Engineering
- Associate Professor, Nursing and Public Health
- Associate Professor, Physics
- Associate Professor, School of Education; University Assessment Committee
- Associate Vice President, Research Development Office
- Associate Vice Provost, Enrollment Management
- Budget Director
- Chair, Architecture & Landscape Architecture
- Chair, Center for 4-H Youth Development
- Chair, Institutional Animal Care and Use Committee (IACUC); Professor, AES Vet Diag Serv. Dept.
- Chair, Institutional Biosafety Committee (IBC); Associate Professor, AES Animal Science
- Chair, Institutional Review Board (IRB); Associate Professor, Pharmacy Practice
- Chair, Program Review Committee; Professor of Management
- Chair, Standing Committee on Faculty Rights (SCoFR)
- Chief of Staff; Title IX Coordinator
- Community Representatives (4)
- Coordinator, Advising Resource Center
- Coordinator, STEM Outreach, Engineering
- Deans of the Colleges
- Director of Assessment, Division of Student Affairs; University Assessment Committee; Accreditation Team
- Director of Choral Activities, Music; Distinguished Professor,
- Director, Accreditation and Assessment; Chair of University Assessment Committee; Chair of Accreditation Committee
- Director, Advance FORWARD
- Director, Career Center
- Director, Customer Account Services
- Director, Disability Services
- Director, Diversity Initiatives
- Director, Facilities Management
- Director, Human Resources and Payroll
- Director, Institutional Research & Analysis; University Assessment Committee; Accreditation Committee
- Director, International Students; Study Abroad
- Director, Memorial Union

- Director, Multicultural Programs
- Director, Office of Teaching and Learning
- Director, Student Financial Services
- Director, Student Success Programs
- Director, Wellness Center
- Faculty: Open Session (14)
- Faculty Senate President
- Faculty Senate President-Elect
- Former Faculty Senate President
- Former Staff Senate President
- Graduate Council member; Molecular Pathogenesis
- Graduate Council member; Plant Pathology
- Ombudsperson
- President
- President and CEO of Moore Engineering (West Fargo, ND)
- Professor, Chemistry and Biochemistry
- Professor, English; General Education Director
- Professor, Management and Marketing
- Professor, Plant Pathology
- Professor, Plant Science; Outstanding Faculty Adviser Award Recipient 2015
- Professor/Head, Animal Sciences; Associate VP, Ag Affairs
- Professor; Extension Nutrition Specialist; University Assessment Committee
- Provost
- Registrar, Registration & Records
- Research Analyst, Institutional Research & Analysis; Gateways to Completion Coordinator
- State Board of Education Members (3)
- Senior Academic Advisor
- Staff: Open Session (8)
- Staff Senate President
- Student Body President
- Student Body Vice President
- Students: Open Session (19)
- Student Services Associate, Graduate School
- Vice President, Agricultural Affairs; Dean and Director
- Vice President, Finance and Administration
- Vice President, Information Technology Services
- Vice President, Research and Creative Activity
- Vice President, Student Affairs
- Vice Provost for Academic Affairs
- Vice Provost for Faculty Affairs

## **Additional Documents**

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- Organizational Charts for President and Vice Presidents
- Statistics on Racial/Ethnic composition of Faculty, Staff and Administrators
- University's Webpage

## 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Rating

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Met

### Evidence

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- North Dakota State University's current mission statement reads: "With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation." The mission statement can be readily found on NDSU's documents, including the President's webpage. In recent years, the statement, "NDSU is a student-focused, land-grant, research university" has become the institution's functional mission. This briefer statement is as or more visible than the official mission statement.
- The University's mission statement was developed through a deliberative, inclusive process during 2003 by the Mission and Common Good Focus Group, a group comprised of six members representing various University constituents. The draft statement was disseminated widely for input and the final draft was reviewed and approved internally by the shared governance units and the administration. The final mission statement was approved by the State Board of Higher Education on January 15, 2004. This mission statement was intended to signal the University's evolving focus from a regional institution emphasizing undergraduate education to a research-oriented institution serving a broader audience, including national and international.
- NDSU's academic programs are consistent with its stated mission; for example, it offers both undergraduate (163 bachelor's programs) and graduate degrees (83 master's and 51 doctoral programs) as well as minors and certificates. True to the land-grant mission, NDSU emphasizes programs in agriculture, engineering and the applied sciences, balancing these with other professional programs in the health professions and architecture, for example, as well as strong liberal arts programs.
- The University's student support services are extensive and consistent with its stated mission;

for example, NDSU offers more than 200 academic and co-curricular support programs, including an extensive tutoring program, a one-stop shop for student transactions, a wellness center, and a career center. Additionally, the institution offers services for specific target populations such as low-income students, first generation students, students from underrepresented groups, veterans, and students with disabilities.

- NDSU's enrollment profile is consistent with its stated mission; for example, in fall 2014, the University enrolled 14,747 students, including 11,763 degree-seeking undergraduate students, 1,902 graduate students and 340 professional students. About 42 percent are North Dakota residents and 3 percent are international students. Approximately 86 percent of the University's students identify as white, only 8 percent identify themselves as ethnic minority, and 21 percent are low-income. 45 percent of the students are female and 55 percent male. The University is aware of this gender difference and believes it may be due to the institution's large programs in agriculture and engineering, which seems reasonable given national enrollments in such programs.
- The institution's planning and budgeting priorities align with and support the mission (see response to Criterion 5.C.1).

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

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Met

### Evidence

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- NDSU's official mission statement ("With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation") was adopted by the State Board of Higher Education on January 15, 2004 and although this statement can be found in the University's documents, including all staff position descriptions, during recent years the institution has informally adopted a briefer statement ("NDSU is a student-focused, Land-Grant, research university") as its working mission statement. This latter statement also can be readily found in NDSU's public documents and along with its vision and core values forms the foundation for its activities, including its current strategic plan, "NDSU's Strategic Vision 2015-2020."
- The University's mission plays out through its programs and activities. Its Land-Grant mission, for example, is demonstrated in its many extension activities carried out through 53 county and local offices, including the North Dakota Agricultural Experiment Station. The University's expanding emphasis on research and graduate education is evidenced, for example, by the increase in external funding; in FY2013, the University reported \$150,173,000 in research expenditures to the National Science Foundation, compared with \$102,100,000 nine years earlier. Also, NDSU has developed more graduate and professional programs (e.g., in the health professions) and enrollment has increased in these programs; in spring 2015, the University conferred a total of 2,995 graduate and professional degrees, compared to 1,715 in 2000.
- Internationalism is a critical dimension of NDSU's current mission and vision and there are several initiatives in place to help expand this dimension. The University, for example, created a Global Council that is comprised of faculty, staff, students and community leaders and charged it with reviewing the University's current state of internationalization and to develop a strategic plan for comprehensive internationalization of NDSU. The University has also expanded its international partnerships with countries throughout the world. Additionally, it is promoting student exchanges and study abroad programs, which have grown dramatically in recent years based on both faculty and student interest. The University makes available an international studies major as a secondary major for any NDSU student.

- Research is another critical dimension of NDSU's current vision and as such the institution is promoting it in several ways, including the teaching loads of research-active faculty (generally 2 per semester). Faculty are applying and receiving more grants, particularly in the health sciences, from both federal agencies and private sector partners, of which the University now counts 30. The recently created position of Executive Director for Corporate and Foundation Research Relations works with outside partners interested in working with NDSU faculty experts. The University also operates a Research Foundation and a Research and Technology Park. Many faculty and students have been involved in projects operated by this Park.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

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Met

### Evidence

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- In 2013, according to the U.S. Census, the population of North Dakota was 90 percent white and 5.4 Native American; NDSU's undergraduate student body is somewhat consistent with the population from which it draws its undergraduate students, principally North Dakota and northern Minnesota. As of fall 2014, approximately 86 percent of undergraduate students were white and 8 percent were underrepresented minorities (4 percent were international and 2 percent chose to not identify their racial/ethnic identity). The University's graduate student population is more diverse, at least regarding international status; in fall 2014, 50 percent of graduate students identified themselves as white, 8 percent as underrepresented minorities, and 26 percent were international students (16 percent did not report). NDSU has programs in place to help increase the diversity of the student body such as a summer STEM research program for students from Historically Black Colleges and Universities and a bridge program for multicultural, first-generation students. Additionally, the University has established longstanding relationships with the four American Indian reservations and the Tribal Colleges in North Dakota.
- As part of the University's commitment to diversity, undergraduate students are required to take, as part of the general education curriculum, a 3-credit course on cultural diversity and a 3-credit course on global perspectives. Opportunities to study abroad are plentiful; for example, in 2014, 30 NDSU faculty took 341 students on short-term study trips to Africa, Asia, Europe, the Middle East and Latin America. All freshman students are required to participate in a 90-minute, in-person training on Title IX.
- NDSU has in place appropriate policies to ensure fair employment practices, including in hiring and evaluation. The University also has appropriate policies and procedures for addressing complaints of unfair treatment based on a protected category, including age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, race, religion, sex, sexual orientation or status as a U.S. veteran.
- The University has undertaken proactive initiatives to assess and address equity issues on campus; for example, it conducts Campus Climate Surveys and since 2011, it maintained an Equity and Diversity Advisory Council (active when the Assurance Argument was prepared but inactive at the time of the HLC visit apparently because of a recent reorganization) comprised of administrators, faculty, staff, students, alumni and Fargo community members. The Equity and Diversity Student Ambassadors are student leaders committed to promoting diversity and creating a community of respect. Other examples of NDSU's commitment to supporting a

diverse student body include a variety of pertinent, substantive service programs offered through: American Indian Resources; Disability Services; LGBTQ Programs; Multicultural Programs; Student Success Programs; TRIO Programs; and support programs for international students.

- The racial, ethnic, and gender composition of administration, faculty and staff is not as diverse as the student body in some categories and quite diverse in others. For example, only about one percent of the faculty, staff and administration is American Indian while 15 percent of the faculty is Asian or Asian American. 40 percent of the ranked faculty are female and 60 percent male. NDSU is encouraged to continue to move expeditiously in the direction of greater diversity, particularly with the Native American community of North Dakota, and greater inclusion of women and racial/ethnic minorities in the major employee categories, particularly faculty and administration.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Evidence

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- First and foremost as a Land-Grant institution, NDSU serves the entire State of North Dakota through its Distance and Continuing Education program which offers numerous programs, including online academic courses and programs, non-credit classes, workshops and conferences, special programs for K-12 teachers, and 4H programs and activities for youth ranging in ages 5-18 (last year, 34,000 youth participated). Additional statewide outreach activities are provided by NDSU Extension Service and the Research and Extension AES Centers. Extension Services also produces informational publications on various topics of interest to its constituents, such as crops and livestock, energy and economics, family issues, and nutrition and financial planning. Outreach services are provided to North Dakota residents of all ages, including, for example, through Expanding Your Horizons, a program that brings 400 middle-school girls from throughout North Dakota to campus for activities that introduce them to STEM fields.
- As a public institution, NDSU takes seriously its responsibility to serve the public good as evidenced in the documentation provided to the visiting team and the additional information gained during the visit. Indeed, the team found evidence of this commitment throughout the institution. For example, a professor in the English Department runs programs and classes for the community's immigrants in literacy, English as a Second Language (ESL), and culture. The Nursing program provides service to the entire State and has increased its enrollment to meet the shortage of nurses, particularly in the rural areas. Architecture regularly works in the community and, for example, is participating in the building of a home through Habitat for Humanity. NDSU's telepharmacy initiative, a program that takes pharmacy services to rural areas, is another example of the University's commitment to serve the entire state; to date, 81 pharmacies in 38 counties in North Dakota (and two in Minnesota) are participating in the program.
- The University's presence in, and engagement with the local community is highly evident. Faculty are engaged in various initiatives, as are students who regularly participate in internships in all sectors, business, government, and social services. Three of the University's large programs (College of Business, Department of Architecture and Landscape Architecture,

and Department of Visual Arts) were relocated to downtown Fargo to better engage with the local community.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Evidence**

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Based on the information provided in the Assurance Argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, North Dakota State University meets all of the requirements of Criterion 1. The University's mission is clear, it is articulated publicly, and it drives the institution's operations in all areas, including including internal and external and academic and non-academic, as demonstrated, for example, in the current strategic plan.

