

North Dakota State University - ND

HLC ID 1520

OPEN PATHWAY: Mid-Cycle Review

Review Date: 6/15/2020

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Context and Nature of Review

Review Date

6/15/2020

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

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

NDSU is a comprehensive, state-assisted research university. It is on the open pathway and had its last comprehensive review in October 2015 after which an interim report of assessment was required.

Interactions with Constituencies

none

Additional Documents

- University Assessment Committee minutes, which address its current status
- information concerning reinstatement of the Director of Assessment and Accreditation position and about leadership for assessment efforts
- evidence concerning faculty qualification policies and how they are implemented

1 - Mission

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

1.A - Core Component 1.A

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

Met

Rationale

The existing mission statement of NDSU was developed by a cross-campus committee and approved by the State Board of Higher Education at a meeting on January 15, 2004. This 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" appears on the President's website. The process through which this statement was developed is very suited to the nature and culture of the institution. The underlying land grant mission of the University is reflected in the mission statement and the statement was developed in a collaborative way.

NDSU demonstrates the alignment of its new mission statement with its key messages (in brackets) as follows: "We provide transformational education [key message: Student-focused], create knowledge through innovative research [Research], and share knowledge through community engagement that meets the needs of North Dakota and the world [Land-grant]." This statement was developed by a committee composed of students, faculty, staff and external stakeholders and the process again reflected the underlying land grant mission of the University. The President and Provost approved this new statement in September 2019. The finalization of the new mission statement and approval by the State Board was postponed because of the COVID-19 pandemic. The hope is to continue and complete this process in Fall 2020. We note that the "student-focused, land-grant, research university" framework appears as an organizing principle in the argument for 3.E, demonstrating its salience.

The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission. The academic programs of NDSU are very consistent with its mission. The institution emphasizes agriculture, engineering and applied sciences as one would expect at a land

grant institution. There are also foundation programs in the traditional liberal arts including the physical sciences, mathematics, the biological sciences, the humanities and the social sciences.

The institution offers year-round academic and co-curricular support services that are organized within the office of the Vice Provost for Student Affairs and Enrollment Management. This office manages programs that support academic success, retention and graduation. The Residence Life and Wellness Centers are now located within the Division of Administration and Finance. A Career and Advising Center coordinate assistance for students exploring which fields of study to pursue as well as setting career goals. These services are very consistent with the stated mission of NDSU.

NDSU has a predominantly undergraduate student body with a smaller number of graduate and professional students. NDSU has a smaller proportion of instate students than a number of other land grant institutions. This is largely due to the size of the population of North Dakota. The composition of the student body is consistent with the mission of the University.

Interim Monitoring (if applicable)

No interim monitoring is recommended.

1.B - Core Component 1.B

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

Met

Rationale

NDSU clearly articulates its mission and the underlying core messages in many public documents including websites, materials for student orientation and materials for new faculty and staff orientation. The underlying core messages are land grant university, student focused university and research university. These are reflected in the current mission statement as well as in the mission statement that will soon go to the State Board of Higher Education for its approval.

The mission statement is included in all position descriptions and new employees sign a document that includes the mission statement upon being hired. Both the existing and new mission statements explain the emphasis placed on the three core messages.

NDSU continues to be very true to its land grant mission. It offers instruction, extension and applied research that serve the people of North Dakota and the region. NDSU monitors the needs of the constituents that it serves and modifies its offerings over time to reflect these needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

Met

Rationale

NDSU is very aware of its place in a multicultural society. North Dakota has a less diverse population than many other areas of the United States, but NDSU devotes significant amounts of attention and resources to recruiting students, staff and faculty of color to be a part of the NDSU campus community. In addition, undergraduate students must participate in a three credit course in diversity and a three credit course in global issues. NDSU assures that multicultural issues are infused in extension activities throughout the state of North Dakota. Although multicultural issues have been an important focus at NDSU for some time, the pending 2020-25 Strategic Plan places even more emphasis on these issues as one of four major foci of the new plan.

The university maintains an administrative infrastructure to support its diversity and inclusion efforts, most of which are housed logically under the Vice Provost for Faculty Affairs and Equity. These include institutional equity and Title IX investigators, diversity-related training programs, and climate surveys conducted jointly with the Office of Institutional Research and Analysis.

The NDSU Office of the Ombudsperson is a resource for any member of the NDSU community to express their concerns, discover resources that can be helpful to them, and develop a path forward to resolve their concerns. The services provided include coaching, referrals to other offices, mediation and training events and workshops. Among the topics covered by the latter are departmental climate and culture and civility in the workplace.

NDSU also features several committees that support diversity across campus. The university operates an NSF Advance FORWARD program that seeks a stronger role for women in STEM, along with another NSF program dedicated to inclusive teaching practices. The Faculty Senate formed an ad hoc committee focusing on Native American students, faculty, and staff in 2019. Student programs related to diversity include a TRIO program and Welcome Week sessions dealing with inclusion and equity.

NDSU uses surveys to assess the climate on campus. Student surveys were conducted in 2017 and 2019. Faculty and staff climate surveys were also done in 2017 and 2019. The 2019 faculty and staff survey asked questions about engagement, motivation, inclusion and collegiality. The results were shared with the campus community and special interest groups.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

Met

Rationale

NDSU's responsibility to the people of North Dakota and the surrounding region is infused in its mission statement, strategic plan and activities on and off campus. The university educates its students in a manner that is consistent with its land grant mission. It also serves the citizens of North Dakota through its distance and continuing education program. This program offers online degrees, credit and noncredit courses, continuing education for K-12 educators and specialized workshops.

The NDSU extension division offers information and activities that reflect the land grant mission of the institution. These include Agricultural Field Days so that producers can learn about the latest research and technology that can improve their ability to produce their agricultural products. The Extension division also connects with state residents through its statewide network of county offices and regional research extension centers. The North Dakota Agricultural Experiment Station conducts research that also informs agricultural and related activities in the state.

The mission statement, strategic plan and other documents make it clear that the educational mission takes primacy over other purposes. Since NDSU is a public land grant university it does not have an external corporate entity to which it must transfer funds. Documents as well as the actions of the institution make it clear that external interests do not have undue influence on the institution.

NDSU, on the other hand, is very responsive to the needs of its external constituencies and communities of interest. Examples include the Campus Community Partner program that recognizes and engages private sector partners such as Sanford Health, Microsoft, Gate City Bank and Appareo Software. The American Indian Public Health Resources Center works with the relatively large indigenous population on access to quality health care and improving health outcomes.

Each of the Colleges at NDSU engages with the local and state communities. The College of Agriculture, Food Systems and Natural Resources, as noted above, is very involved through the Extension Service and the Experiment Station in activities throughout the state. In the College of

Arts, Humanities and Social Sciences, the Department of Criminal Justice and Political Science provides weekly podcast for the local, state and regional communities. The College of Health Professions 2017-2022 Strategic Plan emphasized outreach and engagement with external constituencies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

Both the existing mission statement and the proposed new mission statement are clear about the mission of North Dakota State University. One simple expression of this mission is that NDSU is "a student-focused, land-grant research university." This mission is reflected throughout the operations of the institution. It guides the activities that the University engages in and it is the major factor in decisions on how resources are allocated.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Met

Rationale

2A 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.

This institution has a very extensive *Policy Manual* with over 200 policies and 12 constituent members (equal numbers of faculty, student, and staff). These policies have been developed, revised, detailed, and amended. According to meeting notes, housekeeping is occasionally designated as an activity. It would be helpful for a clarification of not only the term housekeeping, but also the rationale, routine reviews and updates, rotation schedule for review, and process for policy reviews.

The manual has 8 different sections which indicate the university governing actions as related to faculty, students, staff, and business procedures. Policies are implemented to ensure due process when decisions are contested. Evidence provides precise, explicit, and direct compliance with this Core Component.

