

**Assurance Argument**  
**North Dakota State University - ND**

**Review date: 6/15/2020**

# 1 - Mission

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

## 1.A - Core Component 1.A

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

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

## Argument

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### 1.A.1

NDSU is a public institution that serves the citizens of North Dakota through the delivery of educational programs that prepare students for the future, outreach activities that improve lives, and cutting-edge research that addresses the needs of the state, nation, and world. NDSU's [mission statement](#) appears on the president's website: "With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation." The mission statement was developed by a cross-campus committee, with input from the campus community and final review by the governance units and NDSU administration. The State Board of Higher Education approved the mission statement on January 15, 2004.

In recent years, the statement, "[NDSU is a student-focused, land-grant, research university](#)," has become the identity of the institution and its functional mission statement. The three key messages in this statement embody NDSU's mission to address the ever-changing needs and aspirations of people through 21st-century learning, outreach, and discovery.

In Spring 2020, the Strategic Planning Committee developed new [mission, vision, and core values](#) statements, as well as a draft of 2020-25 Strategic Plan. The committee ([full committee; thematic working groups](#)) was composed of students, faculty, staff, and external stakeholder representatives, and the entire strategic planning process was guided by input from the campus as well as by consultants from [Collaborative Brain Trust](#). The president and provost approved the mission and vision statements in September 2019.

The proposed mission statement clarifies how NDSU implements its key messages, which continue to serve as the identity of the institution: "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]."

As of June 2020, finalization and implementation of the 2020-25 Strategic Plan and new mission documents have been postponed until fall 2020 due to uncertainty about the immediate and long-term impacts of the COVID-19 pandemic, as well as concerns about the ability of constituents to engage in the final strategic planning steps.

## 1.A.2

**Academic programs:** Academic programs are delivered by [seven academic colleges](#). As a land-grant institution, NDSU emphasizes programs in agriculture, engineering and the applied sciences while maintaining a commitment to the social sciences and humanities. The university offers 146 bachelor's programs, 87 master's programs and 52 doctoral programs, in addition to minors and undergraduate and graduate certificates. The [Undergraduate and Graduate Bulletins](#) describe these programs.

Programs and certificates meet student needs and the land-grant component of NDSU's mission. New programs and certificates—such as a baccalaureate degree in precision agriculture, a collaborative social work program with Minot State University, and entrepreneurship certificates—serve North Dakota's growing needs in agricultural technology, social support, and entrepreneurship. The course and degree program approval process ensures that programs are appropriate, meet student demand and serve the needs of North Dakota (see 3.A.1).

**Student Support Services:** NDSU offers a comprehensive set of year-round academic and co-curricular support programs (see 3.D.1). The principle changes to organizational structures related to student success since 2015 include:

- The Division of Student Affairs was [reorganized](#) after extensive consideration and input from several parties, including the North Dakota University System Chancellor. Student Affairs units were integrated with Enrollment Management under a newly created position of Vice Provost for Student Affairs and Enrollment Management. This move consolidated the units that support academic success, which in turn supports retention and graduation while also supporting NDSU's obligation to comply with state-appropriated budget reduction (see 5.A.5).
- The auxiliary units of Student Affairs were moved under the Division of Finance and Administration. The Residence Life and Wellness Center units, now in the Division of Finance and Administration, continue to conduct co-curricular assessment (see 4.B.2).
- A Dean of Students position was added to provide a recognizable, central point of contact for students, families, faculty, and staff around issues of student care, conduct, and advocacy.
- International student recruitment was reassigned to the Office of International Student Services and Study Abroad in 2019, to effectively focus on international recruitment. This office's reporting line was reassigned to report directly to the President, effective Spring 2020, to facilitate coordination of student recruitment efforts with Student Affairs and Enrollment Management.
- The Advising Resource Center and the Career Center were merged into the Career and Advising Center to better coordinate assistance for students as they explore academic majors and career goals.

The Organizational Charts from the [Office of the Provost](#) and the [Division of Finance and Administration](#) show the current organization of student support services.

**Enrollment Profile:** In Fall 2019, NDSU enrolled 13,173 students, including 10,329 undergraduate

students, 1,964 graduate students, and 378 professional students, as well as 502 non-degree-seeking students. Approximately 42% of NDSU students are North Dakota residents, 53% are domestic students from other states, and 5% are international students from 75 countries. Approximately 83% of all NDSU students identify as white, and 15.4% identify as racial or ethnic minorities (1.6% did not report race/ethnicity). Female students make up 48% of the student body. About 21% of NDSU's undergraduate students are Pell grant recipients, and approximately 10% are first-generation students. Approximately 2% of NDSU students are veterans or active-duty military.

### 1.A.3

(See 5.C.1.)

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## 1.B - Core Component 1.B

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The mission is articulated publicly.

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

### Argument

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#### 1.B.1

NDSU articulates its three key messages—student-focused, land-grant, research university—on [webpages](#), at orientation and admissions events, and in other public forums, such as presidential addresses and [news updates](#). The [2015-20 Strategic Plan](#) is structured around the three key messages.

The NDSU mission is shared with all new employees at New Employee and Faculty Orientation. The mission statement is included on all [position descriptions](#), which are reviewed with, and include the signature of, the employee.

The revised mission, vision, and core values developed during the 2020-25 strategic planning process will be articulated through similar avenues following finalization in Fall 2020.

#### 1.B.2

The mission statement, key messages, and 2015-20 Strategic Plan emphasize the three aspects of NDSU's mission: teaching, outreach, and research. These three aspects are further clarified in the institutional [Core Values](#), which emphasize:

- Accessible, inclusive, high-quality teaching and learning;
- Service and accountability to diverse people in the region and around the world; and
- Ethical, intellectually diverse research grounded in the principles of academic freedom.

The [2020-25 Strategic Plan](#) includes four broad goals and associated action areas, all of which integrate the three key messages: Academic and Research Excellence; Student Success and Achievement; Resource Planning and Development; and Diversity, Inclusivity, and Respect. The revised vision, core values, and strategic plan support and provide a pathway to enact the revised mission statement.

The budget process (see 5.A and 5.C) ensures fund allocation supports NDSU's mission.

#### 1.B.3

**Nature:** NDSU's academic and co-curricular programs are aligned with the key messages (student-focused, land-grant, research university) and its land-grant mission. Academic programs focus on disciplines relevant to serving the people of North Dakota and the region: applied agriculture, engineering, and sciences; human sciences and education; healthcare; business; and liberal arts and sciences. The general education program supports the development of students into global citizens (see 3.B.1 and 3.B.2). Graduate programs support the development of students into disciplined researchers and practitioners. Co-curricular programs support well-rounded student development (see 3.E).

**Scope:** NDSU offers undergraduate, graduate, and professional degree programs, as well as [undergraduate](#) and [graduate](#) non-degree enrollment options. Course and program offerings are available in a traditional classroom setting, as well as through online options. Students gain further experience through internships, practicums, and undergraduate [research experiences](#). [Continuing education for K-12 teachers](#) is offered through the Office of Teaching and Learning.

**Constituents:** NDSU serves the citizens of North Dakota and the region through accessible academic programs, NDSU Extension, and applied research. In fall 2019, new first-year students at NDSU had an [average ACT score of 23.7 and average high school GPA of 3.50](#). Faculty, staff, and students contribute to global knowledge through research and creative activity.

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## 1.C - Core Component 1.C

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

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

### Argument

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#### 1.C.1

NDSU addresses its role in a multicultural society by recruiting and supporting diverse students, faculty and staff; by providing curricular and co-curricular opportunities to develop multicultural understanding; and by supporting diversity and inclusion through NDSU Extension mission and activities.

NDSU recruits, enrolls, and supports students representing many facets of diversity, including racial and ethnic diversity, gender identity/sexual orientation, veterans, students from rural areas (particularly North Dakota and western Minnesota), first-generation students, students with disabilities, students from low-income backgrounds, and students with other diverse characteristics. In Fall 2019, 11.5% of domestic NDSU students identified with one or more non-white race or ethnicity. This is reflective of regional racial and ethnic diversity: 12% of North Dakota citizens and 16% of Minnesota citizens identify with one or more non-white race or ethnicity. (See 1.A.2 for further student demographics; see 1.C.2 and 3.D.1 for support for diverse students.)

Approximately 22% of NDSU faculty identify with one or more non-white race or ethnicity, which contributes to providing students with multicultural experiences and diverse perspectives (see 1.C.2 for support for diverse students, faculty and staff).

As part of the existing general education curriculum, students must complete a 3-credit course in cultural diversity and a 3-credit course in global perspectives (see 3.B.2). Study abroad is also available as an opportunity to engage with diverse cultures (see 3.B.4).

While the 2015-20 Strategic Plan included the objective of “[Striving] to create a campus climate that supports NDSU's mission,” the 2020-25 Strategic Plan brings the importance of diversity to the forefront by including “[Diversity, Inclusivity, and Respect](#)” as one of four broad institutional goals.

The [NDSU Extension mission statement](#) states that NDSU Extension “believe[s] that all people belong and deserve respect.” NDSU Extension engages with its [Citizen Advisory Council](#) which “serv[es] as the eyes and ears of Extension’s diverse clientele in communities throughout North Dakota.”

#### 1.C.2

NDSU policies and processes seek to recruit and retain diverse students, faculty, and staff. Educational and training opportunities and other activities support the development of broad support for diversity, inclusivity, and allyship among faculty, staff, and students.

NDSU [Policy 100](#) describes its commitment to equal opportunity in employment decisions and educational programs and activities for all individuals without regard to age, color, gender expression/identity, genetic information, marital status, national origin, participation in lawful off-campus activity, physical or mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, spousal relationship to current employee, or veteran status. This list of protected classes is more inclusive than what is required by the state of North Dakota.

NDSU tracks bias reports through the [Bias Reporting System](#) and follows up on non-anonymous reports. [Policy 156](#) outlines formal and informal equal opportunity grievance processes. Annual reports are compiled for [student reports](#) and [employee reports](#).

Institutional policies undergo updates as necessary to improve equity and support for diversity. For example, Promotion, Tenure, and Evaluation policy ([Policy 352](#)) is reviewed regularly to identify inequitable or biased elements.

Physical resources to support diversity are also updated regularly. Recent examples include increased numbers of gender-inclusive restrooms, family restrooms, and lactation spaces as well as a [map available online](#). Gender-neutral locker rooms are available in the Wallman Wellness Center and in the Bentson/Bunker Fieldhouse.

The Office of the Vice Provost for Faculty and Equity offers several [trainings](#) that support Equity, Diversity and Inclusion. Trainings are updated regularly.

- Safe Zone Ally Training supports development of allies for LGBTQ+ people. Participation in Safe Zone Training in Spring 2020 increased from approximately 10 individuals per session to more than 40. Specific Safe Zone training opportunities have been requested by NDSU Extension, the College of Health Professions (for students, faculty, and staff), and Dining Services. Additionally, in spring 2020 Safe Zone training was presented to teachers, staff, and counselors at a local middle school.
- Community of Respect offers seminars designed to improve inter-cultural competencies and provide hands-on strategies to assist participants in working more effectively with colleagues and students of varied cultural backgrounds.
- Searching for Excellence Training is required of all committee members serving on executive and faculty searches.
- Equal Opportunity/Title IX and its associated supervisor training are now required in-person training for all employees (students, staff, faculty, and administrators).

Several positions were restructured within the Office of the Vice Provost for Faculty and Equity to better support campus diversity, equity, and inclusion:

- Institutional Equity Investigator: Assigned to investigate complaints against employees
- Civil Rights/Title IX Investigator: Assigned to investigate complaints against students
- Inclusive Excellence Initiatives Coordinator: Oversees programming to support inclusion

The NDSU Office of the Ombudsperson provides a safe environment where members of the NDSU community may explore their concerns, consider the impact of all options, receive information and referrals, and design their best course of action to addressing their concerns. The [NDSU Ombud's annual report](#) details the recent work of the office and provides recommendations to the NDSU community regarding institutional climate.

NDSU recommends that all faculty position descriptions include a [qualification](#) that candidates can demonstrate support for diversity and addressing interpersonal skills.

In Fall 2016, more than 30 faculty and staff from across the university developed the [Campus-wide Diversity and Inclusion Action Plan](#) through an appreciative inquiry process. This resulted in the development of the [Inclusion Committee](#) to guide institutional efforts to create a welcoming and inclusive environment for all students, faculty, and staff. [Inclusion Committee priorities](#) were updated in 2019.

### ***Faculty Diversity, Equity, and Inclusion Initiatives***

The following committees have continued their work since 2015:

- [Advance FORWARD](#) (see below)
- Commission on the Status of Women Faculty
- [FORWARD Advocates and Allies](#)
- Promotion to Professor Task Force

Recent activities supporting faculty diversity or providing faculty training to support diversity include:

- NSF [Advance FORWARD](#) (Focus on Resources for Women's Advancement, Recruitment/Retention and Development) programs for recruiting, training, and advancing women faculty have been institutionalized under the Office of the Vice Provost for Faculty and Equity.
- [Gateways-ND](#), an initiative funded by the National Science Foundation, provides faculty professional development to develop inclusive teaching practices.
- A Change Agents course initiated in the 2018-2019 academic year provided a new opportunity for current and emerging leaders to develop knowledge and skills in equity-promoting transformative action within their departments, units, and the larger institution.
- NDSU joined the APLU Aspire IChange Network in Fall 2019 to promote diverse faculty and students in STEM.
- The [Faculty Senate Native American ad hoc committee](#) was chartered in 2019 to focus on recruitment, retention, and success of Native American students, faculty, and staff.

### ***Student Diversity, Equity, and Inclusion Initiatives***

Student Success Programs and TRIO programs provide academic support for students from under-represented groups and create an inclusive environment for all students. (See 3.D.1 for these and additional programs supporting diverse students.)

[NDSUBelong sessions](#) were added to Welcome Week in 2019 to help students understand the importance of feeling that they belong. [Affinity group dinners](#) were created to help students from diverse groups to connect with each other and with faculty and staff.

Approved [commencement regalia](#) now includes items signifying an individual's cultural heritage, religious affiliation, or recognized community.

Changes to international student recruitment are described in 1.A.2.

### ***Institutional Surveys***

Student climate surveys, conducted by the Office of Institutional Research and Analysis in 2017 and [2019](#), informed the work of the Strategic Planning Committee's Diversity, Inclusion, and Collegiality Thematic Working Group.

Faculty and staff climate surveys were conducted by the Office of Institutional Research and Analysis in collaboration with the Vice Provost for Faculty and Equity in [2017](#) and [2019](#), in accordance with the Campus-Wide Diversity and Inclusion Action Plan. The 2019 survey addressed employee engagement and motivation, as well as inclusion and collegiality. Results were shared through presentations open to the campus community as well as presentations to special interest groups. Several reports are available on an Institutional Research and Analysis webpage that is accessible to NDSU faculty, staff, and students.

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## 1.D - Core Component 1.D

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

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

### Argument

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#### 1.D.1

As a public land-grant institution, NDSU welcomes its obligation to educate students, serve its community, and conduct research relevant to people's lives. Its resources are used exclusively to support its public mission.

NDSU serves the citizens of North Dakota through Distance and Continuing Education (DCE), providing a vehicle for credit and non-credit activity and continuing education. Since 1965, DCE has offered online degrees, continuing education for K-12 educators and specialized conferences and workshops for adults and youth.

[NDSU Extension](#) and the [North Dakota Agricultural Experiment Station](#) offer numerous examples of actions and decisions serving the public in an educational role. Each summer, the centers sponsor [Agricultural Field Days](#), so producers can learn about research, ask questions and suggest projects. Extension produces [publications](#) and educational news columns on topics ranging from crops and livestock, energy and economics, to family issues, nutrition and financial planning. [NDSU Extension](#) reaches out to North Dakotans of all ages to offer informal education to develop the potential of [youth](#), adults and [communities](#). Recent efforts also focus on [stress management and mental health of farmers and ranchers](#). With headquarters at NDSU in Fargo, Extension connects to North Dakotans through its statewide network of county offices, regional research extension centers and via mechanisms such as lectures, institutes, tours, fairs, 4-H, demonstrations, and a podcast. Extension impact reports summarize accomplishments and their impact on the state and its citizens.

(See 3.E.2 for student volunteer work that further contributes to the public good.)

#### 1.D.2

NDSU is a public institution and part of the North Dakota University System (NDUS). NDSU does not support external interests that are unrelated to its educational mission, contribute to a parent organization or generate funds for investors.

#### 1.D.3

NDSU engages with other identified external constituencies and communities of interest outside of its campus borders.

NDSU President Dean L. Bresciani established the [Campus Community Partner program](#) in 2012 to recognize private sector collaborations with the university that benefit the community. Partners include Sanford Health, Microsoft, Gate City Bank and Appareo Software.

Some colleges and departments have external advisory boards. These boards provide advice on the relevance of curriculum, the post-graduation performance of students, potential research partnerships and other needs.

NDSU has programs providing specialized expertise, research and services to the public in a wide range of disciplinary areas.

- As a land-grant institution in a state with a large indigenous population, NDSU collaborates with regional Native American tribes and provides academic programs focusing on Native culture and concerns.
  - The [American Indian Public Health Resource Center](#) works with tribes in North Dakota and across the nation to address American Indian public health disparities, including health systems, access to services, and health outcomes.
  - NDSU's Master of Public Health program integrates American Indian/Alaska Native content throughout the program curriculum and actively recruits American Indian/Alaska Native students.
  - The multidisciplinary [Tribal and Indigenous Peoples Studies](#) minor collaborates with the state's tribal colleges to introduce students to theories and methodologies to foster decolonized, cross-cultural, and global perspectives.
- Since 2002, NDSU's [telepharmacy](#) sites have provided pharmacy services to rural areas. Currently 94 pharmacies across North Dakota are participating; approximately 80,000 rural citizens have been impacted by the program since its inception. The program has restored valuable access to health care in remote, medically underserved rural communities and has added approximately \$26.5 million annually in economic development to the local economy.
- NDSU offers several [research opportunities for undergraduates](#). For example, [Growing Up STEM](#) is an NSF-funded, 10-week summer research experience for non-NDSU undergraduate students that includes on-campus housing, a \$5,000 stipend and the opportunity to experience discipline-based education research.

[Tri-College University](#) is a long-standing partnership between five higher education institutions in the Fargo/Moorhead area. Students registered at any of the institutions can enroll in one class per semester at the other institutions at no additional expense (outside of tuition paid to the original institution) and without an admission application.