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Rating

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Met

#### Evidence

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- Through its *Policy Manual*, North Dakota State University establishes policies and procedures governing the actions and conduct of faculty, staff, and administrators. The document includes a faculty handbook, staff handbook, and business procedures manual, which collectively outline personnel, grievance, compensation, and appointment procedures. Policies ensure due process proceedings when decisions are contested. The University regularly reviews its policy manual to ensure conformity across policies and alignment with policies and procedures of its governing board, the State Board of Higher Education (SBHE).
- NDSU publishes customary protections against non-discrimination and inequitable treatment on the basis of race, ethnicity, nationality, gender, or disability. The University is committed to equitable treatment of faculty, staff and students as evidenced by its various policies and procedures.
- The University's employee policy manual and student code of conduct define ethical and responsible expectations for employees and students and includes statements on misconduct and grievance procedures. Employees and students are offered opportunities to due process proceedings to contest decisions they view as unfair or inequitable.
- Faculty, staff, and students who are required by Federal funding agencies to undergo training in the responsible conduct of research are appropriately trained and such professional development is ongoing. (See 2.E below for more explicit information on training.)
- NDSU ensures financial integrity through standard financial audits and various other safeguards, including policies and training. For example, fraud awareness training is required annually of both faculty and staff and a hotline is available for anonymous reporting of alleged fraud. Additionally, NDSU undergoes regular external performance audits by the State of North Dakota's Auditor.

#### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Rating

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Met

### Evidence

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- NDSU prominently presents its institutional and programmatic accreditation status in the *Bulletin* and on various institutional webpages available to the public, including, for example, the Provost's webpage and "About NDSU." The University also clearly and prominently presents its membership in the North Dakota University System (NDUS).
- The North Dakota State University *Bulletin* accurately describes academic program offerings and degree requirements. Online curriculum guides, which are annually updated, provide a clear presentation of general education and program requirements for each undergraduate major.
- The online student portal provides prospective and enrolled students one-stop access to information about financial aid, scholarships, the schedule of courses, and a host of other useful and pertinent information.
- Information about the cost of full-time enrollment based on residency, including differential tuition rates, is readily available through the online portal.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

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Met

### Evidence

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- In Fall 2014, the seven-citizen member State Board of Higher Education, which governs 11 institutions of higher learning, including North Dakota State University, completed a strategic planning process. The strategic plan identifies strategies and targets for increasing access to higher education, degree completion, research, and workforce/economic development. The strategic plan reflects the Board's understanding of the transformation that student success, faculty research, and engagement in the community that NDSU has upon the state.
- By including student, faculty, and staff representatives on the State Board of Higher Education, the North Dakota University System seeks to include the voices of constituencies internal to the University. Additionally, the president of North Dakota State University is formally a member of the system chancellor's cabinet and works collaboratively with other institutional chief executive officers to inform policy.
- State Board of Higher Education meetings are videoed and archived online and, thus, readily available to the public. Meeting minutes are also available online and made available to the HLC visiting team.
- The State Board of Higher Education is established through the constitution of North Dakota. Periodic attempts by the legislature to replace the Board have failed. Most recently, in 2014, the State Legislature approved a constitutional amendment which would have replaced the Board with an elected commission and subjected higher education to closer control by the Legislature. The amendment was defeated by a 2:1 margin in a popular vote.
- In April 2014, the State Board of Higher Education invited the Higher Learning Commission to assess a governance issue involving the actions of the former system chancellor. At that time, the Higher Learning Commission found that the Board exercised appropriate control over the 11 institutions and that difficulties in the system office were being appropriately addressed.
- Policies of the State Board of Higher Education explicitly state that the president of North Dakota State University exercises control of day-to-day management. The president delegates, as appropriate, his responsibilities to vice presidents and shared governance committees and

effectively oversees the University's efforts to achieve its teaching, research, and service/outreach missions.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Rating

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Met

### Evidence

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- North Dakota State University supports academic freedom in various ways, including through a policy found in the *Policy Manual*. The policy describes a learning community and specifically addresses strong support for the pursuit of truth and academic freedom in both teaching and research. The policy also protects the freedoms of staff, students, and campus guests.
- In January 2013, the University's policy on, and support for academic freedom were challenged by a short-lived controversy over NDSU's ability to accept a Federal grant intended to fund sex education in the community. The issue resulted in a strong public statement by the president and provost about the value of academic freedom to the University's mission and its faculty and students. Additionally, the president appointed a task force to identify ways to "promote an understanding and appreciation of academic freedom."
- The University's learning outcomes for undergraduate students, approved by all pertinent internal bodies, strongly support the pursuit of truth in learning. Those outcomes focus on critical inquiry, development of self-awareness, and understanding of diverse, groups, societies and cultures and specifically expect students to "evaluate the assumptions, evidence and logic of competing views and explanations."
- NDSU also sustains through sundry offices visiting speakers who lecture on a variety of intellectually, socially, and politically challenging topics. Specific programs that support diversity of viewpoints among presentations include, for example, the Laurie Loveland Speaker Series, Pfiffner Lecture Series, and the Science, Religion and Lunch Seminars. Additionally, the Department of Visual Arts' support for freedom of expression is evidenced in its exhibition policy.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

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Met

### Evidence

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- NDSU provides a couple of options for training in the responsible conduct of research, one through the Collaborative Institutional Training Initiative (CITI) and another through a institutionally developed face-to-face program. Such training is available to all members of the University community and appropriately required for researchers funded by certain Federal agencies. Faculty members who serve on the institutional review boards undergo additional CITI training and professional development in compliance issues is ongoing.
- Institutional policies, practices, and training for the conduct of human subjects, animal, biohazards, and radiation research are robust and enforced. Individuals engaged in such research and the committees that oversee enforcement of policies are enthusiastic about sharing their knowledge with new researchers in a structured manner and committed to enforcing policies.
- All students new to North Dakota State University are required to take an onboarding course which includes teaching units on the ethical use of information resources. Librarians provide both formal and informal training on the ethical use of information resources. New students are also required to undergo a 90 minute face-to-face training session about Title IX.
- Reasonable academic misconduct policies and procedures for students are contained in the *Student Code of Conduct*. Adequate due process protections are included in those policies.
- Policies on the rights and responsibilities of faculty related to the ethical conduct of research are included in the *Policy Manual*. The policies are clear and well-aligned with requirements of Federal funding agencies.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Evidence**

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Based on the information provided in the Assurance Argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, North Dakota State University meets all of the requirements of Criterion 2. The University and its governing board act with integrity. The University is ethical and responsible in the performance of its teaching, research, and service/outreach missions.

## **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Rating**

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Met

### **Evidence**

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- New NDSU courses are reviewed at multiple levels (Department, College, Graduate Council -- for graduate level courses -- Academic Affairs, and the Faculty Senate). New programs proceed through all NDSU levels of approval before receiving final approval from the State Board of Higher Education. Curriculum guides specifying minimum requirements for each undergraduate major, minor, and certificate are available online and updated each year. Students must meet the requirements in place during the semester and year they declare their major. Scholastic standards for academic performance (cumulative grade point average) are clearly communicated in the Undergraduate and Graduate Bulletins.
- NDSU clearly articulates differentiated learning goals for different levels of degree and certificate programs in the undergraduate and graduate bulletins and the course syllabus policy. The NDSU course syllabus policy stipulates that if a course may be taken for either graduate or undergraduate credit, the syllabus must specify the additional requirements to be satisfied by graduate students. NDSU offers eight combined bachelor's to master's degree programs for "highly qualified students." Students in these programs may use up to 15 credits of master's level work to satisfy the requirements for their bachelor's degrees. Students who already have a bachelor's degree or are currently enrolled in a graduate degree program may apply to enroll in certificate programs that provide a set of courses that "form a distinct knowledge or skill set." Undergraduate level students may also enroll in focused undergraduate certificate programs. Thus, there is convincing evidence that NDSU has distinctive and clearly articulated learning goals for each level of degree and certificate offered.
- The primary modes of delivery for instruction are face-to-face and online. Course and program

approval processes and course evaluation processes are consistent for both modalities. Courses and programs offered at the new Nursing program in Bismarck, ND, Sanford Health, follow the same approval procedures as courses offered at the main campus in Fargo. Instructional Technology Services provides resources and tutorials to faculty and teaching assistants on effective use of the course management system, Blackboard, for both face-to-face and online courses. There is good evidence that learning goals for NDSU students are similar, regardless of mode of course delivery.

- NDSU is a member of three consortia, each composed of institutions with regional accreditation, each of which is responsible for assuring quality of the courses it offers. Eight master's and three certificate programs are offered with the Great Plains Interactive Distance Education Alliance (IDEA) that includes 19 other institutions. NDSU offers a joint Ph.D. program in History with the University of North Dakota. NDSU is also a member of the Tri-College University, a consortium with four other institutions (Concordia College, Minnesota State University Moorhead, Minnesota State Community and Technical College, and North Dakota State College of Science. Students enrolled at one campus may take up to one course per semester at one of the other campuses without the need for separate admission procedures. NDSU monitors the quality of its own courses and trusts its accredited partners to monitor the quality of the courses they offer.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

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Met

### Evidence

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- Discussions with the General Education Director revealed that NDSU has been undergoing a paradigm shift from an input (content) approach to an outcomes-based approach to general education (Gen Ed) over the past several years. A new Gen Ed model was approved by the Faculty Senate in 2015. The new model has not yet been approved by the SBHE and cannot be implemented until such approval is obtained. The five questions that frame the new model are consistent with the University's mission statement.
- The five questions that frame the University's new "QUEST" Gen Ed curriculum were developed by the faculty and approved by the Faculty Senate in 2013. Those questions formed the basis for the new Undergraduate Learning Outcomes, passed by the Faculty Senate in 2013 and revised in 2014 and 2015. The existing Gen Ed learning categories and new Undergraduate Learning Outcomes indicate that NDSU students who complete the Gen Ed requirements will gain broad knowledge and develop skills and attitudes pertinent to a college-educated person.
- Since 1993, students in all NDSU majors have been required to complete a capstone experience that involves conducting research, doing an internship, compiling a portfolio, teaching, or engaging in a performance.
- Another important step that NDSU is taking toward improving the ways that students across the University engage in higher order learning opportunities is the integration of several smaller efforts into the new Office for Teaching and Learning. STEM faculty supported by a large NSF grant are participating in rotating two-year internships to engage in effective teaching practices. They are being joined by faculty from non-STEM faculty whose participation is supported by

the Provost's Office.