The policies are very inclusive and detailed. Included are policies on equitable hiring and termination procedures, consistent benefit allowances, clear expectations (ethical and legal) of faculty, staff, and students and codes of conduct for all students and faculty.

Interventions and training are in place for behavioral concerns, grievance appeals, and research integrity. Ongoing training is evident for ethical behavior issues. Conflict of Interest forms and training are readily available for researchers.

Financial audits have been performed as required through the State of North Dakota Office of the State Auditor. NDSU complies with the State Board of Higher Education Policy and limits banking and investment accounts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Met

Rationale

NDSU is a member of the North Dakota University System. It is clearly described on its home web page and its university bulletin as a public, land-grant research university. Curricular information in the form of academic requirements, course registration information, degree tracking progress and financial student responsibilities are succinctly coded and available in the Campus Connection (student portal). The University Bulletin is an open access catalog of programs of study, course descriptions, and academic policies.

Course schedules, formats, and levels are distinctly listed for accurate resource guidance. Specific degree requirements and general education requirements are pictorially presented in career maps for ease of use by students.

The Finance Committee and Student Fee Advisory Board is a safeguard implemented by NDSU for the primary purpose of ensuring appropriate allocation of student activity fees. Board minutes and advisory board meetings are posted in the website.

The current HLC Accreditation status is posted in three different places on the NDSU web site. Although, there is no central location for other department/program accreditation, it does appear that there are a number of programs (Engineering, Public Health, History, Architecture) that have both state and program accreditation.

NDSU has a Net Price Calculator function on its web site, for both students and potential students. The availability of Aid and Scholarships is clearly cited for referencing. Additionally, in accordance with the US Department of Education, the students are entitled to certain information as consumers. This is clear and easily accessed.

Also noted for ease of navigation through the curriculum and programs is the presence of a site called "One Stop." This site avails the student a culmination of most asked and most researched questions related to personal journeys through college.

No detailed faculty or staff roster was identified. Graphs and trends in data related to numbers of degree bearing and tenure track faculty were impressive. NDSU has a policy regarding minimum faculty qualifications that outlines requirements for tested experience (NDSU Policy Manual, Section 309). Documentation of faculty qualifications is maintained within academic departments and colleges.

Enrollment management at NDSU has a mission statement of providing students with inclusive, comprehensive services and co-curricular experiences. The vision statement and values itemize intentions and collaborative goals to achieve this mission. The data continues to show a very homogeneous student body with minimal change over the past 5 years. It is unclear if there are initiatives or campaigns underway to augment these goals and objectives.

Documentation of an internal audit charter was noted with a date of 2006. The purpose was designated as an oversight/internal audit of business and administrative activities. A series of biennium audits were performed by the state auditor. The day-to-day oversight of the finances and administration of the university are summarized in the Annual Report submitted by the Division of Finance and Administration.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

Met

Rationale

The State Board of Higher Education (SBHE) is the policy-setting and advocacy body for the North Dakota University System and the governing body for all North Dakota's 11 publicly supported colleges and universities. The SBHE board members are made up of seven citizens (four year terms) and one student (one year term) appointed by the governor. The inclusion of a student voice is innovative and intriguing.

A very brief bio is posted with a picture on the NDSU SBHE web site. There is documentation of term vacated and replaced, but no on-boarding and orientation processes for new board members was noted.

Professional development and training for board members is expected. According to the board member responsibilities policy, board members are to acquire a reasonable level of knowledge related to the institutions of higher education. No specifics, such as the number of continuing education units or sessions, were noted.

The extent of the control allowed/granted to the board is vague. The responsibility is described as fairly distributed among the members. The assessment and evaluation of the SBHE's performance and performance of the Chancellor is indicated as a board member responsibility.

The institutions of higher education in the state of North Dakota are under the unified control of the state board of higher education (SBHE) as established by the state constitution in the 1930's. The mission, vision, beliefs, and core values of the SBHE have been succinctly reflected in the NDSU strategic plan.

The SBHE board policies and committee meetings are publicly posted on the North Dakota University System website and the North Dakota Secretary of State's Public Meeting page. All

meeting minutes and videos are comprehensively archived and organized on the website. For the next comprehensive review, NDSU should consider providing specific examples that illustrate how the board's decisions reflect priorities to preserve and enhance the institution and consider the interests of constituencies during its deliberations.

A stand-alone conflict of interest policy was not identified, although the SBHE states in numerous places that the NDUS represents the people of North Dakota without special regard to a particular institution, interest, political affiliation, community, or constituency.

The accountability chain and/or checks and balance in this system have a long history in this state. However, it would benefit to show the organizational relationships between the SBHE, NDUS, and NDSU as well as the synergy and chain of command among the systems.

The qualifications and/or selection process for the SBHE and the NDUS board members is not clearly presented.

Ultimately, the North Dakota Constitution provides the SBHE with broad powers. The SBHE has adopted any powers that it does not specifically delegate to the institutions. This includes approval for all new or discontinued programs, review of institutional and program qualities, budget guidelines and final budget approvals, appointing and approving institutional presidents, and facility management.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

NDSU updated its core values in 2009 to include upholding the rights and responsibilities of academic freedom. This statement is included in their key value and principle of scholarship. The Policy Manual was amended in 2016 to address the academic freedom general principles as they relate to faculty, students, and guest speakers. For faculty, this freedom includes research activities, creative activities, pedagogical approaches, and content references. Students are afforded the widest possible latitude in selecting their plan of study as well as engaging in intellectual disagreements with their instructors and peers. Guest speakers and presentations are extended the courtesy of uninterrupted presentations.

The Science and Religion Seminars, The Laurie Loveland Speaker Series, and the Free Speech and Open Inquiry Series are examples of programs and activities that encourage and enhance the atmosphere of free and differing opinions and discussions. They appear to be well attended prior to the pandemic precautions and closings.

The core undergraduate learning outcomes inspire students to achieve creative and divergent thinking, reasoned approaches to real world problems, and diversity in communication styles. The range of options is impressive and widespread among the courses. The learning outcomes and faculty research are in line with the learning principles related to freedom of expression and pursuit of truth.

The Policy Manual outlines NDSU policies and procedures for free speech and public assembly (Section 154, 2.6, 3.4, and 5). The Dean of Students is responsible for implementing the policy, which affirms the university's commitment to protect the freedom of speech and remain content neutral when implementing the policy. The policy is posted on the Dean of Students' website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

Met

Rationale

NDSU has a Research Integrity and Compliance (RIC) office under the supervision of the Office of Research and Creative Activity. The RIC maintains IRB protocol training, bylaws, and documentation for research. The RIC oversees the animal research and veterinary care / consultation, as well as federal regulation compliance in all research. The animal care and bio-safety committees each have distinct websites with appropriate forms and activity per year.

Another division under the RIC is the Sponsored Programs Administration (SPA). This office encourages and supports faculty and staff in their pursuit of external research funding. The resources of the SPA assist in the administrative functions, regulatory compliance principles, and application submissions.

The stand-alone academic misconduct policy is very thorough. It was proposed in 1990 and has been reviewed or amended more than half a dozen times since then. The policy includes basic philosophies and procedures related to this standard. The applicability is detailed with definitions of pertinent topics. Assumptions/principles are listed with clear misconduct procedures should an infraction occur. The Research Integrity Officer (RIO) is the VP for the RIC. An investigative team is gathered per infringement with sanctions discussed and levied.

CITI training is offered to faculty and students prior to initiation of research. It is not clear if undergraduate students are expected to take these modules prior to involvement in a research project. There is a variety of requirements, according to the department/unit, on needed research and ethics preparation or outcome expectations.