Students, faculty, and staff engage with the local community and contribute to the region's vitality. Examples include:

College of Agriculture, Food Systems, and Natural Resources (CAFSNR)

- Most CAFSNR faculty and staff have full or partial appointments with NDSU Extension Service or the North Dakota Agricultural Experiment Station. They engage with local and regional constituents in ways appropriate to a land-grant institution (see 1.D.1).

## College of Arts, Humanities, and Social Sciences

- NDSU's [Challey School of Music](#) offers diverse musical events, often free and open to the public, while the NDSU Music Academy provides music lessons for children and adults throughout the community.
- The Department of Architecture and Landscape Architecture's [Freedom by Design](#) program provides design and build services for individuals with disabilities to access their homes.
- The Department of Criminal Justice and Political Science engages with the local, state, or regional community through a weekly podcast hosted by Forum Communications, guest interviews on radio and television, and public, non-academic lectures. (This department will split into the Department of Criminal Justice and the Department of Political Science on July 1, 2020.)

## College of Business

- Students in the College of Business provide free tax preparation for the local community through the [Volunteer Income Tax Assistance](#) (VITA) program.
- Student Consulting Teams provide customized, in-depth, confidential consulting service for small businesses, and a hands-on program for students to participate in real world business management experiences.
- The [Wold Lecture Series in Business Ethics](#) brings in local and national speakers to engage with students and the public.

## College of Engineering

- College of Engineering faculty and student groups are engaged with the community through local businesses sponsoring capstone design projects in each discipline; through local organizations such as the STEM Alliance, FM Engineers Club, and other local and regional professional societies; through [outreach](#) programs organized by the college or college-affiliated student groups; and through research projects sponsored by or coordinated with state agencies.

## College of Health Professions

- The [College of Health Professions 2017-22 Strategic Plan](#) contains a major priority area of "Outreach and Engagement" which includes a primary goal of "[H]ealth professions training, research, and service activities of the College support the needs of North Dakota". The College works with its advisory boards, state associations, licensing boards, affiliated clinical facilities, practitioners, and patients to provide education, services, and research to communities across the state and region including student clinical rotations, faculty placement, and services that improve health, healthcare access, wellness, and disease prevention.
- The [Center for Diagnostic and Therapeutic Strategies in Pancreatic Cancer](#) (CDTSPC) was established in 2016 with support from the National Institute of General Medical Sciences, under the Center of Biomedical Research Excellence (COBRE) program. The CDTSPC is focused on the cutting-edge of fundamental research to develop early detection and therapeutic protocols for controlling pancreatic cancer.
- See also previous discussion in this section regarding telepharmacy sites and the American Indian Public Health Resource Center.

## College of Human Sciences and Education

- Students in the Department of Human Development and Family Science participate in service learning projects and field experience placements in non-profit organizations such as the Rape and Abuse Crisis Center, Rainbow Bridge, and the Make a Wish Foundation. Their contributions include developing educational materials, serving as on-call volunteers, and coaching and mentoring program participants.
- NDSU Extension specialists in the Human Sciences (present in each North Dakota county) assess needs, create programming, evaluate outcomes and disseminate findings to stakeholders. Content for example, focuses on Food and Nutrition, Chronic Disease Prevention, [Family Financial Management](#), and Aging in Place.

### College of Science and Mathematics

- Science faculty address public topics in monthly [Science Café](#) evening presentations at a local business. They are free and open to the public.
- Darwin Days: Each year near the birth date of Charles Darwin, the Departments of Biological Sciences and Geosciences sponsor “Darwin Days.” Events (all related to evolution) include displays, a scientific lecture, public showing of films, and public lectures at the Fargo Public Library.
- [North Dakota Governor's School](#): In this six-week residential program for scholastically motivated North Dakota high school sophomores and juniors engage in academic programs offer high-quality, concentrated instruction from NDSU faculty through classroom experiences, discussion groups, labs, field trips, and other activities. Programs are offered in Architecture and Landscape Architecture, Engineering, Information Technology, Laboratory Science, and Mathematics.

[NDSU Libraries 2019-23 Strategic Plan](#) emphasizes partnerships and engagement as two major priority areas to better support research and services to the public. The Libraries has also hosted [Civil Discourse conversations](#) to provide a meaningful venue for bridging the real and perceived gaps in the highly polarized society.

The [NDSU Research Foundation](#) (NDSURF) manages more than 460 technologies, many of which are commercialized by outside companies. NDSURF licensed or optioned technologies to seven start-up companies in the last five years and executed an average of 53 licenses per year during that same period. (See 2.E.1 for intellectual property policies.)

NDSU Extension (see 1.D.1), which employs extension agents in 53 county and local offices, reported over 850,000 direct educational contacts with North Dakota citizens in 2018. Extension is engaged with its stakeholders to receive input that drives the direction of future programs. The ND Agricultural Experiment Station, with its main Fargo station and seven Research Extension Centers, develops and disseminates research and technology important to the production and use of food, feed, fiber and fuel from crop and livestock enterprises. A [bimonthly newsletter](#) summarizes recent NDSU Extension activities and is [available to the public](#).

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- VITA - Tax Prep \_ College of Business \_ NDSU
- VPAgNDSU\_Newsletter\_05192020
- Wold Lecture Series \_ College of Business \_ NDSU\_05082020

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

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

### **Summary**

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NDSU is mission-driven. It is broadly understood both internally and externally that NDSU is a “student-focused, land-grant, research university” that addresses the needs and aspirations of the citizens of North Dakota and the world. At its core, NDSU's mission reflects its institutional commitment to providing affordable access to an excellent education, connecting teaching and research in a rich and diverse learning environment, preparing future leaders who will create solutions to community, state, national and global challenges and improving the lives of citizens through outreach, cutting-edge research, creative works and collaborative partnerships with the public.

### **Sources**

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

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

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

#### Argument

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##### 2.A

NDSU's commitment to operating with integrity in all functions is evidenced by its fair and ethical policies and processes. NDSU is governed by North Dakota law, State Board of Higher Education (SBHE) policy, and institutional policy. [NDSU's policy manual](#) is regularly reviewed for consistency with external policies and procedures. [Section 1](#) of the policy manual contains policies applying to all employees. [Section 2](#) serves as the staff handbook, and [Section 3](#) serves as the faculty handbook. The policy manual and the [student code of conduct](#) include statements on professional and ethical behavior, academic misconduct, and grievance procedures. Alleged violations are investigated according to stated procedures, and respondents are made aware of explicit appeal avenues.

NDSU's policy manual is continuously updated and expanded through a coordinated process under the Senate Coordinating Council (SCC), which involves [all campus constituents](#) (faculty, staff, students, and administration) (see 5.B.2). Transparency is maintained by providing [meeting minutes](#) that detail current policy review as well as upcoming agendas and policies pending review on the [SCC website](#). SCC meetings are open to campus.

Financial integrity is maintained through financial audits and other safeguards outlined in Criterion 5. All faculty and staff are required to complete fraud awareness training annually (see 5.A.4). A hotline is available for anonymous reporting of alleged fraud. The office of the state auditor conducts external audits of NDSU and performance audits of state agencies, including NDSU.

Student academic integrity is governed by [Policy 335](#): Code of Academic Responsibility and Conduct. [Policy 601](#): Rights and Responsibilities of Community: A Code of Student Conduct outlines requirements for non-academic student conduct at NDSU. Procedures for investigating student conduct violations align with federal guidelines and standards. The NDSU Equity Office investigates any student cases that may involve discrimination or sexual misconduct allegations. Once investigations are complete, the Dean of Students office conducts the official hearings. Student-athlete behavior is addressed in the [Student-Athlete Handbook](#).

Faculty academic integrity is governed by [Policy 326](#). Procedures for investigating alleged faculty academic violations are managed under Policy 326. Alleged violations are investigated by a faculty committee, which recommends action to the Provost and President (see 2.E).

Fair and ethical grading practices and accurate record keeping are essential for institutional integrity. Students may [appeal course grades](#) with final appeals made to the Grade Appeals Board.

Commitment to integrity in personnel functions is supported by various policies concerning recruitment and hiring, dismissal and grievance processes. Recruitment and hiring are addressed by the following policies:

- [Policy 100](#): Equal Opportunity and Non-Discrimination
- [Policy 100.1](#): Nondiscrimination on the Basis of Disabilities and Reasonable Accommodation
- [Policy 103](#): Equal Opportunity/Affirmative Action Policy on the Announcement of Position Openings
- [Policy 103.1](#): Recruitment for Executive/Administrative/Managerial, Academic Staff and Other Non-Banded Positions
- [Policy 104](#): Recruitment Period for Position Announcements
- [Policy 107](#): Employment Qualifications
- [Policy 304](#): Academic Staff and Executive/Administrative Positions - Procedures for Filling

To assist in policy compliance, NDSU Human Resources/Payroll provides [guidance for members of search committees and administrative staff who support search committee efforts](#). Position-specific policies for hiring are available for the following employee groups:

- [Policy 103.1](#): Recruitment for Executive/Administrative/Managerial, Academic Staff and Other Non-Banded Positions
- [Policy 200](#): Recruitment for Professional Staff Positions
- [Policy 201](#): Recruitment for Broadbanded Staff Positions
- [Policy 300](#): Faculty Appointments

Dismissal policies include:

- [Policy 183](#): Nonrenewal and Dismissal of Nonbanded, Nonacademic Staff
- [Policy 220](#): Staff Job Discipline/Dismissal
- [Policy 223](#): [Staff] Reduction in Force
- [Policy 350.3](#): Board Regulations on Nonrenewal, Termination, or Dismissal of Faculty

To uphold the integrity of personnel decisions, various options are available to faculty and staff to mediate and resolve grievances.

Grievance procedures for faculty include:

- [Policy 350.2](#): Board Regulations on Standing Committee on Faculty Rights
  - The Standing Committee on Faculty Rights is established in the Faculty Senate Bylaws.
  - Recommendations are forwarded to the president for a final decision.
- [Policy 350.5](#): Mediation
- [Policy 353](#): Grievances – Faculty
- The [Ombudsperson](#) assists faculty in identifying options to resolve work-related concerns.

Grievance procedures for staff include:

- [Policy 156](#): Discrimination, Harassment, and Retaliation Complaint Procedures
- [Policy 230](#): Grievance Procedure for Conditions of Employment,
- [Policy 231](#): Appeals Procedure for Discipline and Reduction in Force Actions

[Discrimination, harassment, retaliation, and sexual misconduct complaints](#) may be reported to the Equity Office (for all complaints) and/or to the Dean of Students (for complaints against students or student organizations).

NDSU's auxiliary units are governed by the same policies as its non-auxiliary units.

State Board of Higher Education (SBHE) [Policy 305.1](#) outlines the authority and responsibilities of NDUS institutional presidents. The NDUS chancellor evaluates each president annually.

NDSU Policies also establish procedures for regular evaluation of employees.

- [Policy 221](#): Staff Responsibility Reviews
- [Policy 327](#): Evaluation of Academic Administrators
- [Policy 352](#): Promotion, Tenure and Evaluation [of faculty]

NDSU has an Assistant State Attorney General located on campus that represents NDSU and provides legal advice and advocacy for NDSU. [Legislation](#) enacted in 2015 mandated that North Dakota public higher education institutions could not directly hire attorneys. Thereafter, the budgets for the eight attorneys that were located at North Dakota public higher education institutions and the North Dakota University System were removed, and replaced with [budgets for 7 new attorneys](#) at the AG's office pursuant to [SB2003](#).

## Sources

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- 2020-21 NDSU SA Handbook-Code of Conduct\_05192020
- Faculty\_Sentate\_Bylaws\_05112020
- FDA Inspection Letter\_NDSU\_2018\_05212020
- Filing a Complaint at NDSU \_Equity\_ NDSU\_05112020
- FY2015-17\_LegislativeAppropBudget125\_05202020
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- FY2015-17\_LegislativeAppropBudget125\_05202020 (page number 5)
- ND HB 15-8111-06000\_05202020
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- NDSU\_Policy\_100.1\_05112020
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- NDSU\_Policy\_221\_05112020
- NDSU\_Policy\_223\_05112020
- NDSU\_Policy\_230\_05112020
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- NDSU\_Policy\_326\_05112020
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- NDSU\_Policy\_337\_05112020
- NDSU\_Policy\_350.2\_05112020
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- NDSU\_Policy\_353\_05112020
- NDSU\_Policy\_Manual\_Homepage\_06022020
- Recruiting and Hiring Resources \_ HR \_ NDSU\_05112020
- SBHE\_Policy\_305.1\_05112020
- SCC\_04\_27\_20\_Minutes\_05112020
- SCC\_Membership \_ NDSU\_05112020
- Section 1\_ General Employment \_ Policy Manual \_ NDSU\_05112020
- Senate Coordinating Council \_ Policy Manual \_ NDSU\_05112020
- Services \_ Ombudsperson \_ NDSU\_05112020

## 2.B - Core Component 2.B

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

### Argument

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#### 2.B

NDSU provides public information about its academic programs ([undergraduate](#) | [graduate](#)) and curricula through the NDSU Bulletin. Requirements for academic credentials are available through [curriculum guides](#) (see [example](#)) in the NDSU [Bulletin](#). Course information is available to students on Campus Connection, the student portal used for course registration, degree tracking progress, and billing. This information includes available courses by semester, course prerequisites, instructor of record, and method of course delivery. Course prerequisites are also available in the Bulletin. [Major maps](#), implemented in 2017, are a new resource for current and prospective students seeking guidance on opportunities and milestones in their major (see [example](#)).

NDSU's [consumer information webpage](#) provides accurate, up-to-date, and complete information to the public, in compliance with the Higher Education Opportunity Act. The [Net Price Calculator](#) helps students estimate cost of attendance, financial aid and expected family contribution. Student fee assessment and allocation information is available on [Student Government's Finance Commission and Student Fee Advisory Board webpages](#).

The [Data Reporting and Student Statistics](#) and [Office of Institutional Research and Analysis](#) webpages provide key metrics and data including NDSU Fast Facts ([webpage](#) | [contents](#)), which includes faculty, student demographics, and enrollment data (see 5.D.1).

NDSU identifies itself as a public university on its [About NDSU](#) webpage, which can be accessed from the [NDSU homepage](#). Its accreditation status with the Higher Learning Commission is displayed on the [About NDSU](#) webpage, the [Accreditation webpage](#), and the webpage of the [Office of the Provost](#).

### Sources

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- About NDSU\_05112020
- Accreditation\_NDSU\_05112020
- Consumer Information\_One Stop\_NDSU\_05112020
- Curr\_Guide\_Example\_Biol Sciences\_NDSU\_05112020
- Curriculum Guides\_Registration\_Records\_NDSU\_05112020
- Data\_Statistics\_NDSU\_05112020
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- Major Maps – CAC– NDSU\_05112020
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- NDSU Fast Facts\_Contents\_Data\_Statistics\_NDSU\_05112020

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- Office of Finance \_ Student Government \_ NDSU\_05112020
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- Provost\_Webpage\_NDSU\_05112020
- Undergraduate Programs of Study \_ NDSU \_ 05112020

## 2.C - Core Component 2.C

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

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

### Argument

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#### 2.C

NDSU is a member of the North Dakota University System (NDUS), which is governed by the State Board of Higher Education (SBHE) under Article VII section 6 of the state constitution. The [SBHE consists of seven citizen members](#), a student appointed by the governor to serve a one-year term, a non-voting faculty adviser selected by the North Dakota Council of College Faculties, and a non-voting staff adviser selected by the NDUS Staff Senate. The citizen-members are nominated by a five-person committee, appointed by the governor and confirmed by the North Dakota Senate; they serve four-year terms. The State Board of Higher Education (SBHE) is independent from the North Dakota Legislature.

[SBHE Policy 100.6](#) defines the authority and responsibility of the SBHE, including but not limited to ensuring achievement of NDUS mission, maintaining quality of academic programs, safeguarding NDUS assets, and effective stewardship of assets.

The NDUS was organized in 1990 and consists of 11 publicly supported colleges and universities in North Dakota. The NDUS chancellor (role defined in SBHE Policy 100.6) serves as the chief executive officer and represents the SBHE to the governor, legislature, and other governmental agencies. The chancellor also advises the SBHE and works with institution presidents on matters of policy and procedure.

The SBHE is subject to North Dakota open records laws. The SBHE [website](#) publicly provides agendas, meeting minutes and recordings of live-streamed meetings. The NDSU President attends all SBHE meetings and regularly presents at SBHE meetings. Other NDSU executives attend and/or present at SBHE meetings as appropriate.

The [Constitution of North Dakota](#) (Article VIII, Section 6) states that the SBHE was "...created for the control and administration of the ... state educational institutions." A 1938 statewide initiative created the SBHE to protect higher education from political interference.

[SBHE Policy 305.1](#) affirms that the presidents are the chief executive officers of their institutions and

“the Board delegates to the president of each institution full authority and responsibility to administer the affairs of the institution...” in accordance with legal or policy limitations. Institution presidents report to, advise, and work with the NDUS chancellor within the context of the NDUS but have the authority to manage day-to-day activities at their individual institutions.

[SBHE Policy 401.1](#) affirms SBHE’s commitment to a free and open academic community and delegates the control of academic programs to the faculty.

The [NDUS Strategic Plan website](#) displays the strategic plan goals and tracks progress on these goals. Dashboards are updated quarterly and are available to the public.

## Sources

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- [ND\\_Constitution\\_Article\\_VIII\\_05082020](#)
- [NDUS\\_SBHE\\_About\\_05082020](#)
- [North Dakota University System\\_2015-2020 Strategic Plan\\_05082020](#)
- [North Dakota University System\\_Agendas Minutes Videos\\_05082020](#)
- [SBHE\\_Policy\\_100.6\\_05082020](#)
- [SBHE\\_Policy\\_305.1\\_05082020](#)
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## 2.D - Core Component 2.D

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

### Argument

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#### 2.D

[NDSU holds academic freedom as a core value. Policy 325](#), updated in 2016, pertains to academic freedom and states:

“The primary responsibility of the academic community is to provide for the enrichment of intellectual experience. Essential to the realization of this ideal is a free and open academic community...” New language states that the free and open academic community “...takes no ideological or policy position itself. However, the responsible academic community welcomes those who do take such positions and guards, with vigilance, their right to do so. Thus, its meaningful pursuit of truth requires the academic community to be tolerant of disparate thinking and hospitable, even to closed minds. It must further welcome the conflict of ideas likely to ensue.”