- On its website, NDSU currently lists a large number of courses that students might take to satisfy the Gen Ed requirements for Cultural Diversity or Global Perspectives. The list includes many courses that might have minimal impact on students' abilities to recognize the meaning and importance of human and cultural diversity. During the site visit, the HLC review team learned that this list has not yet been revised to be consistent with the new Gen Ed program. Even with QUEST, two new learning outcomes for Diversity and Global Perspectives may not address *human* and cultural diversity: "identify the role diversity plays in the ability of biological organisms to adapt to a changing environment" and "evaluate how diverse systems (both natural and human-made), technologies, or innovations emerge from, interact with, and affect various communities." The institution should continue to ensure that each of its students has opportunities to engage in meaningful learning about *human and cultural* diversity of North Dakota, the United States, and the world.
- NDSU Promotion, Tenure, and Evaluation criteria stipulate that all faculty should be evaluated annually (as well as for tenure and promotion) for their contributions "to knowledge, either by discovery or application, resulting from the candidate's research" and/or their "creative activities and productions that are related to the candidate's discipline." Evidence for such contributions is ascertained through refereed scholarly publications; juried creative presentations or productions; copyrights, patents, or other intellectual property; awards or grants for research; and peer reviews of research. Faculty across all NDSU are active in securing funding for research and producing scholarly publications and presentations at rates appropriate to a Land-Grant research university.
- As a Land-Grant university, it is appropriate that NDSU is home to approximately half of North Dakota's Centers of Excellence and Research Excellence. These Centers, the first of which were launched in 2006, have been funded to enable the State's colleges and universities to partner "with private companies to generate new business opportunities. NDSU's Centers are in the areas of advanced manufacturing, agriculture, life sciences, and technology and entrepreneurship.
- NDSU graduate and undergraduate students are engaged in research, but there may be room for greater involvement. Twenty-one percent of NDSU's seniors who responded to the NSSE reported working on a research project with a faculty member. According to 2013 report from NDSU's IR office "Mapping NSSE Items to HLC Criteria," this rate is lower than research engagement rates reported at peer institutions. Indicating that improvement efforts are under way, the College of Science and Mathematics Research Opportunities for Engaging Students (ROPES) webpage lists 45 professors interested in having 1-4 undergraduates work in their labs for academic credit. In addition, since 2011, the College of Human Development and Education has offered \$1000 each to five faculty to support their research with undergraduates.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Rating

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Met

### Evidence

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- NDSU's IPEDS student-faculty ratio for Fall 2013 was 19 to 1, and is in the top third of the University's 16 Land-Grant peers. From 2007-08 to 2012-13, the student FTE teaching load increased by 14.07%, but the faculty FTE increased by 25.47%. This increase in faculty FTE--faster than student FTE teaching load--reflects the increased institutional emphasis on research, and provides evidence that the institution is pursuing this emphasis without degrading its ability to meet its teaching mission. This data provides convincing evidence that NDSU has sufficient faculty to carry out the classroom and non-classroom duties related to instruction.
- According to the 2014 faculty data published on the Office of Institutional Research and Analysis (OIRA) website, 92.5% of the 617 full-time, ranked faculty have the terminal degree in their discipline. Of the 76 unranked, full-time faculty, 80.3% have a master's or doctoral degree. The percentages are similar, albeit slightly lower, for part-time ranked and unranked instructional staff. NDSU has no dual or contract programs, and hence no faculty to report in such programs. These numbers serve as evidence of a highly-qualified instructional faculty.
- Interviews with the college deans reflected that faculty teaching loads vary by discipline, a common practice at similar research-intensive institutions. Because of the increasing emphasis on research, some departments have shifted some teaching responsibilities to graduate assistants, adjuncts, senior lecturers and professors of practice so tenure-track faculty have more time for research. Professors of practice have a greater focus on teaching and service. They are not tenure-track, but are ranked faculty and thus eligible for promotion to associate or full professor. This provides further evidence that the increased institutional emphasis on research

has not been undertaken at the expense of the University's instructional mission.

- NDSU has institutional policies to assure that instructors are regularly evaluated.
  - Section 332 of the NDSU policy manual mandates that every instructor administer the standard Student Rating of Instruction (SROI) in every course, in each semester. The department head/chair is expected to review the SROI summary with each instructor during annual faculty appraisals. Interviews with faculty, students, and deans confirmed this practice. Several deans also volunteered that their colleges also conducted peer-reviews of teaching as part of the annual faculty evaluation process.
  - Section 352 of the NDSU policy manual mandates that the promotion and tenure process include an evaluation of teaching, focusing on: the delivery of instruction; continuous improvement of courses and programs; and effective advising of students.

The assurance document and pertinent information gathered by the team in interviews with student, faculty, deans, and administrators provided evidence that these policies are implemented as required by the policy manual.

- The institution evaluates other aspects of faculty duties as they relate to instruction. For example, the College of Engineering and the School of Education include results of advising surveys in annual reviews and in promotion and tenure dossiers.
- The annual evaluation of faculty, mandated by policy, regularly includes an assessment of the faculty member's currency in their discipline, including such measures as research publications, patents, peer-reviewed grants and contracts, juried exhibitions, attendance at national and regional professional conferences and similar standard measures. Additionally, the annual reviews of Assistant and Associate professors focus in part on progress toward promotion to the next rank, which is likewise dependent upon currency in the discipline.
- NDSU provides multiple vehicles to support the professional development of the instructional staff to assure currency in the discipline. These include the Provost's Research and Scholarship Travel Fund, the FORWARD leadership development grants for tenured women faculty, mentor relationship travel grants, developmental leave, and tuition and fee waivers. In addition, departments and colleges annually expend in excess of \$10 million on travel-related professional development.
- NDSU has numerous programs designed to support and improve the instructional and educational activities of the faculty. Examples include:
  - The Office of Teaching and Learning provides central leadership for teaching and learning-related activities and supports innovative and emerging pedagogies across the institution;
  - This same Office further supports active learning through an intensive program for select faculty that will include a stipend, access to learning assistants, access to data analytics to understand student learning. This builds on grant support from the Gardner Institute's Gateways to Completion, and is funded by the National Science Foundation with the Provost providing \$170K of supplemental funding to extend this program beyond the STEM disciplines;
  - The Provost coordinates a mentoring program for new faculty;
  - Each fall the Provost sponsors a Professional Development Conference for all faculty with topics ranging from using technology to managing large-enrollment classes. Discussions begun in the Conference continue in a monthly series of Professional Development lunches, also sponsored by the Provost;

- o Instructional Services in the Information Technology Division offers training sessions-- 74 in 2014-- on technology, and also offered a three-day faculty technology workshop in FY2014. The faculty workshops focus on using Blackboard and other media in face-to-face or online classes;
- o Several colleges have associate deans charged with professional development, including assisting instructors in choosing and implementing best practices in the classroom;
- o The College Teaching Certificate provides a structured program in pedagogy for NDSU graduate students who plan to teach at a college or university;
- o The Atomic Learning tutorial library has tutorials on subjects ranging from research paper formatting, to plagiarism training, to specific apps and programs.

These examples provide evidence of an institution committed to continuous improvement in instruction through the professional development and training opportunities provided to the instructional staff.

### **Interim Monitoring (if applicable)**

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Rating

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Met

### Evidence

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- Consistent with State Board of Education and North Dakota University System policies, entering students are placed in English and Math courses based on their ACT scores. Students whose scores do not qualify them for college-level work must take developmental courses for which they do not earn college credit. NDSU is addressing concerns about the high withdrawal and failure rate for Algebra, first through an OIRA (Office of Institutional Research and Analysis) study of the DFWI (D/Fail/Withdraw/incomplete) rates from algebra and other early college-level courses, and second, through the Fall 2015 implementation of the Math Emporium, an active-learning laboratory where students receive individual assistance from instructors, graduate TAs and undergraduate TAs.
- Conversations with a group of students, most of whom are seniors, during the HLC site visit reinforced concerns expressed in the April 2015 HLC student survey about advising. The Advising Resource Center now located in the Office of the Provost is working to address this problem in two ways. First, the Director is convening regular meetings of professional advisors across the campus so all will be better informed about each others programs. Second, the Director serves as a resource for students who are looking to change majors, perhaps across colleges.
- In their voluntary responses to the HLC survey, some students expressed desire for more and better information, for example, about “financial aid, work study, scholarships, and other on-campus resources.” Comments such as this reinforce the results of two survey questions with low means: “Prior to enrollment, a school financial aid officer provided financial aid counseling to help me understand the responsibilities of borrowing money to finance my education” (mean = 2.85 on a 1 – 5 scale) ; and “prior to enrollment, I received clear information as to how much mu education would cost” (mean = 3.64 on a 1 – 5 scale). The NDSU Financial Aid web page does include clear information about costs. Nevertheless, it may be worthwhile to enhance

individual and/or group financial counseling for prospective and new students about financial aid and long terms financial costs – as well as benefits – of college.

- NDSU’s Division of Student Affairs provides a wide range of programs to support student learning, overall wellness, and engagement in the surrounding community – to help students feel like they matter within the NDSU community. Research shows that a sense that one matters is positively associated with retention and graduation.
- The Division of Student Affairs updated its strategic plan at a retreat in July 2015 to coincide with the overall institutional strategic plan. Goals for learning and student success include identifying “strategies and best practices in regard to traditionally underserved students and students at high-risk of attrition (including, for example, first generation students, students of color, veterans, students with mental health issues, and students who abuse substances).”
- NDSU Division of Student Affairs reaches out to new and transfer students early in their NDSU careers through orientations and Welcome Week activities in which students may learn about resources such as the Wellness Center, ACE Tutoring, Student Support Services, the Student Health Service, and general support services for students who identify as belonging to particular groups, such as international students, students of varying ethnic/racial backgrounds, or sexual orientations. Support continues throughout students’ time at NDSU, including from the Career Center. A survey of 2014 graduates (86% response rate) shows that 60% of graduates were employed, 19% were enrolled in graduate or professional education, and 16% were still active with their job search within six months of commencement.
- NDSU also offers connections with North Dakota tribal colleges and is working to enhance these connections in an effort to increase the proportion of Native American students who attend and graduate from NDSU.
- The Student Affairs Division began assessing the extent to which NDSU students feel that they matter in 2014. Over half the students reported they felt that they mattered to the NDSU community. Mattering scores were significantly less for transfer students and students who live off campus. Student Affairs is attempting to assure that all faculty and staff – not just those in Residence Life or in Student Affairs – play a role in helping all students feel like they matter.
- Although the evidence indicates that NDSU values advising, the availability and quality of advising appears to have varied across colleges in past years. The HLC April 2015 student survey revealed mixed feelings, particularly through voluntary written comments. While most advising has been provided by faculty, and advising is one of the criteria for evaluation of faculty in the Promotion and Tenure policies, the number of students served by faculty members has varied widely, perhaps contributing to the range of student perceptions of quality. NDSU has been addressing this issue in several ways, including through the use of professional advisors in the Colleges for the first two years and faculty advisors beyond that for careers. The College of Business, for example, increased its professional advising staff from one to four in the past two years. A second way that NDSU is improving advising is by creating a central Advising Resource Center. Under the current Provost, this office is convening professional advisors across campus for coordinated training. The coordinator is also planning to offer training to faculty advisors and to begin assessing effectiveness.
- A number of comments volunteered by respondents to the HLC Student Survey in April 2015 expressed dissatisfaction with facilities for learning, particularly in Engineering, Chemistry, and Theater Arts. Similarly, analysis of a Collaborative on Academic Careers in Higher Education (COACHE) survey of NDSU faculty by the OIRA in 2011-12 found that faculty were not satisfied with the amount of lab, research, and studio space and felt the equipment and the 40-to 100-year old building facilities were outdated. Promised state funds for renovation of several buildings are awaiting revival in the oil industry in North Dakota. Some faculty and students are excited, however, about the new state-of-the-art STEM instruction building that will soon open. The new facility is designed to foster active learning for a range of class sizes.