The IRB membership is listed on the NDSU website. On-line training or in-person training is expected of all faculty, staff, or students conducting human research. It is unclear if the training is consistent between departments. The IRB website, inclusive of research forms, policies, and intellectual property, appears very robust. The faculty research is published on the website.

The university has two policies that distinctly relate to Conflicts of Interest in research. Additionally a university-wide Conflict of Interest Advisory Committee was developed this year and is

administered through the Vice President for Research & Creative Activity unit. The purpose of this committee is to review any significant interest and conflict disclosures related to research.

The University Police and Safety Office offers a variety of training on campus. This ranges from active shooter awareness to ergonomics training. These are listed as annual requirements. There are additional safety inspection requirements for chemical, biological, and radiation safety among faculty and students.

The NDSU has a Research Foundation that assists with the procedures, protocol, and implications of intellectual property for researchers. There is a stand-alone policy that specifically addresses this topic. Research Faculty have their own web-page with an impressive amount of scholarship.

Plagiarism and copyright issues are resourced out of the NDSU Center for Writers. Ethical use of electronic communication is presented and tested on prior to enabling students to activate their email accounts. The Core Undergraduate Learning Outcomes integrate the Person & Social Responsibility Learning Outcomes to emphasize ethics throughout the programs. The review team recommends that NDSU include data on student performance for this outcome in the next comprehensive review to demonstrate the efficacy of its ethics education.

The minimum standards for academic responsibility, student conduct, and academic honesty and integrity are provided in Policy 335. Some departments employ additional stipulations and requirements. The College of Health Professions has an Honor Code (Student Academic and Conduct Standards). All course syllabi must include the approved academic honesty statement. Misconduct is tracked through a secure platform, and multiple cases of misconduct by a student are identified by the Registrar.

There is a Code of Student Conduct policy that details community expectations and prohibited student actions. Students are encouraged to arrange meetings as needed with a staff member in the Student Affairs and Enrollment Management Office.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

NDSU provides an extensive Policy Manual with over 200 policies. The policies and procedures specify and allocate procedures and process to uphold ethical and responsible conduct for the explicit purpose of upholding ethical standards for research, teaching and the use of information resources. The Provost and the Vice President for Research and Creative Activity exercise final oversight of these policies. The University's 12 member committee also has a role in maintaining these standards and guidelines. Additionally, students are provided with guidance on the ethical use and responsibilities related to research integrity and use of technology.

NDSU prominently presents its curricular information in the form of academic requirements, course registration information, degree tracking progress, formatting of teaching/learning, and financial student responsibilities.

Academic freedom for faculty is clearly advocated in research activities, creative activities, pedagogical approaches, and content references. Students are provided the widest possible latitude in selecting their plan of study and engaging in intellectual disagreements with their instructors and peers.

Research and research integrity are significant parts of NDSU. The policies and procedures that guide the acquisition and discovery of knowledge contribute to the evidence that these endeavors are conducted with effective oversight and academic integrity.

The institutions of higher education in the state of North Dakota are under the unified control of the State Board of Higher Education (SBHE). It is advised that clarity be added to the chain of command in decision making as well as assurance of a transparent checks and balance among governing levels.

It is suggested that clarification in the reporting, governing, development, and revision of ethical policies and procedures be presented, to include the roles of the administration, the faculty, and the students in this process at the university.

The aggregate reporting of the faculty qualifications is clearly presented. The review team suggests that individual faculty qualifications, credentialing, and skills also be highlighted.

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

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

3.A - Core Component 3.A

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

Met

Rationale

NDSU maintains a clearly-articulated process for approving curricular changes. New courses must be approved by the University Curriculum Committee, Graduate Council (for graduate courses), and Faculty Senate. The institution employs a platform called CourseLeaf as a tool for managing curricular requests. New programs must also be approved by the State Board of Higher Education. Program requirements are easily accessible in the Curriculum Guides, carefully separated by catalog year. The university requires that undergraduate and graduate students remain in good academic standing, following criteria in line with national norms. The university's programs are current and require appropriate levels of performance by students.

The university carefully distinguishes between undergraduate and graduate coursework. By policy, courses offered for both undergraduate and graduate credit must require higher expectations for graduate students, and these differences must be explained to students in the syllabus. Courses taken as part of the student's baccalaureate degree may not be applied toward any graduate program, with the exception of the university's accelerated master's programs. Accelerated programs allow the student to apply up to 15 credits of graduate-level coursework toward the bachelor's degree, and each of these programs must conform to guidelines set by the University Curriculum Committee. The institution articulates and differentiates learning goals for its undergraduate and graduate programs.

All online courses and courses offered at alternate sites are reviewed and approved in a manner identical to those offered on the main campus. NDSU belongs to several regional consortia and maintains memoranda of agreement with partner institutions with whom it offers joint degrees. Each of consortium member and/or partner institution is itself regionally accredited. The university's

program quality and learning goals are therefore consistent across all modes of delivery and all locations.

This section of the assurance argument could be strengthened in time for the institution's next comprehensive review. It appears that the triage of curricular priorities leads to a number of "stalled proposals" at the end of the year. Additional information detailing this element of the curricular process would be helpful. Meeting agendas and minutes were unavailable for the University Curriculum Committee and Graduate Council. It is unclear whether NDSU uses external reviewers for curricular revisions or new program requests. Finally, while program-level learning goals appear in assessment plans, they are not listed in the course catalog or on Curriculum Guides.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

Met

Rationale

NDSU expresses a core commitment to liberal education, and it offers an appropriate general education curriculum. Its baccalaureate programs require 39 credits of general education coursework in areas including oral and written communication, quantitative reasoning, science and technology, the humanities and fine arts, the social and behavioral sciences, and wellness. Embedded within these areas are courses that satisfy additional requirements in cultural diversity and global perspectives. The institution developed learning outcomes for each category in 2015. Courses in the general education curriculum are reviewed approximately every five years to ensure that they are meeting the appropriate learning outcomes. The purpose, content, and intended learning outcomes of the institution's general education requirements are all clearly articulated.

The general education core itself helps ensure that every undergraduate degree program at NDSU engages students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. Discipline-specific coursework builds on this foundation, culminating in a required capstone experience. Examples of capstones included major individual or team research projects and work for external clients. Graduate programs all require a research experience or field-specific professional preparation.

Undergraduate students must select one course each from a curated list of general education courses that satisfy NDSU's Cultural Diversity and Global Perspectives requirements. The 2016 review team

correctly identified two learning objectives in the first category that are largely disconnected from 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.” These two learning outcomes potentially threaten to dilute this facet of the general education curriculum. The institution’s assurance argument would be strengthened if these learning outcomes were better focused on human and cultural diversity.

Section 2.2.2 of the institution’s promotion, tenure, and evaluation policy provides broad expectations for faculty in the area of research and creative activity. It is left to individual academic units to further refine these expectations and place them in a discipline-specific context. All faculty members are evaluated annually using departmental protocols that have been approved by their college’s PTE committee and dean. (This section of the assurance argument would be stronger if the institution provided a few examples from representative departments). NDSU reported research and development expenditures of over \$145 million for FY18. Agricultural sciences accounted for approximately half of this figure, reflecting the institution’s land-grant mission and regional focus. As demonstrated in 3.E.2, NDSU also actively involves students in research activities. The faculty and students collectively contribute to research and creative activity in a manner consistent with the institution’s mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

Met

Rationale

NDSU has sufficient numbers and continuity of faculty members to carry out classroom and non-classroom responsibilities. It reported a student-faculty ratio of 19.0 in 2018, comparable to its peer median (18.0). The institution has reduced its full-time tenure stream faculty by 4% and its full-time non-tenure stream faculty by 12% since fall 2015, but its student-faculty ratio has remained stable during this period due to declining enrollments. The Faculty Senate and its various subcommittees provide oversight for curriculum and assessment.