New language that specifically addresses research and teaching includes:

“Members of the faculty have full freedom to pursue their research and/or creative activities and to publish their results, free from ridicule, recrimination, or reprisal by colleagues, administrators, SBHE members or other government officials.”

New language that specifically addresses the rights of students includes:

“Academic freedom affords students the right to be taught by instructors who are unconstrained by institutional and governmental political forces and to have access to all views and information pertinent to their subjects of study. They have the right to the widest possible latitude in selecting their plan of study and their instructors. Moreover, they have a right to intellectual disagreement with their instructors and classmates, and to question them without fear of ridicule, recrimination or reprisal.”

The amended Policy 325 continues to extend the “right of freedom of expression” to guests, performers and programs. Revised language states that “...the university must not enact explicit policy or act upon any implicit policy that extends the right of freedom of expression to some persons while denying it to others.... The speaker must, to the most reasonable extent possible, be extended the courtesy of an uninterrupted presentation.” When the occasion permits: “...questions must be permitted from the floor after the presentation.” Speakers must also: “...accept their responsibility to promptly address those questions and statements.”

The [Science, Religion and Lunch Seminars](#), sponsored by the Northern Plains Ethics Institute, and the [Laurie Loveland Speaker Series](#), sponsored by the Women and Gender Studies program, are examples illustrating a diversity of viewpoints among presentations at NDSU. In addition, the NDSU Center for the Study of Public Choice and Private Enterprise hosted a [Free Speech and Open Inquiry](#)

[Series](#) in Spring 2020.

The pursuit of truth in teaching and learning is important to faculty at NDSU, as 77% of teaching faculty in Fall 2019 also had research responsibilities. The [Undergraduate Learning Outcomes](#) of NDSU's General Education program support the pursuit of truth (see 3.B). "Students will evaluate the assumptions, evidence and logic of competing views and explanations" was maintained as a specific learning outcome within the category Quantitative Reasoning/Critical Thinking, Creative Thinking, and Problem Solving.

## Sources

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- Academic\_freedom\_Core Value\_ NDSU\_05062020
- Free Speech and Open Inquiry\_CSPCHPE\_ NDSU\_05082020
- General Education\_ North Dakota State University\_05082020
- Laurie Loveland Speaker Series \_ WGS \_ NDSU\_05082020
- NDSU\_Policy\_325\_05082020
- SRLS \_ Northern Plains Ethics Institute \_ NDSU\_05082020

## 2.E - Core Component 2.E

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

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

### Argument

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#### 2.E.1

NDSU's commitment to upholding integrity in research and scholarship is evidenced by procedures for evaluating and investigating complaints of [academic misconduct](#) by faculty, staff and students in their scholarly inquiry, creative activity, and research.

Oversight of compliance activities related to safe and ethical research involving humans, animals, rDNA, bio-hazardous materials, responsible conduct of research, export controls, and conflict of interest have been coordinated under the [Research Integrity & Compliance](#) (RIC) unit to ensure that the studies are performed safely and within ethical guidelines. RIC reports directly to the Vice President for Research & Creative Activity, who is the Research Integrity Officer (RIO) for NDSU. RIC provides oversight of the following:

- [Responsible Conduct of Research \(RCR\)](#): NDSU subscribes to the Collaborative Institutional Training Initiative (CITI), and offers a graduate-level course (UNIV 720: Scientific Integrity), to provide training in the [responsible conduct of research](#) (RCR). In fiscal year 2019 (FY2019; July 1, 2018 - June 30, 2019), 164 NDSU employees completed RCR training. NDSU follows research integrity guidance provided by the National Institutes of Health (NIH), National Science Foundation (NSF), and the United States Department of Agriculture National Institute of Food and Agriculture (USDA NIFA). NDSU [Policy 348](#) outlines instruction in the Responsible Conduct of Research.
- [Institutional Review Board](#) (IRB) oversees research projects involving human subjects. IRB review, as well as initial and ongoing training, is required to assure that NDSU protects the rights, safety and welfare of research participants. In FY2019, IRB reviewed 266 new proposals (both exempt and non-exempt). All faculty, staff, and students engaged in conducting human subjects research complete online or in-person training on the protection of human subjects. In 2018, NDSU IRB worked with the Food and Drug Administration (FDA) on an [audit](#) of NDSU's Human Subjects Protection Program. No significant concerns were identified.
- [Institutional Animal Care & Use Committee](#) (IACUC) and the attending veterinarian provide review, initial, and ongoing training, facility inspections, and post-approval monitoring to assure the humane care and use of animals in NDSU research and teaching. All individuals involved in the care and use of animals at NDSU are required to complete online and hands-on

training. In FY2015, IACUC trained 226 individuals.

- [Institutional Biosafety Committee](#) (IBC) assures the safe use of recombinant or synthetic nucleic acids, infectious agents, human blood, bodily fluids, and tissues and maintains compliance with NIH Guidelines and policies in the NDSU Biosafety Guidelines. In FY2019, 289 training courses were completed related to 109 active protocols.
- **Conflict of Interest (COI):** Possible financial conflict of interest for investigators is addressed in [Policy 151.1](#) (External Activities and Conflicts of Interest) and [Policy 823](#) (Financial Conflict of Interest). In FY2019, 119 training courses for Conflict of Interest (COI) were completed using the CITI program. In FY2020, NDSU administration, faculty senate, staff senate, and student senate, approved revisions to Policy 151.1 to establish a university-wide Conflict of Interest Advisory Committee administered through the Vice President for Research & Creative Activity RIC unit. The inaugural meeting was held on Feb. 11, 2020.
- **Export Controls:** The Export Control office assists faculty, staff and students with understanding and complying with federal export control regulations. NDSU has a subscription to Visual Compliance, an international trade compliance software which aids in initial screening of individuals and entities with whom NDSU interacts. An export control training module is available in CITI, and more individual trainings are available upon request from the Export Control Administrator.

NDSU Police & Safety Office administers a [portfolio of safety training topics](#) to provide guidance for safe and responsible research activity. Under the supervision of the University Police and Safety Office, the Laboratory and Chemical Safety Committee oversees and enforces the [NDSU Chemical Hygiene Plan](#), and the Radiation Safety Committee oversees and enforces the [NDSU Radiation Safety Handbook](#). [Biological Safety practices](#) ensure measures are in place to protect students, employees, and the environment from biohazards utilized in research. An [inspection process](#) is used to identify areas in which additional consultation or mentoring can assist students and employees in being good stewards of resources.

[Support for intellectual property items](#) is provided through the Office of Industry Engagement and Intellectual Property, which includes the Business Development Unit and the Technology Transfer Office. Issues related to intellectual property are also addressed through the [NDSU Research Foundation](#), as well as through [Policy 190](#).

## 2.E.2

NDSU provides faculty, staff, and students with information on the ethical use of information resources, including [appropriate use of electronic communication resources](#). Students must pass a quiz on acceptable use prior to activating their email accounts.

Information to help students understand plagiarism and copyright issues is provided by the [Center for Writers](#) and [tutorials from the NDSU Libraries](#). Additional assistance in the ethical use of information is provided to disadvantaged students by Student Support Services (3.D.1). Registration and Records promotes alternatives to academic dishonesty through “[Tips for Improving Your Grade Point Average](#).”

The 2017 revision of NDSU’s General Education [Undergraduate Learning Outcomes](#) retained the Personal and Social Responsibility learning outcome, which supports the incorporation of ethics into

all undergraduate academic programs.

### 2.E.3

[Policy 335](#) provides the minimum standards of academic responsibility and conduct for students and also guides instructional staff members in maintaining academic honesty and integrity. Some colleges employ additional policies and procedures as described in the honor codes of the [College of Agriculture, Food Systems, and Natural Resources](#) and the [College of Health Professions](#).

All course syllabi must include an approved [academic honesty statement](#), which refers students to academic honesty policies and resources. Faculty report instances of academic misconduct and student penalties using the [Student Academic Misconduct Tracking Form](#), which is submitted through a secure platform to the chair/head of the faculty member's department, or the program director for students in interdisciplinary programs, and copied to the student. The chair/head or program director forwards the information to the college dean of the student's primary major, the dean of the faculty member's college, the Registrar and the Provost. The Registrar compiles this information in a FERPA-compliant database for the purposes of identifying multiple cases of misconduct by a student. In the event of a successful appeal, the misconduct information is deleted from the database.

## Sources

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- 2009NDSUChemHygienePlan\_05112020
- Acceptable Use \_ Information Technology Services \_ NDSU\_06092020
- Annual Notices and Training \_ University Police and Safety Office \_ NDSU\_05112020
- Biological Safety \_ University Police and Safety Office \_ NDSU\_05112020
- Citing Sources \_ Center for Writers \_ NDSU\_05122020
- Disclosing an Invention \_ Research and Creative Activity \_ NDSU\_05122020
- Export Controls \_ Research and Creative Activity \_ NDSU\_05112020
- FDA Inspection Letter\_NDSU\_2018\_05212020
- For Inventors \_ NDSU Research Foundation\_05122020
- General Education ULOs \_ North Dakota State University\_05122020
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- NDSU\_Policy\_335\_05122020
- NDSU\_Policy\_348\_05112020
- NDSU\_Policy\_823\_05112020
- RadiationSafety\_Handbook\_NDSU\_05112020
- RIC\_Contacts \_ Research and Creative Activity \_ NDSU

- RIC\_Contacts \_ Research and Creative Activity \_ NDSU (page number 3)
- Student Academic Misconduct Form 05152020
- Tips to Improve GPA \_ Registration\_Records \_ NDSU\_05122020
- UPSO-SafetyChecklist\_05112020

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

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

### **Summary**

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NDSU is dedicated to acting with integrity and engaging in ethical and responsible conduct in all interactions with students, employees and the public. Freedom of expression and responsible discovery and application of knowledge by students, faculty and staff are core values of NDSU, carried out in its daily operations. Allegations of ethical misbehavior are investigated according to written policy.

### **Sources**

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*There are no sources.*

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

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

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

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

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

### Argument

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#### 3.A.1

Courses and programs at NDSU undergo review processes to ensure that they are current. Prior to implementation, faculty systematically review courses and programs.

- The department, college curriculum committee, [University Curriculum Committee](#), [Graduate Council](#) (as appropriate), and Faculty Senate review [new courses](#) (see 4.A.4).
- The State Board of Higher Education (SBHE) reviews [new programs](#) prior to implementation (SBHE Policy 403.1).
- Programs requirements differ for various programs and levels, as described in [Curriculum Guides](#) for programs and certificates.

Faculty review programs (see 4.A.1) and assess student learning (see 4.B) regularly after implementation.

NDSU requires appropriate levels of student performance for its degrees and certificates.

- To be eligible to register continuously without conditions, an undergraduate or professional student must maintain [good academic standing](#), defined as a minimum cumulative institutional grade point average (GPA) of 2.0 (4-point scale).
- Student progress committees in each college determine whether to suspend, continue on probation, or readmit undergraduate students who failed to maintain good academic standing. Graduate students must [maintain a cumulative GPA](#) of at least 3.0 (4-point scale).
- On the recommendation of programs and colleges, the Graduate School Dean suspends or dismisses students who fail to meet scholastic standards, to maintain appropriate academic or professional conduct, to make progress toward a degree, or to meet professional expectations or standards.

### 3.A.2

The [“Degree and Graduation Information”](#) section of NDSU’s [Undergraduate Bulletin](#) and the [Master’s](#) and [Doctoral](#) Degree Program sections of the Graduate School Bulletin define various degrees and articulate their requirements.

- [Policy 331.1](#) highlights the different expectations for undergraduate and graduate learning within a course. It requires all syllabi to list the “objectives, goals, aims and/or outcomes for the course.” If the course is offered for both undergraduate and graduate credit, the course must “require a significant, identifiable higher level of expectations for the performance of the graduate students,” and “the additional requirements for graduate students must be clearly described on the syllabus.”
- The [Graduate School Bulletin](#) stipulates, “Courses that a student has used to fulfill the requirements of a baccalaureate degree may not be used on that student's graduate plan of study.”
- Fifteen programs have created [combined/accelerated bachelor's to master's programs](#). Programs must meet [minimum guidelines](#) set by the University Curriculum Committee. Students may use up to 15 credits in the master’s program to meet requirements for their bachelor’s degree.
- The Graduate School Bulletin specifies [master’s degree requirements](#) (totaling 30 credits minimum) that are different from those for a bachelor's degree. Requirements vary by program depending on whether the master’s degree sought is in the humanities, the sciences, or is a practitioner or licensing-oriented degree. Examples of requirements in addition to classes include a thesis, two years of language study, and/or an oral defense.
- NDSU offers doctoral degrees, including the Doctor of Philosophy, Doctor of Music, Doctor of Nursing Practice, and Doctor of Education. The Graduate School Bulletin details [doctoral degree requirements](#) (totaling 90 credits minimum) extending beyond the requirements of bachelor's and master's degrees. Examples of requirements in addition to classes include artistic performances, examinations, and/or a dissertation.

### 3.A.3

Program quality and goals are consistent across all modes of delivery and locations; NDSU offers no dual-credit courses. NDSU has MOUs with [Minot State University](#) and [Valley City State University](#) (both of which are regionally accredited) to support dual degree programs.

- Courses offered at NDSU School of Nursing at Sanford Health - Bismarck in Bismarck, North Dakota, are subject to the same review and approval processes as those on the main campus.
- All online courses are offered by NDSU departments and follow the same course approval process (see 1.A.2, 3.A.1 and 5.B.2) as face-to-face courses. Departments monitor courses offered in multiple modes through regular course assessment to ensure that learning outcomes and level of student work are consistent across all modes of delivery (see 4.B).
  - Resources supporting effective instructional practices include support for technology and online instruction. (see 3.C.4).
  - Degrees and programs offered online must be approved through standard campus processes (see 1.A.2, 3.A.1 and 5.B.2) and additionally must be approved by the SBHE.
- All courses are evaluated using either paper or online student ratings of instruction (see 3.C.3).

NDSU offers [18 graduate programs online](#).

NDSU is a member of several consortia. All consortia members are regionally accredited and faculty

members at each institution are responsible for monitoring their own courses.

- [Great Plains IDEA/Ag IDEA](#)
- [Mountain Plains Consortium](#)
  - Graduate certificate
- [Pre-Engineering Education Collaboration](#) (see 3.D.1)
  - Consortial arrangement with North Dakota tribal colleges; 2+2 Associate + Baccalaureate program
- University of North Dakota
  - [PhD in Biomedical Engineering](#)
- University of North Dakota and Minot State University
  - [Cyber-Security Certificate](#)

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## 3.B - Core Component 3.B

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

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

## Argument

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### 3.B.1

The [purpose of general education](#) at NDSU is to ensure that students acquire knowledge, perspectives, and skills basic to a university education, enabling them to anticipate and adapt to changes in their professions and in society. Students also will be able to integrate and use the knowledge and perspectives they have gained to live productive, intellectually rewarding, and meaningful lives. This is appropriate to NDSU's mission, vision, and core values, including the core value of "Teaching and Learning": "[We promote and value liberal...education in a collegial environment where divergent ideas can be shared. We foster an environment that promotes lifelong learning....](#)"

### 3.B.2

The general education program is organized into categories of [Undergraduate Learning Outcomes](#), including Communication, Quantitative Reasoning, Science and Technology, Humanities & Fine Arts, Social & Behavioral Sciences, Wellness, Cultural Diversity, and Global Perspectives. All general education course syllabi are required to list the general education learning outcomes for the course.

Students fulfill the general education program by completing 39 credits from a [menu of courses within the categories](#) (required credits in parentheses).

- Communication (12)
  - Public Speaking (3)
  - Writing

- Lower Division (6)
- Upper Division (3)
- Quantitative Reasoning (3)
- Science and Technology (10)
- Humanities and Fine Arts (6)
- Social and Behavioral Sciences (6)
- Wellness (2)
- Cultural Diversity (integrated into a course in one of the above categories)
- Global Perspectives (integrated into a course in one of the above categories)

All of NDSU's majors also include a capstone experience (examples: [Computer Science](#), [English](#), [Nursing](#)).

Although new Undergraduate Learning Outcomes were [finalized by Faculty Senate](#) in 2015, a new proposed [general education model failed](#) at Faculty Senate in December 2015. The approved Undergraduate Learning Outcomes were [retroactively mapped](#) onto the existing general education categories outlined above.

In 2016, the General Education Committee and Academic Affairs Committee were dissolved and the [University Curriculum Committee](#) was formed to provide broad oversight of programmatic and general education curriculum. From 2016 to Spring 2020, the University Curriculum Committee and the Faculty Senate reviewed general education courses (both new and continuing) to ensure they met general education outcomes. [Revalidation of courses](#) approved for General Education happens approximately every five years. Validation and revalidation of general education courses requires a syllabus indicating the general education category, including the [general education outcomes, and the assessment/evaluation methods](#) that will be used to determine if the outcomes are met. To be approved in a category a course must demonstrate that students will meet [at least 60% of the outcomes](#) listed for the category.

The [General Education Committee was reestablished](#) by Faculty Senate in November 2019, upon recommendation from the [General Education Ad Hoc Committee](#), which was formed in December 2018. The General Education Committee will take over the validation/revalidation and assessment processes beginning Fall 2020.

### **3.B.3**

NDSU students are challenged to develop knowledge and skills to adapt to changing environments as they collect, analyze, and communicate information by mastering modes of inquiry or creative work, through the general education program and major-specific curricula. Co-curricular activities provide additional opportunities to learn and practice these skills (see 3.E.1).

Major-specific curricula emphasize acquiring knowledge and skills that students demonstrate by engaging in intellectual inquiry and creative work. Curricula may build on the general education foundation by, for example, focusing on written and oral communication, critical thinking, defending one's position, or using peer-reviewed research to produce logical arguments.

Specific courses and programs incorporate inquiry, creativity, research, communication, and the development of adaptable skills. In addition to the required capstone experience, many junior and senior level classes have a project requiring research, creative activity, or problem solving (see 3.E.2 for undergraduate research involvement).

All graduate programs include a research or creative activity component (see 3.A.2). Doctoral students are required to communicate their creative activity or research by [creating a short video for the general public](#).

### 3.B.4

NDSU is committed to preparing its graduates for a diverse world through its curriculum and co-curriculum.

The general education program includes cultural diversity and global perspectives learning outcome categories (see 3.B.2). Presently, 39 courses are approved for cultural diversity and 43 are approved for global perspectives.