- Facilities for the College of Business and programs in Architecture and Visual Arts are located in the city of Fargo an 8-10 minute free bus ride from the main NDSU campus. The city supports the bus service which operates on a regular and frequent schedule. Faculty, students, and community members commented to the visiting team that this integration of campus and city is proving beneficial. These up-to-date buildings were built or renovated since 2004.
- The Library is underfunded and has far fewer books and periodicals than research universities of similar size and scope according to 2012 Academic Libraries Survey Data. The new Provost has recently made efforts to improve this situation by approving a \$300,000 increase to the base budget of the Library. The NDSU Strategic Plan also calls for additional funds for renovations to make the Library more welcoming and accommodating for students' individual and group study as well as funds to purchase electronic journals needed for faculty and student research.
- Undergraduate and/or graduate students in several NDSU programs obtain clinical experiences in sites with partners around the state. Such programs include Pharmacy, Nursing, Allied Health Sciences, K-12 Education, Veterinary Science, and Equine Science.
- NDSU provides general help to students about the use of research and information resources in three ways: Library online tutorials (on topics ranging from how to find course reserves to refining a research topic to copyright and fair use), Information Technology and workshops (primarily training on how to use specific computer programs) and Research Compliance and Integrity. Students working on faculty research projects may obtain additional information and guidance.
- Although the challenges noted in 3.D. are significant, the institution has taken demonstrable and sustainable action to correct them; thus leading to the determination that this Core is met.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

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Met

### Evidence

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- Consistent with NDSU's student-focused, Land-Grant, research university mission, students are engaged with the community. Almost all first year students live in residence halls, so they engage in the residential curriculum that includes integration with campus and community, and a focus on global citizenship. The residential learning experienced is further enhanced for students who live in one of five academic living learning communities associated with NDSU colleges. There are also living learning communities for transfer students and for those who wish to live in a substance-free environment. Memorial Union programs, including those that focus on the development of student leaders, also contribute to students' educational experience.
- The Land-Grant element of the mission shows through co-curricular community engagement programs which complement curricular service learning courses. The OIRA report comparing the 2013 NSSE survey outcomes for NDSU with HLC criteria found that NDSU seniors reported engaging in more service learning projects than did seniors at peer institutions. NDSU provides Faculty Service Learning Awards to faculty and teaching assistants who incorporate service learning in their courses. Other ways students may become involved are by joining any of nearly 300 student campus organizations whose purposes vary widely. For example, organizations include Ag Ambassadors, fraternities and sororities, pre-professional associations (Elementary Education Club, the Society of Civil Engineers, or Society of Women Engineers), ethnic or spiritual identity organizations (Black Student Association, the Chinese Students and Scholars Association or Christian Students on Campus), and activity-oriented organizations (Cycling Club, Chess Club).
- The variety of ways that students can become involved in research beyond working on faculty research projects appears to be increasing at NDSU. For example, the first annual NDSU EXPLORE event showcased the research of 70 undergraduate students. NDSU enabled at least eight NDSU students to gain state-wide recognition and talk with state lawmakers about their research when the University sponsored an Undergraduate Research Day in the state capital in Bismarck in January, 2015.
- A 2013-14 report of community engagement experiences shows that NDSU students contributed an estimated 81,676 hours of service to the community between Summer 2013 and Spring 2014 through curricular service learning hours and co-curricular service hours. Co-

curricular leadership programs offered through the Memorial Union involved 166 students in semester-long, summer-long and winter programs that range from welcoming new students to campus to preparing for employment to diversity and inclusion training. Almost all first year students live in residence halls, so they engage in the residential curriculum that includes integration with campus and community, and a focus on global citizenship. As noted in response to Criterion 3.B, 553 graduate students were employed as graduate research assistants in Fall 2014, and there were 1,481 enrollments in graduate courses with a research component. At the same time, there were 882 undergraduate enrollments in courses with a known research component. Twenty-one percent of NDSU's seniors who responded to the NSSE survey reported working on a research project with a faculty member.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **Evidence**

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Based on the information in the Assurance Argument and confirmed in interviews and other and other pertinent materials reviewed by the visiting team, North Dakota State University meets the requirements of Criterion 3. The University provides quality education, wherever and however its offerings are delivered. Moreover, in the last two years, the institution is making progress to assure that the education at NDSU provided is of even higher quality. These steps include strategic hiring of a new Provost and Vice President for Student Affairs in 2014 who are leading efforts to enhance students' curricular and co-curricular learning opportunities. Although the challenges noted in 3.D. are significant, the institution has taken demonstrable and sustainable action to correct them; thus leading to the determination that this Core Component 3.D. is met.

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

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Met

### Evidence

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- The North Dakota State Board of Higher Education (SBHE) policy mandates that each undergraduate program be evaluated every seven years and each graduate program be evaluated every ten years. NDSU implements this policy through the NDSU Program Review Committee, a standing committee of the Faculty Senate. The Provost receives reports from this committee and prepares an executive summary for the Chancellor of Higher Education, as required by SBHE policy. Review of these summaries dating back to 2003-2004, prior to the last HLC visit, establish compliance with the requirement for regular program review.
- The NDSU Procedure 414 governs the awarding of degree credit. In addition to credit earned by enrolling in for-credit courses offered by NDSU, the institution will transcript academic

credit based on:

- Certified transcripts from regionally accredited colleges or universities, or the equivalent for international universities;
- Nationally recognized standardized examinations, such as AP Exams, CLEP exams, DSST (Dantes) exams, and the International Baccalaureate;
- STEM teachers who have Project Lead The Way courses, subject to certain restrictions; and
- Credit by examination through the "course challenge" system, which generally involves a comprehensive examination.

In some cases, NDSU awards and transcripts credit involve experiential learning, including:

- Field experiences; and
- Students in certain majors may apply for academic for work-related internships.

In all cases, credit is awarded based on satisfactory completion of the field experience or internship and the number of hours worked per semester. NDSU, in compliance with SBHE policy, carefully evaluates all credit that it transcripts and has policies in place to assure the quality of the credit it awards.

- Course and program proposals originate with the faculty inside academic units, progress through the colleges, to the Graduate Council if graduate credit is involved, then to the Academic Affairs Committee, a standing committee of the Faculty Senate. The proposed prerequisites, level, syllabus, student learning outcomes, available resources, contact hours, description, student evaluation and related academic matters are part of the review. If approved by the Academic Affairs Committee, final approval for new programs is contingent upon reviews by the Provost, President, and the SBHE. (New courses do not need to be approved by the SBHE.) At all steps, the institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, its programs.
- Under the auspices of the SBHE, NDSU is part of a General Education Requirement Transfer Agreement permitting, subject to the general principals of the agreement, transfer of general education courses between members of the North Dakota Higher Education System. Certain other state schools have joined the agreement, dependent on adherence to agreement principals. The institutional registrars manage the agreement, annually reviewing the document, consulting with faculty, deans, and other institutions as appropriate. Through this review and under the governing principles, the institution and its governing board maintain and exercise authority over the interchange of general education credit. NDSU also maintains, in consultation with the appropriate faculty, departments, and deans, a limited number of articulation agreements published on the Transfer Student website.
- NDSU participates with Concordia College and Minnesota State University Moorhead, NDSCS and M-State in the Tri-Campus University. This consortium agreement permits students enrolled at one institution to take up to one class a semester at one of the other institutions while paying tuition at their home institution. The home institution transcripts the credit and the grade counts in the institutional grade point average. While credit earned in this manner is not transcribed as transfer credit, course equivalencies are determined subject to usual articulation agreement processes. The Tri-College University agreements and processes confirm NDSU's ability to exercise control over the academic credit it awards.
- The NDSU Career Center annually uses multiple sources to survey prior year graduates. The 2014 report showed that 60% of respondents reported "employed," 19% reported "post

baccalaureate and professional education," 4% reported "not seeking employment," and 16% reported still "active in job search." Among those reporting "employed," 93% reported employment related to their studies with salaries averaging \$45,000 and as high as \$135,000. The Office of Institutional Research and Analysis publishes pass rates on licensure exams in various disciplines. Rates vary by program, but most are at or above national norms. NDSU has also surveyed alumni and employers. Individual programs, such as the College of Engineering or the School of Pharmacy track graduates on various measures such as the match rate of graduates in Pharmacy, where the match rate significantly exceeds the national average.

- Sixty degree programs at NDSU maintain specialized accreditation through one or more of 25 specialized accrediting agencies. Specialized accreditation status is reported in the Undergraduate Bulletin and on the University website. Two degree programs, Sport Management and Master of Public Health, are preparing for initial specialized accreditation review.

### **Interim Monitoring (if applicable)**

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## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

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Met With Concerns

### Evidence

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- Academic Affairs and Student Affairs have formulated complementary goals for student learning. Prior to 2013, the Academic Affairs goals were contained in the seven General Education Intended Student Outcomes. These were changed in 2013 to Five Core Questions to Frame Undergraduate Learning Outcomes for NDSU Undergraduates and Undergraduate Learning Outcomes (revised in 2014 and 2015). In 2015, the Student Affairs Learning Agenda was revised to be closely linked with the Undergraduate Learning Outcomes and include seven categories. In addition, Student Affairs has developed a list of six Service Outcomes that describe how the division and its services support students from pre-enrollment to post-graduation. In all cases, the learning objectives are clearly enunciated and widely disseminated.
- The University Assessment Committee (UAC) is a Joint Standing Committee of the Faculty Senate with membership from the constituent units. This body serves as the focal point for NDSU's assessment activity, including periodic review of the assessment of student learning in academic programs, general education, student affairs, and the Extension Service. The UAC establishes procedures for annual reporting of assessment, provides feedback and assistance to reporting units, and provides a summary of assessment activities to the Faculty Senate, the Provost, and other offices as appropriate. On the UAC website, NDSU publishes clear standards and expectations for the assessment of student learning. In particular, the UAC includes a program learning outcomes checklist that clearly articulates the Committee's expectations for learning outcomes, including that they be observable, measurable, map to the curriculum in ways that offer students multiple opportunities to learn, are collaboratively authored and collectively accepted, align with University outcomes expectations as appropriate, and that they focus on general skills. The 2014-2015 and earlier Academic Affairs Assessment guidelines provide clear and thorough expectations for program assessment.
- There is ample evidence that units doing assessment have used what they have learned to change the curriculum and improve student learning. The doctoral program in Pharmacy, for example, revisits course design every semester based on assessment. Other programs are moving to active learning course and program design to improve student learning.