Policy 309 describes the institution's standards for establishing faculty qualifications. An instructor must hold a master's degree with at least 18 graduate credit hours in the discipline or a closely related field to teach an undergraduate course, and a terminal degree in the discipline or closely related field to teach a graduate course. The policy allows for exceptions to these guidelines based on tested experience. Individual academic units are responsible for verifying the teaching qualifications of all instructors of record; assurance of institutional consistency among faculty expectations may provoke/encourage standardization at the macro system level. During the 19-20 academic year, the overwhelming majority of courses taught by NDSU faculty were instructed by faculty with terminal degrees. Courses taught by non-faculty were much more likely to be led by instructors with graduate non-terminal degrees or without a graduate degree. About 97% of tenure-stream faculty hold terminal degrees, and about 83% of full-time instructional faculty hold at least a master's degree. Both of these figures represent improvements from the 2016 review. Taken as a whole, the

institution's instructors appear to be appropriately qualified.

NDSU instructors are evaluated regularly in accordance with established institutional policies and procedures. As noted in 3.B, Policy 352 governs both tenure and promotion as well as annual evaluations. The tenure process includes an evaluation of teaching, and all full-time faculty are reviewed annually following procedures determined by the academic unit. Policy 332 requires instructors to administer student opinion surveys in every section of every course every semester. The institution is in the process of revising its Student Course Experience Survey to remove items found by the Faculty Senate to be biased. These changes will be implemented in fall 2020. The Ad Hoc Task force should have very interesting documentation for the next set of reviewers related to faculty evaluations.

NDSU maintains a rich portfolio of programs aimed at cultivating its faculty's instructional skills. These include the Office of Teaching and Learning, a formal mentoring program for new faculty, a library of teaching-related video tutorials provided by Atomic Learning, and an annual faculty conference scheduled during the start of the academic year.

NDSU's instructors are available for student inquiry. Policy 320 requires that faculty members set aside time to meet with students, and Policy 331.1 requires that the course syllabus list the instructor's office hours. The institution also operates a Faculty in Residence program, in which a faculty member lives in a residence hall. Eight early-career faculty members have participated in this program since 2008.

The Department of Human Resources and Payroll maintains a detailed set of procedures for conducting professional staff searches. Taken together, these protocols serve as evidence that staff members are qualified at the time of hire. All staff are reviewed by their immediate supervisor annually per Policy 221. NDSU staff regularly participate in their respective professional organizations, and the institution maintains an assortment of specialized training and development programs for staff members across the university. Staff members providing student support services are appropriately qualified, trained, and supported in their professional development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

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

Met

Rationale

NDSU provides student support services suited to the needs of its student populations. It maintains a number of programs focused on student success, including a free tutoring program, free writing support, TRIO programs, a Career and Advising Center, and an app (Navigate) that allows for targeted outreach to students based on predictive analytics. The campus houses a Counseling Center, Wellness Center, and Student Health Service, the last of which now offers telehealth services. The institution also provides programming aimed at supporting multicultural, first-generation, indigenous, and LGBTQ+ students. This portfolio of student support services indicates a sincere interest in supporting student success and wellness in a residential setting.

Placement into entry-level classes in English and math follows a procedure developed by the North Dakota State Board of Higher Education. To qualify for enrollment in entry-level English (College Composition I) or entry-level math (College Algebra, Finite Math), the student must exceed certain benchmarks on relevant subsections of the ACT, SAT, Accuplacer, Smarter Balanced, or similar exam. Students who do not qualify for placement in English or math are directed to appropriate preparatory courses. The university offers several other preparatory programs, including a collection of ESL courses, an Upward Bound program supporting high school students, and classes that help veterans transition more smoothly to campus. NDSU provides learning support and preparatory instruction to address the academic needs of its students.

The institution provides academic advising that meets the needs of its students. Students at NDSU are each assigned to an academic advisor in their respective college or department; different colleges employ different advising models. The Career and Advising Center serves undeclared students, as well as any other students who request additional advising support. As mentioned above, NDSU uses Navigate as one of its key advising tools.

NDSU provides the infrastructure and resources necessary to support effective teaching and learning. Its Information Technology Services office provides help desk support for students, faculty, and staff, supplies appropriate equipment for classrooms, maintains over one thousand computers and peripherals located around campus, and manages the university's learning management system, Blackboard. ITS greatly assisted with the university's transition to remote instruction in the wake of the covid-19 pandemic. NDSU libraries house over one million items, employ 18 FTE librarians and 22 FTE staff members, and received over 300,000 visits in FY19. In addition, the institution supports 452 research laboratories and 23 teaching laboratories, four performance facilities associated with the Division of Performing Arts, multiple clinical sites, a commodity trading lab, an equine center, and other spaces that enhance student learning and support faculty development.

NDSU provides guidance to students in the effective use of research and information resources through two main channels. First, its libraries have developed online tutorials that cover general research issues (e.g. how to find journals, how to use interlibrary loan) as well as discipline-specific research guides. Second, the Office of Research and Creative Activity provides training on research integrity and compliance, grant writing assistance, and other topics that would be of value to undergraduate and graduate students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

Met

Rationale

The institution's co-curricular programs are suited to its mission and contribute to the educational experience of its students. Students can work on campus, serve their communities, disseminate their undergraduate research, and develop their leadership skills. Student clubs run the gamut from academic interests (e.g. Philosophy Club, Agronomy Club, Public Relations Student Society of America) to cultural groups (e.g. Black Student Association, Norwegian Club), religious groups (e.g. Intersity Christian Fellowship, Muslim Student Association), and special interest groups (e.g. Video Game Club, KNDS Radio). NDSU also features a number of Greek organizations, club sports, and honor societies.

NDSU identifies three key elements of its mission as a (1) student focused (2) land grant (3) research university. It has demonstrated its focus on students through its high-quality degree programs (3.A, 3.B), commitment to continuous improvement (4.B), and diverse co-curricular programming (3.E.1). Many of its student clubs and organizations contribute directly to the institution land-grant mission of outreach and engagement. In addition, over half of NDSU students performed community service or volunteer activities according to a 2018 survey. That same survey found that seniors commonly reported participating in research and creative activity. The institution has demonstrated claims it makes about contributions to its students' educational experience by virtue of its mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

NDSU provides high quality education, wherever and however its offerings are delivered. It offers an appropriate assortment of academic and co-curricular programs that support its land-grant mission. The institution maintains sufficient faculty and staff to offer its programming, and it features a robust set of protocols to support student learning and effective teaching. NDSU has demonstrated that it nurtures and enriched educational environment.

4 - Teaching and Learning: Evaluation and Improvement

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

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

Met

Rationale

NDSU demonstrates responsibility for the quality of its educational programs. The institution maintains a regular schedule of program review in accordance with state policy. Faculty are significantly involved in all aspects of academic program review through a Program Review Committee, a standing committee of the Faculty Senate. This committee develops guidelines and criteria and participates in the review process. Of particular note is an Academic Program Review Boot-Camp training for programs undergoing review. Examples of recent program reviews demonstrate that the requirements and process produce actionable and meaningful insights that inform program improvement and quality.

NDSU has developed policies, procedures, checklists, and guides for evaluating credit, including credit for experiential and prior learning. Its practices are based on institution-specific and system-level policies. Students are informed of the institution's policies through information published in the undergraduate and graduate catalogs. NDSU has adopted standardized practices for awarding credit by examination. A formal internship program with well-developed criteria and rigorous standards is available for students seeking to earn credit through experiential learning.