There are a variety of options available for students who wish to [study abroad](#). More than 500 NDSU students from a wide variety of academic colleges and programs participated in [study abroad in 2018-19](#). NDSU has 16 active [student exchange agreements](#) with international institutions and many program level relationships that provide additional opportunities for students to learn about different cultures.

### 3.B.5

Faculty and students at NDSU contribute to scholarship, creative work, and the discovery of knowledge. NDSU reported \$145,669,000 in total research and development expenditures on the [NSF HERD Survey](#) in FY2018. Disciplines reporting the highest amount of research expenditures were agricultural sciences, social sciences, and natural resource and conservation sciences. Research is communicated to the public through NDSU News (see [example](#)), as well as publications by various academic units and [NDSU Extension](#).

The tenure review process ([Policy 352](#)) explicitly includes research and creative activities as a part of faculty members' responsibilities. Individual research productivity is also evaluated in [annual performance reviews](#). Many staff members also have research as part of their job responsibilities. Faculty and staff communicate their research findings through presentations at national conferences, research publications, and other creative activities.

NDSU also supports research and creative activity-focused [Centers and Institutes](#) at the departmental, college, and university level. (See 3.E.2 for student research activities.)

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## 3.C - Core Component 3.C

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

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

### Argument

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#### 3.C.1

NDSU has sufficient faculty to carry out appropriate faculty roles. The [total number of faculty](#) at NDSU decreased slightly between 2015-16 and 2019-20; the student:faculty ratio remained stable during the same time period. Compared to IPEDS data reported by regional land-grant research university peers in 2018, NDSU's 2018 [student:faculty ratio](#) was close to the median of this peer group.

Departments utilize graduate assistants, adjuncts, and non-tenure track faculty (including lecturers, senior lecturers, and professors of practice) as needed to meet instructional demands while providing tenured and tenure-track faculty time to engage in research or creativity. [Professors of practice](#) typically have appointments consisting primarily of teaching and service and are eligible for promotion to associate and then full professor of practice.

Both tenure-track and non-tenure track faculty are eligible to serve on Faculty Senate, which has broad oversight of university curriculum and assessment (see 5.B.2). Faculty Senate subcommittees engage in approval of curricula (University Curriculum Committee; see 3.A.1), oversight of the general education program (General Education Committee; see 3.B.2) and in assessment leadership (University Assessment Committee; see 4.B.1).

#### 3.C.2

[Policy 309](#) outlines minimal qualifications for instructors and charges units with the responsibility to ensure that instructors of record meet minimum qualifications. NDSU publicly shares faculty composition [by tenure status](#) and [by degree type](#); in Fall 2019, 87% of full-time instructional faculty

and 97% of tenured/tenure-track faculty had a terminal degree. As noted in 3.A.3, NDSU has no dual credit courses.

Position descriptions of academic and executive/administrative staff clearly indicate minimum and preferred qualifications, including required academic credentials. Faculty search committee members are required to participate in training to reduce bias against candidates during the search process (see 1.C.2). Part-time and adjunct teaching faculty appointments are approved by the department, college, and Office of the Provost.

The [Instructor Qualifications](#) document indicates the number of courses taught by faculty with various types of credentials, broken down into traditional classroom instruction and other modes of instruction.

### 3.C.3

NDSU follows policies and procedures to ensure regular evaluation of instructors.

- [Policy 332](#) requires instructors to administer a standard course evaluation survey in every section of every course each semester.
  - In Spring 2020, the SROI (Student Rating of Instruction) Transition Ad Hoc Committee [recommended](#) that the Provost's Office remove items found (through research conducted by this committee) to be influenced by student bias related to instructor demographics and outlined faculty concerns about this student survey. [Faculty Senate approved](#) several changes to the survey to be implemented in Fall 2020.
- In addition to assessment data provided by students, each academic unit should conduct a critical peer review of the instructor's range of teaching activities ([Policy 332](#)). The faculty or instructional staff for each academic unit will decide how this peer review should be conducted, including determining requirements for appropriate reviewers and frequency of review.
- Per [Policy 352](#), the promotion and tenure process includes an evaluation of teaching, focusing on:
  - the delivery of instruction,
  - continuous improvement of courses and programs, and
  - effective advising of students.
- Policy 352 also ensures that all full-time faculty, including tenured faculty, are [reviewed annually](#). Each academic unit determines its own review procedures.

### 3.C.4

NDSU has both formal and informal processes to ensure faculty are current in their disciplines and teach effectively. The university also offers a variety of related professional development opportunities.

NDSU supports excellence in teaching through on-campus activities, including:

- The [Office of Teaching and Learning](#) provides central leadership for teaching and learning-related activities and supports innovative and emerging pedagogies across the institution.
- The Office of Teaching and Learning coordinates a [Peer Teaching Partnership](#) to facilitate peer teaching evaluations in a collaborative environment.
- The [New Faculty Mentoring Program](#) includes sessions at new faculty orientation and continues with monthly workshops on topics such as time management, developing a

sponsored research program, and promotion and tenure.

- The [Annual Faculty Conference](#), sponsored by the Provost's office, features sessions presented by NDSU faculty, with topics ranging from using technology to managing large-enrollment classes.
- [Professional Development Luncheons](#) provide opportunities for faculty to hear from colleagues with expertise relating to teaching and learning.
- NDSU ADVANCE FORWARD (see 1.C.2)
- Individual colleges and departments also provide professional development opportunities on a regular basis.

NDSU provides resources for faculty to hone their teaching skills:

- [Gateways-ND](#), an initiative funded by the National Science Foundation and facilitated by the Office of Teaching and Learning, provides faculty professional development to develop inclusive teaching practices.
- The [Atomic Learning tutorial library](#) has tutorials on subjects ranging from research paper formatting, to plagiarism training, to specific apps and programs.
- Instructional Technology Services Learning and Applied Innovation assists with using technology to support instruction.
- The Digital Fabrication Lab in the main library partners with teaching faculty to develop learning opportunities in a student-centered workspace that provides access to tools, training, and the support needed to produce prototypes and projects to enhance educational experiences and democratize access to [novel technologies](#). The Libraries also have two virtual reality rooms that provide immersive learning experience for a variety of majors.

Many [accredited programs](#) require faculty to pursue continuing education to maintain licensure, including architecture, athletic training, counseling education, dietetics, educational leadership, counselor education, exercise science, hospitality and tourism, interior design, nursing, pharmacy and teacher education.

NDSU provides resources to encourage faculty and staff professional development:

- Benefitted employees have [tuition and fees waived](#), as well as release time to attend one class per semester.
- NDSU employees may apply for [developmental leave](#) for retraining and/or professional development.
- The [Center for Writers](#) provides free, one-on-one writing consultations for all members of the NDSU community. In 2018-19, the Center had 2,312 visits from 752 unique clients (both undergraduate and graduate students).
- Colleges and departments fund professional development for faculty and staff, including travel expenses.

### 3.C.5

Faculty are required to post and maintain [office hours](#) and to list their [office hours on syllabi](#). Most instructors also are available at other times by email or phone. Instructors teaching online are expected to be accessible for student inquiry through email, phone, and web-conferencing.

Residence Life hosts the [Faculty in Residence Program](#), since 2008, inviting faculty to live in an apartment in two upper division residence halls, providing a unique way for faculty to connect with

students as a mentor and educator outside the classroom.

Faculty play an active role in [advising student organizations](#) (see 3.E.1).

### 3.C.6

Staff members providing student services receive initial training and continuing professional development.

NDSU's Department of Human Resources and Payroll has [systematic procedures](#) in place to ensure all staff are appropriately qualified at the time of hiring. All benefited and many non-benefited faculty and staff must have a [criminal background check](#) and must participate in the [annual responsibility review process](#). Some examples of additional departmental practices include:

- In Residence Life, assistant directors are required to have a master's degree with one exception (in which the position requires a bachelor's degree). All associate and senior associate director and director positions require a master's degree. Residence hall directors must have a bachelor's degree, with a master's degree preferred.
- Tutors in [ACE Tutoring](#) and [TRIO student support services](#) (see 3.D.1) must complete [tutor training](#) prior to beginning tutoring work. Undergraduate students who tutor for ACE and TRIO must earn an A or B in any class they tutor and must have a cumulative GPA of 3.0. Tutors are required to complete introductory training and participate in ongoing developmental sessions.
- Staff providing student services are required to complete a series of annual online or in-person trainings, such as Equal Opportunity/Title IX Training (see 1.C.2).

Examples of specialized training include:

- Student staff who manage volunteer and co-curricular service experiences for student organizations, residence halls, fraternity and sorority life, athletics and individual students are trained in customer service, public speaking, database management, student outreach, reflection, civic engagement, leadership development and communicating with nonprofits.
- Tutors are [trained](#) in how people learn, diversity in learning, and tutoring students with disabilities.
- The Center for Writers peer tutors are required to complete [ENGL 301: Peer Tutoring and Writing in the Disciplines](#).
- NDSU's professional advisers have experience and/or training in student support services. They meet regularly for mutual support and professional development.
- NDSU Libraries offers a wide range of [tutorials](#) that cover topics from basic concepts to developing advanced research strategies.

Staff have access to professional development opportunities. Some examples include:

- Staff may take part in some professional development resources listed in 3.C.4, including Atomic Learning tutorials, Learning and Applied Innovation trainings, tuition and fee waivers, professional development leave, use of the Center for Writers, and travel to professional development events.
- Staff Senate sponsors professional development events for staff (see [example](#)).
- The Career and Advising Center provides [advising resources](#) for faculty and staff.

Professional development is also provided in specific units. Some examples include:

- Members of Athletic Academics receive continuing education through attending applicable conferences.
- Student Success Programs provides ongoing training regarding best practices to serve NDSU students.
- Residence Life professional hall director team participates in annual summer training onboarding new professionals and providing updated information to current hall directors. Hall Directors participate on regional association committees and attend regional conferences for ongoing professional development.
- Dining Services employees, including student workers, frontline employees, and managers, participate in systematic, regular training to support food safety, customer service, teamwork, ongoing improvement and the development of specific skills needed to perform their jobs well.
- International Student and Study Abroad Services staff attend a variety of conferences, including the Power in Diversity Conference and the National Conference on Race and Ethnicity.

Staff providing student services are active in professional organizations. Staff in departments providing student services are members and officers of professional organizations relevant to their offices, including NASPA (National Association of Student Personnel Administrators), ACPA (American College Personnel Association), NACADA (National Academic Advising Association), ACHA (American College Health Association), AALHE (Association for Assessment of Learning in Higher Education) and ACUHO-I (Association of College and University Housing Officers-International). They attend and present at conferences, serve as board members and officers, and participate in trainings.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

### Argument

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#### 3.D.1

NDSU provides comprehensive student support services focused on enrollment and access, academics, and wellness, as well as support for diverse students. Student services integrate academic and co-curricular experiences and are based on assessments of student needs.

#### Academic Support

[Student Success Programs](#) (SSP) supports all students through programs and services aimed at broadening access and fostering student success. SSP administers the following:

- [Academic Collegiate Enhancement \(ACE\) Tutoring](#) is a free academic support program available to all enrolled undergraduate students to provide help with homework, tips on studying for an exam or strategies for taking notes. ACE Tutoring averaged more than 37,000 visits per year in 2016-17 and 2017-18. Tutoring contact numbers have risen in recent years. Quiet study visits at ACE declined after several other study spaces across campus became available, including the Sanford Health Athletic Complex space for student athletes, remodeling of the library study spaces, and additional study spaces in the A.G. Hill building.
- Athletic Academics (see 3.D.2)
- [New Student Orientation](#) provides new first-year and transfer students with basic knowledge and skills for their transition to college and NDSU. Academic advisors assist with course registration during this time. Student leaders serve as facilitators and mentors.
- Student Support Services/[TRIO](#) Programs (see 3.D.2)
- [Upward Bound](#)
- Veterans Educational Training (see 3.D.2)

[Welcome Week](#) helps new and returning students adjust to the new academic year and serves as an extended orientation to the university. It includes a full slate of programming over 7+ days.

The [Career and Advising Center \(CAC\)](#) provides multiple resources and programs for students. The career-focused arm of the CAC educates and provides career resources to students and alumni and encourages partnerships to connect them with employers. Career specialists are available for resume and cover letter critiques, interview/job search preparation, mock interviews and graduate school preparation. The [Career Closet](#) program allows currently enrolled students to borrow professional attire for interviews and career events. The [advising arm of the CAC](#) provides support on academic-related issues, such as university requirements and policies, campus academic resources, adding or changing a major or minor, connecting with the student's academic adviser and undeclared student advising.

[Center for Writers](#) provides writing support for all undergraduate and graduate students. Offerings include workshops, one-on-one consultations, and other opportunities, with additional assistance available for non-native English speakers and distance students.

[Financial Aid and Scholarships](#) assists students with estimating cost of attendance, identifying and accessing financial aid programs, and locating financial literacy information and emergency resources. Students can access scholarship information and apply for scholarships through the [OneStop website](#).

[International Student Support and Study Abroad](#) (see 3.B.4 for study abroad) provide on-campus activities with an international focus such as [International Education Week](#). International students can improve their conversational English skills and learn more about American culture through [Conversational English Circles](#).

In Fall 2017, NDSU implemented the [Navigate app](#) for students, which alerts them to deadlines and “to-do” items, and connects them to student support units and peers. More than 95% of new freshmen used the app in Fall 2019. An intake survey conducted via the Navigate app identifies students that are struggling in their first few weeks at NDSU. The Dean of Students' Office followed up with these students to assist them.

## **Wellness Support**

- The [Dean of Students website](#) provides a comprehensive list of NDSU and community resources available to students with concerns about meeting basic needs, including food, housing, and childcare.
- [Student Health Service](#) provides health care and education, medical laboratory, pharmacy and radiology services. Students with mental health concerns often work with multiple offices, including Student Health Service, the Counseling Center and Disability Services.
- The [Counseling Center](#) provides confidential therapy services for individuals, groups and couples, with specialization areas in emotional, career and academic related concerns. The center is staffed by psychologists, counselors, counselors-in-training and a consulting psychiatrist. The consulting psychiatrist is on-site three days per month during the academic year and one day per month during the summer. Services are free to NDSU students and the center presently has no session limits. The center diagnoses Attention Deficit Hyperactivity Disorder and career/major concerns for a minimal fee. The center also offers several services for the campus community. Mental Health First Aid Training is offered three times each year, as well as various workshops.
- [Sexual Assault Prevention and Advocacy \(SAPA\)](#) provide support, resources and guidance to students experiencing or witnessing sexual assault, as well as domestic violence prevention training.

- The [Wellness Center](#) offers wellness education, fitness/recreation programs, intramural sports, and convenient and affordable on-site childcare for students.
- The [Code of Student Conduct](#) fosters the development of personal accountability and commitment to community. The code is derived from three core values that support an educationally purposeful environment: 1) respect for the NDSU community, 2) respect for the protection and rights of others, and 3) respect for students in the conduct resolution process.
- [NDSU Dining Services](#) offers services and facilities for students with documented food allergies and dietary needs.

### **Diversity Support** (see 1.C.2 for additional diversity support)

NDSU is dedicated to creating and supporting a diverse campus environment. Services for diverse students include, but are not limited to:

- [Multicultural Programs](#) helps to create a culturally diverse and inclusive campus, connecting with Admission, current multicultural students, faculty and staff and the Alumni Center for recruitment, retention and outreach of multicultural students. (See also 1.C.)
  - The [Bison Bridge Program](#) assists multicultural, first-generation, first-year students in adjusting to college life.
  - Multicultural Programs also offers a variety of programs, events, trainings, student organizations, faculty and staff organizations and resources.
  - The [Cultural Diversity Tuition Waiver](#) is available to domestic students from racial and ethnic minority groups. Recipients are required to take a Cultural Diversity Scholars course ([AHSS 188](#)) to develop a sense of community among multicultural students, prepare for academic success, and foster relationships with faculty and staff mentors.
- American Indian Resources: NDSU is committed to supporting Indigenous students and furthering partnerships with regional tribal peoples and tribal colleges.
  - [Nurturing American Tribal Undergraduate Research and Education](#) (NATURE) coordinates a two-week summer camp to introduce tribal college students to STEM disciplines and career opportunities. Tribal college faculty and reservation high school teachers simultaneously collaborate with NDSU STEM faculty on developing lesson plans.
  - [Pre-engineering Education Collaboration](#): Pipeline for Tribal Pre-engineering to Society (PEEC: PTiPS) is an NSF-sponsored program (2010 to present) that provides an opportunity for Native American students to transition into a career from high school through a community college and NDSU.
  - The annual tri-college [Woodlands and High Plains Pow-wow](#) brings together American Indian people from the region to celebrate their culture and share it with the campus and local community.
- [LGBTQ+ programs](#) strengthen and sustain an inclusive campus community for LGBTQ students, faculty and staff by supporting the LGBTQ+ community at NDSU, providing education and information, and maintaining partnerships with similar programs in the Fargo/Moorhead community.
  - Safe Zone offers training and resources about sexual orientation and gender identity/expression, creates a visible network of Allies, and provides delivers information about resources within the community (see 1.C.2).
  - [LGBTQ+ and Ally Roommate Matching](#) allows students to request being matched with a roommate who identifies as LGBTQ or an ally.
  - [Women and Gender Studies 340: Perspectives in LGBTQ Studies](#) explores sexual

- orientation, gender identity, and bodies from multiple contemporary feminist and queer perspectives.
- The [Equity at the Intersections](#) and [Including U speaker series](#) highlighted diverse perspectives and the importance of inclusive excellence.
  - NDSU provides inclusive restrooms and locker rooms on campus (see 1.C.2).

### **Integrating Academic and Co-Curricular Experiences**

The Department of Residence Life offers a variety of programs that integrate living and learning environments. Collaborating with academic units, they establish [Learning Communities](#) on designated residence hall floors for specific academic programs. The communities feature structured study groups and events with other students and faculty from the programs. In addition, LAUNCH is an early move-in, extended orientation for persons in Learning Communities, creating opportunities to get to know students that they will be living and learning with, acclimate to campus early, and meet faculty and staff within their college.

#### **3.D.2**

NDSU provides a variety of learning support, including ACE tutoring (see 3.D.1), TRIO programs, Learning Communities (see 3.D.1), and advising resources (see 3.D.3). In addition, NDSU places students into appropriate courses based on their academic needs and provides transitional support through the Career and Advising Center and Pathway Program.