- The extensive guidance published on the UAC website establish NDSU's expectation that units will use process and methodologies that reflect best practices and include the substantial participation of the faculty and other instructional staff members. The reviewing rubrics the UAC uses likewise reflect best practice and adherence to these principles. Finally, the sample feedback the visiting team reviewed provided evidence that the UAC and units are doing this. For example, the feedback to the Mathematics department included references to changes in curriculum that grew out of prior assessment activities and ways to adjust the map of learning outcomes to the new curriculum. Reports from the Electrical Engineering program have clear and persuasive measures of student learning. Similarly, the Department of English discussed adding a new measure, a poll of student satisfaction and self-assessment of learning, to their already extensive use of student portfolios. These examples all provide evidence of dynamic and ongoing assessment that changes the curriculum and meets the standards and expectations established by the UAC.
- The high and detailed standards NDSU has set for assessment can pay equally high dividends. A prime example would be the School Of Pharmacy, which has identified six ability-based outcomes. Each semester the faculty review how the outcomes interact with the curriculum and how they are assessed. Every year, faculty choose two of the six outcomes to evaluate by the departmental assessment committee, allowing for each to be reviewed on a three-year cycle. Student learning is assessed through multiple methods, including pre/post testing, examinations, pharmaceutical care plans, patient cases, preceptor evaluations, and electronic portfolios. The success of this ongoing assessment and improvement of the curriculum is evidenced by the graduates' high pass rates on licensure exams and match rates for residencies.
- In the 2012-13 Student Affairs reports, at least eight departments (from ACE Tutoring to the Wellness Center) noted specific changes they have made based on assessment results to improve student learning. For example, the Residence Life Curriculum was significantly changed based on data from staff-completed rubrics evaluating the development of community, academic success, and wellness on each residence hall floor.
- In the interim since the last HLC comprehensive visit, NDSU has undertaken a comprehensive re-visioning of assessment to more closely conform to accepted national best practices. Beginning with the appointment of a new Director of Assessment in 2012, the UAC began to articulate the standards and expectations noted above. For the approximately sixty programs that have external, professional accreditation, this change in local practice had small effect. For other programs, such as English or Visual Arts which were already following national standard practices, there was likewise little change. However, other programs found it necessary to reboot their assessment process, starting with re-establishing learning outcomes, mapping the same to the curriculum, and creating rubrics for measuring student learning. Because of this re-visioning, which the visiting team found to be a positive development, assessment of student learning is quite mixed and uneven. Some programs--such as English, Visual Arts, and Pharmacy--have mature programs of long standing. Other programs have only just begun to map learning outcomes to the curriculum, and others have only recently established learning outcomes. At least one program is still in the process of creating learning outcomes. The visiting team also notes that implementation of the new approach is uneven across colleges and, within colleges, across units. While NDSU is making impressive progress in this initiative, led by the commendable efforts of the Director of Assessment and the UAC, effective assessment requires a sustained institutional commitment. The current assessment process is not presently at a sufficiently mature level that the visiting team can be confident the institution will sustain it, and thus a follow-up report is recommended.

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## Interim Monitoring (if applicable)

Monitoring report recommended.

## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

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Met

### Evidence

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- NDSU has first year retention and persistence rates and four year graduation rates that are comparable to its sister institution, the University of North Dakota, and better than the nearby Minnesota State University at Moorhead, as established by the US Department of Education dashboards. The assurance document correctly notes, however, that NDSU's numbers could be improved and that the institution is not meeting the expectations of the SBHE which has directed institutions to "increase students' overall attainment rates through increased participation, retention and completion." Over the last few years, the institution has struggled to approve specific, achievable goals for retention, persistence, and graduation; the new Provost has remedied that situation. During meetings with the Provost, she articulated goals for retention, persistence, and graduation that are realistic based on current rates and the freshmen student profile. In particular the high quality of the freshman class evidenced by the average ACT scores and the high persistence from first to second year suggests that the graduation rates and overall persistence rates could be improved. Conversations in open sessions with faculty and administrators confirmed that these goals were known to key players within the University. Thus, the visiting team concludes that the institution does in fact have clear goals for retention, persistence and graduation that are appropriate to their situation and both ambitious and achievable.
- Utilizing data generated by the Office of Institutional Research and Analysis (OIRA) and the a report from the Council on Improving Retention, the Provost indicated that NDSU has identified the second-to-third transition year as a key point, and has hired an external consultant to conduct phone interviews to ascertain why students do not persist at this transition point. This supplemental information will be used, along with existing data from the Office of

Institutional Research and Analysis, to develop a data-driven plan to achieve institutional goals for retention, persistence, and graduation.

- Data from OIRA was instrumental in NDSU's successful proposal to the John Gardner Institute for Excellence in Undergraduate Education to create a Gateways to Completion (G2C) program at NDSU. The funding allowed NDSU to perform a "structured course transformation process ... [to] allow faculty and staff at NDSU to analyze student and institutional performance in lower division gateway courses." OIRA, using data based on G2C predictive analytics, reported a decrease in DFW grades and a higher level of student satisfaction and reported learning. This is one of example of several where extensive data and analysis from OIRA was instrumental in identifying opportunities for improving graduation, retention, and persistence and assessing interventions to do the same.
- To address very high DFWI rates in college algebra and trigonometry, in fall 2015 NDSU inaugurated a Math Emporium, located in the Main Library. This is an active-learning laboratory for pre-calculus math courses where students receive individual "just-in-time" assistance from instructors, graduate TAs and undergraduate TAs as they work through problems. It is designed to ameliorate the DFWI rate of students taking the courses. Student skills and confidence levels should improve to make them more successful in subsequent courses such as calculus and this should improve students' progress toward their degrees. OIRA data and analytics will play a central role in assessing the effectiveness of this new initiative.
- In a significant initiative to supplement the extensive data and analysis already being undertaken in OIRA, NDSU has joined the Education Advisory Board (EAB) Student Success Collaborative (SSC). The SSC "combines technology, consulting, and best practice research to help colleges and universities use data to improve retention and graduation rates. At the center of SSC is a proprietary predictive model that identifies at-risk students as well as an analytics engine that isolates systemic barriers to degree completion." An initial data analysis of student progress towards degree, identification of bottleneck courses and problematic course sequencing will be available in Spring 2016. The technology platform and advising modules for SSC will be enabled in February 2016.
- In response to concerns about advising by both students and in task force reports, NDSU created the Advising Resource Center in 2011. Initially, the Center's director offered drop-in advising assistance and on-going advising to University Studies students. However, pursuant to the report of the Committee to Improve Advising, the Provost has moved the Advising Resource Center Director under the Vice Provost for Academic Affairs. From this position, the Director is now creating a University-wide program for collaboration among, and professional development for advisers. This arrangement provides stronger central support and strategic direction for advising, with the goal of improving persistence, retention and graduation rates.
- The OIRA uses standard processes and methodologies to gather, analyze, and report data on student retention, persistence, and graduation. OIRA uses best practices, consistent with SBHE expectations and Federal reporting requirements. Numerous special reports mentioned throughout this section as well as standard reports such as the Common Data Set, IPEDS feedback report, NSSE reports, and the Senior Exit Survey provide evidence that data collection is extensive, deep, and well researched.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - Summary**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Evidence**

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As established in the assurance document and confirmed in interviews and other pertinent information developed during the visit, the visiting team found that North Dakota State University takes responsibility for the quality of its educational programs, learning environments, and support services. It conducts thorough program review, has high standards for assessment of student learning, and applies standards and processes that promote student achievement. The prior sections provide evidence for the depth and pervasiveness of NDSU's commitment to student learning, assessment, program review, and continuous improvement. However, while NDSU is making impressive progress in re-visioning assessment to conform to national best practices, this assessment of student learning is not yet at a mature level. Since the re-visioning, which the visiting team found to be commendable and necessary, is still not fully implemented across all programs, the visiting team found that the University has met with concerns Core Component 4.B. Accordingly, the visiting team recommends a follow-up report on assessment of student learning.

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Rating

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Met

### Evidence

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- NDSU has the resources to implement its new strategic plan, focusing on strengthening program quality to compete in the future. NDSU's strong financial position, as demonstrated by improving financial ratios and bond ratings (see below), provides evidence of its ability to fulfill current academic and operational needs while also preparing for future challenges and opportunities.
- The Strategic Plan outlines goals in the areas of: 1) research; 2) student success; and 3) outreach and engagement. In research, NDSU's goal is to maintain its classification as a "Carnegie Very High Research University." NDSU is North Dakota's first and only top-tier Research University based on both the Carnegie Commission on Higher Education (CCHE) and the National Science Foundation (NSF) rankings. In student success, NDSU's goal is to increase its retention and graduation rates to align with its peer institutions. The strategies outlined in its current plan build on NDSU's organization and structure, which is supplemented with an investment in data analytics. In outreach and engagement, the University's goal is to promote engaged scholarship by building on its successful Extension Service presence in North Dakota.
- NDSU relies on multiple sources of revenue, which includes the following primary sources: 1) revenue generated from students; 2) state appropriated funds; 3) grants and contracts; and 4) separate appropriated funds from various related agencies.

- In May 2015, NDSU received an AA- rating from Standard and Poor's on its 2015 B housing and auxiliary facilities revenue bonds. This rating was also given based on NDSU's satisfactory financial resource ratios, growing enrollment base, good operating performance, strong enterprise, and healthy financial profiles. Also in May 2015, NDSU received an Aa3 rating from Moody's Investors Service on the University's series 2015B housing and auxiliary facilities revenue bonds. The rating was given based on NDSU's status as a land-grant university with strong state support (plus favorable enrollment growth and growing research activity).
- NDSU's composite financial index (CFI) was 4.25 in 2014, which places the University in the category of having sufficient "direct institutional resources to allow transformation" and "focus resources to compete in future state."
- NDSU has a well-developed process in place for budgeting and for monitoring expenses. The University's budget process is subject to legislative authorization of appropriated funds, State Board of Higher Education (SBHE) approval and North Dakota University System (NDUS) guidelines. Various levels in the organization (department, college, division or vice president, agency appropriation and university) are responsible for budget review and monitoring on a regular basis, which includes (among other activities) comparisons of actual revenue and expenditure activity.
- The campus master plan should be able to accommodate both growth in programs and renovation of older buildings (with some dating from NDSU's inception in 1890). In 2014, the North Dakota University System estimated that the campus would need \$244 million for deferred maintenance in the next six years. Furthermore, NDSU has had approximately \$370 million in new or renovated capital projects over the last 10 years.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

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Met

### Evidence

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- The governing board is knowledgeable about NDSU, and it provides oversight of the institution's financial and academic policies. For example, the State Board of Higher Education (SBHE) oversees NDSU's financial (and academic) policies and practices. The SBHE also appoints a Chancellor, who is the chief executive officer of the SBHE and the North Dakota University System (NDUS), and exercises powers as necessary for SBHE and NDUS governance and functions.
- NDSU's President is the chief executive officer of the institution and a member of the Chancellor's executive cabinet. SBHE members learn about NDSU through new member orientation and interactions with the President and other members of his cabinet.
- Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort. For example, a recent committee revising general education held almost seventy campus meetings, attended by approximately 1,000 faculty, staff and students. It also surveyed 1,370 alumni, employers, faculty, staff and students on potential learning outcomes and more than three hundred faculty members on the proposed model. As another example, a recent "Accreditation Report Writing Team" had 61 face-to-face meetings and surveyed 105 individuals with institutional expertise to identify evidence for its Accreditation Report.
- The Staff Senate represents a broad constituency of employees and meets on a monthly basis. Its membership consists of sixty elected members, which represents approximately five percent of the staff on campus. The members are elected from five categories: 1) Professional staff; 2) Technical staff; 3) Office staff; 4) Crafts and Trades staff; and 5) Service staff.
- The Faculty Senate is responsible for the review and approval of policies related to such areas as admissions standards, teaching quality, curricular matters, and research expectations. The Faculty Senate currently has twenty standing committees that provide direct input into various University planning initiatives such as budgeting, campus space, and facilities usage. The committees also recommend changes in curriculum and policy for the Faculty Senate's

approval.