Policies for evaluating transfer credit are aligned with state and system-wide articulation agreements. A system-wide guide prepared by the North Dakota University System provides clear and consistent information about transferring credit within the university system and with other North Dakota colleges and universities. The university maintains a transfer website with information about transfer requirements, deadlines, and procedures and also publishes transfer information in the catalog, assuring that students have access to transfer policies and procedures. In addition, NDSU maintains a national and international transfer evaluation database that allows students to search for transfer equivalencies that have been evaluated and approved by NDSU faculty and staff for transfer.

Although NDSU has established appropriate policies and practices for evaluating all credit that it transcripts, the review team encourages the university to consider including evidence of the effectiveness and consistent application of those policies and practices in the assurance argument for its next comprehensive review.

Faculty at NDSU have final authority over course prerequisites. Prerequisite requirements are published in the University catalog, and the registration system supports adherence to these requirements. The Faculty Senate University Curriculum Committee approves all new courses and changes to courses, assuring course rigor. Although minutes from the University Curriculum Committee were not provided, a search of the university's website produced minutes from college curriculum committees that demonstrate appropriate review and evaluation of courses (e.g., CSM Curriculum Committee Meeting Minutes October 26, 2018). NDSU has developed policies regarding faculty qualifications. The vast majority of faculty hold terminal degrees in their discipline. Individual departments determine criteria for faculty qualifications based on tested experience. Documentation of faculty qualifications is maintained by the department and college. While NDSU provided information about its policies and examples of tested experience qualifications, it did not provide documentation that its tested experience policies are consistently applied in hiring decisions (e.g., a list of faculty and instructors and their qualifications). NDSU does not offer dual-credit courses.

Specialized accreditation is maintained by 62 programs from one or more of 25 specialized accrediting agencies, and the list of accrediting bodies is published in the university catalog. The Office of Institutional Research and Analysis also maintains a list of specific programs and degrees and their accrediting agencies on its website. While this information is available by conducting a search of the institution's website, there does not appear to be a single location for finding information on current accreditation status of individual programs or accreditation requirements for licensure or certification. A link to program-level accreditation on the Consumer Information page directs the reader to a page that is limited to details about HLC accreditation. Prior to the next comprehensive review, the team recommends that NDSU consolidate its specialized accreditation information into a more easily accessible location on its website and provide additional details about the accreditation status of its programs and accreditation requirements for licensure.

NDSU evaluates the success of its graduates through annual surveys on post-graduation first destination outcomes. Results of these surveys are published in an annual employment report that is

posted to NDSU's Career and Advising Center website. Data are presented in easy to interpret data visualizations, and the website provides links to current and prior year reports. NDSU also collects pass rate data on licensure exams and shares the results with academic leaders, the State Board of Higher Education, and publicly on the university's website. Although it has not done so in recent years, NDSU reports that it periodically conducts surveys of its alumni.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

Met With Concerns

Rationale

In its last comprehensive review, the visiting team recommended an interim report to provide assurance that NDSU had addressed concerns regarding its assessment practices. An interim report dated June 12, 2020, was provided as evidence for the current review. That report describes considerable turnover in assessment leadership, including a period when the vacant position was not filled. This leadership instability appears to have negatively impacted NDSU's progress in addressing the concerns raised by the prior review team. Specifically, NDSU has not provided evidence that every academic unit has identified learning outcomes, mapped the learning outcomes to the curriculum, or completed at least one cycle of assessment. Support for this finding can be found in the University Assessment Council's meeting minutes (October 15, 2019, and February 18, 2020), which indicate that many programs, particularly non-accredited programs, have not established program learning outcomes.

Despite this, there are some positive indications that assessment practices are improving at NDSU, such as the university's decision to reinstate the director of assessment position and to apply to the HLC Assessment Academy. A new director of assessment was hired in 2020, reporting directly to the Provost, and the director has begun working with the University Assessment Committee to address systemic gaps in NDSU's assessment practices. Faculty are significantly involved in developing and overseeing the university's assessment processes through service on the University Assessment Committee. Meeting minutes show a strong commitment to improving practice and making assessment meaningful and sustainable. Many of the recommendations this committee provided in a February 23, 2019, document have been acted on. The review team concurs with the committee's recommendations regarding the importance of meaningful and substantive engagement by academic and university executive leaders in promoting and supporting assessment of learning. We also concur with the recommendation regarding support and professional development for faculty on effective program assessment practices.

NDSU has established core undergraduate and co-curricular learning outcomes, which were

developed and approved through established governance processes with substantive involvement of faculty and staff. The institution also has policies that can provide a foundation for a sustainable infrastructure for ongoing assessment of learning. Examples include (1) course syllabus policies and templates that emphasize course outcomes and alignment of learning activities and evaluation to those outcomes; (2) faculty evaluation policies and criteria that address continuous improvement of courses or instructional programs; and (3) standardized annual reporting processes that emphasize the application of assessment for improvement. A Co-Curricular Assessment Committee was established in fall 2019, and that committee has developed an assessment review process for the university's co-curricular programs. Assessment reports provided by NDSU show that while some programs are clearly at the developing stage of assessment, other programs appear to have more mature assessment processes that have contributed to program improvements.

NDSU also conducts direct and indirect assessment at the institutional level. For example, the First-Year Writing Assessment involves the use of student writing portfolios completed by all students enrolled in first-year writing classes. Randomly selected student portfolios are assessed each year, and the results are used to inform decisions about writing and research assignments, pedagogy, and textbook selection.

Indirect methods for institutional assessment include both locally-developed and national surveys such as the National Survey of Student Engagement. Although the Assurance Argument indicates the NSSE is conducted every two years, the most recent administration appears to be from 2013 based on information available on the NDSU website. It is not clear whether NDSU has discontinued its use of the NSSE. If NDSU is no longer using the NSSE, the review team recommends that it not be referenced in the next comprehensive review.

Interim Monitoring (if applicable)

While NDSU has demonstrated a commitment to improving its assessment practices, the review team finds that it has not demonstrated sufficient evidence to support a rating of "Meets." The team recommends an interim report in three years that provides assurance of the following:

1. All undergraduate and graduate degree programs have established program-level learning outcomes, mapped the learning outcomes to the curriculum, and completed at least two assessment cycles.
2. NDSU provide evidence that its assessment practices produce meaningful and actionable information to improve student learning and support program improvements.
3. NDSU demonstrate substantive involvement of academic and university executive leaders in promoting and supporting assessment of learning.

4.C - Core Component 4.C

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

Met

Rationale

NDSU has defined goals for student retention, persistence, and completion. The institution's retention and graduation goals are aligned with the State Board of Higher Education's strategic plan for student success. NDSU set graduation rate goals in its 2015-20 Strategic Plan that were ambitious and attainable as evidenced by the fact that NDSU has achieved those goals. The four and six-year graduation rates were at or close to the median of its peer group. To achieve its goals for student retention, NDSU adopted an early warning system supported by the Education Advisory Board's (EAB) Navigate platform. First year retention rates are at the median for NDSU's peer group.

NDSU calculates retention and graduation rates following IPEDS methodologies. Student success outcome data are shared with university leaders and published to the public website. Unit-level leaders can track and monitor enrollment, retention, completion, and other program metrics through dashboards created with PowerBI. NDSU follows a good practice of disaggregating data for analysis of differences among demographic groups, particularly students from underserved populations. Evidence provided in an application for a 2019 APLU Degree Completion Award demonstrates how NDSU uses data to identify and implement targeted improvement efforts such as improving DFW course grade rates and academic advising.

NDSU has invested in advising and degree planning software that provides data to individual students and advisors. Such data is instrumental in promoting program progression and completion. In addition to providing faculty with the data for effective advising, NDSU has also invested in faculty development on topics related to effective teaching and learning practices. The

university used data to support external funding for an NSF grant focused on faculty development for inclusive teaching in STEM disciplines. More than 170 faculty have participated since 2016. Other examples of how NDSU uses data to support improvement efforts include expanding access to its nursing program and establishing a new program for undecided students that is designed to address low retention rates and contribute to students feeling better connected to the institution. For the next comprehensive review, the review team recommends that NDSU provide more direct evidence of the link between the data on student retention, persistence, and completion and the decision-making process that results in specific improvements.