Based on qualifying exam scores, in accordance with [SBHE Policy 402.1.2](#) and [NDUS Procedure 402.1.2](#), [students are placed](#) into mathematics and English courses that are both challenging and for which they are adequately prepared based on ACT/SAT scores or placement tests used by NDSU. Students who believe their abilities exceed their placement into entry level math or English courses based on their ACT (or SAT) sub-test scores may demonstrate their ability by taking either (or both) the NDSU Math Placement Test or Accuplacer English test.

NDSU offers [several language courses](#) available to ESL students. These may be counted toward graduation and financial aid requirements.

The [Honors Program](#) provides small, highly interactive classes that emphasize four modes of learning: interdisciplinary, research, experiential, and leadership. The program is a 16-credit minor that includes an honors capstone project. Highly qualified freshman are invited to participate in the program; all students are eligible to apply for the program after their first year at NDSU.

[TRIO Programs/Student Support Services](#) includes four outreach and support programs targeted to assist low-income, first-generation college students and students with disabilities, from middle school to post-baccalaureate programs. TRIO/SSS provides students support and encouragement; academic guidance; mentoring; group and individual tutoring services; math, science, reading, and writing instruction; accessible tutoring rooms; and academic success workshops. In 2018-19, NDSU TRIO programs served approximately 470 students.

NDSU was active in the [Ronald E. McNair Postbaccalaureate Achievement Program](#) from 1989-2017. In 2017, NDSU's McNair Program grant was not renewed; NDSU will reapply in 2022.

[Upward Bound](#) supports college access and preparation by providing eligible students in grades 9-12 with tutoring, academic skills development, academic advising, career exploration, ACT preparation,

college visits and college application support.

[Veterans Educational Training](#) is a free program funded by the state of North Dakota to prepare veterans for a college degree. Classes and programs are designed to ease the transition into higher education. Classes are available both on campus and online.

The Office of Registration and Records provides [military and veteran's services](#) including certification of veterans' benefits and other veteran assistance.

[Athletic Academics](#) provides additional academic support for student-athletes through grade checks, academic progress monitoring, and individual support.

[Disability Services](#) assists students with disabilities as well as faculty and staff working with students with disabilities.

### **Access to Course Materials**

- The Bookstore provides [course materials in many formats](#), including hard copies, digital textbooks, open educational resources, and through adaptive learning platforms, and offers students a range of payment options.
- Disability Services scans textbooks, provides texts in alternate formats and has [assistive technology options](#) available to students.
- Additional computers with assistive technology are available to students in campus computer labs.
- NDSU Libraries have copies of many textbooks available for check out and supports faculty and students in the creation and use of [Open Educational Resources](#).

### **3.D.3**

NDSU practices value academic advising as an important element of student support.

Each student is assigned an academic adviser from their department or college. Undeclared students are assigned an adviser in the Career and Advising Center (see 3.D.1). Students are encouraged to connect with their advisor at any time throughout the semester. Students may also select or request a new adviser at any time or engage with the Career and Advising Center at any time for additional advising support.

NDSU uses [EAB's Navigate advising platform](#) to support effective advising (see 4.C.3). In the Navigate platform, advisers are able to identify students in need of intervention, quickly assess their academic history to identify areas of concern, and store advising meeting notes. Students are able to schedule appointments with advisers and student services through the platform. The Navigate Steering Committee oversees continued improvement and effective use of the platform.

Advising models vary by college at NDSU; however, both professional and faculty advisors are utilized in each college.

### **3.D.4**

NDSU provides the necessary resources and infrastructure to support student learning and effective teaching. Information Technology Services, the Libraries, laboratories, performance spaces and clinical sites are highlighted here.

### *Information Technology Services*

- The Information Technology Division provides services and resources, including classroom technologies, learning management systems, telecommunications systems, card-key building access and campus cyberinfrastructure. [Information Technology Services](#) plays a critical role in providing instructional services and training for students and instructors. Classroom Technology provides equipment that is permanently installed in instrumented classrooms and mobile equipment on multimedia carts.
- [Learning and Applied Innovation](#) (LAI; see also 3.C.4) is a team that works to integrate instruction with technology. The staff has expertise in instructional design and technology, multimedia and interactive technology, education leadership, and faculty development. LAI provides a wide breadth of services and assistance to faculty students, and staff, including:
  - [Technology Learning and Media Center](#) (TLMC): Funded by Student Technology fees, TLMC provides services for students, staff and faculty. Walk-in services include various multimedia activities, plotting, coursework and skill building.
  - LAI staff played a critical role in the rapid transition to [online instruction during the COVID-19 pandemic](#) in spring 2020. LAI staff quickly developed and offered multiple training sessions in a variety of formats for instructional faculty and staff to increase knowledge and confidence in transition to online instruction.
- Computer labs and classrooms: [As of Spring 2019](#), ITS supports 1,006 computers, 55 student printers and 108 software apps in classrooms and student labs across campus. ITS also supports 279 total spaces, including 167 interactive classrooms (including videoconferencing classrooms), 32 interactive study spaces and 31 computer labs, as well as conference rooms and NDSU extension video conferencing sites.
- [Various software](#) such as Blackboard (learning management system), clickers, lecture capture software, statistical software, and discipline-oriented software are provided and managed by ITS.

### *Libraries*

- NDSU Libraries house over one million items, including books, ebooks, periodical subscriptions, maps, government documents, audio-visual materials, microforms, and archival materials (see [Annual Report](#)). The Libraries also subscribe to over 275 electronic databases and serials that provide access to thousands of scholarly journals across all disciplines. In addition to the Main Library, branch libraries include the Business Learning Center, Klai Juba Wald Architectural Studies Library, P. N. Haakenson Health Studies Library, and the NDSU Nursing at Sanford Health Library in Bismarck. Special Collections include the [Germans from Russia Heritage Collection](#), the [NDSU Archives](#), and the Institute for Regional Studies Archives.
- The Libraries are currently staffed by 18 FTE professional librarians with MLS/MLIS degrees; many have additional master's degrees or doctoral degrees in related fields such as history, education, and geology. In addition, the Libraries is staffed by 22 FTE staff members and 5.89 FTE student employees.
- In alignment with the 2015-20 Strategic Plan, the Main Library underwent a \$2.25 million renovation of the entrance, lobby, and service areas; in 2016, the number of group study spaces was increased.
- The Libraries provide a variety of services to students, faculty, and staff. The Main Library offers group and individual study rooms, the [Presentation Studio](#), the [Digital Fabrication Lab](#), and virtual reality labs. The Libraries also support Interlibrary Loan service, open educational

resources and course reserves, and provide equipment for check out to support student learning such as headphones, graphing calculators and markers for white boards. The “Ask a Librarian” service connects library patrons to librarians via online chat; librarians are also available for in-person and virtual consultations. The Main Library also houses the Center for Writers, Disability Services, and the Math Emporium.

- The Libraries actively develop [online tutorials](#) in response to faculty and student requests. Subject librarians also develop [research guides](#) that provide resources for research in the disciplines.

### *Laboratories*

NDSU has 452 research laboratories that support student learning and research efforts across campus. The A. Glen Hill Center includes 23 state-of-the art teaching labs that are used by instructors in entry-level and gateway science courses. In addition, the [North Dakota Agricultural Experiment Station](#) has extensive greenhouses on campus, including a [high-level biosafety lab](#). (See 5.A.1 for recent space updates.)

### *Performing Arts*

NDSU has dedicated studios for students in art, architecture, and interior design, and 45 performance or studio spaces in music and theatre. The Division of Performing Arts, including the Challey School of Music and Department of Theatre Arts, has four [performance facilities](#) ranging from a 200-seat recital hall to 1,000-seat concert hall. All spaces are equipped to accommodate physical and auditory disabilities.

### *Clinical Sites*

- Students in allied sciences complete a 12- to 24-month clinical internship in one of the department’s nationally accredited, affiliated hospital-based programs located in North Dakota, South Dakota, Minnesota, Iowa or Colorado.
- Students in pharmacy practice and nursing can obtain clinical experience at a variety of sites in North Dakota and Minnesota.
- Pharmacy students complete part of their clinical experience in the [model concept pharmacy](#) located on campus.
- In the [Commodity Trading Lab](#), students analyze commodity markets and learn to engage in risk management and trading using up-to-date trading technology.
- Veterinary technology students use their knowledge in the [Veterinary Wellness Clinic](#) to work with both in-house animals and with animals from local animal adoption agencies.
- The NDSU [Equine Center](#), situated on 14 acres of land within the North Dakota Horse Park, serves the NDSU Equine Science Program. It contains an indoor arena, spectator seating and stall accommodations for more than 300 horses.
- The [Community Counseling Clinic](#) trains advanced graduate-level counseling students through practicums and serves NDSU, North Dakota State College of Science, and the local community.

### **3.D.5**

NDSU provides students guidance on using research and information resources through the Libraries and Research and Creative Activities.

## *Libraries*

To assist student learning and to provide resources for research, the Libraries offer online tutorials and research guides (see 3.D.4).

## *Research and Creative Activities*

Research and Creative Activities provides [resources for undergraduate and graduate students](#). Resources for graduate students focus on research integrity and compliance, funding, writing, and professional development. Resources for undergraduates focus on identifying opportunities to engage in and disseminate research at NDSU, as well as training opportunities.

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- [AHSS 188 \\_ NDSU\\_05132020](#)
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- [Athletic Academics \\_ NDSU\\_05132020](#)
- [Bison Bridge Program \\_ Multicultural Programs \\_ NDSU\\_05132020](#)
- [Career and Advising Center\\_ NDSU\\_05132020](#)
- [Career Closet – Career and Advising Center – NDSU\\_05132020](#)
- [Center for Writers \\_ NDSU\\_05132020](#)
- [Commodity Trading Lab \\_ NDSU News \\_ 05142020](#)
- [Community Counseling Services \\_ Counselor Education \\_ NDSU\\_05222020](#)
- [Conversational English Circles\\_ NDSU\\_05132020](#)
- [Counseling Center \\_ NDSU\\_05132020](#)
- [Cultural Diversity Tuition Waiver \\_ NDSU\\_05132020](#)
- [Dietary Needs \\_ Dining \\_ NDSU\\_05132020](#)
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- [FY19 Libraries Annual Report\\_ NDSU\\_05202020](#)
- [Germans\\_From\\_Russia\\_Collection\\_ NDSU Libraries\\_06022020](#)
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- [International Education Week\\_ NDSU\\_05132020](#)
- [International Student and Study Abroad Services \\_ NDSU\\_05132020](#)
- [ITS 2018-2019 Annual Report](#)
- [ITS\\_ NDSU\\_05132020](#)
- [LAI-COVID-19\\_ ITS\\_ NDSU\\_05132020](#)
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- LGBTQ Resources\_NDSU\_05132020
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- Research Guides \_ NDSU Libraries\_05142020
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- Teaching Tools Technologies \_ ITS \_ NDSU\_05142020
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- TLMC \_ Information Technology Services \_ NDSU\_05132020
- TRIO Upward Bound \_ NDSU\_05132020
- TRIO-SSS \_ NDSU\_05132020
- Tutorials \_ NDSU Libraries\_05142020
- VDL\_NDSU\_05142020
- Veterans Educational Training \_ NDSU\_05132020
- Welcome Week \_ NDSU\_05132020
- Wellness Center \_ NDSU\_05132020
- WGS 340 \_ NDSU\_05132020

## 3.E - Core Component 3.E

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

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

### Argument

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#### 3.E.1

NDSU identifies itself as a student-focused, land-grant, research university and its co-curricular programs support this identity.

##### *Student Focused*

Co-curricular programs have learning outcomes statements (see 4.B.1) that are the foundation for developing student-focused co-curricular programming. Examples of such programming include:

- **Student Organizations and Clubs.** Students can participate in more than 250 [student organizations and clubs](#). These organizations cover academic, cultural, honorary, social, recreational and religious interests.
- **Leadership Development.** The Student Activities Office promotes [leadership, involvement, and success](#). Through partnerships, programs and activities, students receive training and skill development to prepare them for the real world. The Memorial Union Leadership programs offer students of all skill levels and backgrounds leadership programs that are based on leadership and developmental theories.
- **Residence Halls** offer a variety of positions for student staff to develop their leadership skills, have positive influences on others and also pay for their college education. Residence Halls employ a [formal curriculum](#) to support students' academic success, build community and foster wellness and healthy choices. Learning Communities also are available (see 3.D.1).
- **Wellness Programs and Services.** The Wallman Wellness Center is a state-of-the art facility that includes access to a licensed dietitian, a wellness education coordinator and numerous fitness and wellness programs and events. (See 3.D.1.)
- **Campus Employment** opportunities enrich students' educational experience. NDSU Dining, for example, has an ongoing training program that rewards students with a pay increase after each semester worked, and also offers Student Supervisor and Student Manager positions for those who display responsibility and leadership skills (see 3.C.6). The [Memorial Union engages student employees](#) in the development of skills and abilities aligned with their educational experience.

##### *Land Grant*

NDSU's co-curricular programs also support students in advancing the success of North Dakota

citizens. Examples include:

- **Civic engagement** programs emphasize working together to make informed public decisions and taking action towards addressing social injustices. Civic engagement initiatives include the [Tapestry of Inclusion](#), [Poverty Simulations](#), and the [Engagement Wall](#).
- The **Volunteer Network (VN)** helps [students find service opportunities](#) in local communities, and engage in service learning. The student staff works with nonprofit agencies to identify individual and group service opportunities that meet the needs of the community, while matching student interests and skills. The VN also coordinates special programs and events throughout the school year to address community needs, engage students in service and educate about social justice issues.

### *Research University*

NDSU involves students in research and brings top researchers and their expertise into classrooms. Examples include:

- **Business and Industry Partners.** Students and companies interact through multiple mechanisms, such as [Students in Technology Transfer and Research](#), [Operation Intern](#) and the Internship Program.
- **NDSU EXPLORE Undergraduate Research Showcase** is an annual opportunity for undergraduate students in all majors to [share current or recently completed research](#) and academic projects.
- **NDSU Research and Technology Park's** annual [Innovation Challenge](#) recognizes innovative activities by NDSU students in three tracks: Social Impact, Graduate Research and Entrepreneurship.
- **Three-minute Thesis Competition** challenges graduate students to succinctly [explain their research](#) in terms that general audiences can understand.

### **3.E.2**

As a student-focused, land-grant, research university, NDSU contributes to students' educational experiences in alignment with its 3 key messages.

#### *Student Focused*

NDSU demonstrates its' commitment to maintaining a focus on students through the general education program to develop knowledge, perspectives, and skills central of a university education (see 3.B), the assessment of academic programs and general education to ensure continuous improvement of student learning (see 4.B), co-curricular programming to complement learning in academic programs (see 3.E.1), and student success studies that reveal the impact of campus initiatives (see 4.C).

#### *Land Grant*

NDSU's land-grant mission is supported through numerous curricular and co-curricular opportunities, including:

- See 3.E.1 for student volunteer opportunities.
- NDSU students engage with the public through their academic programs, as demonstrated by

examples listed in 1.D.3.

- In the 2018 [Student Experiences in the Research University Survey](#), more than half of NDSU undergraduates reported spending time performing community service or volunteering. Thirty-six (36) percent of seniors reported completing an academic service learning or community-based learning experience.

### *Research University*

Many NDSU students are directly involved in research or creative activities as part of their educational experience.

In the 2018 [Student Experiences in the Research University Survey](#), 75% of NDSU seniors reported that they were currently doing or had done a research project as part of their coursework. Many students also reported engaging with faculty on research and creative projects for course credit, for pay, or in a volunteer capacity.

In Spring 2020, the Office of Research and Creative Activities surveyed faculty about the types of undergraduate research occurring at NDSU. Results will be used to develop programming, collaborations, and activities that support undergraduate research.

See 3.E.1 for examples of student engagement in research.

## **Sources**

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

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

### **Summary**

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NDSU offers diverse degree programs that serve its student body and provides an enriched environment for students' development. It begins with how students are admitted and guided into the appropriate programs for both new and transfer students. Once on campus, they are offered a wide range of support services and co-curricular programs to enrich their learning and campus living experiences. NDSU provides numerous professional development opportunities for faculty and staff to ensure qualified personnel. Consistent with its land-grant mission, NDSU provides community engagement and extension services.

### **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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

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

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

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

## Argument

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### 4.A.1

In accordance with State Board of Higher Education (SBHE) [Policy 403.1.2](#), all departments and academic units participate in regular program review to obtain feedback for continuous improvement. Many program reviews lead to substantive positive change, and the program review process is reviewed and updated periodically to provide the most effective feedback to those who put it into action.

The [Program Review Committee](#), a Faculty Senate standing committee engages in the following steps to ensure the quality of program reviews:

1. Develops criteria and [procedures for review](#),
2. Provides [reporting guidelines](#),
3. Provides [training](#) for programs undergoing review,

4. Performs [reviews](#), and
5. Makes [recommendations](#) regarding follow-up actions.

Program review guidelines require that departments evaluate their mission, disciplinary context, student context, resources, and productivity, and create an action plan based on their self-study and the committee review. Committee reviews focus on program quality, avenues for improvement, relationship of the program to the institutional mission and program productivity. Committee reviews are submitted to the appropriate Dean, who consults with the program leader, and then summarizes the review and identifies action steps in a memo to the Provost.

Program Review samples:

- Biological Sciences: Self-study ([undergraduate](#), [graduate](#), [non-majors](#)); [Review](#); [Dean's memo](#)
- College Teaching Certificate: [Self-study](#); [Review](#); [Dean's memo](#)
- Electrical and Computer Engineering: [Self-study](#); [Review](#); [Dean's memo](#)
- General Agriculture: [Self-study](#); [Review](#); [Dean's memo](#)
- Human Development and Family Science: [Self-study](#); [Review](#); [Dean's memo](#)

An [annual report](#) to the NDUS Chancellor summarizes the instructional program evaluations and provides a statement regarding institutional decisions and actions taken in response.

#### 4.A.2

In accordance with NDUS and NDSU policy, Registration and Records evaluates all credits (including experiential and prior learning) with a final comprehensive evaluation before graduation. Departments or committees with program oversight decide unclear cases, particularly in terms of transfer.

#### *Policies Governing Credit Evaluation*

The foundation of credit evaluation is [NDUS Procedures Section 441](#), based on [SBHE Policy 441](#). The procedures establish definitions and requirements for degree credit, non-degree credit, developmental coursework and non-credit instructional activity. SBHE defines a degree credit as “the equivalent of 15 hours of traditional classroom instruction per semester hour of credit” based in “instructional activities provided by the institution which result in the award of college credit that can be applied toward a college degree.”

NDSU uses the SBHE policies and NDUS procedures to establish policies on credit award and transfer to guide the work of professionals in Registration and Records. NDSU's policies are described in the NDSU [Undergraduate Bulletin](#) and in the [NDSU Graduate School's policies](#). NDSU follows NDUS by defining one semester credit as the equivalent of one lecture period (50 minutes) per week for 15 weeks plus a final examination period or, in the case of laboratories, a minimum of two 50-minute periods per week for 15 weeks. Field experiences require a minimum of 40 hours of experience for each credit.

#### *Credit by Examination*

NDSU also awards degree credit through standardized examinations (such as Advanced Placement or the College Level Examination Program), challenge examinations (institutionally-developed examinations that enable a student to earn course credit), evaluated non-college coursework (such as formal instructional programs in the military), prior learning assessment and articulated credit

(degree credit activities that have been evaluated and deemed equivalent to specific courses at the institution).

The [NDUS procedures for credit-by-exam](#) set minimum requirements for successful completion of credit-by-exam programs. Institutions in the NDUS are required to use the [Credit-By-Exam Chart](#) to determine the minimum credit-granting score, number of semester credits to be awarded and the course or type of course to be awarded.

[NDSU's policies on credit-by-exam](#) follow the SBHE's policies. Students can receive credit for earning the appropriate score on the [Advanced Placement](#) exams, on the [College Level Examination Program](#) exams, [DSST](#) Examinations and [International Baccalaureate](#) higher level exams. Students may receive [credit for lower-level international language courses](#) by completing a higher-level course, if they meet certain conditions.

Students also may receive credit by challenging a course. Students who wish to challenge a course must complete the [Petition for a Course Challenge Form](#); obtain approval from their adviser, instructor of the course and chair of the department offering the course; pay the course challenge fee; and successfully pass the challenge.

#### *Experiential Learning Credit*

NDSU awards credit for experiential learning through the Internship Program. Students may receive up to three credits for working 300+ hours per semester in the [Internship Program](#). Students must meet with a professional in the Career and Advising Center and complete the [necessary requirements](#), including a mid-term self-evaluation, an end-of-the-semester self-evaluation and an employer evaluation of the experience.

Non-degree credit is defined as any institutional instructional activities that result in college credit but typically cannot be applied toward a degree. Non-degree credit includes professional development activities and audited courses (degree courses for non-degree credit). With the exception of audited courses (which are recorded with the official course number), all NDSU non-degree credit must be recorded on the official transcript with the course number of 600.

#### **4.A.3**

Policies and procedures from the SBHE, NDUS and NDSU assure effective evaluation of transfer credits by creating much consistency and fluidity within the state ([General Education Requirement Transfer Agreement, GERTA](#)) as students transfer from institution to institution, but also by providing guidance for transfers from other states and countries. More finely grained course evaluation processes ensure that less clear transfer credit decisions are carefully made.

#### *Policies on Transfer Credits*

The SBHE delegates much of the responsibility for determining transfer credit to the system's institutions. [Policy 402.4](#) requires institutions to review coursework completed at institutions or organizations that are accredited by an association recognized by the Council for Higher Education Accreditation or U.S. Department of Education and make available a written description of policies and procedures for transcript evaluation, including identification of an individual or a department that students may contact for transfer information or evaluation. The NDUS procedures have specific requirements for statewide and [system-wide articulation agreements](#), [procedures for institutional](#)

[articulation agreements](#) and SBHE policy for developing [articulation agreements with secondary institutions](#).

The NDUS has two procedures in addition to the statewide articulation agreement that support the transfer of credit between system institutions.

- [Common course numbering](#), negotiated by academic discipline groups, simplifies the transfer process.
- The [General Education Requirement Transfer Agreement](#) (GERTA) provides information on an approved set of general education courses that are transferable between NDUS Campuses and North Dakota's five tribal colleges.

SBHE policy for transfer of [general education requirements](#) covers transfer of general education courses between NDUS institutions. It requires the receiving institution to award general education credit if the course met the general education requirement of the institution "from which the student transfers and satisfies the common general education requirement" established by the SBHE. Students who earn Associate of Science or Arts degrees meet the lower division general education requirements established by the SBHE. (Institutions are permitted to establish general education requirements that go beyond those stated in the policy.)

Annually, the NDUS prepares a "[Guide to Transfer within the North Dakota University System and Other Associated North Dakota Institutions of Higher Education](#)". The purpose of the guide is to "improve student access to college degrees and avoid course duplication or loss of credit when students transfer within North Dakota." While not transfer policies per se, the "Guide to Transfer" describes the general education courses that can be transferred to or from the NDUS institutions and six other institutions in the state.

NDSU's [Transfer Admission Requirements and Admission Procedures](#) describe how students enroll and summarize the process of how transfer credits are evaluated. NDSU's Undergraduate Bulletin provides detailed [guidelines on the transfer of credit](#) from U.S. institutions and international institutions.

The [course evaluation process](#) is used when courses have not been previously evaluated or when there is not an articulation or transfer agreement in place. Registration and Records completes these evaluations after a student has been admitted to the university.

NDSU makes available an [informational guide](#) that students can use when planning transfer. The guide includes a search function and covers both U.S. and international institutions. The [Transfer Student Services website](#) provides policy and resource information for transfer students covering topics such as transfer credit information, housing, financial aid and scholarships.

### *Articulation and Reverse Transfer Agreements*

NDSU's articulation agreements are summarized by [NDSU's Transfer Student Services](#). Articulation agreements are available for the North Dakota University System and its institutions, Itasca Community College, Minnesota State Community and Technical College and North Dakota Air National Guard.

NDSU also participates in the [Tri-College University](#) (see 1.D.3) Exchange and Cooperative Agreement. This agreement allows a properly enrolled student at any of the participating area

institutions a way to exchange courses easily among the institutions.

In April 2015, NDSU and North Dakota State College of Science (NDSCS) finalized a [reverse transfer agreement](#) that established a policy and process for students who transfer from NDSCS to NDSU to apply credits from both institutions toward an associate degree. The Reverse Transfer is especially helpful for students who planned to, but will not be able for some reason, earn a bachelor's degree.

#### 4.A.4

NDSU's institutional infrastructure is built for multiple checkpoints on prerequisites, rigor, expectations for learning, access to learning resources and faculty qualifications. A combination of faculty leadership at the department level and on campus-wide committees, registration and records systems, administrative oversight and state level policy serve to ensure the quality of these areas.

##### *Course Prerequisites and Rigor*

NDSU faculty maintain the final authority over course prerequisites and rigor through the [Faculty Senate University Curriculum Committee](#), which [approves all new courses and changes to courses](#), including prerequisites. The [approval process](#) involves multiple levels, including the department and other affected departments, College Curriculum Committee, Graduate Council (if the course or program is to be offered for graduate credit), General Education Committee, Academic Affairs and Faculty Senate (see 1.A.2, 3.A.1 and 5.B.2). Rigor is further verified after course approval by course and/or program-level assessment, guided by the University Assessment Committee (see 4.B.1).

Prerequisite requirements are listed in the University Bulletin (see [example](#)) and are enforced by Registration and Records through the Campus Connection course registration system that prohibits enrollment unless the identified criteria are met. Departments monitor and review fulfillment of prerequisites and submit administrative drop requests for those students who do not meet the requirements. Course placement guidelines and procedures in mathematics and English are set by NDUS procedure and NDSU policy (see 3.D.2).

##### *Expectations for Student Learning*

See 3.B.1 (General Education) and 4.B.1 (University Assessment Committee).

##### *Access to Learning Resources*

See 3.D.2.

##### *Faculty Qualifications*

[Faculty qualifications approvals](#) originate in each academic department and are subsequently approved by the college dean, Provost and President. (See 3.C.2 for faculty degrees and qualifications and recruitment and hiring procedures.)

##### *Dual Credit*

As noted in 3.A.3, NDSU offers no dual-credit courses.

#### 4.A.5

Specialized accreditation is maintained by 62 degree programs through one or more of 25 specialized accrediting agencies. [Specialized accreditation status](#) is reported in the Undergraduate Bulletin.

#### 4.A.6

NDSU evaluates the success of its graduates through evaluation of post-graduation outcomes and surveys.

- First Destination Career Outcomes Report: The Career and Advising Center publishes an [annual employment report](#) of prior-year graduates with baccalaureate and graduate degrees. Graduates are surveyed before and after graduation by electronic surveys, mailed surveys, and telephone calls to determine post-graduation plans (employment and salary, continuing education, or another outcome). For 2018-19 baccalaureate graduates, 86% reported that they were or would be employed following graduation, 7% reported “continuing education”, and 6 % reporting “seeking employment.” Of the respondents that reported employment, 92% reported that they were employed full-time, 54% reported employment in North Dakota, and 32% reported employment in Minnesota. The median annual salary reported was \$48,000. Among graduate degree recipients, 68 % reported employment, 26% reported seeking continuing education, and 4% reported seeking employment.
- Licensure Exam Pass Rates: NDSU collects [pass rate data on licensure exams](#) in allied health sciences, architecture, counselor preparation, dietetics, engineering, nursing, pharmacy practice, education and veterinary technology. Pass rates often exceed the national averages. Results are shared with the Provost, the State Board of Higher Education, and publicly on the of Office of Institutional Research and Analysis website.
- In addition to licensure pass rates, the School of Pharmacy [tracks the percentage](#) of Doctor of Pharmacy graduates with offers of employment or post-graduate residency and compares the post-graduate residency match rate of graduates after one year with national rates.

#### *Alumni Surveys*

NDSU conducts surveys of undergraduate and graduate alumni on a periodic basis. The last previous [undergraduate alumni survey](#) was conducted in 2014. The last previous graduate alumni survey was conducted in 2013; results of this survey contributed to the development of the [Graduate Professional Skills Academy](#).

Individual departments may evaluate the success of their graduates through survey data. For example, departments in the College of Engineering survey recent graduates as part of their accreditation process. They focus on students’ perceptions of how successfully departments met their ABET program outcomes.

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## 4.B - Core Component 4.B

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

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

### Argument

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#### 4.B.1

##### *Goals for Student Learning*

NDSU's commitment to student learning and improvement is evident in its two sets of goals for student learning: the general education [Core Undergraduate Learning Outcomes](#) (see 3.B.2), last approved by the Faculty Senate in 2017, and the [Co-Curricular Learning Outcomes](#) (CLOs), last approved by the Co-Curricular Learning and Assessment Committee in 2019. The general education outcomes are made available to students in the [Bulletin](#). The Co-Curricular Learning Outcomes are shared with students by program leaders as they are taught by co-curricular programs.

##### *Processes*

NDSU supports assessment of curricular learning through policies and practices.

- All course syllabi are required to list course outcomes ([NDSU Policy 331.1](#)).
- All general education courses are required to provide examples of student activities that address the general education learning outcomes (see 3.B.2) and include that information on their syllabi. [Syllabi templates](#) indicate syllabi requirements (see [example](#)).
- The Director of Assessment and Accreditation [position](#) was reinstated effective January 2020. One major responsibility of this position is to develop, implement, and oversee a sustainable university assessment program that is both high-quality and well-defined.

The [University Assessment Plan](#), finalized in 2014, identifies goals, outlines implementation of goals, and identifies the responsibilities of the University Assessment Committee.

##### *Academic Program Assessment*

The [University Assessment Committee](#) (UAC), a Joint Standing Committee of the Faculty Senate, organizes regular assessment of the achievement of student learning outcomes for academic programs and NDSU Extension.

The UAC requests and reviews annual assessment reports from academic units. Each spring the UAC

updates and distributes [guidelines](#), a reporting [template](#), and the UAC's evaluation rubric (see below) for reports due October 1. Within the report, units are expected to address the following questions for each credential in their unit (accredited programs are asked for only items 2 and 4):

1. What are the learning outcomes for each credential?
2. How do you assess credential-level learning outcomes for each credential?
3. Please summarize the results of your assessment data with brief quantitative or qualitative data and an interpretation for the reviewer.
4. Summarize how you have used assessment results to improve student learning in each credential.

Submitted reports are reviewed by a UAC faculty member as well as by the Director of Assessment and Accreditation using a rubric ([accredited programs](#) | [non-accredited programs](#)). The Director of Assessment and Accreditation prepares a cover letter combining their analysis with that of the primary reviewer. The review goes to the department, the dean and the provost. A sample of report reviews and feedback letters are provided below (associated assessment reports are provided in 4.B.2 and 4.B.3).

- [Criminal Justice & Political Science](#)
- [College of Business Undergraduate Programs](#)
- [Exercise Science](#)
- [Graduate English](#)
- [Microbiological Sciences](#)
- [Pharmacy](#)
- [Sociology & Anthropology](#)
- [Statistics](#)

### *Co-Curricular Program Assessment*

Student services, student affairs and auxiliary units for whom student learning is a part of their mission submit an [annual assessment report](#) to the Co-Curricular Learning and Assessment Committee (CCLAC). Units select one of three reporting deadlines: October 1, March 1, or June 1. Within the report, units are expected to:

1. Provide an overview of the program provided by the unit and the goals for the program
2. Identify which of the CLOs are aligned with the program
3. Describe how the unit collects evidence of student learning for the program
4. Describe assessment results
5. Describe how the assessment results were used and shared with stakeholders.

The CCLAC assigns committee members, which consist of student affairs and auxiliary unit staff (including two which serve as CCLAC committee co-chairs) and the Director of Assessment and Accreditation, to individually review and provide feedback on reports using a [rubric](#). Reviews and feedback are returned to co-curricular units and shared with two administrators broadly overseeing the reporting units: the Vice Provost for Student Affairs and Enrollment Management and the Associate Vice President for Finance and Administration. A sample of report reviews and feedback is provided below (associated assessment reports are provided in 4.B.2 and 4.B.3).

1. [Career and Advising Center – Career Studio](#)
2. [Student Activities Office](#)

### 3. [Student Health Service](#)

#### 4.B.2

##### *Academic Program Assessment*

Assessment reports submitted to the UAC as outlined in 4.B.1 demonstrate assessment of curricular learning outcomes. Common program assessment instruments include designated course assignments, senior capstone projects, standardized disciplinary exams, and licensure exams. A sample of assessment reports is provided below (linked to sections of reports that describe how the program assesses learning outcomes; see yellow highlighting).

- [Criminal Justice & Political Science](#)
- [College of Business Undergraduate Programs](#)
- [Exercise Science](#)
- [Graduate English](#)
- [Microbiological Sciences](#)
- [Pharmacy](#)
- [Sociology & Anthropology](#)
- [Statistics](#)

In addition to reports to the UAC, student curricular learning is assessed in the following:

- The First-Year Writing program [annually assesses](#) a 10-15 percent sample of student portfolios from 150-200 First Year Writing sections to systematically evaluate to what extent students met the two general education outcomes for the course, “communicating effectively in a variety of genres for a variety of audiences and contexts” and “integrating knowledge and ideas in a coherent and meaningful manner.
- The Upper Division Writing program [annually assesses](#) student writing portfolios to assess effectiveness of writing for “Genre, Audience, Purpose, and Situation” or “Integrating Knowledge and Ideas in a coherent and meaningful manner.”
- The [Graduating Senior General Education Survey](#) asks seniors to report the extent to which their experiences at NDSU contributed to their achievement of general education learning outcomes.
- The Office of Institutional Research and Analysis administers the National Survey of Student Engagement or [Student Experiences in the Research University](#) survey approximately every 2 years (NSSE: 2002-2013, 2020; SERU: 2016 and 2018). Results are shared with administrators and publicly on the [Institutional Research website](#).

##### *Co-Curricular Program Assessment*

Assessment reports submitted to the CCLAC as outlined in 4.B.1 demonstrate assessment of co-curricular learning outcomes. A sample of assessment reports is provided below (linked to sections of reports that describe how the unit assesses learning outcomes; see yellow highlighting).

- [Career and Advising Center – Career Studio](#)
- [Student Activities Office](#)
- [Student Health Service](#)

#### 4.B.3

NDSU is committed to using assessment results to improve student learning in both curricular and co-curricular programs. [Policy 332](#) (Assessment of Teaching) was revised in 2014 to clarify that one of four guiding principles in the policy is “to emphasize the improvement of teaching and learning.”

Departments and programs use assessment data to modify course content, identify appropriate course sequencing, and adjust program requirements. A sample of assessment reports is provided below (linked to sections of reports that describe how the program is using assessment results; see blue highlighting).

- [Criminal Justice & Political Science](#)
- [College of Business Undergraduate Programs](#)
- [Exercise Science](#)
- [Graduate English](#)
- [Microbiological Sciences](#)
- [Pharmacy](#)
- [Sociology & Anthropology](#)
- [Statistics](#)

#### *Co-curricular Program Assessment*

Co-curricular programs use assessment data to modify offerings and update programming. A sample of co-curricular assessment reports is provided below (linked to sections of reports that describe how the unit is using assessment results; see blue highlighting).

- [Career and Advising Center – Career Studio](#)
- [Student Activities Office](#)
- [Student Health Service](#)

#### **4.B.4**

Faculty and department administrators participate in the assessment of student learning. Academic programs determine how they will assess student learning based on reporting guidelines provided by the UAC (see 4.B.1), which consists primarily of faculty members. Similarly, co-curricular units determine how they will assess student learning based on reporting guidelines provided by the CCLAC (see 4.B.1). Staff within each unit participates in assessment.

[Policy 352](#) (Promotion, Tenure, and Evaluation) establishes teaching as one criteria of faculty evaluation, including the continuous improvement of courses or instructional programs.

To ensure that the institution continues to engage in good assessment practice, [NDSU is applying for the HLC Assessment Academy](#) to begin Fall 2020.

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## 4.C - Core Component 4.C

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

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

### Argument

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#### 4.C.1

##### *State Framework for Goals*

The SBHE provides a framework for retention, persistence and completion goals. Its "Framework for Transformational Change: 2015-20" directs institutions to "increase students' overall attainment rates through increased participation, retention and completion." It does not set specific targets but mandates increases in retention and four-year and six-year graduation rates.

##### *NDSU Goals*

The NDSU [2015-20 Strategic Plan](#) set attainable graduation rate goals:

1. Increase four-year graduation rate from 25% to 30%.
2. Increase six-year graduation rate from 50% to 60%.

NDSU achieved the graduation rate goals set forth in the 2015-20 Strategic Plan. Current four-year and six-year [graduation rates](#) are 41.2% and 60.3%, respectively. Compared to IPEDS graduation rate data reported by regional land-grant research university peers in 2018, NDSU's 2018 [4-year graduation rate](#) and [6-year graduation rate](#) were at or close to the median of this peer group.

The NDSU 2015-20 Strategic Plan set [goals of improving first-year retention and sophomore to junior retention](#). One associated task was implementation of an early warning system. NDSU now uses EAB's Navigate platform (see 4.C.3) which includes an advising platform and an early warning system. Compared to IPEDS retention rate data reported by regional land-grant research university peers in 2018, NDSU's 2018 [first-year retention rate](#) was at the median of this peer group.

#### 4.C.2

NDSU collects and analyzes information on student retention, persistence, and completion of programs.

Institutional retention and graduation rates are calculated by the Office of Institutional Research and Analysis following IPEDS methodologies. These are shared first with university administrators and then publicly on the [Institutional Research and Analysis webpage](#).

The Office of Institutional Research and Analysis provides academic unit leaders with dashboards that can be used to investigate key indicators of student performance including [enrollment](#), [retention](#), [completions](#), and other metrics. These dashboards allow a high degree of data filtering. Dashboards are provided on a secure platform (Power BI).

NDSU analyzes retention and graduation differences among demographic groups, particularly for underserved populations. NDSU's [application for the 2019 APLU Degree Completion Award](#) demonstrates changes in outcomes for students of color and Pell grant-eligible students in relation to the whole student body.

Additional data and analyses that are used to investigate retention, persistence, and completion of programs include:

- [Common Data Set](#)
- [IPEDS Feedback Report](#)
- [National Survey of Student Engagement](#) (NSSE; administered 2001-2013; 2020)
- [Student Achievement Measure](#)
- [Student Experiences in the Research University Survey](#) (SERU; administered 2016 and 2018))
- [VSA Analytics](#) (formerly College Portrait)

#### 4.C.3

NDSU uses information about student retention, persistence and completion to make improvements to policies, practices, and resources for students. Recent examples include:

1. [Navigate Advising Software](#): NDSU continues to invest in improving advising, including through the use of [Navigate](#) advising software (see 3.D.3). The [Navigate](#) Coordination Team, co-chaired by the Dean of Students and the Associate Director of the Career and Advising Center, assesses opportunities to use [Navigate](#) software to improve retention and completion rates, and work toward closing achievement gaps.
2. [DegreeMap](#) and [Schedule Planner](#) software: In response to student concerns about lack of clarity around course availability and timing and curricular requirements sometimes leading to delayed graduation, NDSU contracted with [DegreeMap](#) and [Schedule Planner](#) to improve students' ability to map out their degree plan. Both these products are available to all undergraduate students and are supported by the Office of Registration and Records. They enable students to [design a path to a degree](#) upon matriculation to NDSU and help students and advisors understand course availability/timing and curriculum requirements.
3. [Gateways-ND](#): The [Gateways-ND faculty professional development program](#) housed in the Office of Teaching and Learning supports the development of effective, inclusive teaching and learning practices (see 3.C.4). This NSF-funded program was developed following NDSU's success with the Gardner Institute's [Gateways to Completion](#) program. More than 170 faculty have participated in [Gateways-ND](#) since 2016. The program aims to help faculty:

- Make their STEM Courses learner-focused and engaging,
  - Draw on modern evidence-based pedagogy and course design to increase student learning,
  - Improve student outcomes in their courses, and
  - Join a supportive cohort of faculty interested in teaching and learning.
4. Aldevron Tower (see 5.C.2): This expansion to Sudro Hall enables all College of Health Profession programs to be co-located. The new facility provides additional research space as well as innovative teaching spaces and will help facilitate program growth in disciplines that are critical to serving the state and the region. Nursing is the largest undergraduate major on the NDSU campus; however, many highly-qualified pre-nursing students are not admitted to the nursing program due to capacity restrictions.
  5. The [minimum required credits for a baccalaureate degree](#) was reduced from 122 to 120 credits effective Fall 2017 in alignment with [NDUS Procedure 409](#).
  6. Exploratory Areas: Undecided students may now select an [Exploratory Area](#) that reflects their interests, without committing to a major. Students enrolled in an Exploratory Area take general education courses applicable to programs within their Exploratory Area. Exploratory Areas were developed to address low retention rates and low feelings of connectedness to academic programs among Undecided students.

#### 4.C.4

NDSU adheres to common practices for collection and analysis of institutional data. Collection, analysis, and dissemination of student data is guided by [FERPA](#) policy and IPEDS methodologies. NDSU staff and administrators maintain active membership in relevant professional organizations, including AACRAO (American Association of Collegiate Registrars and Admissions Officers) and AIR (Association for Institutional Research), to ensure current knowledge of best practices.

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## 4.S - Criterion 4 - Summary

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

### Summary

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NDSU is a public, land-grant institution that serves a wide range of students through numerous undergraduate and graduate degree programs and through extensive student support services. NDSU meets this criterion through a variety of mechanisms.

1. NDSU has a well-established program review process to systematically evaluate all academic departments and interdisciplinary degree programs. Many departments have used feedback from program review to make appropriate changes.
2. NDSU has strong systems in place to evaluate and guarantee academic quality of the credits it awards and accepts in transfer.
3. NDSU maintains specialized accreditation for its programs and communicates these accreditations clearly and consistently.
4. NDSU regularly evaluates the success of its graduates through a variety of institutional, college and department tools.
5. NDSU regularly and effectively assesses both curricular and co-curricular learning. Both academic departments and student affairs units have made improvements based on assessment results.
6. NDSU has a developing culture of institutional research that is employed to analyze problems in student success, retention, persistence and graduation.

### Sources

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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

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

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

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

## Argument

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### 5.A.1

#### *Fiscal Resources*

NDSU's [Annual Financial Report](#) for fiscal year 2019 (FY2019; July 1, 2018-June 30, 2019) summarizes the university's overall financial picture. It confirms NDSU has a fiscally sound financial base and the necessary infrastructure to support its current operations. In 2018-19, NDSU had an annual budget of \$516,830,626. This budget is comprised of operating and non-operating revenues of state appropriations (23%), tuition income (24%), grants and contracts (13%), auxiliaries (10%) and miscellaneous revenue sources (30%). The actual operating and non-operating expenses for FY 2019 were 67% salaries, wages and benefits; 24% operating expenses; 6% depreciation expense; and 3% miscellaneous expenses.

The following measurements confirm this conclusion:

- Higher Learning Commission – Composite Financial Indicator (CFI): NDSU's [composite financial indicator](#) was 2.43 in FY19 as compared to [3.06 in 2018](#). NDSU's CFI is well above the 1.0 benchmark set by the HLC. The most significant factor in the decrease from FY18 is the financial activity of the component units (NDSU Foundation and Alumni Association). Unrealized investment losses were recognized in the Foundation's financial activity during the

Foundation's fiscal year ending December 31, 2018. When excluding the component units the university CFI increased from [1.38 to 1.46](#).

- Moody's Investors Service: On June 29, 2017, NDSU received an [Aa3 rating from Moody's](#) on the university's series 2017A Housing and Auxiliary Facilities Revenue Bonds and the 2017B Housing & Auxiliary Facilities Revenue Refunding Bonds. This rating was based on NDSU's strong growth of flexible reserves to provide coverage of debt and flexibility to absorb any declines in state operating support. The rating was also based on NDSU's status as a land-grant university with growing research activity combined with strong budgeting discipline and anticipated tuition revenue growth at the time.
- Standard and Poor's: On June 4, 2019, NDSU received an [AA- rating from Standard and Poor's](#) on its housing and auxiliary facilities revenue bonds. The rating reflects their view of NDSU's strong financial profile made up of solid available resources, good financial policies, and a low debt burden. Other strengths included a broad geographical enrollment base, a healthy increase in state funding passed for the 2019-2021 biennium budget and positioning itself as the flagship institution among its peers.
- Current Ratio: [Current ratio](#) improved from 2.34 in FY18 to 2.60 in FY19. A ratio of 2 or greater is considered healthy and demonstrates whether or not the University has enough readily available resources to pay its short-term bills and liabilities.

NDSU relies on multiple sources of revenue including the following primary sources: 1) state appropriations; 2) revenue generated from students; 3) grants and contracts and 4) separate appropriated funds for related agencies.

1. State Appropriations: North Dakota uses a higher education funding formula under [N.D.C.C. 15-18.2](#) that allocates resources to institutions based on volume and level of completed credit hours. For the 2019-21 biennium, [NDSU received a base funding increase of a 2 percent salary increase for FY20, a 2.5 percent increase for FY21, and a fully-funded fringe benefit package.](#)
2. Revenue generated from students: Per-student revenue has increased over time primarily through rate increases in tuition, fees, and room and board. [Total revenue from students has decreased since 2018-19](#) due to decreased total enrollment and increased 4-year graduation rate (see 4.C.1). For the 2019-21 biennium, NDSU has implemented a [tuition increase of 10.5 percent for FY19 and 4 percent for FY20](#). The 10.5 percent increase in FY19 consisted of a 4 percent increase to the base tuition and a 6.5 percent increase due to a [new tuition model](#). The new tuition model was implemented in the fall of 2018 in accordance with [principles established by the SBHE](#). The increase in tuition is due to program fees and course fees being absorbed in the cost of tuition, which is revenue neutral to NDSU. The model also has a tuition flat rate capped at 13 credits as it is intended to provide consistent residency rates and categories for on-campus and on-line tuition. Any increase in tuition revenue outside of the new tuition model increase will be used to cover the costs-to-continue, which mainly involves the compensation package not funded by the legislature.  
According to the ND University System Strategic Plan [dashboards](#), tuition and mandatory fees at North Dakota research universities are lower than the [regional average](#).
3. Grants and Contracts: In FY18, NDSU reported \$145,669,000 in research expenditures in the [National Science Foundation Higher Education Research and Development \(HERD\) Survey](#) (see 3.B.5). In the 2015 Carnegie Classification update, NDSU was classified as High Research Activity. Due to the substantial changes in the methodology used to calculate Carnegie Classification, the previously-stated goal of maintaining Very High Research classification became an impractical metric to use for NDSU's self-assessment of research productivity and fulfillment of its research mission. NDSU maintains an active research profile.

4. Separate appropriated funds for related agencies: NDSU Extension, the Agricultural Experiment Stations, the Northern Crops Institute, the Upper Great Plains Transportation Institute, and the North Dakota Forest Service each receive appropriated funding separate from that of the university. Designation of North Dakota Agricultural Experiment Stations and Research Extension Centers and their funding protocols exist under [N.D.C.C. 15-12.1](#) (under Title 15: Education), reaffirming their purpose as serving the educational needs of the state.

### *Human Resources*

NDSU maintains sufficient [faculty and staff](#) to carry out its educational obligations (see 3.C.1) and Strategic Plan goals.

### *Physical Infrastructure*

The main NDSU campus in Fargo includes 95 buildings owned on the [main campus](#). NDSU also leases and operates 10 additional buildings. The main campus sits on 261 acres; statewide, NDSU is located on 19,869 acres. The statewide figure includes the main campus, the Research and Technology Park, the main Agricultural Experiment Station and seven research centers throughout the state.

The [campus master plan](#) accommodates both growth in programs and renovation of older buildings, some dating from NDSU's inception in 1890. The campus master plan, updated every six years, is integrated into the [North Dakota University System \(NDUS\) master plan](#) for all campuses. The system wide plan is used for requesting additional appropriated resources for new buildings and deferred maintenance. NDSU has completed several [major building projects](#) since 2015, and there are currently several underway.

According to the [NDUS Space Utilization report](#), classrooms and labs at NDSU were utilized at 68% and 101%, respectively, during the 2018-19 academic year when compared to [NDUS space utilization targets](#) determined by hours used each week and filled-capacity percentage.

### *Technological Infrastructure*

NDSU's Division of Information Technology reports to the Provost. Its primary funding is from allocated appropriated funding and student fee revenue. Student Government approved an increase in the [NDSU Technology Student Fee](#) to \$108.78 (for full-time students) in the fall of 2018. This rate remained unchanged for the Fall of 2019.

Technological infrastructure continues to meet the needs of faculty, staff, and students. In 2017, NDSU installed an [Internet of Things](#) network across campus which allows for non-traditional devices to connect to the network. In the Fall of 2019, the Information Technology Division centrally licensed a personal response (clicker) system for the campus (see 3.D.4). NDSU is a member of the [Northern Tier Network Consortium](#), an ultra-high-speed regional cyberinfrastructure network supporting research and education. The IT Division also began updating wireless access points in the summer of 2019. Information technology infrastructure related to teaching is discussed in 3.D.4.

## **5.A.2**

Legislative appropriations designate NDSU as a separate subdivision from other institutions in the NDUS and the system office. Funds appropriated to NDSU are to be used for the mission of NDSU.

This state appropriated revenue is available for all NDSU programming, whether provided on the main campus, online, or located at an additional location such as NDSU's Nursing at Sanford Health in Bismarck, North Dakota.

### 5.A.3

NDSU's [2015-20 Strategic Plan](#) incorporates NDSU's mission and values. The 2015-20 Strategic Plan outlines goals in the areas of research, student success, and outreach. NDSU faculty, staff, and students continue to receive high levels of grant funding (see 3.B.5) and produce research and creative activities that are innovative and impactful.

Related to student success, NDSU's 2015-20 Strategic Plan goal to improve 4-year and 6-year graduation rates was met (see 4.C.3). As a next step in graduation rate improvement efforts, discussions about equity in graduation rates are underway (see 4.C.3).

In outreach, NDSU's goal is to promote engaged scholarship by building on its successful Extension Service presence in North Dakota (see 1.D.1 and 1.D.3).

NDSU's [Core Values](#) guide internal and external communities of stakeholders in understanding the goals NDSU uses to prioritize its resources. Examples of how the Core Values are woven into the fabric of NDSU's culture include:

- Land-grant: As a land-grant institution, NDSU recognizes and responds to the needs of the global community and the state of North Dakota. NDSU's [2015-20 Strategic Plan](#) and [2020-25 Strategic Plan](#) prioritize service to state and align financial commitments with this priority.
- People: Through recruitment, programming and resources housed in many departments and offices, NDSU supports a diverse community of faculty, staff and students (see 1.C). Shared governance (see 5.B.2), transparency of governing bodies, and community engagement (see 1.D.3) provide opportunities for including diverse perspectives in the governing of NDSU.
- Teaching and Learning: The Office of Teaching and Learning (see 3.C.4) provides opportunities for faculty and graduate students to develop their pedagogical skills. Related support programs include on-going teaching assistant training, faculty learning communities, and support of active learning (see 3.D.4 for teaching and learning infrastructure). In addition, the University Assessment Committee, a standing committee of Faculty Senate, and the Director of Assessment and Accreditation are available to assist faculty in developing and implementing assessment (see 4.B.1). Additionally, the Co-Curricular Learning and Assessment Committee provides guidance for assessment of co-curricular activities (see 4.B.1).
- Accountability: Through the NDUS structure, NDSU is directly accountable to the citizens of North Dakota (see 2.C).

NDSU's [2020-25 Strategic Plan](#) incorporates NDSU's mission and values. The Strategic Plan includes four themes: 1) Academic Excellence and Research; 2) Student Success and Achievement; 3) Resource Planning and Development; and 4) Diversity, Inclusion, and Respect. These themes support the new Mission, Vision, and Core Values. The Resource Planning and Development theme identify strategies to ensure NDSU utilizes its fiscal, technological, physical, and human resources to implement the goals of this Strategic Plan. Information provided in 5.A.1 further verifies that NDSU has these resources.

### 5.A.4

NDSU's processes for recruiting, hiring, orienting and providing ongoing training for faculty and staff are described in 2.A, 3.C.2, 3.C.3, 3.C.4, and 3.C.6. NDSU requires all employees to complete safety, preventing sexual harassment, Title IX and fraud awareness training courses annually (see 2.A and 3.C.6). Additionally, employees who supervise others or work with specialty equipment or hazardous materials are required to take additional training courses related to their position responsibilities. All supervisors are required to take additional Title IX training. NDSU automatically tracks trainings to assist employees and supervisors with training compliance.

### 5.A.5

#### *Budget Process*

NDSU's [budget process](#) is subject to legislative authorization of appropriated funds, SBHE approval and NDUS guidelines. NDSU's budget process includes budgeting for the academic mission and for associated programs of the Forest Service, Upper Great Plains Transportation Institute, Agriculture Extension Services, Experiment Stations and Northern Crops Institute. The process of the biennial budgeting is as follows:

1. The SBHE sets operating budget request priorities in April of even numbered years. The operating priorities approved for recurring base funding are included in the submission. The biennial operating base budget generally includes salary and non-salary expenditures, deferred maintenance and extraordinary repairs. The SBHE also ranks and approves priority requests for the system for consideration in the biennial budget proposal submission. Examples of requests for legislative funding include the Governor's Higher Education Funding Model and Campus Security and Emergency Preparedness. The SBHE prioritizes capital project requests in June of even numbered years and includes them in the biennial budget request.
2. After priorities are set by the SBHE, NDSU develops its [budget proposal](#) and submits it to the state's Office of Management and Budget (OMB) in July of even-numbered years. After OMB review, NDSU's budget request, as part of the NDUS package, is forwarded to the governor for review and executive recommendation to the legislature, usually in December of even numbered years. Beginning in January of odd numbered years, the legislature analyzes, discusses, revises and approves the NDUS budget request. The approved budget request is set for the upcoming biennial period starting July of odd years (e.g. July 1, 2019 through June 30, 2021).
3. Once the legislature approves the biennial budget, the SBHE sets annual budget guidelines, including criteria for room and board, salary and operating, tuition and fee rates for the upcoming fiscal/academic year. When determining budget guidelines, the SBHE reviews the operating budget request and tuition and fee proposals by NDSU and the other institutions. The tuition and fee proposals by the institutions also may include student approval (see 5.B.1-2). Once approved by the SBHE, the guidelines are distributed by the NDUS.

At NDSU, the president, with input from the cabinet, may establish additional guidelines, including salary administration guidelines. NDSU's Budget Office prepares a comprehensive annual budget for all funds according to the established and approved guidelines, for room and board, salary and operating, tuition and fee rates. All units prepare and review annual budgets, which must reflect all revenue and expense activity, based on the best information available at the time of submission to the Budget Office, which reviews and compiles them to ensure accuracy and compliance with guidelines. The Budget Office prepares schedules and projections, assembles necessary documents and performs a comparison of budgets submitted to available funding. NDSU's President approves the [final budget](#) submitted to the NDUS Chancellor, who reviews and approves on behalf of the SBHE.

In the Fall of 2019, the [cross-campus ad hoc Budget Committee](#) was created to review budget reduction proposals from campus leaders and help identify common themes; opportunities for growth; improved efficiencies; and possible reassignments emerging from the proposals. The budget reductions were a result of two years of decreased new student enrollment. Results of a [Faculty Senate budget survey](#) were shared with the ad hoc Budget Committee to further provide faculty input.

Various levels in the organization (department, college, division or vice president, agency appropriation and university) are responsible for budget review and monitoring on a regular basis, including comparisons of actual revenue and expenditure activity.

Each level of the organization is assigned responsibility for operating within the approved budget. The Enterprise Resource Planning (ERP) financial system provides a real-time budget reporting environment for monitoring and tracking the budget expended and remaining. The system provides controls for disallowing expenses to post against budgets once they have been fully expended. Numerous reports are available within the financial system for monitoring budgets. Accounting and Human Resources/Payroll provide training for utilizing the software.

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## 5.B - Core Component 5.B

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

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

### Argument

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#### 5.B.1

[SBHE Policy 100.6](#) outlines the authority of the State Board of Higher Education (SBHE) (see 2.C) to oversee NDSU's financial and academic policies and practices. The SBHE appoints a Chancellor, who is the chief executive officer of the SBHE and NDUS. The Chancellor's duties and responsibilities are defined in [SBHE Policy 304.1](#) and other SBHE policies or directives. NDSU's President is a member of the Chancellor's executive staff. The President's duties and responsibilities are described in [SBHE Policy 305.1](#) and other SBHE policies, or SBHE or Chancellor directives.

SBHE members learn about NDSU through new member orientation and interactions with the President and other members of the cabinet. The NDSU President attends all SBHE meetings and regularly presents at SBHE meetings. Other NDSU executives attend and/or present at SBHE meetings as appropriate. NDUS personnel interact with NDSU administrators, staff, and faculty through regular meetings of NDUS councils, including the Academic Affairs, Student Affairs, and Administrative Affairs Councils, as outlined in [SBHE Policy 302.4](#).

#### 5.B.2

NDSU's shared governance includes administrators, faculty, staff and students. Examples include:

- [President's Cabinet](#) is composed of campus executives and senate leadership. The Cabinet meets approximately weekly.
- [Faculty Senate](#) is responsible for the review and approval of policy regarding academic freedom, curricular matters, research and scholarship, promotion, tenure and evaluation, and other academic matters (see 1.A.2, 3.A.1, 3.B.1 and 4.A.4). The Faculty Senate has [13 Faculty Senate-only committees and 5 joint committees](#) that recommend changes in curriculum and policy for the Faculty Senate's approval. The committees also provide direct input on various university planning and policy initiatives. The Faculty Senate [meeting schedule and minutes are shared publicly](#) and demonstrate the breadth of issues considered by this body (see [example](#)), including discussion of the budget, general education, diversity, and inclusion initiatives. The Faculty Senate has one member elected for every 15 eligible faculty within each

college and meets monthly during the academic year. The Provost and President attend most Faculty Senate and Faculty Senate Executive Committee meetings and may address each group.

- Faculty Senate Executive Committee is composed of the Faculty Senate President, Immediate Past President, and President-Elect, and college representatives. This committee meets two weeks prior to the Faculty Senate to set the Faculty Senate meeting agenda.
- [Student Senate](#) represents students and reviews, recommends and participates in the formulation of university policies of interest. It reviews items related to delivery of student services, academic affairs, and institutional priorities. In addition to officers, it has student senators representing each academic college and meets weekly during the academic year. Students provide input to proposed tuition and fee increases. The [Student Fee Advisory Board](#) within Student Government reviews and authorizes mandatory student fees requests.
- [Staff Senate](#) consists of 60 elected members (approximately 5 percent of the broadbanded staff) from the following staff position categories: Professional; Technical; Office; Crafts and Trades; and Service. Each member serves a two-year term, and may serve on one or more of the Staff Senate standing committees. This committee advises university administration about needs and concerns of the staff, participates in institutional planning activities, and sponsors professional development and other activities for staff members.
- The [Senate Coordinating Council](#) facilitates the policy review process by the various Senates. The voting members include the presidents of the Faculty Senate, Staff Senate, and Student Body along with one representative from each. The non-voting members include the VP of Finance and Administration and two representatives from the Office of the Provost.

### 5.B.3

Faculty, students, and staff participate in standing committees engaged in setting academic requirements, policy, and processes. These committees include the Faculty Senate (see 5.B.2), the University Curriculum Committee (see 3.B.2), General Education Committee (see 3.B.2), the University Assessment Committee (see 4.B.1), and the Co-curricular Learning and Assessment Committee (see 4.B.1).

Faculty, students, and staff also engage in institutional processes that determine institutional priorities and resource allocations that may affect academic programs. The process for creating the 2020-25 Strategic Plan involved faculty, staff, students, and external stakeholders representing diverse academic and non-academic areas of NDSU and the local community (see 1.A.1).

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Argument

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#### 5.C.1

See budget process under 5.A.5

#### 5.C.2

The 2015-20 Strategic Plan (see 5.C.3) illustrates how NDSU links processes for assessment of student learning, evaluation of operations, planning and budgeting. The Strategic Plan used institutional data, surveys and program reviews to focus efforts on concerns related to completion of NDSU's mission. A process of review, assessment and planning was carried out to determine the allocation of resources to activities to improve NDSU's ability to carry out its mission.

Resource allocation supporting assessment and evaluation activities across campus demonstrates institutional commitment to linking assessment and evaluation with planning and budgeting. This includes support for institutional research, 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.

The Program Review Committee performs periodic reviews of academic programs and makes recommendations to the Provost (see 4.A.1). Program review considers many facets of academic programs, including assessment of student learning. The University Assessment Committee reviews assessment of student learning in academic programs (see 4.B.1). The Co-Curricular Learning and Assessment Committee reviews assessment of student learning in co-curricular programs (see 4.B.1). The newly re-formed General Education Committee will lead assessment of general education outcomes (see 3.B.2).

Financial and operational decision-making processes use institutional data, program reviews, campus surveys, and other relevant information to determine priorities. The following examples demonstrate the link between student success studies evaluation of operations, planning and budgeting.

- [Cater Hall](#) – Opened Fall 2019 – Sophomore-oriented residence hall; addresses lack of on-campus housing for sophomores; housing opportunity and related programming support sophomore retention.
- [A. Glenn Hill Center](#) – Opened Spring 2016 – STEM-focused building designed to enhance student learning through state-of-the-art classrooms and labs. The building features spaces that support active, inclusive teaching and learning. Helps address long-standing concerns about lack of active teaching spaces and inequity in traditional teaching practices.
- [Aldevron Tower](#) – Opened December 2019 – Increases capacity of nursing program; addresses concerns about retention of students not accepted to nursing program due to capacity.
- [Novelution Software](#) – implemented 2019-20 - Electronic research management system that integrates research documentation into a single core system.
- EAB Navigate Software – implemented Fall 2016 – Advising platform that unites technology, predictive analytics and advising excellence to boost student retention and success (see 4.C.3).
- DegreeMap and Schedule Planner software (see 4.C.3)

### *Budget Priorities*

- The number of full-time tenure-line faculty positions were maintained during budget reductions (see 3.C.1). Maintenance of academic programs and student service units were also prioritized in budget reductions.
- Changes to Student Affairs administrative structure (see 1.A.2) maintained front-line student services staff and reduced executive positions.

### **5.C.3**

#### *2015-20 Strategic Plan*

NDSU's [2015-20 Strategic Plan](#) is a comprehensive plan informed by many stakeholders, specifying a new set of measurable, attainable goals. Consideration of NDSU's historical and current strengths and challenges, and the evolving needs of the institutional, state, national and global community shaped the strategic planning process.

Development of the 2015-20 Strategic Plan (see 2.C.1) involved three task forces broadly focused on student success, outreach and service, and research excellence which engaged with faculty, staff and students throughout the planning process using multiple platforms.

#### *2020-25 Strategic Plan*

The [2020-25 Strategic Plan](#) was compiled by a main Strategic Planning Committee and four working groups. These groups focused on: Academic and Research Excellence; Student Success and Achievement; Resource Planning & Deployment; and Diversity, Inclusivity and Collegiality. The [committee consisted of 19 members](#); the [working groups included a total of 60 individuals](#). Those members include faculty, directors, deans, student body representatives, and local community members. The main committee and working groups met frequently over the fall 2019 semester to develop and revise drafts to be presented to the Provost's and President's offices.

As part of the 2020-25 strategic planning process, a [survey](#) was sent to students, faculty, staff, and administrators to help determine areas that need improvement at NDSU. Faculty retention, student retention, and online course offerings emerged as the most important issues to address. Suggestions from students to create further value on their educational investment included improved

communication and dissemination of relevant information, and the option of a three-year degree program that could be offered by including summer and online classes.

A [strength, weakness, opportunities, and challenges \(SWOC\) analysis](#) was also conducted during this process. Strengths included a strong positive culture, quality people and programs, and commitment to research. The weaknesses were indicated as funding challenges, parking, quality of leadership, diversity of the student body, flexible course offerings, and effective communication by administrators.

The 2020-25 strategic planning process was originally scheduled to be completed in summer 2020, following town hall forums and listening sessions for additional feedback and input from stakeholders. Due to ongoing concerns about changing institutional realities due to the COVID-19 pandemic and concerns about the ability of stakeholders to fully engage in the final stages of the planning process during these changes, finalization of the 2020-25 Strategic Plan has been postponed until fall 2020.

#### 5.C.4

NDSU's budget is based on a conservative estimate of future revenue sources. This includes forecasts of student enrollment, expected state appropriations and anticipated grant spending. [SBHE policy 810.1](#) requires the university to maintain a 5% reserve to cover unexpected decreases in revenues. (See 5.A.1 and 5.A.5.)

#### 5.C.5

Institutional planning at NDSU anticipates and responds to emerging factors.

##### *Enrollment*

The [Strategic Enrollment Management Committee](#) developed a [Strategic Enrollment Management Plan](#) in 2017 that outlined direction and goals for NDSU enrollment and anticipate campus priorities for supporting incoming students.

In Fall 2018, NDSU responded to an unanticipated decrease in freshman enrollment by forming a cross-campus Strategic Enrollment Management Task Force that evaluated many facets of NDSU's recruitment strategies and tactics, including prospective student contact points, applicant pools, scholarship strategies, and campus visits. Administrators from Academic Affairs, Student Affairs and Enrollment Management, and the Division of Finance and Administration participated in the Task Force to ensure NDSU responded to the academic, enrollment/logistical, and financial impacts of reduced enrollment. As of Spring 2020, a subset of this committee continues to meet regularly.

##### *Appropriated Budget Reduction*

NDSU responded to appropriated budget reductions from the North Dakota legislature in 2016 and 2017 by prioritizing funding for faculty and student service positions, and by reducing administrative funding (see 1.A.2). Voluntary Separation Incentive Programs for [faculty](#) and [staff](#) were implemented to further meet budget obligations.

##### *COVID-19*

NDSU responded swiftly to concerns relating to [COVID-19](#), including forming an advisory

committee and communicating frequently with the campus; moving Spring and Summer 2020 classes online; providing support for instructors and students making the transition to online courses; setting up a privately-funded emergency fund to provide students with emergency financial aid; and requiring all staff who were able to work remotely (waiving the usual required documentation to expedite the process), while keeping research labs and other facilities open as necessary.

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## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Argument

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#### 5.D.1

NDSU undergoes regular performance and financial audits, creates public reports for bond rating agencies, and publicly shares information about fiscal performance through [financial reports](#), including the Vice President of Finance and Administration's [annual report](#). The annual report includes details on the university's accomplishments, enrollment information, costs and financial aid, budgetary highlights, financials and information on NDSU's economic impact and continued strategic growth.

The Office of Institutional Research and Analysis (OIRA) [publicly reports](#) on key performance indicators such as enrollment, graduation rates, and faculty headcounts. Internal sharing of department and college-level data supporting decision-making is conducted through the use of interactive dashboards restricted to NDSU employees (see 4.C.2). The OIRA website contains links to key performance indicators, IPEDS feedback reports and various internal and external reports.

The [NDSU Data Reporting & Student Statistics webpage](#) provides a series of detailed enrollment reports.

The [NDSU Strategic Plan website](#) provides information about the Strategic Plan goals, metrics, and action steps.

The [North Dakota University System strategic plan dashboards](#) provide financial, enrollment, and student outcomes information to the public.

[NDSU Research and Creative Activities publishes reports](#) on research productivity, grantsmanship, and grant expenditures.

NDSU regularly surveys employees using campus climate surveys and surveys related to current initiatives, including strategic planning, budgeting, and institutional decision-making. NDSU also regularly surveys students about climate, academic engagement, general education, and current initiatives. (See 1.C.2, 4.A.6, 4.B.2, 4.C.2 and 5.C.3)

#### 5.D.2

NDSU and its component parts apply organizational learning to improve institutional effectiveness, capabilities, and sustainability.

NDSU investigates and adopts processes and resources to increase the efficiency of its academic work:

- Dashboards of university data and key indicators, such as enrollment, retention, and graduation data are provided to department, college, and university-level administrators to facilitate program evaluation (see 4.A.1).
- From 2014-2016, a [Faculty Senate ad hoc committee](#) analyzed academic operations of various Faculty Senate committees. One recommendation from this committee that was implemented was the merging of the responsibilities of the General Education Committee and Academic Affairs Committee into the newly-developed University Curriculum Committee (UCC; see 3.B.2). After testing this model, it was determined that the model created an unsustainable workload for the UCC and did not allow for sufficient review and assessment of the general education program. The Faculty Senate voted to reform the General Education Committee effective spring 2020 (see 3.B.2).

### *Financial Affairs*

NDSU evaluates its processes to ensure effective business practices are utilized and receives [recommendations](#) about business practices from the annual financial audit, biennial federal audit and various [audits](#) authorized by the State Legislature.

### *Human Resources*

Since 2013, NDSU has implemented paperless processes to streamline hiring, benefits, and employee time reporting. Since 2016, NDSU has also implemented software to help employees and supervisors set goals and conduct annual performance reviews.

### *Information Technology*

Information Technology Services provides up-to-date resources to match needs of instructional faculty (see 3.C.4) and general campus needs (see 5.A.1). The Vice President of Information Technology [meets annually with departments and groups](#) to identify needs and develop solutions. ITS also regularly consults with administrators, faculty, staff and students to identify and address their specific needs.

### *Research and Creative Activity*

NDSU's high research profile necessitates increased attention to related resources and services. In the past two years:

- The Sponsored Programs Administration office is in the final stages of transitioning to electronic research administration (see 5.C.2), which when complete will include pre- and post-award administration and research compliance support for faculty researchers.
- The Research Development unit added two rotating [Faculty Fellow positions](#) to capture insight from research-active faculty from multiple disciplines. As a result, a [cohort program to assist early career faculty in their research development](#) was established in 2018 and, based on its success, a similar program to assist mid-career faculty in their leadership development will start in 2020.
- The Business Development unit has been realigned as the Industry Engagement and Intellectual Property unit which allows support of faculty through IP disclosure, invention

- promotion, and public-private partnership development, as well as meshing seamlessly with the NDSU Research Foundation's role in protecting and marketing our faculty members' IP.
- The NDSU Vice President for Research and Creative Activities has engaged with the Vice President for Research at the University of North Dakota, the North Dakota Department of Commerce, and the Bank of North Dakota to establish and promote university research relationships with the state and international business community.
  - The Export Control Officer has established relationships across the university to help faculty address new and changing guidelines for export-controlled personnel and products.
  - NDSU currently supports four [core laboratory facilities](#) through a collaboration of university, college, research units, and RCA funding to ensure that technical personnel are available to assist the campus community in their research endeavors. In addition the Materials and Engineering Research Core is undergoing a multi-million dollar initiative to update and enhance its combinatorial chemistry capability for materials testing.

### *Student Affairs and Enrollment Management*

Student Affairs and Enrollment Management requires all units to report on operational effectiveness, in addition to assessment of student learning, in their annual reports. Recent improvements as a result of operational assessment include:

- Office of Admission implemented a process for students to [self-report academic credentials](#) at time of application to be used in making admission decision resulting in an increase in the conversion from applicant to admitted student from 79% to 83% of submitted applications.
- Student Health Service successfully implemented [third party billing](#) for insurance in response to student satisfaction surveys and national practices.
- New Student Programs redesigned [Welcome Week](#) to include sessions related to technology and belonging in response to student surveys that indicated a need to address those areas.
- A Chapter Scorecard was implemented to provide levels of standing (Platinum, Gold, Silver) on the following criteria: academics campus presence, inter-Greek relations, chapter operations, service and philanthropy, health and safety, membership development and alumni relations. This was adopted to ensure fraternity and sorority chapters are adhering to mission.

### *Student Success*

Improving student success is a major goal of the both the 2015-20 Strategic Plan and the 2020-25 Strategic Plan. NDSU pursues systematic changes to improve student success (see 4.C.3 for examples).

## **Sources**

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- First-Year Applicant Requirements \_ North Dakota State University\_05152020
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- FY18\_VPFA\_Annual\_Report\_Final\_05222020
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- SHS\_Billing-Insurance\_Information\_Sheet\_-\_05152020

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

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

### **Summary**

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NDSU has sufficient fiscal and human resources and technological and physical infrastructure. It has a solid financial base and diverse revenue streams. NDSU is replacing and renovating its old buildings, along with adding new buildings as funds are available.

NDSU's budget is subject to legislative and SBHE approval and NDSU is aligning its budget with its new Strategic Plan. Faculty serving on the Faculty Senate Budget Committee provide input on budgetary decisions.

The SBHE, NDSU President and cabinet; Faculty Senate, Staff Senate and Student Senate contribute to the governance of and setting of policy at NDSU. NDSU administrators, faculty, staff and students also have been involved in major initiatives and in university-wide strategic planning.

NDSU regularly utilizes numerous analyses and systematic processes to improve the quality of its operations and the education it provides. NDSU systematically seeks to improve its operational effectiveness by investigating and adopting systematic solutions.

### **Sources**

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*There are no sources.*