- The Student Senate represents NDSU students and reviews, recommends and participates in the formulation of University policies of interest. For example, it reviews items related to delivery of student services, institutional priorities, and academic affairs. In addition to its officers (e.g., Student Body President, Student Body Vice President, Chief Justice of the Student Court, etc.), it has thirty senators and meets once per week during the academic year.
- As stated above, the institution has policies and procedures that engage its internal constituencies (which includes its governing board, administration, faculty, staff, and students) in the institution's governance. In addition, NDSU's shared governance is facilitated through regular meetings that include administrators, faculty, staff and students. For example, the President's Cabinet meets approximately once per week, with Cabinet Members leading NDSU's major campus constituencies.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

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Met

### Evidence

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- NDSU's strategic vision anticipates changes in the federal funding landscape, recognizing that future research funding will require teams of interdisciplinary scholars whose work will have a broader impact on society. In addition, NDSU will enhance its research visibility and capacity through selective investments in its areas of strength that have the potential to garner a positive impact and future funding.
- NDSU's strategic vision recognizes that student success is a shared enterprise among faculty, staff, and students. NDSU will also support various programs that lead to enhanced student retention and improved graduation rates. Moreover, most units, programs, and colleges at NDSU conduct strategic planning activities on a regular basis that support NDSU's strategic vision.
- NDSU allocates its resources in alignment with its mission and priorities. For example, in 2011 the President formed a representative Strategic Planning Committee, based on nominations from NDSU's vice presidents and deans. The committee's goal was to identify programs to be considered for possible future "enhancement funding" in order to extend existing programs of excellence (or make it possible for programs with the most immediate potential to reach excellence).
- The Strategic Planning Committee forwarded three criteria for program excellence based on a program's past record of success and its capacity for improvement: 1) evidence of impact of programs on state, regional, national, and global levels; 2) human capital (i.e., excellence of students and faculty); and 3) support for academic opportunities, creative activities and research opportunities. Using these three criteria, the former Provost (with input from NDSU's deans and academic vice presidents), produced a set of institutional priorities. This set of institutional priorities was then used to determine the utilization of approximately \$6.5 million (biennial) equalization payments related to the new state funding formula.
- The current Provost formed multiple task forces focused on: 1) student success; 2) research

excellence; and 3) outreach and service. Faculty, staff and students were engaged through various town hall meetings, “one on one” discussions, and online surveys. Final reports were submitted to the Provost, who combined them and circulated them to faculty, staff and student. The Strategic Planning Committee gathered subsequent input through a widely-distributed survey, open forums, campus group meetings, and an open meeting with the Faculty Senate. The final document sets goals for student success, learning outcomes, research and discovery, and outreach and engagement.

- NDSU’s budget is based on a conservative estimate of future revenue sources. The budgeting process includes forecasts of student enrollment, expected appropriations and anticipated grant spending. For example, NDSU has planned on enrollment growth in both undergraduate and graduate students in order to meet an increased employment need.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

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Met

### Evidence

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- NDSU evaluates its own processes to ensure best business practices are utilized and it implements all recommendations that it receives from the annual financial audits. Likewise, NDSU put into effect all recommendations that it received from the biennial federal audits and various other audits authorized by the North Dakota State Legislature.
- Two external consultants conducted an environmental scan in 2011 in order to provide a benchmark comparison of NDSU's Information Technology (IT) with its peer institutions. The scan revealed the need to explore new funding sources and models, and it also disclosed the need to strengthen the relationships between the IT area and NDSU's faculty. After the scan, the Vice President for Information Technology initiated a series of "listening sessions" with administrative, academic, and auxiliary departments. This series of meetings began an ongoing dialogue between the IT area and other departments, which were aimed at improving communication and building relationships with faculty, staff, and students.
- NDSU documents evidence of performance in its numerous operations. For example, NDSU undergoes regular financial and performance audits, plus it creates public reports for various bond-rating agencies. In addition, NDSU surveyed employees using the "Campus Quality Survey" (in 2004-2010) and the Chronicle of Higher Education's "Great Places to Work Survey" (in 2015). NDSU also conducts climate surveys of faculty, staff and students, and it performs numerous surveys focused on specific topics or populations. Moreover, it analyzes and reports student performance statistics on a recurring basis.
- NDSU's Office of Institutional Research and Analysis produces numerous reports that document performance at the department or college level, including measures such as faculty credit hour production, number of students and graduates by department and college, and aggregate student ratings of instruction. The Office of Institutional Research and Analysis (OIRA) site contains links to the National Survey of Student Engagement (NSSE), the Integrated Postsecondary Education Data System (IPEDS) feedback report, and the College Learning Assessment (CLA) report.
- Improving student success is a major goal of the new strategic vision. Based on its various institutional studies, NDSU is pursuing systematic changes to improve student success. For example, the Academic Advisement Reports (AAR) help students and advisers track degree progress, and NDSU's Advising Resource Center provides drop-in advising and coordinates adviser training.
- In addition, NDSU's "Bison Connection" provides one-stop student services, and its Post-

Enrollment Requisite Checking (PERC) verifies that students enrolled in a course (prior to finishing a prerequisite for that course) successfully complete the prerequisites needed for the course. Furthermore, Student Success Collaborative (SSC) detects bottlenecks to student success, and Transfer Course Equivalency (TES) allows students to see how courses from approximately 1,800 domestic institutions will transfer to NDSU.

- NDSU evaluates its operational experiences and applies that evaluation in order to improve its institutional capabilities, effectiveness, and sustainability (both overall and in its component parts). For example, Academic Analytics supplies benchmarking data on faculty productivity to “support strategic decision-making.” In addition, NDSU is in the process of implementing Digital Measures, which should help streamline faculty activity reporting, and its use of Document Imaging promotes more efficient paperless offices. Furthermore, the “Improving the Quality of Academic Operations Committee” (IQAOC) analyzes academic operations in the Faculty Senate committees, and Leapfrog Technologies coordinates and streamlines catalog and curriculum management.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **5.S - Criterion 5 - Summary**

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **Evidence**

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Based on the information provided in the Assurance Argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, North Dakota State University meets all of the requirements of Criterion 5. NDSU has sufficient fiscal resources, human capital, and technological infrastructure to fulfill its mission, improve the quality of its educational offerings, and respond to anticipated future challenges and opportunities. It also has a sound financial base and diverse revenue streams to support its operations. However, it currently has a high amount of deferred maintenance on a number of its buildings that it will need to address in the future. That being said, NDSU is replacing and renovating its old buildings, along with adding new buildings as funds are available. Additionally, NDSU has a number of communities involved in its future planning.

## Review Dashboard

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Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met With Concerns
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

## Review Summary

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### Interim Report(s) Required

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#### Due Date

6/30/2019

#### Report Focus

The report should provide assurance that:

- Every academic unit has identified learning outcomes;
  - Mapped the learning outcomes to the curriculum;
  - Developed rubrics for assessing student learning for each outcome (both at the course level and program-wide);
  - Completed at least one cycle of assessment: and
  - Made changes, where necessary, to the curriculum and teaching as a result of the assessments.
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### Conclusion

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Although North Dakota State University provided much written evidence, evidence the visiting team was able to verify during the visit, to assure that the University meets the Higher Learning Commission's five Criteria, the team found an insufficiency of supportive evidence for Criterion 4, Core Component 4.B. Thus, the visiting team recommend the above referenced Interim Report. The visiting team found that NDSU meets all other Criteria and Core Components.

### Overall Recommendations

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#### Criteria For Accreditation

Met With Concerns

#### Pathways Recommendation

Eligible to choose



## Federal Compliance Worksheet for Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2016

### Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution's fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The evaluation team will review the areas the panel identified for further review and will consider the panel's work in light of information gained in the on-ground visit.**

**Institution under review:**      North Dakota State University

### Panel Members:

**Sherilyn Poole, EdD**

**Ann Wood**

### Team Findings

The visiting team reviewed the report of the Review Panel and followed up on the three areas recommended by the Review Panel. In all cases, as noted throughout this report, the team confirmed that North Dakota State University complied, through both policy and practice, to the Federal requirements discussed in this report.

# DETAILED REVIEW OF FEDERAL COMPLIANCE

## Federal Compliance Worksheet for Evaluation Teams

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### Assignment of Credits, Program Length, and Tuition

*Address this requirement by completing the “Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and on Clock Hours” in the Appendix at the end of this document.*

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### Institutional Records of Student Complaints

*The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.*

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team’s conclusions:

- X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Definitions of Student Complaints and Grievances are published in the NDSU Bulletin and on the NDSU website. Forms are provided online for students to submit written complaints and grievances to the Office of the Provost. The Provost’s Office began logging the complaints/grievances in Spring 2015. The visiting team reviewed the Student Complaint Log maintained in the Provost’s Office and found no pattern of complaints. Staff in the Vice President for Student Engagement and Inclusion’s Office maintain a database of non-academic student complaints. This Office kept a database of student complaints from 2007-08 through 2013. The visiting team reviewed the Student Complaint Log maintained in Vice President for Student Engagement and

Inclusion's Office (now Vice President for Student Affairs) and found no pattern of complaints. The Information in the database includes a case number, date, description of complaint, status, and resolution. A review of the database showed that several cases were missing the resolution; one older case had a status of "pending" and the resolution of one case indicate "Residence Life will look into the matter" with no indication of the result/resolution. During 2013-2014 nine student complaints were submitted: during 2014-2015 eight student complaints were filed. Records of student complaints and grievances submitted prior to 2007 have been purged in accordance with the University Records Retention policy. The database indicates that very few student complaints are filed and those filed do not reflect a pattern or raise concerns. The visiting team confirmed that student complaints were appropriately addressed and as per the institution's policies. Graduate students may submit written grievances which are defined as "complaints, resentments, and/or accusations about an academic circumstance thought to be unfair, punitive, and or harmful to the student." Graduate students may appeal decisions of grievances to the Ph.D. Joint Executive Committee. Other offices have procedures for students to submit complaints/grievances: Dean of Student Life, Student Health Services, Disability Services, Customer Account Services, Registration and Records, and the Fraud Hotline.