NDSU adheres to national and federal methodologies (IPEDS) and policies (FERPA) for its data collection and analysis practices. Employees responsible for data collection and analysis maintain membership in relevant professional associations, which further enhances their knowledge of current and best practice.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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.

Rationale

The reviewers found evidence in the assurance system, supported by institutional websites, that North Dakota State University demonstrates responsibility for the quality of its education programs. Student success data is shared with stakeholders, and individual unit leaders use dashboards to monitor key program metrics to inform decision-making.

Progress has been made to advance structures supporting and institutionalizing assessment practices to improve student learning, including a First-Year Writing Assessment, and the establishment of co-curricular learning outcomes and a co-curricular assessment committee. Although NDSU expresses a commitment to improving its assessment practices, the team did not find sufficient evidence that the institution fully met the previous interim report requirements. Further development of program student learning outcomes, curricular alignment, and evidence of assessment practices that produce meaningful and actionable information is warranted. Substantive involvement from academic and university executive leaders in promoting and supporting assessment as integral to effective teaching and learning is essential to the institution's maturing culture of assessment.

5 - Resources, Planning, and Institutional Effectiveness

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

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

Met

Rationale

Like all institutions, NDSU is constantly challenged to maintain and expand fiscal resources to execute its operations and address emerging challenges and opportunities. Its sources of revenue are balanced between tuition, state support, and other miscellaneous sources, supported by grants and contracts and auxiliary operations. The University's FY2019 composite financial indicator (CFI) (including the NDSU Foundation and the Alumni Association) was 2.43, which is well above the concern threshold of 1.00. The CFI over the past five years has ranged from 2.29 to 3.36. The 2019 Standard and Poor's bond rating of AA- reflects healthy financial ratios, good financial management practices, and a low debt burden. Similarly, Moody's 2017 bond rating of Aa3 was based on strong growth of flexible reserve funds to provide coverage of debt and flexibility to absorb any declines in state operating support, as well as sound financial practice and a broad enrollment base. State funding increases (pre-Covid 19 pandemic) for FY2020 and FY2021 are good by today's standards. Like many colleges and universities in the Midwest and Northeast, NDSU is experiencing a slow but steady downturn in student enrollment, which affects tuition revenue. It remains to be seen what effect the establishment of a new tuition model will have on revenue. Grants and contracts remain an important additional source of revenue, supporting separately-budgeted research and other activities

and providing some revenue for the general budget through the overhead return rate. The University also receives separate appropriations for its affiliated outreach agencies, such as the Northern Crops Institute, the Upper Great Plains Transportation Institute, the North Dakota Forest Service, and the North Dakota Agricultural Experiment Stations and Research Extension Centers. The University also presumably benefits from resources raised through its advancement efforts, although this information was not included in the assurance materials. This evidence affirms that NDSU has a fiscally sound financial base.

Maintaining and enhancing human, capital, and technological resources in order to carry out operations and advance the mission and strategic plan goals is also demanding in today's environment. NDSU's number of employees has decreased by nearly 10% since 2016 (largely due to decreases in the number of staff members), but the evidence provided for core component 3C indicates the numbers remain adequate. Information in that section of the assurance argument also evidences the fact that faculty and staff members are appropriately qualified and trained. The campus master plan, state budget request, and approved budget demonstrate the linkage between planning and facilities (both new and maintenance of current). The space utilization report indicates strong usage above established targets. The institution would be well served by including evidence about the condition of facilities/deferred maintenance in its next comprehensive review assurance materials. Details about information technology support for teaching are provided in the evidence for core component 3D, and a student technology fee supports IT operations; NDSU might consider providing some evidence of student and faculty and staff member satisfaction with IT services in its next comprehensive review assurance materials. The adequacy of NDSU's human, capital, and IT resources is affirmed by this evidence.

It is important to ensure that the mission and strategic plan are realistic in light of resources, that resource allocation is directed towards priorities articulated in the mission and strategic plan, and that both planning and resource allocation are congruent with institutional core values. The 2015-2020 and the draft 2020-2025 strategic plans, the 2019-2021 state budget proposal, and the 2019-2020 final budget clearly illustrate these linkages, outlining goals in the areas of student learning and success, research, and outreach. A good example is provided in terms of resources directed towards student success that have resulted in an improvement in graduation rates and current efforts to address the achievement gap, as noted in the evidence for core component 4C and the 2020-2025 draft strategic plan. An affirmation of diversity, inclusion, and respect as University priorities and allocation of resources to this end are illustrated in the 2020-2025 strategic plan and in the evidence for core component 1C.

North Dakota law and legislative appropriations designate NDSU as distinct from other agencies of state government or institutions of higher education; there is no superordinate entity to which funding could be diverted.

A well-developed budgeting process and process for monitoring expenses are crucial to advancing the institutional mission and strategic plan and for maintaining operations. NDSU's budget process at the macro level is subject to the authority and priorities of the North Dakota State Board of Higher Education (SBHE), the Office of Management and Budget, the Governor, and the legislature. Once the University has received its approved budget and SBHE budget guidelines, the President, leadership group, and Budget Office prepare the annual budget, which is submitted to the North Dakota University System Chancellor for approval. The establishment of the cross-campus ad hoc Budget Committee and consideration of results of the Faculty Senate Budget Survey illustrate commitment to transparency and input from a variety of perspectives on allocation priorities as well

as to shared governance. Units (departments, colleges, and divisions) are responsible for monitoring their budgets, and the ERP system provides for budget reporting as well as budgetary controls. This evidence indicates NDSU has a well-developed budgeting process and process for monitoring expenses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

Met

Rationale

It is critical that 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. The North Dakota State Board of Higher Education (SBHE) serves as the governing board for all of the public institutions in the state. The materials in the evidence file clearly indicate that the SBHE is knowledgeable about the mission, priorities, and developments at NDSU; that it is engaged at the appropriate level; and that it is meeting its responsibilities as outlined in policy. The Chancellor is the chief executive officer of the North Dakota University System. NDSU's President is a member of the Chancellor's executive staff and attends all SBHE meetings and regularly presents at SBHE meetings along with other NDSU representatives as appropriate. Although they were not included in the assurance materials, review of SBHE minutes from its website indicate that the Chancellor and President are carrying out their responsibilities as defined by policy.

Shared governance is also vital for institutions to achieve their missions. NDSU has a variety of shared governance groups, including the Faculty Senate and its Executive Committee, the Student Senate, the Staff Senate, and the Senate Coordinating Committee. Review of background information and websites for these groups and of the agendas and minutes of the Faculty Senate affirms that they are appropriately engaged in governance.

Faculty and staff members, students, members of the administration, and others as appropriate need to be involved in institutional policies and processes. Faculty and staff members, students, and members of the administration serve on standing committees responsible for policies, processes, and academic requirements; examples include the Faculty Senate, University Curriculum Committee, General Education Committee, the University Assessment Committee, and the Co-Curricular Learning Assessment Committee, as shown in the assurance evidence for core components 3B and 4B. Another example of inclusion of multiple constituencies in decision making is the membership of the Faculty Senate President and Student Body President in the President's Cabinet. An example of

the inclusion of external stakeholders as well as internal constituents in University priorities is indicated in the processes for the 2020-2025 strategic plan, as shown in the evidence for core component 1A. This evidence affirms commitment to transparency and shared governance by NDSU.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

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

Met

Rationale

Please see the team report rationale for core component 5A concerning the budget process.

An effective planning process is linked in multiple ways to resource allocation, student learning assessment, and evaluation of operations. Examples of connections between planning and budgeting were provided for core component 5A. The draft 2020-2025 strategic plan has clear linkages to and goals concerning student learning assessment; educational technology; enrollment; the vitality of academic programs; retention, graduation, and time to degree; diversity inclusion, and respect; student success in careers and further education; research funding; and extension and outreach. Specific action areas and metrics are included. NDSU provides evidence of increasing resources for the Office of Institutional Research and Analysis, the Director of Assessment and Accreditation, the Office of Teaching and Learning, assessment coordinators in academic and student affairs units, and continuation of the Co-curricular Learning and Assessment Committee as a demonstration of its commitment to strengthening assessment and evaluation and linking them with budgeting and planning. Further evidence of this linkage is provided in terms of the academic program review process and student learning assessment, as illustrated in the evidence for core components 4A and 4B, respectively. Additional examples of evidence of these linkages include:

- the opening of new academic and residential buildings
- new research management software
- a new academic advising and student success predictive analytics platform
- a new degree audit and scheduling system
- maintaining the number of tenure-line faculty positions and support for academic and student services programs amidst a set of institutional budget reduction
- changes to the administrative structure of the student affairs that emphasized the importance of front-line services.

This evidence illustrates the linkages between planning, assessment and evaluation, and resource allocation at NDSU.

An effective planning process is also comprehensive and inclusive. The assurance materials indicate that the new 2020-2025 strategic plan was developed through a structure that included input from numerous stakeholders. That process involved a survey sent to faculty and staff members and students; a strengths, weaknesses, opportunities, and challenges analysis; and town hall forums and listening sessions. The finalization of the new plan was moved from summer 2020 to fall 2020 due to the fact that less stakeholder feedback to the final draft of the plan was possible as a result of the COVID-19 pandemic. It is clearly evident that the planning process has been wide-ranging and has considered multiple perspectives.

Additional characteristics of strategic plans that have the potential to truly leverage change are a sound understanding of current capacity; the ability to anticipate and respond to changes in sources revenue; and the effects of emerging factors such as technology, demographic shifts, and globalization. NDSU's budgeting process is inherently conservative in its revenue estimates; is built upon projections of enrollment, state funding, and grant revenue; and includes maintenance of a 5% reserve fund to address unexpected revenue declines. The strategic enrollment management plan has a strong basis in environmental scanning and evidence-based objectives. The Strategic Enrollment Management Task Force was formed in order to address a decrease in undergraduate enrollment. In response to state budget reductions in 2016 and 2017, NDSU reduced funding to administrative units and implemented a Voluntary Separation Incentive Program at the same time it prioritized support for faculty and student service positions. Recent efforts in response to the COVID-19 pandemic represent adroit decision making. These many examples undergird the conclusion that NDSU's planning process is informed and flexible.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

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

Met

Rationale

An institution that works systematically to improve its performance must routinely collect and share information about its performance. There are numerous examples of NDSU's collection and sharing of information concerning its performance, in a number of areas including:

- internal financial reports and external financial audits
- a variety of reports and information made available from the Office of Institutional Research and Analysis (concerning, for example, student characteristics, enrollment and success; faculty and staff information; and the results of numerous surveys)
- information about research productivity, grantsmanship, and research expenditures
- information about campus climate, survey results concerning current initiatives, student learning assessment evidence, and student retention and graduation information, which is presented as evidence for several other core components [verify this matches what Kim and Alana have concluded]
- program-level dashboards providing key indicators, such as enrollment, retention, and graduation that are used as part of the academic program review process.

The assurance narrative makes reference to metrics available on the strategic plan website, but these were not found for the current 2015-2020 strategic plan or the draft new 2020-2025 strategic plan. Despite the review team's inability to find the last piece of evidence cited, it is obvious that there is substantial and systematic collection and sharing of performance in relation to NDSU's priorities and operations.

Effective institutions also learn from evidence and their experience and apply this learning to ongoing improvement efforts. NDSU provides a number of examples of using information about its performance and its past experience to practice continuous improvement; examples include:

- the Faculty Senate's analysis of its committee operations and resulting action to make changes in the General Education Committee
- following up on recommendations of various audits performed by external, state, and federal auditors
- implementation of paperless processes to streamline hiring, benefits, and employee time reporting

- transitioning to an electronic research administration platform that will include pre- and post-award administration and research compliance support for faculty researchers
- creation of faculty fellow positions in the Research Development office to capture the experiences and recommendations of research-active faculty members and creation of programs to assist early-career faculty members with developing their research agendas and to assist mid-career faculty members with their leadership development
- retooling the Office of Business Development into the Industry Engagement and Intellectual Property Office that provides support of faculty through IP disclosure, invention promotion, and public-private partnership development
- support for four core laboratory facilities that ensure that technical personnel being made available to assist the campus community in its research endeavors
- redesign of student Welcome Week to include sessions related to technology and belonging in response to student surveys that indicated a need to address those areas
- implementation of a Greek Chapter Scorecard to ensure chapters are adhering to their missions

Not provided as evidence in the assurance system but still readily apparent are additional examples of following up on previous recommendations of HLC reviews and taking effective actions in response to the Covid-19 pandemic. This evidence makes it clear that NDSU systematically and effectively makes use of evidence an experience to leverage improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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.

Rationale

Based upon evidence found in the assurance system and on institutional websites, NDSU meets the requirements of Criterion 5. Its 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's strong financial condition reflects careful attention and response to changing fiscal environments and transparency in budget analysis, planning, and implementation. Shared governance at NDSU appears to be effective and well understood by the State Board of Higher Education, the administration, and the faculty. The University engages in systematic and integrated planning and works systematically to improve its performance.

Review Dashboard

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	
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	
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	
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	
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	

Review Summary

Interim Report(s) Required

Due Date

7/17/2023

Report Focus

The team recommends an interim report concerning assessment of student learning in three years. While NDSU has demonstrated a commitment to improving its assessment practices, the review team finds that it has not demonstrated sufficient evidence to support a rating of fully meeting Core Component 4B. The recommended report should provide assurance of the following:

1. All undergraduate and graduate degree programs have established program-level learning outcomes, mapped the learning outcomes to the curriculum, and completed at least two assessment cycles.
2. NDSU provide evidence that its assessment practices produce meaningful and actionable information to improve student learning and support program improvements.
3. NDSU demonstrate substantive involvement of academic and university executive leaders in promoting and supporting assessment of learning.

Conclusion

North Dakota State University's mission is clear, broadly understood, and guides its operations. It understands the relationship between its mission and the diversity of society and it demonstrates its commitment to its community. NDSU demonstrates that it operates with integrity in its operations, presents itself clearly to students and the public, has an autonomous and effective governing board, and is committed to freedom of expression and the acquisition, discovery, and application of Knowledge. The University's degree programs are appropriate. It demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. It has the faculty and staff needed for effective, high-quality programs and student services. It provides support for student learning and effective teaching and it fulfills the claims it makes for an enriched educational environment. The institution demonstrates responsibility for the quality of its educational programs, a commitment to educational achievement and improvement through ongoing assessment of student learning, and a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its programs of study. NDSU's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. Its governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. It engages in systematic and integrated planning and works systematically to improve its performance.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	North Dakota State University, ND
TYPE OF REVIEW:	Open Pathway Assurance Review
DESCRIPTION OF REVIEW:	Report on assessment of student learning in the Year 4 Assurance Review.
DATES OF REVIEW:	6/15/2020 -

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No Change

Degrees Awarded: Bachelors, Masters, Specialist, Doctors

Recommended Change: No Change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2015 - 2016

Year of Next Reaffirmation of Accreditation: 2025 - 2026

Recommended Change: No Change

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

The institution is not approved at the following program level(s): Associate's

Recommended Change: No change

Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

Recommended Change: No change

Distance and Correspondence Courses and Programs:

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

Recommended Change: No Change

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change:

Upcoming Events

Comprehensive Evaluation: 2025 - 2026

Recommended Change: No Change

Quality Initiative Report: 06/02/2025

Other

Recommended Change: No Change

Quality Initiative Proposal: 06/01/2023

Other

Recommended Change: No Change

Monitoring

Upcoming Events

None

Recommended Change: A monitoring report due 7/17/2023 on assessment of student learning that includes: (1) program-level learning outcomes, mapped the learning outcomes to the curriculum, and completed at least two assessment cycles; (2) evidence that its assessment practices produce meaningful and actionable information to improve student learning and support program improvements; and, (3) evidence that



Institutional Status and Requirements Worksheet

there is substantive involvement of academic and university executive leaders in promoting and supporting assessment of learning.