Additional monitoring, if any:

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### Publication of Transfer Policies

*The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

1. Review the institution's transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Transfer policies and procedures are published in the Bulletin and on the NDSU website. The Office of Registration and Records staff members evaluate transcripts to determine if courses will be accepted for student programs. The review process begins after students are admitted and may take 6-8 weeks. Credit by examination and credits for life experiences are not accepted as transfer credits. Transfer credits from international institutions must be evaluated by an approved external evaluation service. The requirements for accepting international credits are the same as those for credits from domestic institutions. Descriptions of the Articulation Agreements in place are published in the University Bulletin and on the website (Transfer Student Services). The North Dakota University System has in place the General Education Requirement Transfer Agreement (GERTA) to guide transfer of general education courses between system institutions. Articulation agreements are in place with Bismark State College (6 programs); Lake Region State College (1 program); Minnesota State Community and Technical College (1 program); and United Tribes Technical College (1 program). The articulation agreements are described on the Transfer Services webpage. Each includes a program description and a program plan for students. The visiting confirmed that these agreements are in place.

Additional monitoring, if any:

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### Practices for Verification of Student Identity

*The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.*

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

\_\_\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

\_\_\_ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: After admission, students are assigned a University system ID. IT personnel ensure positive identification of all students before their electronic information is accessed or used to provide IT support for services to students. Students must pass an Acceptable Use Quiz before establishing their personal accounts: Campus Connect (for student information); an ID for access to the NDSU

Learning Management System (Blackboard); and NDSU email account. The Quiz includes information about the appropriate uses of technology and academic integrity. Students are encouraged to set strong passwords for access to the various electronic accounts. Electronic services and accounts are only accessible through secure, encrypted connections using HTTPS. All IT staff routinely complete training on positive identification through the use of campus or state issued IDs, personally identifiable information, user authentication and other methods as governed by policy or procedures. University staff members participate in training focused on protecting sensitive data including FERPA requirements. The visiting team confirmed that the University ensures positive ID for distance education purposes, primarily through Blackboard, the Learning Management System employed by the University. The visiting team also confirmed that there is no additional student fee for taking online classes for the cost of assuring student identity.

Additional monitoring, if any:

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## Title IV Program Responsibilities

*The institution has presented evidence on the required components of the Title IV Program.*

### **This requirement has several components the institution and team must address:**

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
  
- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission’s web site for more information.)*
  
- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission’s web site for more information.)*

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
2. Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor in the A-133 has raised any issues about the institution’s compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team’s conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: NDSU participates in all of the Title IV federal programs (Pell grants, Iraq and Afghanistan Service grant, SEOG, Teach grant, Federal Work Study, Perkins Loan, and Direct Loan programs). The NDSU Program Participation Agreement (PPA) is approved through 09/30/2020. The operational audit through June 30, 2014 identified 2 insignificant findings: a recommendation to improve documentation of processes and procedures regarding controls on non-cash credit adjustments and student residency determinations. The recommended documentation was to be in place by June 30, 2015. The visiting team confirmed that such was the case. The Federal compliance audit through June 30, 2014 identified 3 relatively insignificant findings: 2 regarded minor reporting errors in FISPA and SEFA reports and 1 regarding PeopleSoft control. The recommended documentation was to be in place by June 30, 2015. The visiting team confirmed that such was the case. There have been no recent findings from Title IV program reviews, inspections, or audits for NDSU. The Student Financial Services Office staff attend training sessions (campus, local, state, regional, national) to ensure appropriate administration of the Title IV financial aid programs. NDSU is included in the NDUS (system) financial reports. The 2013-2014 financial report did not include any matters found at NDSU. The NDSU variability ratio at .9 has been steadily improving since 2011. The long-term liabilities decreased 13 percent and the enrollment increased 3 percent from fiscal year 2011. Standard & Poor's confirmed the NDSU rating of AA and Moody's confirmed the NDSU rating of Aa3 in December 2014. The **NDSU Default Rates** (2 year and 3 year) have been consistently well below the national default rate. Strategies to encourage minimal student borrowing include entrance and exit loan counseling. A "View Your Loan Debt" link on the NDSU website connects students to important loan information on the National Student Loan Data System. The NDSU overall financial position is good; the CFI, primary reserve ratio, current ratio, working capital ratio, operating income margin, and net income margin meet or exceed the established standards. The **Campus Crime Data** are published on the NDSU website on the University Police & Safety Office site. A daily log is kept to identify all crimes reported to the campus police, both Clery and non-Clery identified crimes. The three-year compilation of crime statistics can be accessed from the webpage. Included in the report are statistics of crimes that occurred on campus, in University-owned off-campus buildings and property, and public property within or immediately adjacent to campus. NDSU is a member of the NCAA Division IAA. **The Equity in Athletics 2014 Report** includes required data regarding athletic teams, participation, coaching staffs, expenses and revenues. Data required under the **Student Right to Know** section are found on the NDSU Fact Book/Quick Facts website, on the Study Abroad website, and on the IPEDS Degree Completion Report. The link to the website Description of Facilities for Disabled Students is broken. The policy and procedures for assessing and ensuring **Satisfactory Academic Progress and Attendance** are published on the Office of Financial Services website. NDSU has no **Contractual Relationships**. NDSU has several **Consortial Relationships**: Great Plains IDEA; the University of North Dakota; Minot State University; Valley City State University; Chungnam University; Chung Ang University (Korea) and several Regional Universities Transportation Centers. Documents verifying these relationships were attached to the Assurance Argument.

Additional monitoring, if any:

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## Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: **Required Information for Students and the Public** describing the NDSU calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies is posted on various NDSU websites. The information is clear, accessible, and presented in easy to understand language.

Additional monitoring, if any:

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### Advertising and Recruitment Materials and Other Public Information

*The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: NDSU's status with the Higher Learning Commission is posted on the University's website. Academic program descriptions are published on the website; program descriptions identify the accreditations by various professional associations. A list of program accreditations is published in the Bulletin and can be accessed from the Admissions website. Data on licensing exam pass rates are posted on the Office of Institutional Research and Analysis website.

Additional monitoring, if any:

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### Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

\_\_\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

\_\_\_ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The NDSU Office of Research and Analysis produces internal and external reports describing areas of student outcomes: student ratings of instruction; College Learning Assessment; the IPEDS feedback report, and NSSE. The Office of Registration & Records produces reports on enrollment, graduation, and grade distributions. The annual employment report includes aggregate data and data by college. Licensing exam pass rates are published on the Office of Institutional Research and Analysis website. The Program Review process is guided by the State Board of Higher Education and was recently revised. The Program Review Committee of the Faculty Senate develops criteria and procedures for program reviews, performs the reviews, and makes recommendations for program revisions. The results of the program reviews are used to support hiring decisions and facilities improvement. Student outcomes are also collected using alumni surveys and employer satisfaction surveys.

Additional monitoring, if any:

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### Standing with State and Other Accrediting Agencies

*The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.*

*The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.*

***Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.***

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: NDSU is approved to operate as an institution of higher education by the North Dakota State Board of Higher Education. NDSU has accreditation in 60 degree programs through one or more of 25 accrediting agencies. NDSU holds membership in SARA (State Authorization Reciprocity Agreements); MHEC (Midwestern Higher Education Compact); and WICHE (Western Interstate Commission for Higher Education). A list of the agencies that accredit NDSU programs is published in the NDSU Bulletin and is accessible from the Admission website.

Additional monitoring, if any:

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## Public Notification of Opportunity to Comment

*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these*

*comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Information about the upcoming re-affirmation visit and solicitation for comments from the public were posted on the NDSU Facebook site, Twitter, and two regional newspapers. The ads included the Higher Learning contact information to submit comments. Members of the campus community (students, faculty, staff) were sent emails soliciting their input. Two open forums were held on campus to collect information about the contents of the Assurance Argument.

Additional monitoring, if any:

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### **Institutional Materials Related to Federal Compliance Reviewed by the Team**

Provide a list materials reviewed here:

- NDSU Bulletins (Undergraduate catalog and Graduate catalog)
- Academic program descriptions
- NDSU Assurance Argument – Federal Compliance Report Criteria 3 & 4
- Student Complaint Database
- NDSU website
- Office of Institutional Research and Analysis website
- Office of Financial Aid/Scholarship website
- Annual Employment Report
- Annual Security and Fire Report
- Equity in Athletics 2014 Report
- Admission website
- Career Center website

## Appendix

### Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: North Dakota State University

#### Part 1: Program Length and Tuition

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##### Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the "*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*" as well as the course catalog and other attachments required for the institutional worksheet.

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#### Worksheet on Program Length and Tuition

##### A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes                       No

Comments: Undergraduate degree programs require between 122 and 148 semester credits. All undergraduate programs include the following two components: 1) a 39-40 credit minimum general education requirement and 2) a major requirement consisting of a minimum of 32 credits. Master's degree programs require at least 30 credit hours of study and may require a thesis or creative work. Doctoral degrees require not be fewer than 90 semester graduate credits. Differences in program length reflect curricular guidance by faculty, national standards and accreditation requirements.

Details about degree requirements for each undergraduate and graduate program are published annually in the NDSU University Bulletin and are available on the NDSU website.

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes                       No

Comments: Tuition and fees vary with program and with the student's residence. Charts published in the bulletin show a range of tuition and fees, all of which appear to be within the range of good practice. The base tuition for a North Dakota resident, full-time undergraduate for one semester is \$3,381.00. For a pharmacy nonresident the base tuition is \$17,814.00 for a semester. For a North Dakota resident, full time graduate tuition begins at \$3,626.50 per semester and ranges to \$12,663 for nonresident Architecture students. Differential tuition rates exist for undergraduate programs in architecture and landscape architecture, business, engineering, nursing and pharmacy. Differential tuition rates exist for graduate programs in architecture, business, engineering, nursing and public health. Differential tuition rates reflect differences in the costs of providing such programs

## B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

## Part 2: Assignment of Credit Hours

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### Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
  - Associate's degrees = 60 hours
  - Bachelor's degrees = 120 hours
  - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
  - Note that one quarter hour = .67 semester hour
  - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.

- At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
  - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
  - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
  - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
- At a minimum, teams should anticipate sampling at least a few programs at each degree level.
  - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
  - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
  - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
  - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
  - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
- Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
  - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

- For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

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## Worksheet on Assignment of Credit Hours

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- A. Courses and Programs Reviewed by the Team** (see #5 of instructions in completing this section)

### Courses reviewed

Fall 2014:

Arch 271  
Arch 771, Sec 5  
Political Science 431  
General Biology 1, Sec 1  
General Biology 1, Sec 4  
Music 704  
Music 760

Spring 2015:

Arch 272  
Arch 394 Account 102  
Account 200, Sec 2  
Account 200, Sec 3  
Criminal Justice 330

Summer 2015:

Account 102  
Account 200  
Crim Justice 230  
Gen Biology I, Sec 1  
Music 704  
Arch 494

**Programs reviewed:**

Accounting: BS., M.Acc.  
Music: BMUS-Musical, Master of Music in Music Education. DMA  
Architecture: BS Arch, M Arch  
Nursing: BSN, DNP

**B. Answer the Following Questions**

**1) Institutional Policies on Credit Hours**

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes                       No

Comments: The NDSU Bulletin provides that for hybrid and online courses credit is awarded based on the equivalent face-to-face course or by assessing the amount of work required by the student.

1. One semester hour of credit is awarded for 750 minutes of classroom or direct faculty instruction and a minimum of 1800 minutes of out-of-class student work; over a fifteen week semester this is equivalent to one 50 minute period of direct instruction and two hours of out-of-class work each week; or

2. At least an equivalent amount of work for other academic including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit.

For laboratories, a minimum of 100 minutes per week for 15 weeks is equivalent to one credit.

One semester credit of field experience (courses numbered 196-496; 595-795) requires a minimum of 40 hours of direct experience.

For undergraduate research experiences a minimum of 360 minutes per week for 15 weeks is equivalent to 1 credit.

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes  No

Comments: The NDSU Bulletin provides that for hybrid and online courses credit is awarded based on the equivalent face-to-face course or by assessing the amount of work required by the student.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes  No

Comments: Credit awarded for online courses was consistent with an equivalent face-to-face course. Accounting 102 and Accounting 200, both offered in spring and summer, met in different schedules, but identified the same objectives in their corresponding course offered in another term. The same courses offered in different formats also identified the same learning outcomes. It is noted, however, that institutional policy measures credits in the amount of work expected, rather than in comparable outcomes.

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes  No

Comments: The expectations reflect the Carnegie equivalent of one credit equal to one 50-minute period of direct instruction and two hours of out-of-class work each week.

## 2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes  No

Comments:

Course descriptions and objectives included in syllabi were generally consistent with the institution's policy. Course schedules posted in Blackboard, rather than within syllabi, also reflected expectations consistent with policy.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes  No

Comments: Learning outcomes reviewed were appropriate for the course and program levels.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes  No

Comments: Course descriptions and learning objectives for compressed format and alternative format courses generally were comparable to those for traditional face-to-face courses. For some courses examined, work expectations were also the same; however, the work expectations in some of the compressed courses were modified. Accounting 200, offered in summer 2015 in a compressed format, identified the same learning goals and required similar reading, but fewer exams, assignments, and class meeting hours than the same course offered in spring 2015 in a traditional 16-week format, for the same credit hours.

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes  No

Comments: Course descriptions and learning outcomes in summer compressed formats and in online formats generally were consistent with the policy on award of credit. Compressing the reading and assigned work of a 3-credit course from 16 weeks to 12 weeks was accomplished with more frequent class meetings consistent with the school's policy, and students were consistently cautioned in syllabi to stay current with assignments. The work expectations were reasonable for the class levels, with increasing work expectations as courses were offered to more advanced students. For example, Criminal Justice 230 in summer 2015 was offered for 3 credits and required fewer writing assignments than Criminal Justice 330, which was offered in spring 2015 for 2 credit hours.

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes  No

Comments: Generally, assignment of credits to courses and programs was consistent with institutional policy, with Carnegie guidelines, and with professional accreditation standards applicable in the programs examined. Variations in some assignments and class meeting hours were reasonable and did not appear to inhibit learning.

**C. Recommend Commission Follow-up, If Appropriate**

*Review the responses provided in this section. If the team has responded “no” to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.*

Is any Commission follow-up required related to the institution’s credit hour policies and practices?

Yes  No

Rationale: The institution’s policies and practices meet expectations.

Identify the type of Commission monitoring required and the due date:

**D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour**

None such programs were identified.

**Part 3: Clock Hours**

Does the institution offer any degree or certificate programs in clock hours?

Yes  No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes  No

**If the answer to either question is “Yes,” complete this part of the form.**

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**Instructions**

**This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.**

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even

though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction  
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

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## Worksheet on Clock Hours

### A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

Yes  No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes  No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes  No

Comments:

**B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?**

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

**C. Recommend Commission Follow-up, If Appropriate**

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:



**STATEMENT OF AFFILIATION STATUS WORKSHEET**

**INSTITUTION and STATE:** North Dakota State University ND

**TYPE OF REVIEW:** Comprehensive Evaluation

**DESCRIPTION OF REVIEW:**

**DATES OF REVIEW:** 10/19/2015 - 10/20/2015

No Change in Statement of Affiliation Status

**Nature of Organization**

**CONTROL:** Public

**RECOMMENDATION:** No Change

**DEGREES AWARDED:** Bachelors, Doctors, Masters, Specialist, Certificate

**RECOMMENDATION:** No Change

**Conditions of Affiliation**

**STIPULATIONS ON AFFILIATION STATUS:**

Prior Commission approval is required for substantive change as stated in Commission policy.

**RECOMMENDATION:** No Change

**APPROVAL OF NEW ADDITIONAL LOCATIONS:**

Prior Commission approval required.

**RECOMMENDATION:** No Change

**APPROVAL OF DISTANCE EDUCATION DEGREES:**

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

*Recommendations for the  
STATEMENT OF AFFILIATION STATUS*

**RECOMMENDATION: No Change**

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**ACCREDITATION ACTIVITIES:**

Monitoring, Focused Visit: 11/09/2015

A visit on whether the Board and the system office are working to refine and strengthen their work on systematic improvements.

**RECOMMENDATION:**

**Monitoring, Interim Report: 06/30/2019**

**A report on assessment of student learning.**

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**Summary of Commission Review**

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**YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2005 - 2006**

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**YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016**

**RECOMMENDATION: 2025-2026**

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**ORGANIZATIONAL PROFILE WORKSHEET**

**INSTITUTION and STATE:** 1520 North Dakota State University ND

**TYPE OF REVIEW:** Open Pathway: Comprehensive Evaluation

**DESCRIPTION OF REVIEW:**

No change to Organization Profile

**Educational Programs**

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	0
Bachelors	163
Programs leading to Graduate	
Doctors	51
Masters	83
Specialist	1
Certificate programs	
Certificate	17

**Recommended Change:**

**Off-Campus Activities:**

In State - Present Activity  
Campuses: None.

Additional Locations:  
NDSU Nursing at Sanford Health - Bismarck, ND

**Recommended Change:**

Out Of State - Present Activity  
Campuses: None.

Additional Locations: None.

## ORGANIZATIONAL PROFILE WORKSHEET

### Recommended Change:

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Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

### Recommended Change:

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#### Distance Education Programs:

Present Offerings:

Master 45.0604 Development Economics and International Development Community Development Internet

Bachelor 51.3801 Registered Nursing/Registered Nurse LPN to BSN One-way or Two Way Transmission

Master 09.0102 Mass Communication/Media Studies Mass Communication Internet

Master 14.0903 Computer Software Engineering Software Engineering Internet

Bachelor 19.0101 Family and Consumer Sciences/Human Sciences, General Human Development and Family Science: Family Science Internet

Bachelor 42.2703 Developmental and Child Psychology Human Development and Family Science: Child and Adolescent Development Internet

Master 09.0101 Speech Communication and Rhetoric Speech Communication Internet

Master 52.2001 Construction Management Construction Management Internet

Bachelor 19.0702 Adult Development and Aging Human Development and Family Science: Adult Development and Aging Internet

Bachelor 45.1101 Sociology Sociology Internet

Bachelor 30.9999 Multi-/Interdisciplinary Studies, Other University Studies Internet

Bachelor 09.0101 Speech Communication and Rhetoric Pre-Communication Internet

Bachelor 09.0905 Health Communication Health Communication Internet

Bachelor 09.0900 Public Relations, Advertising, and Applied Communication Public Relations and Advertising Internet

Master 51.31 Dietetics and Clinical Nutrition Services Dietetics Internet

Master 52.0804 Financial Planning and Services Family Financial Planning Option Internet

## **ORGANIZATIONAL PROFILE WORKSHEET**

Master 13.1308 Family and Consumer Sciences/Home Economics Teacher Education Family and Consumer Science Education Internet

Master 30.1101 Gerontology Gerontology Internet

Master 19.0905 Apparel and Textile Marketing Management Merchandising Internet

Master 19.0799 Human Development, Family Studies, and Related Services, Other Youth Development Option Internet

Master 52.0209 Transportation/Mobility Management Transportation and Urban Systems Internet

Bachelor 01.0802 Agricultural Communication/Journalism Agricultural Communication Internet

Certificate 01.1099 Food Science and Technology, Other Graduate - Food Protection Internet

Certificate 14.0903 Computer Software Engineering Graduate - Software Engineering Internet

Certificate 52.0804 Financial Planning and Services Graduate - Family Financial Planning Internet

Certificate 30.1101 Gerontology Graduate - Gerontology Internet

Certificate 19.0901 Apparel and Textiles, General Graduate - Merchandising Internet

Certificate 52.0209 Transportation/Mobility Management Graduate - Transportation and Urban Systems Internet

Certificate 52.0209 Transportation/Mobility Management Transportation Leadership Graduate Certificate Internet

Certificate 52.2001 Construction Management Graduate--Construction Management Internet

Bachelor 09.0499 Journalism, Other Bachelor Journalism Internet

Master 31.0504 Sport and Fitness Administration/Management HNES: Leadership in Physical Education and Sport option Internet

Master 13.1312 Music Teacher Education Music Education Internet

Certificate 19.0701 Human Development and Family Studies, General Youth Development Internet

Certificate 44.0702 Youth Services/Administration Youth Program Management & Evaluation Internet

Certificate 52.0804 Financial Planning and Services Financial & Housing Counseling option Internet

Master 13.0401 Educational Leadership and Administration, General Master, Educational Leadership: Teacher Education option Internet

Certificate 52.1902 Fashion Merchandising Apparel, Retail Merchandising and Design Internet

## ORGANIZATIONAL PROFILE WORKSHEET

### Recommended Change:

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#### Correspondence Education Programs:

Present Offerings:

None.

### Recommended Change:

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#### Contractual Relationships:

Present Offerings:

None.

### Recommended Change:

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#### Consortial Relationships:

Present Offerings:

Doctor 54.0101 History, General History

Master 51.2201 Public Health, General Master - 51.2201 Public Health, General (Public Health)

Master 51.3101 Dietetics/Dietitian Dietetics and Clinical Nutrition Services (Dietetics)- Great Plains IDEA

Master 13.1308 Family and Consumer Sciences/Home Economics Teacher Education Master - 13.1308 Family and Consumer Sciences/Home Economics Teacher Education (Family and Consumer Science Education)

Master 52.0804 Financial Planning and Services Master - 52.0804 Financial Planning and Services (Family Financial Planning Option)

Master 30.1101 Gerontology Master - 30.1101 Gerontology (Gerontology)

Master 19.0905 Apparel and Textile Marketing Management Master - 19.0905 Apparel and Textile Marketing Management (Merchandising)

Master 19.0799 Human Development, Family Studies, and Related Services, Other Master - 19.0799 Human Development, Family Studies, and Related Services, Other (Youth Development Option)

Certificate 30.1101 Gerontology Certificate - 30.1101 Gerontology (Graduate--Gerontology)

Certificate 52.0804 Financial Planning and Services Certificate - 52.0804 Financial Planning and Services (Graduate--Family Financial Planning)

Master 45.0604 Development Economics and International Development Master - 45.0604 Development Economics and International Development (Community Development)

Certificate 19.0905 Apparel and Textile Marketing Management Certificate - 19.0905 Apparel and Textile Marketing Management (Graduate Certificate Merchandising)

**ORGANIZATIONAL PROFILE WORKSHEET**

Certificate 52.0209 Transportation/Mobility Management Certificate - 52.0209 Transportation/Mobility Management (Transportation Leadership Graduate Certificate)

Master 30.1901 Nutrition Sciences

**Recommended Change:**

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