Institutional Data

Educational Programs		Recommended Change:
Undergraduate		
Certificate	26	_____
Associate Degrees	0	_____
Baccalaureate Degrees	146	_____
Graduate		
Master's Degrees	87	_____
Specialist Degrees	1	_____
Doctoral Degrees	52	_____

Extended Operations

Branch Campuses

None

Recommended Change:

Additional Locations

NDSU Nursing at Sanford Health, 512 North 7th Street, Bismarck, ND, 58501 - Active

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

01.0802 - Agricultural Communication/Journalism, Bachelor, Agricultural Communication

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

09.0101 - Speech Communication and Rhetoric, Bachelor, Pre-Communication

09.0101 - Speech Communication and Rhetoric, Master, Speech Communication

09.0102 - Mass Communication/Media Studies, Master, Mass Communication

Institutional Status and Requirements Worksheet

- 09.0499 - Journalism, Other, Bachelor, Bachelor Journalism
- 09.0900 - Public Relations, Advertising, and Applied Communication, Bachelor, Public Relations and Advertising
- 09.0905 - Health Communication, Bachelor, Health Communication
- 13.0401 - Educational Leadership and Administration, General, Master, Master, Educational Leadership: Teacher Education option
- 13.1308 - Family and Consumer Sciences/Home Economics Teacher Education, Master, Family and Consumer Science Education
- 13.1312 - Music Teacher Education, Master, Music Education
- 14.0903 - Computer Software Engineering, Certificate, Graduate - Software Engineering
- 14.0903 - Computer Software Engineering, Master, Software Engineering
- 19.0101 - Family and Consumer Sciences/Human Sciences, General, Bachelor, Human Development and Family Science: Family Science
- 19.0701 - Human Development and Family Studies, General, Certificate, Youth Development
- 19.0702 - Adult Development and Aging, Bachelor, Human Development and Family Science: Adult Development and Aging
- 19.0799 - Human Development, Family Studies, and Related Services, Other, Master, Youth Development Option
- 19.0901 - Apparel and Textiles, General, Certificate, Graduate - Merchandising
- 19.0905 - Apparel and Textile Marketing Management, Master, Merchandising
- 30.1101 - Gerontology, Certificate, Graduate - Gerontology
- 30.1101 - Gerontology, Master, Gerontology
- 30.9999 - Multi-/Interdisciplinary Studies, Other, Bachelor, University Studies
- 31.0504 - Sport and Fitness Administration/Management, Master, HNES: Leadership in Physical Education and Sport option
- 42.2703 - Developmental and Child Psychology, Bachelor, Human Development and Family Science: Child and Adolescent Development
- 44.0702 - Youth Services/Administration, Certificate, Youth Program Management & Evaluation
- 45.0604 - Development Economics and International Development, Master, Community Development
- 45.1101 - Sociology, Bachelor, Sociology
- 51.31 - Dietetics and Clinical Nutrition Services, Master, Dietetics
- 51.3801 - Registered Nursing/Registered Nurse, Bachelor, LPN to BSN
- 52.0209 - Transportation/Mobility Management, Certificate, Graduate - Transportation and Urban Systems
- 52.0209 - Transportation/Mobility Management, Certificate, Transportation Leadership Graduate Certificate
- 52.0209 - Transportation/Mobility Management, Master, Transportation and Urban Systems
- 52.0804 - Financial Planning and Services, Certificate, Financial & Housing Counseling option
- 52.0804 - Financial Planning and Services, Certificate, Graduate - Family Financial Planning
- 52.0804 - Financial Planning and Services, Master, Family Financial Planning Option
- 52.1902 - Fashion Merchandising, Certificate, Apparel, Retail Merchandising and Design
- 52.2001 - Construction Management, Certificate, Graduate--Construction Management
- 52.2001 - Construction Management, Master, Construction Management



Institutional Status and Requirements Worksheet

Contractual Arrangements

None

Recommended Change:

Consortial Arrangements

01.0103 - Agricultural Economics - Certificate - Agricultural/Environmental Law - Great Plains IDEA

01.0901 - Animal Sciences, General - Certificate - Animal Science Certificate - AG IDEA a member of the Great Plains Interactive Distance Education Alliance (GPIDEA)

11.1003 - Computer and Information Systems Security/Information Assurance - Post-Baccalaureate Certificate - Cyber Security - Three institutions in the North Dakota University System

13.0401 - Educational Leadership and Administration, General - Master - Educational Leadership - NDSU and Minot State University

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

14.0102 - Pre-Engineering - Associate - Pre-Engineering - PEEC

19.0403 - Consumer Services and Advocacy - Certificate - Family Financial Planning Certificate - AG IDEA a member of the Great Plains Interactive Distance Education Alliance (GPIDEA)

19.0403 - Consumer Services and Advocacy - Master - Master of Science in Family Financial Planning - Great Plains Interactive Distance Education Alliance (GPIDEA)

19.0701 - Human Development and Family Studies, General - Post-Baccalaureate Certificate - Youth Development - Great Plains IDEA

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

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

19.0905 - Apparel and Textile Marketing Management - Master - Master - 19.0905 Apparel and Textile Marketing Management (Merchandising) - Great Plains IDEA

30.1101 - Gerontology - Certificate - Certificate - 30.1101 Gerontology (Graduate--Gerontology) - Great Plains IDEA

30.1101 - Gerontology - Master - Master - 30.1101 Gerontology (Gerontology) - Great Plains IDEA

30.1901 - Nutrition Sciences - Master - - Great Plains Interactive Distance Education Alliance for Dietetics Master's

44.0702 - Youth Services/Administration - Post-Baccalaureate Certificate - Graduate certificate, Youth development program management and evaluation - Great Plains IDEA

44.0702 - Youth Services/Administration - Post-Baccalaureate Certificate - Graduate certificate, Youth development specialist - Great Plains IDEA

45.0604 - Development Economics and International Development - Master - Master - 45.0604 Development Economics and International Development (Community Development) - Great Plains IDEA

51.2201 - Public Health, General - Master - Master - 51.2201 Public Health, General (Public Health) - NDSU and University of North Dakota

51.3101 - Dietetics/Dietitian - Master - Dietetics - Great Plains IDEA

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

52.0209 - Transportation/Mobility Management - Certificate - Certificate - 52.0209 Transportation/Mobility Management (Transportation Leadership Graduate Certificate) - Regional Universities Transportation Centers

Institutional Status and Requirements Worksheet

52.0804 - Financial Planning and Services - Certificate - Certificate - 52.0804 Financial Planning and Services (Graduate--Family Financial Planning) - Great Plains IDEA

52.0804 - Financial Planning and Services - Master - Master - 52.0804 Financial Planning and Services (Family Financial Planning Option) - Great Plains IDEA

54.0101 - History, General - Doctor - History - NDSU and Univ. of North Dakota

Recommended Change:
