

**Assurance Argument**  
**Lake Region State College - ND**

**Review date: 10/5/2020**

# 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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

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### Mission

We enhance lives and community vitality through quality education.

### 1.A.1

Lake Region State College (LRSC) has developed, changed, and refocused its mission during the past 79 years. From its roots as an extension of the public school in 1941, to its focus today as a community college for career and technical education and transfer programs, its mission to enhance the lives of those within its reach has remained constant.

The North Dakota State Board of Higher Education (SBHE) and North Dakota University System (NDUS) govern LRSC and the other ten institutions within that structure. As part of the statewide system, each of the institutions share common [NDUS mission and vision statements](#), which in turn guide each institution in [developing its own](#) mission and related statements. LRSC's mission is based upon its commitment to the people of the Lake Region, an eleven-county area surrounding the city of Devils Lake in northeastern North Dakota. LRSC supports life-long learning and ties education into the personal, social, and economic culture of the region. That philosophy meets the needs of the many small, rural communities of the Lake Region as well as the needs of industry across the state and nationwide.

During the 2010 self-study process, the Criterion One team reviewed the former mission statement, which had been in place since 2000. Through a series of listening sessions, LRSC solicited feedback from faculty, staff, students, and the community to create a mission statement that encompassed the college's purpose, philosophy, and core values. The final mission statement, we enhance lives and

community vitality through quality education, was approved by LRSC's Administrative Council in [October 2009](#) and SBHE in [November 2010](#).

### 1.A.2

Several key components comprise LRSC's mission and related statements: [philosophy statement](#), [mission statement](#), and [core values](#); [philosophy of general education](#); [strategic plan](#); and [campus action plans](#).

In 2001, Administrative Council adopted a philosophy statement and core values. The philosophy statement provides depth to the mission statement and details a broad approach to achieving the mission. It states that LRSC believes that both the student and society benefit from the development of the students' mental, aesthetic, social, and physical abilities. College life provides a student-centered environment in which students can establish and attain personal and career goals in a fast-changing world economy by supplying opportunities for creative thinking, hands-on experience, acquisition of knowledge and competencies, along with activities that foster personal development. LRSC responds to the educational and economic development needs in the regional service area, the state of North Dakota, and the global community.

The six core values reflect LRSC's emphasis on enhancing lives and community vitality and providing quality education. LRSC core values include: continuous, life-long learning for the enrichment and advancement of human beings; excellence in teaching, learning, scholarship, professionalism, leadership, and service; integrity in all institutional, personal, academic, legal, and ethical practices; service, responsive, personal and accessible for all; cooperation, respectful, supportive collaboration with all constituencies for the strengthening of all; diversity, respecting the differences between groups and individuals that enrich and strengthen all.

Another mission document, the philosophy of general education, guides the institution specifically in teaching and learning. The philosophy of general education objectives detail the competencies that LRSC regards as essential for the education of every student. Faculty design their course syllabi to align their curriculum to the philosophy of general education objectives. Syllabi are reviewed to determine how many of the philosophy of general education objectives are being delivered into, and actively implemented in, the classroom.

To ensure the mission and related statements remain relevant, they are utilized annually during strategic planning efforts. Strategic planning is driven by the NDUS' fifteen-year plan, Envision 2030, and its five-year plan, The Edge. In May 2016, the Envision 2030 Summit was held. North Dakota leaders from government, education, and the private sector met to discuss the future of education and workforce in North Dakota. To allow for foundational discussion with time for participant feedback, nine breakout sessions were held on the topics of: agriculture, diversity, energy, health care, liberal arts and humanities, manufacturing, technology, tomorrow's student, and the whole student. Feedback from the summit was provided to SBHE at its annual strategic retreat in [June 2016](#). Over the next three years, statewide pillar discussions, advisory team meetings, brown-bag lunches, and student and employee summits were held to discuss how to [implement strategies](#) to meet goals now and in the future. In June 2018, the final [Envision 2030](#) plan was published. Utilizing Envision 2030, the NDUS created its five-year plan, [The Edge](#), which details the goals identified to accomplish Envision 2030. Those goals are: deliver degrees that are the best value in the nation; provide programs people want, where and when they need them; equip students for success; maximize the strengths of the unified system; research excellence and innovation. Individual campuses then identify measurable objectives that they will implement to achieve those goals as they relate to their mission.

Using the LRSC mission and related statements, Envision 2030, and The Edge, LRSC creates a five-year strategic plan and annual [Campus Action Plans](#) to create institution-level goals and to prioritize the objectives that will be applied to reach those goals. The [college planning team](#) is a college consultative group that guides planning relative to the mission. This team is responsible for formulating the long- and short-range goals after evaluating such areas as enrollment statistics, credit hours, revenues, expense facilities, demographics, state appropriations, and economic conditions as they effect the College. This team coordinates feedback from stakeholders, which is received through faculty and staff retreats, campus planning meetings, and division planning sessions. It assembles the feedback, formulates goals, and presents it to Administrative Council for final approval. The final plans are posted to the [LRSC website](#), shared at all campus meetings, and distributed to the vice presidents, who coordinate with their division to assign action items and timelines. At the conclusion of each academic year, the vice presidents report back to Administrative Council the progress of each goal, prior to the review and revision of the next annual Campus Action Plan. In addition, the President uses the Campus Action Plans to choose his presidential goals, which are submitted to the NDUS Chancellor, who uses goal progress to evaluate performance.

### **1.A.3**

Internal constituencies are those people from within the institution who fulfill LRSC's mission for those outside the institution. The first group comprises all those working within the college's three main service divisions of Academic Affairs, Administrative Services, and Student Affairs and its two additional areas of workforce training and educational outreach.

Each of the three main divisions have [role statements](#) that define their respective responsibilities as internal constituents. Key phrases from those statement, such as "providing high-quality, accessible educational opportunities", "provide students with current knowledge and training" align with LRSC's philosophy, mission, and core values. Academic Affairs breaks down further into two instructional divisions, academic division and career and technical education division, each with its own [mission statement](#). Instructors incorporate the relevant division mission into each course syllabus. Two phrases underscore how the instructional division mission statements parallel the college's overall mission: "accessible educational opportunities" and "ensure the quality of its programs".

Workforce training and educational outreach are two additional internal constituencies. For workforce training, the state legislature defined four distinct service regions with LRSC assigned to the northeast quadrant. This department is called TrainND Northeast. LRSC's overall mission to enhance "community vitality" is echoed in [TrainND's mission](#) to "provide training for North Dakota business and industry, enhancing their ability to compete globally". Its goal is to meet the workforce needs of business and industry in northeast North Dakota by serving as facilitator and coordinator in the arrangement and delivery of training. [Educational outreach](#) provides opportunities for individuals who are time and/or place bound. These flexible options include online courses and programs, distance locations, and college credit in high school.

LRSC's mission is accomplished by multiple partnerships locally, statewide, and nationally through service learning opportunities. Preceptorships, internships, and cooperatives in multiple career and technical education programs provide students with valuable work experience, career exploration, skill development, financial compensation, professional networking, and job opportunities. Arts and humanities service learning opportunities as well as cultural activities provide quality of life enrichment for our students and the community at large. Examples include drama productions, athletic events, cultural diversity events, art displays, and student clubs and organizations. Employees

and students seek opportunities to engage in the community to serve the greater good. Examples include Rotary, Hope Center, Homeless Shelter, and Kiwanis Club.

Those outside the institution who benefit from the mission are external constituents, including students, parents, community members, employers, veterans/armed services, and alumni. Embedded in the college's mission and related statements are direct references to these external constituencies: community, student, society, regional service area, state of North Dakota, global community. LRSC's philosophy statement articulates two key elements indicative of LRSC's commitment to high standards, excellence, and learning: "development of the students mental, aesthetic, social, and physical abilities" and "acquisition of knowledge and competencies". Of all the mission documents, the [philosophy of general education](#) clearly demonstrates a strong commitment to high academic standards. Fundamental phrases point to a commitment to deeper learning, incorporating terms directly from Bloom's Taxonomy of higher order thinking.

The mission guides institutional operations as personnel carry out LRSC's mission, providing quality education, contributing to community vitality, exercising fiscal responsibility, and complying with state and federal regulations. LRSC protects its integrity by dealing fairly and honestly with its internal and external constituencies and by conducting co-curricular and auxiliary activities with transparency and integrity.

#### **1.A.4**

LRSC offers traditional [college-level programs](#) that lead to a credential and prepare students for the workforce or further study towards a bachelor's degree. Academic education provides courses and programs that lead to an Associate in Arts or Associate in Science degree, meets NDUS [General Education requirements](#), and allows for seamless transfer. Career and technical education provides courses and programs that lead to a certificate of completion, certificate, diploma, or an Associate in Applied Science degree preparing students for an immediate career, advancement in specific occupations, or transfer to a baccalaureate program.

While physically located in a rural, central area of North Dakota, LRSC has a strong online presence and international student base, which diversifies its enrollment profile. The College publishes an annual [Quick Data](#), which details enrollment numbers, student demographics, credits generated, ACT scores, and placement, retention, and graduation rates.

As an open enrollment, comprehensive community college, LRSC serves all students who seek an education. This ensures that LRSC has a wide range of college-prepared students, many of whom need student support services. TRiO Student Support Services (TRiO), PowerSkills Center, and the counseling department provide success services to LRSC students. [TRiO and PowerSkills](#) provides students with academic advising, career and transfer advising, tutoring, study labs, financial literacy training, FAFSA assistance, and disability support services. The counseling department offers personal, career, and academic counseling, specializes in disorders hindering the ability to learn, and provides crisis intervention, education, and awareness training to the LRSC campus on topics related to mental health and drug/alcohol use. Student support services promotes academic success and personal growth by providing a collaboration between students, staff, and faculty to ensure student access to support services.

#### **1.A.5**

LRSC's mission is articulated through various means across the main campus, distance sites, and the community. The mission is clear and concise, making it easy to place in recruiting materials, media messages, and signage. It is threaded throughout many public documents, including the [student](#)

[handbook](#), [college catalog](#), [website](#), and [class syllabi](#) and is displayed throughout the hallways and in offices and classrooms.

The [core values](#) adopted in 2001 echo the mission of the college. These core values emphasize the importance of life-long learning, excellence, and integrity with wording such as “values continuous, life-long learning for the enrichment...” and “values excellence in teaching, learning, scholarship, professionalism, leaderships, and service”. The philosophy of general education shows that students are at the heart of the mission work at LRSC. The philosophy guides the institution specifically in student learning and achievement that continue through students’ careers.

Every five years, LRSC creates its strategic plan documents related to NDUS' action plan. LRSC [publishes](#) its plan and describes the college’s actions to meet the plans each year. The college provides progress updates, stating how the goals of the past year were met, and describing progress on the goals not yet met. All of the mission documents work in concert to move LRSC forward in its mission to be an accessible and viable part of the community by providing quality education.

## Sources

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- Administrative Council Minutes 10-19-2009
- Campus Action Plans 2009-2020
- Campus Action Plans Webpage
- College Catalog 2019-2021 Page 2
- College Catalog 2019-2021 Pages 3-4
- Envision 2030
- Envision 2030 Summit Breakout Findings
- Envisioning Higher Education
- GERTA Guide 2019
- LRSC Policy 100.02
- LRSC Policy 100.03
- LRSC Policy 500.06
- NDUS The Edge
- Online and Distance Learning Webpage
- Programs Webpage
- Quick Data 2019-2020
- SBHE Minutes 11-04-2010
- SBHE Policy 100.4
- SBHE Policy 100.7
- Strategic Plan 2015-2020
- Student Handbook 2019-2020 Page 29
- Syllabi Instructions
- TrainND Webpage
- TRiO and PowerSkills Webpage
- Vision and Mission Webpage

## 1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

### Argument

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#### 1.B.1

LRSC is engrained in the fabric of Devils Lake and the Lake Region area. The community supports LRSC and the college reciprocates by being a servant of the public. The faculty, staff, administration, and students at LRSC individually, in groups, and as an entire institution utilize talents and resources to create community vitality.

As the educational hub to the central region of the northeast corner of North Dakota, LRSC is vital to addressing the needs for workforce development; to collaborating with economic development for recruitment and retention of employers and developing entrepreneurs; and to strengthening the sharing of resources with our partners for student educational success. LRSC played a key role in the development of the NESC REA (Northeast Educational Service Cooperative Regional Education Association) and continues to be an active partner with twenty-three K-12 school members.

The college is an active partner with [regional entities](#) that not only enhance community vitality, but enhance educational opportunities for students.

LRSC actively seeks [collaborations](#) with fellow NDUS institutions and economic development partners. Both are needed to have an impact on the growth and retention of population in the northeast region of North Dakota.

Facilities at LRSC are equipped to meet needs for various [community groups](#). The college invites and encourages such activities on the LRSC campus. LRSC also encourages participation in [community events and organizations](#) and faculty, staff, and students actively participate in those opportunities.

The [Athletics Department](#) at LRSC works on creating well-rounded student athletes with [activities](#) such as youth camps and awareness of being active members of the community. Students active in other co-curricular clubs also volunteer at many events.

[TrainND](#), the workforce training entity of LRSC, brings educational events that the community needs, along with programming requested by employers or community organizations, such as economic development agencies or chambers.

### **1.B.2**

The philosophy statement, mission statement, core values, philosophy of general education, strategic plan, and campus action plans document LRSC's understanding of its educational responsibilities and commitment to enhancing lives and community vitality through quality education.

As a publicly funded institution, LRSC does not have investors. SBHE, which governs [NDUS](#) institutions, is made up of seven citizen members appointed to four-year terms and one student member appointed to a one-year term. The Council of College Faculties selects the board's non-voting faculty advisor and the NDUS Staff Senate selects the board's non-voting staff advisor. These members are appointed by the governor of North Dakota and confirmed by the state's legislative representatives.

[NDUS Human Resource Policy 1](#) states that the institutions of the NDUS are established for the people of the state. [SBHE Policy 611.5](#) and [LRSC Policy LRSC 400.13.02](#) protect against conflicts of interest. It is against policy for an employee to knowingly or intentionally have a pecuniary interest in or derive a profit from authorization of a contract or purchase by the institution that the employee serves. Violators are subject to disciplinary or dismissal action.

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

All career and technical education programs at LRSC have advisory committees. These committees consist of volunteers with experience and expertise in the occupational field that the program serves. A wide range of external constituencies are represented on these committees: employers, parents, students, K-12 teachers and counselors, out-of-school youth representatives, at-risk youth representatives, and tribal school representatives. Managed by North Dakota Career and Technical Education ([CTE](#)), these committees meet once per semester to advise educators on the design, development, implementation, evaluation, maintenance, and revision of CTE program within a career pathway. The [NDCTE Advisory Committee Guide](#) further details the work of advisory committees. Through needs identified by those external constituencies, LRSC has increased its footprint in delivering education to the northeast part of North Dakota and statewide with high-demand programs.

The need for nurses continues throughout healthcare facilities in North Dakota. LRSC was invited by area healthcare facilities to bring nursing education to the Grand Forks area. With State Board of Nursing and [NDUS approval](#), a Licensed Practical Nursing (LPN) cohort started in August 2014, with an Associate of Nurse Degree (ADN) program expansion in 2018. LRSC also continues to partner with [Mayville State University](#) to deliver nursing education in Mayville. Students can earn LPN certificate and an ADN from LRSC at the Mayville campus. Students are able to continue their education to earn a Bachelor's of Science in Nursing at Mayville State University.

LRSC has the only [Paramedic to Nurse](#) bridge program in North Dakota. This is an innovative opportunity, originally funded by the Dakota Medical Foundation, for students who aspire to expand their current knowledge from the emergency medical terrain to the field of nursing. The bridge is completed with one semester of required nursing courses and the completion of general education requirements. Upon successful completion of the Paramedic to Nurse Bridge program, students can obtain an LPN certificate with eligibility to test for the LPN licensure. Graduates of this program can also choose to complete another two semesters and graduate from LRSC's nationally accredited ADN program and become eligible to test for a Registered Nurse license. ADN graduates may transfer to many universities in North Dakota and nationwide for their BSN.

Since 1987, LRSC has offered its Peace Officer Training program in Devils Lake. Demand for



additional peace officers has resulted in requests to deliver the academy in other North Dakota cities. Academies were launched in [Fargo](#) and [Grand Forks](#) in 2011, and [Minot](#) in 2012. A [Bismarck](#) academy was offered in 2014, 2015 and 2016, with the need for additional academies evaluated each year. LRSC graduates approximately 100 new licensable peace officers each year.

Growth in precision agriculture has spurred activity at LRSC. In 2006, the Dakota Precision Ag Center was created at LRSC as a North Dakota [Center of Excellence](#) through the Department of Commerce. The center was funded twice under that initiative and also has received programmatic funding from U.S. Department of Labor, U.S. Department of Education, USDA, U.S. Centers for Disease Control, and NASA. The Center responded to the need to train precision agriculture technicians and conduct research into design and development of precision technologies that resulted in creating entrepreneurial opportunity for North Dakota industries. It has raised in excess of three times the total investment in private sector dollars required as a match for funding.

The Center implemented a two-year precision agriculture technician training program to provide workforce training to employees within agricultural implement dealerships, cooperatives, and agronomy and crop consulting entities. Students started enrolling in the [Precision Agriculture](#) program in 2013. The program stems from the Center of Excellence grant received in 2006 and developed as a part of a federal [Trade Adjustment Assistance Community College and Career Training](#) grant received in 2012.

Recognizing that external funding from federal and other government sources may change, the Center has aggressively pursued research and instructional partnerships with technically sophisticated private sector entities within the satellite, information technology, electronics, precision agriculture, and agricultural business management sectors. Most recently, the program has added drone technology and training into its curriculum. As one of the fastest growing components in aviation, North Dakota has intentionally been at the forefront of unmanned aerial system (UAS) development in researching and training. In 2013, the Federal Aviation Administration awarded six sites with the exclusive right to conduct research and testing of UAS. The North Dakota Department of Commerce was one of the organizations awarded with the University of North Dakota was the Center for UAS Research, Education and Training. On May 3, 2013, LRSC and UND signed an [affiliation agreement](#) for LRSC to utilize UAS technology in its Precision Agriculture program to monitor crops and spray pesticide.

In 2012, the Fitness Trainer Technician ([FiTT](#)) program was created to address the rise in employment opportunities that resulted from the national obesity epidemic and the chronic health problems which were the direct result of obesity. In 2013, the FiTT program received initial accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP), becoming the only community college in the United States with an accredited fitness trainer program offered entirely online. On May 18, 2018, [CAAHEP](#) awarded continuing accreditation through 2028.

Located approximately ten miles south of Devils Lake, Cankdeska Cikana Community College (CCCC) is a tribal college that is chartered by the Spirit Lake Dakota Nation. LRSC and CCCC have a long history of collaboration, most recently in the field of social work. The demand for social workers in the state is significant and this collaboration addresses that need. LRSC and CCCC signed a [memorandum of understanding](#) to deliver CCCC's Associate in Arts in Social Work degree to students on the LRSC campus. Enrollment into the program started in Fall of 2018.

## Sources

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- ADN Grand Forks Approval Letter
- Athletics Community Activities
- Athletics Webpage
- CAAHEP Award Letter
- Campus Action Plans Webpage
- Center of Excellence
- Collaborations
- Community Events and Organizations
- Community Groups
- CTE Advisory Committee Guide
- FiTT Fact Sheet
- LRSC Policy 400.13.02
- MaSU Nursing MOU
- NDCTE Webpage
- NDUS HR Policy 1
- NDUS Webpage
- Nursing Fact Sheet
- POTP Bismarck New Site
- POTP Fargo New Site
- POTP Grand Forks New Site
- POTP Minot New Site
- Precision Ag Fact Sheet
- Regional Entities
- SBHE Policy 611.5
- SBHE Webpage
- Social Work MOU
- TAACCCT Grant
- TrainND Webpage
- UAS

## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

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#### 1.C.1

As stated in goal three of LRSC's Philosophy of General Education, an educated person must have an understanding of other cultures to enable one to conduct life with reference to the wider world within which one lives. This belief is reaffirmed in LRSC's [core values](#), "LRSC values diversity, respecting the differences between groups and individuals that enrich and strengthen all". To prepare students for a global society, LRSC provides students, employees, and the community with multi-cultural experiences. LRSC knows that student learning is not exclusive to the classroom. LRSC's Philosophy of General Education goals are achieved inside and outside of the classroom through various curricular and cocurricular activities.

- [Student clubs and organizations](#) support student learning through the developmental opportunities that they provide. The [Student Senate](#) has established certain conditions that clubs and organizations must fulfill prior to being recognized. Upon recognition, they coordinate activities to meet students' needs in education, culture, social activity, and general welfare.
- LRSC works with the [Next Steps II Project](#) providing academic and non-academic support services to American Indian, lineal descendants of a federal recognized tribe, and students in nursing, social working, nutritional/dietician, and other allied health programs.
- LRSC implemented a one-credit course, [International Student Experience](#), that is required for students who are studying abroad in the United States. The course is designed to facilitate positive adjustments for new international students.
- The Athletics Department recruits internationally, bringing a diverse student population from [multiple countries](#) to campus.
- Workforce development, through LRSC's TrainND division, provides linkages with businesses, industries, and organizations to encourage economic and personnel development. This delivers a diverse population with workforce skills to be competitive in today's society.
- LRSC welcomes various community involvement organizations on campus to educate students and the public about societal diversity through presentations, discussion groups, and other appropriate mediums.
- LRSC engages in a study abroad program in which students and community members travel to other areas of the world for experiential learning. This study abroad experience allows students to experience the art, architecture, and culture of other countries that personify the material in

textbooks and add substance to class discussions. Students participating in study abroad complete a three-credit course, [Integrated Cultural Excursion](#).

- LRSC Student Senate and residence life sponsor several presentations to provide exposure to other cultures. An example is a four-week [Black History Month Film Festival](#) every February which includes a discussion after the film. The discussion is student led, which creates an open atmosphere to discuss diversity and gives students experience in facilitating conversations about race and diversity.
- LRSC sponsored cultural diversity nights on campus showcase different cultures and traditions. These events take place during days and times that allow community members to attend, in addition to our campus students.
- The [Adult Learning Center](#) provides free individualized instruction to students who are not enrolled in college, but who wish to improve their achievement level in basic skills. Students learn basic reading, math and English skills. Many students achieve a level that enables them to complete the General Educational Development (GED) test successfully. Students who achieve a passing score on the GED test receive a high school equivalency certificate. The certificate is a requirement that must be met prior to enrollment in college. Students may design their own schedules to accommodate jobs and other responsibilities.

### 1.C.2

LRSC undergoes external evaluations that include a review of processes and activities to ensure inclusive and equitable treatment of diverse populations. As required by the Federal Carl Perkins Legislation, CTE conducts an [evaluation](#) every five years. Twelve [standards of quality](#) are evaluated, including special populations and educational equity. The special populations standard ensures that services (academic, social and emotional supports) are provided to members of special populations as necessary to enable those persons to succeed in the program. Special populations include individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers and individuals with limited English proficiency. The educational equity standard ensures that LRSC has a climate of respect in which all learners can succeed to the best of their abilities, without regard to gender, race, color, national origin, religion, age, or disability. LRSC underwent this evaluation in 2017 and was found to have [met or exceeded all standards](#).

Another external evaluation conducted by CTE is the on-site [nondiscrimination compliance review](#), which was conducted on September 30-October 1, 2019. Through this evaluation, LRSC provided [evidence of compliance](#) with federal civil rights laws and regulations and does not discriminate on the basis of race, color, national origin, sex, disability, or age in nine major areas of review. CTE identified various [findings on noncompliance](#), primarily in facilities, which LRSC has remedied and is now in [full compliance](#).

LRSC has a [Diversity Committee](#) whose function is to encourage efforts to create a positive living and learning environment for all student regardless of race, religion, age, color, sex, disability, sexual orientation, gender identity, genetics, national origin, marital status, political belief or affiliation, and economic or perceived social status. The Committee is appointed by the President and consists of five faculty and staff members and two student members who guide processes and activities that celebrate the diversity which exists in and around LRSC.

LRSC empowers its students to educate and share their culture with others for personal growth. One way students share their culture is through the popular Snack and Learn presentations. Throughout the academic year, students present on their countries during the lunch hour. They share their

experiences from their home countries, discussing the similarities and contrasts in the North Dakota community they now reside in. The students coordinate with Dining Services to prepare a traditional meal from their country to share with campus.

One international student, a December 2017 graduate from Japan, explains why he chose LRSC: “I sent e-mails to several colleges in the United States; LRSC was the only one who responded back.” These personal touches are a positive way to recruit and retain students locally, nationally, and internationally. That student started a Japanese Cultural Club to share his culture with the campus setting. He also taught Japanese lettering every Saturday night in a one-on-one setting. Not only did he share his culture, but he also developed personal relationships with other students, motivating them to seek out other global experiences.

[Examples](#) of activities that demonstrate inclusive and equitable treatment of diverse populations are numerous.

### 1.C.3

Diversity enriches the ability of LRSC to accomplish its academic mission by broadening and deepening the educational experience through interactions of students and faculty from multiple backgrounds and perspectives. Diversification offers social participation and mutual understanding to all students, regardless of their heritage, orientation, or situation. It provides equality of access and opportunity so that every segment of our community can contribute to and benefit from our institution. [LRSC Policy 1500.16](#) and [LRSC Policy 1500.17](#) were established in 2016 to ensure inclusive and equal treatment of diverse populations and to publicize LRSC’s commitment to diversity.

The climate of respect that LRSC has created is evident by the acknowledgement from external entities who have awarded LRSC for its accomplishments. In 2018, TRiO and PowerSkills were honored with the [CTE Director's Award of Excellence in Special Populations](#) for the inclusive environment they create to facilitate collaboration between students, faculty, and staff. In 2020, the Adult Learning Center Director received the [Governor's InnovativeND Award for Collaborative Culture](#) for leading by example and embracing innovation for the benefit of students.

LRSC ensures that students from all backgrounds have equal access to courses and programs through [TRiO and PowerSkills](#). TRiO provides outreach and student services to students from disadvantaged backgrounds. TRiO is funded by a federal grant whose sole purpose is to serve nontraditional students who meet certain criteria. First awarded in 2001, LRSC has been a recipient of this federal grant for 19 years and received notice on [August 6, 2020](#) that it was awarded funding for an additional five years. To be eligible for TRiO services, students must be low income, first generation college students, or disabled. At least two-thirds of the students at LRSC are TRiO eligible. For those students who do not qualify for TRiO, LRSC created the PowerSkills Center to parallel the services offered through TRiO to non-eligible students. To ensure inclusion of all students, services are offered in the same setting and students are not designated as TRiO or PowerSkills. All students have equal access to all services.

## Sources

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- Adult Learning Center Webpage
- Athletics Webpage
- CTE Directors Award

- CTE Evaluation Overview and Procedures
- CTE OCR Compliant Letter
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- CTE OCR Notice
- CTE OCR Report
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- CTE Standards of Quality
- Diversity Activity Examples
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- LRSC Policy 100.02
- LRSC Policy 1400.03
- LRSC Policy 1500.16
- LRSC Policy 1500.17
- LRSC Policy 500.05
- Next Steps II Project
- Quick Facts
- Student Handbook 2019-2020 Page 50
- Student Senate Minutes 1.24.18-1
- Syllabus HUMS 199
- Syllabus HUMS 211
- TRiO and PowerSkills Webpage
- TRiO Grant Notice

## **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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LRSC's mission is to enhance lives and community vitality through quality education. It is clear and concise, articulated publicly, and used to guide institutional operations. The mission supports life-long learning and ties education into the personal, social, and economic culture of the region. The development of the mission is inclusive of internal and external constituencies and aligns SBHE and NDUS strategic efforts. LRSC's identity as an open enrollment, comprehensive community college that serves all student who seek an education is evident in its mission statement, philosophy statement, core values, philosophy of general education, strategic plan, and campus action plans.

### **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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

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#### 2.A.1

During the 2010 self-study process, the Criterion One team reviewed the former mission statement, which had been in place since 2000. Through a series of listening sessions, LRSC solicited feedback from faculty, staff, students, and the community to create a mission statement that encompassed the college's purpose, philosophy, and core values. The final mission statement, we enhance lives and community vitality through quality education, was approved by LRSC's Administrative Council in [October 2009](#) and SBHE in [November 2010](#).

#### 2.A.2

Per [LRSC Policy 1500.05](#), LRSC establishes and follows policies and procedures for fair and ethical behavior on the part of its governing board, administration, faculty, and staff. New employees review the Code of Conduct and sign a statement certifying that the employee has read and agrees to comply with the Code of Conduct. All benefited employees are required to annually certify in writing that they have read and are in compliance with the Code of Conduct.

SBHE established an officer and employee [code of conduct policy](#) to ensure the highest ethical and professional standards are upheld and an [internal audit charter](#) that established internal auditing as an independent and objective assurance and consulting activity that is guided by a philosophy of adding value to improve the operations of the NDUS.

NDUS has an [Office of Compliance and Ethics](#) that enhances a culture of compliance and ethical conduct by increasing the visibility, effectiveness and support of compliance activities on each campus and throughout the system. It promotes a working environment which reflects a commitment to maintaining the highest level of integrity and ethical standards in the conduct of its operations. Individuals who are concerned about a possible policy violation or ethical dilemma or who suspect possible fraud, theft, waste, and abuse can file anonymous reports for investigation. NDUS compliance and ethics programs include formal training, informal outreach and education and various opportunities for communication and collaboration. These programs are designed to nurture an organizational culture of respect and honesty while encouraging compliance and ethics consciousness in the daily activities of its faculty and staff employees. These programs include annual



training on various topics: internal control concepts and applications, data privacy, theft and fraud, code of conduct, sexual misconduct and Title IX, purchasing card, liquid files, and FERPA. The training is completed using NDUS' learning management system, Blackboard.

NDUS also subscribes to ethical principles and guidelines for the protection of privacy and confidentiality of students. It has adopted the Associate for Institutional Research's [Code of Ethics for Institutional Research](#) to build awareness of the ethical implications of data production and use in higher education. It also created the [Ethical and Responsible Use of Analytics in Reporting](#) code that offers guidance to NDUS-IR staff when conducting research and/or reporting that utilizes analytic software.

LRSC submits all of its fiscal transactions and federally funded programs to review by the North Dakota Office of the State Auditor (OSA) and complies with their recommendations. OSA conducts financial and federal compliance audits every year and [operational audits](#) every two years. Three of the last four operational audits had no formal findings. OSA also conducts [performance audits](#) as needed. LRSC has undergone these audits on various topics, including purchasing card, nonresident tuition, online education, open educational resources, tuition waivers and student stipends, and space utilization.

LRSC has established policies and procedures to ensure academic integrity. [LRSC Policy 700.18](#) addresses academic freedom and fosters a free and open academic community for faculty members, students, and all other employees who engage in scholarly work. [LRSC Policy 800.30](#) states that students are expected to obey local, state and federal laws, to show respect for properly constituted authority, to meet contractual obligations, to maintain academic integrity in scholastic work and to observe standards of conduct appropriate for an institution of higher learning.

There are three auxiliary services at LRSC: Dining Services, Housing, and Bookstore. Each auxiliary department is required to conduct an annual inventory count and provide written documentation of this report to the Administrative Affairs division. These reports are provided to the State Auditor and are subject to audit inquiry and verification. Each of these departments follow the mission set forth by LRSC and comply with LRSC, NDUS, and SBHE policies and procedures and state and federal regulations.

## Sources

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- Administrative Council Minutes 10-19-2009
- Audit Operational 2013-2019
- Audit Performance
- Code of Ethics for IR
- Ethical and Responsible Use of Analytics in Reporting
- LRSC Policy 1500.05
- LRSC Policy 700.18
- LRSC Policy 800.30
- NDUS Office of Compliance and Ethics
- SBHE Minutes 11-04-2010
- SBHE Policy 306.2
- SBHE Policy 308.1

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

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#### 2.B.1

Students and the public access information regarding LRSC's academic offerings and requirements in a variety of ways. Program [fact sheets](#), [Student Handbook](#), [College Catalog](#), [Quick Facts](#), [Quick Data](#), and [Policy and Procedure Manual](#) are available both electronically and in hard copies and are routinely reviewed and edited. Prospective students and the public are invited to visit campus to learn more about programs on campus tours or special event days. Information regarding these events is shared with the community through a variety of media outlets. The Foundation Office newsletter, [Branches](#), is distributed to the northeast quadrant of North Dakota and published online. General information regarding LRSC faculty and staff is available in the [directory](#) on the LRSC website. LRSC also utilizes a variety of social media platforms to present itself of students and the public: Facebook, Twitter, Instagram, and YouTube.

[Admissions requirements](#) are located on the website and in the [College Catalog](#). [Nursing](#), [Peace Officer Training](#), and [Speech Language Pathology Paraprofessional](#) have additional program admission requirements, which can also be found on the website and in the catalog. The Admissions Office and program faculty routinely review and revise the accuracy of admissions requirements.

Costs to students fall into three categories: [tuition and fees](#), [room and board](#), and [books and supplies](#); all of which are posted on the website. Students can utilize the [net price calculator](#), found on the LRSC website, to estimate the cost of attendance. This calculator is intended to provide estimated net price information (defined as estimated cost of attendance including tuition and required fees, books and supplies, room and board, and other related expenses, minus estimated grant and scholarship aid) to current and prospective students and their families based on what similar students paid in a previous year.

Rates are established each July for the upcoming academic year. The method of class delivery, and in some instances, the delivery location, has a direct bearing on tuition and fee rates charged. LRSC follows the [tuition model](#) approved by SBHE on April 26, 2018. The Vice President of Administrative Affairs ensures the accuracy of tuition, fees, room, and board. The Director of Financial Aid ensures the accuracy of books and supplies. SBHE annually approves all tuition rates per [SBHE Policy 805.1](#), defines fees per [SBHE Policy 805.3](#), and provides room and board guidelines for institutions to follow per [SBHE Policy 805.6](#).

Accreditation relationships are shared with employees, students, and the public via email, news

release, and LRSC website. The LRSC website has an [accreditation page](#), which provides a link to LRSC's accreditation status with the Higher Learning Commission, accreditation process information, and program accreditation award letters and links. LRSC's accreditation is also published in the college catalog. The Director of Academic Affairs ensures the accuracy of accreditation and program approval information. Staff and faculty are equipped with knowledge of the accreditation status if presented with questions on accreditation in formal or informal conversations and refer those interested to the link on the homepage for further information. Program specific accreditations and approvals are listed below.

- Automotive Technology: [Accredited](#) by the National Institution for Automotive Service Excellence.
- Fitness Trainer Technician: [Accredited](#) by the Commission on Accreditation of Allied Health Education Programs through 2028.
- Nursing: Curriculum [approved](#) by the North Dakota Board of Nursing. The Associate Degree Nurse program is [accredited](#) by Accreditation Commission for Education in Nursing. The initial five-year accreditation of the LRSC Associate Degree Nurse program runs from Fall 2015 through Fall 2020.
- Peace Officer Training: Curriculum [approved](#) by the North Dakota Peace Officer Standards and Training Board.

## **2.B.2**

The Registrar and the Director of Academic Affairs perform various duties to provide evidence of LRSC's contributions to the educational experience: coordinate data collection with appropriate offices to ensure institutional research compliance at institutional, state and federal levels; use reporting and queries functionality to generate and verify enrollment (admission, performance, degree completion, etc.), program (faculty, student, budget), assessment and placement data; maintain an integrated system to collect, manage, analyze, report and archive data to internal and external entities; and use data to identify trends used for planning, policy formation and decision-making. Various data reports are published on the LRSC website to provide the campus community with information on [student outcomes](#) and [institutional effectiveness](#).

The NDUS Department of Institutional Research (NDUS-IR) serves as the system level organization for reporting and data services. NDUS-IR is responsible for annual enrollment reporting to SBHE, oversight of required federal reporting, providing data services to NDUS system office staff, and responding to data requests from legislators and other external agencies. It also maintains the interactive public [dashboard](#) that provides data visualizations to promote transparency and maintains a [blog](#) on the NDUS website. In 2015, NDUS-IR created the Institutional Research user group (IRUG). IRUG has representatives from each NDUS institution whose role it is to advise NDUS-IR on project management, system reporting, and the use of educational data to facilitate continuous improvement of student learning. NDUS-IR also partners with North Dakota Department of Public Instruction for research and data services and collaborates with the North Dakota Information Technology Department on the [Insights](#) project, which is a set of statewide dashboards for K-12 school accountability.

Various departments produce reports that provide evidence of their contributions. As discussed in 2.A.2, Administrative Affairs undergoes routine external and internal audits. TrainND publishes an [annual report](#) to show its impact on economic development. Athletics provides data on [equity in athletics](#) to the U.S. Department of Education every year. This data includes financial and statistical information on men's and women's intercollegiate sports. The DOE publishes the data on its website

to help prospective students and their families research athletic opportunities on various college campuses. Per SBHE Policy 604.1, the president prepares an annual goals statement identifying a focused set of goals he hopes to attain during the coming year, including implementation strategies and timelines, in support of the Board strategic direction. The NDUS chancellor conducts a performance review based upon the statement of goals and shares the evaluation with the board.

In October 2018, LRSC went live with a new responsive, interactive, mobile friendly website designed to enhance information made available to student, employees, and the public. [Consumer information](#) that is required by the Department of Education requires institutions to disclose information and reports on various aspects of the institution's policies, procedures, operations and costs. This consumer information is available on one webpage, making it easy to find and readily accessible.

## Sources

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- Accreditation Page
- ACEN Award Letter
- Admissions Requirements
- Admissions Requirements Nursing
- Admissions Requirements POTP
- Admissions Requirements SLPP
- ASE Certification
- Board of Nursing Approval
- Books and Supplies
- Branches
- CAAHEP Award Letter
- College Catalog 2019-2021
- College Catalog 2019-2021 Pages 7-8
- Consumer Information
- Directory
- Equity in Athletics
- Insights
- Institutional Effectiveness
- IR Blog
- IR Dashboard
- Net Price Calculator
- Peace Officer Training Program Approval
- Policy and Procedure Manual
- Programs Webpage
- Quick Data 2019-2020
- Quick Facts
- Room and Board
- SBHE Policy 805.1
- SBHE Policy 805.3
- SBHE Policy 805.6
- Student Handbook 2019-2020
- Student Outcomes
- TrainND Annual Reports

- Tuition and Fees
- Tuition Model

## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

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#### 2.C.1

SBHE is the policy-setting and advocacy body for NDUS and governing body for the eleven publicly supported colleges and universities. SBHE has established policies, based on its authority granted by [article VIII](#) of the North Dakota Constitution and [chapter 15-10](#) of the North Dakota Century Code, that define its legal and fiduciary responsibilities and establish its authority to oversee LRSC's financial and academic operations.

An annual [orientation and retreat](#) is hosted by SBHE to provide board members with training and information about NDUS institutions. Meeting locations are rotated to expose members to the different institutions so they can learn about and maintain relationships with each institution. These visits encourage feedback from staff, faculty, and students, as well as legislators and community members on what the current five-year strategic plan is doing right, and if adjustments will be needed for possible change in the future. The most recent SBHE meeting on the LRSC campus occurred on September 26, 2019.

SBHE employs a [chancellor](#) who is the chief executive officer of SBHE and NDUS. As detailed in [SBHE Policy 304.1](#), the chancellor is empowered to execute all documents and exercise all powers necessary to the discharge of that office while operating under the overall direction and policy control of SBHE. The chancellor's cabinet includes the chancellor, vice-chancellors, the NDUS chief information officer, and institution presidents. The cabinet enables presidents to advise the chancellor and facilitate discussion and consensus-building concerning recommendations to the board, institution administration and other matters.

#### 2.C.2

By [policy](#) definition, SBHE prioritizes LRSC in that it "honors the mission and integrity of each institution and its people", "represents the institutions to the public and vice versa, assisting where appropriate in the understanding of each other's needs", and "shapes, supports, and achieves complementary institution missions". In addition, "recognizing the legitimacy and importance of such protection and believing each institution properly retains substantial responsibility for its own

affairs, SBHE and NDUS honor the integrity of each institution and its people. SBHE will provide the leadership and governing environment necessary to maximize the opportunities for NDUS institutions to be successful in fulfilling their individual missions and enhancing the economic and social vitality of North Dakota.”

SBHE and NDUS offer many opportunities for LRSC to influence the board’s deliberations. As discussed in 2.B.3 below, LRSC has representation on all NDUS councils. SBHE and NDUS regularly seeks input from LRSC and the other NDUS institutions on system-wide initiatives. In recent years, LRSC has also had representatives serve on various task forces and advisory committees: system wide master plan, shared services, reorganization, Title IX, mental health, COVID-19, sick leave.

SBHE meetings are streamed live and [minutes](#) are archived on the NDUS website. These minutes reflect SBHE’s consideration and approval of academic programs and services, institutional assets, and capital improvements. They demonstrate that SBHE’s approval of changes in tuition and fees directly enhance and preserve LRSC.

At the institution level, Administrative Council (Council) is the governing body. Council consists of the President, Vice President of Administrative Affairs, Vice President of Academic and Student Affairs, and a faculty representative. It has taken countless actions to preserve and enhance LRSC. Council’s pursuit of funding has resulted in the building of the new Bergstrom Technical Center and the complete remodel of the internal Erlandson Building, structural upgrades in the dining room and student union, complete electrical upgrade of the campus that included a generator to maintain power during an outage, and a new boiler system. Council has also enhanced educational quality by providing upgrades to all the classrooms that included Smartboards, laptop computers, interactive classrooms, and upgraded computer labs. One of the instructional wings has been fully renovated, with plans to renovate the remaining two wings in the next five years. The library has been transformed into a Learning Commons to make it a hub of educational learning and support. Council also had many deliberations during the state agency [appropriation reduction](#) in 2015-2017 where they preserved the integrity of the institution by reducing staff and faculty by attrition and through a [voluntary separation incentive program](#) instead of through furloughs and reduction in force.

### **2.C.3**

[NDUS councils](#), consisting of NDUS staff and campus administrators, make recommendations to the chancellor and SBHE to ensure the interests of LRSC’s internal and external constituencies are considered.

In addition to the NDUS councils that consist of NDUS staff and campus administrators, there are three NDUS [campus councils](#) that give students, faculty, and staff the opportunity to contribute to NDUS through their involvement in campus-based and system wide organizations.

### **2.C.4**

The citizens of North Dakota created SBHE through the state constitution to ensure the institutions and their employees were protected from political interference. SBHE provides the leadership and governing environment necessary to maximize the opportunities for LRSC to be successful in fulfilling its mission. Examples of political interference protection are internal and external audits, SBHE code of conduct policy, and the NDUS office of compliance and ethics, all detailed above in 2.A.2.

Since 1959, donors have supported LRSC through the Community College Foundation (CCF). To

protect against donor influence, new foundation board members receive an orientation training session, a handbook consisting of relevant information about the mission and history of LRSC and its organizational structure, a copy of the CCF by-laws, a conflict of interest questionnaire, memorandum of understanding between LRSC and CCF, and the articles of incorporation. Board members are elected to three-year terms and can serve no more than two consecutive terms without a mandatory one-year break before being reelected. CCF has an executive committee that reviews LRSC's strategic plan to align the foundation's activities and interests with those of the institution. The foundation files form 990 with the Internal Revenue Service annually, which includes disclosure of foundation board member names and responses to questions regarding policy and procedures, internal controls, and conflict of interest. Elected officials, ownership interests, or other external party's efforts to exert influence are mitigated through internal controls which include: conflict of interest disclosures required of all employees and executives, cross-functional interview teams including academic and administrative personnel utilized in hiring decisions, a fraud hotline maintained by an external accounting firm to receive anonymous reports of waste, fraud, or abuse.

### **2.C.5**

In the Constitution of North Dakota, [Article VIII](#) provides SBHE with broad powers and states that SBHE retain any powers it does not specifically delegate to the institutions. [SBHE Policy 100.6](#) states that it "honors the mission and integrity of each institution and its people." SBHE also identifies its own members' responsibility in regard to oversight in [SBHE Policy 310.1](#) that states a SBHE member shall "represent the people of North Dakota and be an advocate for the NDUS without special regard to a particular institution, interest, political affiliation, community or constituency." SBHE's responsibility is to support, provide oversight, and hold LRSC accountable for its results such as enrollment, retention and graduation rates. This is supported in [SBHE Policy 100.5](#), where it states "Performance of the NDUS will be enhanced in an environment which is conducive to innovation, creativity, and flexibility – coupled with appropriate accountability." SBHE delegates responsibility for the overall welfare and operations of the institution to the President, as referenced in [SBHE Policy 305.1](#), where it states "SBHE delegates to the President of each institution full authority and responsibility to administer the affairs of the institution in accordance with SBHE policies, plans, budgets, and standards, including the management and expenditure of all institutional funds, within budgetary and other limitations imposed by law or by SBHE."

Delegation of academic matters to LRSC faculty is evidenced in the presence and activity of the Faculty Senate. The faculty of LRSC created a [constitution](#) for the purpose of establishing an orderly process whereby academic-related groups and individuals may share in the determination of educational policy. The faculty has the responsibility to express its concern for the welfare of LRSC, to discuss and develop ideas for improvement, to contribute to the formation of policy, and to provide for reliable channels of communication among all segments of the college community. To fulfill its functions, the faculty is free to study, to deliberate and to make recommendations on all matters of general faculty concern.

Through committee assignments, the faculty has a forum to facilitate and coordinate faculty participation in the development and recommendation of educational policies and in the formulation of procedures for their implantation. Faculty committees include: curriculum and academic standards, professional growth, faculty rights, nominations, library media, faculty welfare, tenure, and outreach learning. These committees meet routinely and report activities during Faculty Senate meetings.



## Sources

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- Budget Reduction
- Campus Councils
- Chancellor
- LRSC Policy 1400.02
- NDUS Councils
- North Dakota Century Code 15-10
- North Dakota Constitution Article VIII
- SBHE Minutes
- SBHE Orientation and Retreat
- SBHE Policy 100.5
- SBHE Policy 100.6
- SBHE Policy 304.1
- SBHE Policy 305.1
- SBHE Policy 310.1
- Voluntary Separation Incentive Program

## 2.D - Core Component 2.D

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

### Argument

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SBHE recognizes the essential nature of academic freedom and responsibility to the institutions under its control, and reaffirms its commitment to ensuring that the institutions of the NDUS shall foster a free and open academic community for faculty members, students, and all other NDUS employees who engage in scholarly work. Academic freedom, academic responsibility, and classroom speech and expression are addressed in [SBHE Policy 401.1](#). This policy also states that each institution shall implement an academic freedom and responsibility policy.

LRSC's [academic freedom policy](#) ensures that faculty and students provide, acquire, discover, and apply knowledge in a responsible manner. LRSC's policy reflects [SBHE's policy statement](#) that "freedom in scholarship is fundamental to the advancement of knowledge and for the protection of the rights of the faculty members and students" and [NDUS procedure statement](#) that defines the use of intellectual property to "execute a synergistic model of education, research, outreach, service, and economic development to accomplish a greater good". The college acknowledges the importance of intellectual integrity, accuracy in research and publication, and upholding the principles governing the free and open exchange of ideas, even where those ideas conflict. LRSC protects academic freedom and expression through its [Faculty Rights Committee](#), whose function is to oversee academic freedom, tenure, and due process in accordance with [SBHE Policy 605.2](#). Per [LRSC Policy 700.18](#), faculty shall not face discipline or adverse employment action based on classroom speech unless such speech violates other institutional policies or procedures. Faculty members and other NDUS employees who engage in scholarly work shall also be subject to the full protections to students under [SBHE Policy 503.1](#).

### Sources

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- LRSC Policy 1400.02
- LRSC Policy 700.18
- NDUS Procedure 611.2
- SBHE Policy 401.1
- SBHE Policy 503.1
- SBHE Policy 605.1
- SBHE Policy 605.2

## 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, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

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#### 2.E.1

LRSC is committed to the highest ethical standards in research and scholarly practice. One of LRSC's core values is "LRSC values integrity in all institutional, personal, academic, legal, and ethical practices". As detailed in 2.D above, LRSC adheres to SBHE policies and NDUS procedures, and has established institutional policies to ensure that faculty, staff, and students practice responsible acquisitions, discovery, and application of knowledge. When applicable, LRSC's institutional review committee reviews research requests to ensure policies and procedures are followed.

Researchers may have personal or financial interests that could lead to a conflict of interest. To provide oversight of fiscal accountability, LRSC established [policy 700.21](#), which states that "a faculty member who receives grant monies from external sources for the purposes of producing scholarly research may on his/her own time outside from normal work hours use the facilities and equipment of the College for those purposes so long as the research is of a professional and scholarly nature and does not interfere with the duties of the individual concerned. The College may collect a fee of up to but not to exceed ten percent (10%) of the total grant monies received by the faculty member as compensation for the use of such facilities and equipment in accordance with an agreement to be arranged by consultation between the faculty member and the President before the research project itself is begun. A faculty member may use College facilities and equipment to prepare and submit grant applications to external sources free of charge".

#### 2.E.2

LRSC has an Institutional Review Committee who, in addition to ensuring regulatory compliance and ethical behavior, provides support services so that faculty, staff, and students have access to resources that inform their practices and ensure integrity.

To support faculty, staff, and students in securing funding for research and scholarly practice, LRSC employs a grant consultant. The grant consultant researches funding sources and grant opportunities within LRSC's goals and objectives and assists faculty, staff, and students with the institutional approval process, developing project concepts and proposal components, facilitating meetings with relevant stakeholders, writing the grant application, and conducting performance progress reports.

### 2.E.3

Each year, employees and students are required to accept the LRSC [computer usage policy](#) and NDUS [data classification procedure](#), which outline privacy, confidentiality, integrity, harmful activities, copyrighted material, and consequences for policy violations.

Information relating to research and use of information are made available and students via the [college catalog](#) and [student handbook](#). Academic integrity is also included in [course syllabi](#), which are reviewed with students on the first day of class to inform students on the expectations regarding academic honesty and responsible use of information.

LRSC requires faculty to incorporate and state on their syllabi appropriate [Philosophy of General Education](#) objectives as they relate to each course. These objectives address gathering and analyzing information, creative thinking and intellectual curiosity, problem solving, and lifelong learning, which is congruent with the LRSC mission to provide quality education. The guiding principles is that an educated person must have a critical appreciation of society and of self. This includes some understanding and experience in thinking about moral and ethical problems which enable an educated person to make discriminating moral choices.

Examples of how students learn responsible use of knowledge within a professional field include: nursing students learn the code of ethics regarding patient privacy; early childhood education students observing in the classroom learn professional confidentiality; American Sign Language students complete an entire course dedicated to the code of ethics of an interpreter; information technology students learn updated computer security resources that describe new vulnerabilities and innovative methods to protect networks as well as penalties for illegal computer hacking.

### 2.E.4

[LRSC Policy 800.30](#) states that “students are expected to obey local, state and federal laws, to show respect for properly constituted authority, to meet contractual obligations, to maintain academic integrity in scholastic work and to observe standards of conduct appropriate for an institution of higher learning”. The policy defines consequences for incidents of scholastic dishonesty. Depending upon the circumstance or gravity of an offense, students may fail a particular assignment, test, or course as a penalty for dishonest conduct. Students may appeal the decision of an instructor by following an appeals procedure.

LRSC also abides by [SBHE Policy 1202.1](#) which states “When using NDUS information technology resources, individuals are expected to act in a responsible manner. This includes adhering to all laws and regulations, respecting others’ rights to privacy, and respecting others’ ability to make use of the resources”. The policy also details inappropriate use and sanctions for noncompliance.

## Sources

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- College Catalog 2019-2021 Pages 30
- Course Syllabi Academic Integrity
- LRSC Policy 700.21
- LRSC Policy 800.30
- LRSC Policy 900.09.01
- NDUS Procedure 1203.7
- SBHE Policy 1202.1

- Student Handbook 2019-2020 Pages 36-37
- Syllabi Instructions

## 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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LRSC exercises integrity and complies with state and federal regulations in all aspects of operation. LRSC strives for transparency and presents itself clearly to the public. The institution's policies and procedures derive from SBHE policies and NDUS procedures. These policies and procedures ensure fair and ethical behavior of its governing board, administration, faculty and staff.

SBHE is a non-profit, public entity whose members are appointed by the governor of North Dakota. It serves as the policy-setting and advocacy body for NDUS and governing body for the eleven publicly supported colleges and universities. SBHE has established policies that define its legal and fiduciary responsibilities and establish its authority to oversee LRSC's financial and academic operations. SBHE delegates responsibility for the overall welfare of NDUS institutions to the chancellor and day-to-day management of the institution to the institution's President. NDUS councils, consisting of NDUS staff and campus administrators, make recommendations to the chancellor and SBHE to ensure the interests of LRSC's internal and external constituencies are considered. Administrative Council governs LRSC at the institutional level and has proven its priority to preserve and enhance LRSC.

LRSC is committed to academic freedom and academic integrity and strives to provide an educational environment where faculty, staff, and students engage in ethical teaching and learning. Policies and procedures exist to ensure that faculty, staff, and students provide, acquire, discover, and apply knowledge in a responsible manner. Students receive guidance regarding academic integrity from faculty and LRSC enforces policy violations.

### Sources

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*There are no sources.*

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

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

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

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

LRSC offers Associate degrees, Associate in Applied Science degrees, diplomas, certificates, and certificates of completion in seventeen different [programs](#). A wide array of courses at the [100- and 200- level](#) are available on the main campus, online, in area high schools for dual credit, via interactive video network, and off campus at one of seven [additional locations](#). LRSC courses and programs prepare students for transfer or entrance into the workforce.

To ensure programs are current, new programs must be approved by LRSC, NDUS and SBHE. Per [NDUS Procedure 403.1-A](#) and [403.1-B](#), new program requests start with the NDUS Academic Affairs Council (AAC) via a two-step process. First, LRSC must announce its intent to offer a new academic program and complete the new academic program exploration form, where it provides a brief program description, explains the relationship of the proposed program to the institution's mission and strategic plan, and briefly describes the anticipated student enrollment and employer demand for graduates of the program. Once this process is complete, LRSC can proceed to step two and complete the new academic program request form. This requires an in-depth review of the need for the program, alignment of the program, relationship of the program to other programs, cost of program implementation, accreditations associated with the program, and what new courses need to be created. Upon approval from AAC, the request advances to the chancellor's cabinet and then to SBHE.

Upon approval, LRSC's [Curriculum and Academic Standards Committee](#) assumes responsibility for curricular matters. As established in policy, the Committee has a role in various academic processes, including [administrative withdrawal appeals](#), [tenure recommendations](#), [academic grievances](#), [new program approval](#), and [course approval](#). The committee chair also serves on the College Planning Team. The Committee ensures that consistent standards are applied to all courses and programs.

To ensure courses are current, the Curriculum and Academic Standards Committee reviews courses

for inactivation every three years and inactivates courses that have not been offered in those three years. Activating and inactivating a course is an institutional-level action. If a course is inactivated, it can be reactivated later, upon faculty request and Curriculum and Academic Standards Committee approval. Active courses are those that are being offered consistently to students, thus the curriculum remains relevant. Inactive courses are those that have not been offered for some time and are removed from the catalog so the curriculum does not become outdated and so students do not have an expectation that the course will be offered. To reactivate a course, faculty present an updated syllabus, with a current course description, student outcomes, and course objectives.

Courses remain up-to-date by incorporating relevant research and current events into the curriculum. Faculty practice life-long learning by attending trainings and conferences and holding membership in professional organizations. The [faculty development program](#), managed by the Professional Growth Committee of the Faculty Senate, allocates funds to promote professional development for improvement in each faculty member's teaching ability, knowledge, and skills.

Course and program relevancy are also reviewed during the [program review](#) process when faculty detail how the program relates to the mission, the program's importance to the region and state, and graduate preparation. If the faculty or Program Review Committee identify recommendations in these areas, Administrative Council reviews the program for restructuring. For example, in 2016 the Administrative Assistant and Office Management program received [recommendations](#) from the Program Review Committee on updating the curriculum and changing the courses required to better prepare students for the workforce. When the long-time faculty member retired the following year, the program was inactivated.

Career and technical education programs have [advisory committees](#), consisting of community, business, and industry representatives, to assist faculty in determining current methods and technologies used in their respective fields. [Information and advice](#) shared through the biannual meetings are used to guide decisions on purchasing equipment, improving curriculum, modernizing the classroom or lab space, and strengthening student competencies.

Admissions requirements, licensure exams, and certifications are used to ensure an appropriate level of performance is expected of students. LRSC has an open admissions policy, which means that all students who have earned a high school diploma or GED can attend. To ensure students are academically prepared, [SBHE Policy 402.1.2](#) and [NDUS Procedure 402.1.2](#) were implemented. They set qualifying assessment scores for students to enroll in college-level courses in English and math. Students who do not meet the qualifying scores must first enroll in developmental coursework to prepare for the rigor of college-level course. [Nursing](#), [Peace Officer Training](#), and [Speech Language Pathology Paraprofessional](#) have additional program admission requirements to evaluate an applicant's level of preparation in relation to expected performance. Licensure exams and certification are used by some career and technical education programs to provide students with professional and educational advancement opportunities. The [pass rates](#) of those exams and certifications are used to assess teaching and learning.

Additional student performance measures gauge the appropriateness of courses and programs. [Satisfactory academic progress](#), required by federal and state regulations to qualify for federal financial aid, indicates completion of coursework towards a certificate or degree. [Academic progress standards](#) monitor student progress by semester to ensure students are successfully completing their coursework. Student who are not in good standing are placed on probation or suspension.

### 3.A.2



As a community college, LRSC emphasizes undergraduate education and provides instruction that satisfies the requirements for a certificate of completion, certificate, diploma or associate's degree. All courses, programs, and cocurricular activities have documented student learning outcomes and course objectives that are linked to the general education objectives in LRSC's [philosophy of general education](#). These learning goals are articulated in [course syllabi](#), [program assessment reports](#), [course assessment reports](#), [cocurricular assessment plans](#), and the [catalog](#). Courses and programs are divided into one of two instructional divisions: academic division or career and technical education division. Each division has its own [mission statement](#), which is also included in the course syllabi, that further define the goals of the program and courses.

At the system level, to differentiate learning goals for different levels, [SBHE Policy 403.7](#) and [NDUS Procedure 403.7.3](#) provide guidance for common general education requirements. The NDUS coordinates the Common Course Numbering ([CCN](#)) matrix and General Education Requirement Transfer Agreement ([GERTA](#)) Guide to help students when they transfer between institutions of the NDUS. To have a course approved for CCN or GERTA, the course syllabus is submitted to the academic discipline group for review. The group consists of faculty representatives from each NDUS institution. The group reviews the syllabus, ensuring the learning goals are consistent with other courses across the NDUS that have the same common prefix, catalog number, and title.

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

LRSC uses a variety of delivery modes in numerous locations to educate students. Courses and programs are offered on the main campus, online, in area high schools for dual credit, via interactive video network, and off campus at one of seven [additional locations](#). LRSC considers off-campus instruction as an extension of the main campus. All policies, procedures, and practices applicable to on-campus instruction also applies off campus.

Programs that are offered at additional locations or as consortial arrangements are [coordinated](#) by a faculty director, who also oversees the on-campus program, under the supervision of the Vice President of Academic and Student Affairs. Courses offered by distance delivery or as dual credit are overseen by a division director, under the supervision of the Vice President of Academic and Student Affairs. The faculty and division directors ensure that academic offerings, facilities, financial resources, and student support services meet the needs of students and employees.

When choosing new locations and designing alterations to existing locations, LRSC administration, faculty, information technology staff, and physical plant staff conduct an evaluation to ensure adequate space and information technology infrastructure will accommodate the students and faculty. The evaluation considers classroom and lab design, physical layout, climate controls, ADA compliance, and safety. All additional locations are equipped with learning resources and technology consistent with those used on the main campus. They are selected with faculty input and are up-to-date and accessible to faculty and students. Classrooms and labs have wireless internet access, interactive video network connectivity, projector systems, printers, and computers. Students use the same learning management system, Blackboard, and online tutoring services, Smarthinking, as students on the main campus.

To ensure the facilities meet the needs of students and faculty, additional locations undergo the same facility evaluations as on campus. Every three years, facilities are evaluated during LRSC's [program review](#) process and every five years during CTE's [program evaluation](#) process. In addition, programs that receive special [program accreditation](#) are evaluated through a self-study report and site visit, then routinely monitored, to ensure their resources, including facilities, meet or exceed standards and criteria for educational quality.

Faculty qualifications are the same, regardless of delivery mode and location. LRSC adheres to the Higher Learning Commission's guidelines on [determining qualified faculty](#) to only hire faculty who are experts in the subject matter they teach and who can communicate knowledge in that subject to students. New faculty hired to teach career and technical education must obtain [licensure](#) from CTE. Instructors that do not have teaching experience, a degree in education, or equivalent industry or content certification, are required to complete CTE's [Clinical Practice](#) program. The program is an alternative teacher preparation program for new postsecondary instructors to transition into the classroom.

The procedures for program promotion, marketing, and student admissions is the same for all students, regardless of location. The Director of College Relations is responsible for promotional and marketing activities for all programs at all locations. Enrollment numbers are closely monitored and are used to prioritize marketing efforts. LRSC involves faculty, staff, students, and external advisory boards in its review of promotional and marketing materials and methods. Enrollment goals are set based on capacity at each location to ensure physical space and faculty-to-student ratios maintain an environment conducive to teaching and learning processes.

To ensure instruction is consistent and effective at all locations, faculty use the same textbook and jointly create course objectives and learning outcomes. All faculty follow the same procedures for course and program assessment as detailed in LRSC's [Assessment Plan](#). The instruction provided by faculty is evaluated per [LRSC Policy 700.09](#), which details faculty evaluation using three components: supervisor evaluation, student evaluation, and classroom evaluation. The evaluations are intended to be used as instruments for improvements to instruction. All instructors, full time and part time, are evaluated per the schedule outlined in the policy. In addition, student satisfaction is measured by administering the [student opinion survey](#), which is completed by all students, regardless of delivery mode and location.

Designated meetings are scheduled to encourage collaboration between faculty and provide a venue for them to discuss curriculum and current events. Once per year, the faculty from the [Grand Forks Air Force Base](#) meet with the faculty from the main campus. Dual credit faculty attend [in-service](#) on campus every fall semester. Many on campus faculty also teach online and serve as mentors for fellow online instructors.

TRiO Student Support Services and the PowerSkills Center ([TRiO/PowerSkills](#)) provide students with academic advising, career/transfer advising, tutoring, study labs, financial literacy training and financial aid assistance, computer/printer loans, and disability support services. TRiO/PowerSkills staff visit the off-campus locations annually and encourage students to utilize their services. These services are available to all students, regardless of delivery mode and location.

To evaluate that program quality and learning outcomes are consistent across all modes of delivery, LRSC joined the HLC [Assessment Academy](#). From 2015-2019, a six-person team developed and implemented to focus on institutional assessment of course objectives by discipline across delivery methods. Faculty from various disciplines were tasked with creating a common assessment tool to be utilized on a common course and to establish processes to analyze, report, implement changes and reassess. After completing a comprehensive statistical analysis of shared assessments, we found no [statistical significance](#) of differences in assessment means by course delivery mode.

## Sources

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- Additional Locations
- Admissions Requirements Nursing
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- CCN
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- CTE Evaluation Overview and Procedures
- CTE Licensing Standards
- Dual Credit In-Service
- GERTA Guide
- GFAFB Faculty Visit
- Licensure Exam and Certification Pass Rates
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- NDUS Procedure 403.7.3
- Organization Chart
- Program Assessment Reports 2019-2020
- Program Review Instrument
- Program Review Report 2016
- Programs Webpage
- Satisfactory Academic Progress
- SBHE Policy 402.1.2
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- Student Opinion Survey
- Syllabi Instructions and Samples

- TRiO and PowerSkills Webpage

## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

## Argument

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### 3.B.1

General education is the core of LRSC's mission to enhance lives and community vitality through quality education. The purpose of general education is to provide all students with an opportunity to enhance their interpersonal skills, communication and thinking skills, global and multi-cultural experiences, aesthetic and intellectual experiences, mathematics and sciences applications, technology, computers, information applications, and life-long learning experiences and skills.

To earn an Associate in Arts or Associate in Science degree, students must complete at least 60 credits. Of those 60 credits, at least 39 credits must be from general education courses. To earn an Associate in Applied Science degree in a career and technical field, students must complete at least 20 general education credits. These requirements, and the courses approved to fulfill general education requirements, are published on the [website](#), in program [fact sheets](#), and in the [college catalog](#).

As detailed in Criterion 3.A.1, all courses, programs, and cocurricular activities have documented student learning outcomes and course objectives that are linked to the general education objectives in LRSC's [philosophy of general education](#). These learning goals are articulated in [course syllabi](#), [program assessment reports](#), [course assessment reports](#), [cocurricular assessment plans](#), and the [college catalog](#).

Faculty members provide oversight of the general education curriculum through the [Academic Division](#) and [Curriculum and Academic Standards Committee](#). Additions and revisions to the general education curriculum are initiated by the Academic Division and approved by the Curriculum and Academic Standards Committee. As detailed in Criterion 3.A.2, a course must be approved by the academic discipline group to be included in the [CCN](#) matrix and [GERTA Guide](#).

To further articulate the purpose and importance of general education, LRSC became a founding member of the WICHE Interstate Passport Network ([Passport](#)). Passport is a consortium of public and private, regionally accredited two-year and four-year institutions dedicated to providing an efficient process for students transferring from one institution to another and avoiding the need to repeat academic work already successfully completed. It provides a framework for block transfer of lower-division general education based on learning outcomes. LRSC publishes its [block](#) on its website and in July 2020, joined the Passport's [call to action](#) to eliminate college transfer barriers for students nationwide.

### 3.B.2

LRSC's philosophy of general education was developed using *Bloom's Taxonomy* ([Taxonomy](#)) of higher order thinking. Created in 1956, Taxonomy provides a "framework for classifying statements of what we expect or intend students to learn as a result of instruction". Taxonomy identifies six major categories in cognitive domain: knowledge, comprehension, application, analysis, synthesis, and evaluation. These categories were ordered from simple to complex and from concrete to abstract. This formed a hierarchy of thinking; students must master simple before complex.

By incorporating terms directly from Taxonomy, LRSC developed its philosophy of general education. Fundamental phrases point to a commitment to deeper learning that an educated person must: have a critical appreciation of society and of self; be able to think, speak and write effectively; have an understanding of other cultures to enable one to conduct life with reference to the wider world within which one lives; have an appreciation for and an informed acquaintance with the arts and humanities; have an informed acquaintance with and an appreciation for science and mathematics and their contributions to society; be literate in current and future technologies; have a continued commitment to life-long learning.

The hierarchy of thinking was considered when assigning 100- and 200-level catalog numbers to courses. A 100-level course indicates an introductory or foundational objective while a 200-level course indicates an advanced or continuation of knowledge objective.

### 3.B.3

LRSC offers several educational opportunities to recognize the human and cultural diversity of the world in which its students live and work. First, LRSC has a [Diversity Committee](#) whose function is to encourage efforts to create a positive living and learning environment for all student regardless of race, religion, age, color, sex, disability, sexual orientation, gender identity, genetics, national origin, marital status, political belief or affiliation, and economic or perceived social status. The Committee is appointed by the President and consists of five faculty and staff members and two student members who guide processes and activities that celebrate the diversity which exists in and around LRSC.

In addition to the activities that provide students with growth opportunities and lifelong skills to live and work in a multicultural world as detailed in Criterion 1.C.2, many courses teach the value of diversity by incorporating general education goal III, which states that an educated person must have an understanding of other cultures to enable one to conduct life with reference to the wide world within which one lives. These courses, and their corresponding syllabi, are available [here](#).

To further recognize human and cultural diversity, LRSC provides cultural diversity waivers and international scholar scholarships to facilitate a culturally diverse student body. [Cultural diversity waivers](#) are partial tuition waivers available to members of culturally diverse groups, with special emphasis on students who are Native American. The [international scholar scholarship](#) reduces tuition for students who meet eligibility requirements and live on campus. Recipients of these awards must

assist with campus initiatives and encourage multicultural understanding.

### 3.B.4

In support of its mission and academic offerings, faculty are expected to engage in activities that increase teaching effectiveness, fulfill professional responsibilities, provide mastery of subject matter in the discipline, and provide scholarly growth. Each fiscal year, faculty members sign an employment contract, acknowledging their acceptance of the conditions of employment. The contract includes a [position description form](#), which is completed by each faculty member to detail their teaching, scholarly and creative activity, service, and administration responsibilities. The position description is used during the [faculty evaluation](#) process, where a [review](#) of curriculum and instructional management, classroom observation, and professional growth is conducted.

LRSC encourages the pursuit of scholarly activities for faculty through its [Professional Growth Committee](#) of the Faculty Senate. The Committee promotes professional development for improvement in each faculty member's teaching ability, knowledge, and skills. To support these efforts, LRSC annually allocates \$450 per Faculty Senate members to the Professional Growth Committee. In addition, [LRSC Policy 700.12](#) allows faculty release time from regular duties for the purpose of enrollment in academic classes to further their discovery of knowledge and [LRSC Policy 400.33](#) provides faculty tuition waivers.

To acknowledge and reward faculty for professional competence and service to the institution, faculty can apply for [rank changes](#) and [tenure](#). When applying for a rank change, faculty must provide evidence of quality instruction, professional growth and achievement, and college and community services, activities, and volunteer efforts. When applying for tenure, faculty must provide evidence of teaching effectiveness, fulfillment of professional responsibilities, mastery of subject matter in discipline, continuing scholarly growth, and contributions to LRSC and the community.

To gauge the extent to which faculty pursue scholarly activity, a [faculty volunteer survey](#) was administered in March 2019. The survey showed that faculty actively participate in multiple [professional organizations](#) to contribute to scholarship, creative work and the discovery of knowledge.

Student scholarship is evident at LRSC through the completion of courses and programs and participation in cocurricular activities. During the [Fall Semester 2019](#), more than 1,900 students enrolled in five hundred [course sections](#) and generated over 14,600 credits. LRSC awarded 216 associate degrees and 116 certificates or diplomas from July 1, 2018 to June 30, 2019. In addition to these curricular achievements, LRSC offers a variety of [extracurricular activities](#) to students.

To measure how experiences at LRSC contributed to students' knowledge, skills, and personal development, LRSC administers the Community College Survey of Student Engagement ([CCSSE](#)) every two years. Results show that a majority of students believe "very much" or "quite a bit" that their experience at LRSC contributed to their ability to: acquire work-related knowledge and skills; write clearly and effectively; speak clearly and effectively; think critically and analytically; solve numerical problems; work effectively with others; learn effectively on their own; develop clearer career goals; gain information about career opportunities.

## Sources

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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

### Argument

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#### 3.C.1

As detailed in Criterion 1.C, one of LRSC's [core values](#) is, "LRSC values diversity, respecting the differences between groups and individuals that enrich and strengthen all". Diversity enriches LRSC's ability to accomplish its mission by broadening and deepening the educational experience through interactions of students and employees from multiple backgrounds and perspectives. [NDUS Human Resource Policy 1](#) states that as an equal opportunity employer, each NDUS institution will have a policy of providing equal employment opportunities without discriminations to all applicants and employees. In response to this policy, [LRSC Policy 1500.16](#) and [LRSC Policy 1500.17](#) were established in 2016 to ensure inclusive and equipment treatment of diverse populations.

LRSC's geographic location makes it difficult to recruit faculty and staff from diverse backgrounds. The [population of North Dakota](#) is 86.9% white, 92.5% possess a high school diploma or higher, 90% do not live in poverty, the median household income is \$63,473, and 94% of the [workforce](#) is employed. LRSC must actively recruit employees to have an overall composition that reflects human diversity. National searches have been conducted to fill vacant positions of the president and faculty in the Farm Management, Nursing, Simulation Technology, and Wind Energy Technician programs. All staff and faculty positions are posted to the national job search website Indeed.com.

As of Fall Semester 2019, [faculty appointments](#) at LRSC included 44 benefited faculty members and 64 part-time, non-benefited instructors. There were 291 part-time and full-time staff, including student employees, non-benefited staff, and benefited staff. The composition of those employees is 93% white and 7% other ethnic groups, including American Indian, Asian, Black, Hispanic, and

Pacific Islander.

### 3.C.2

The number of faculty members has increased over the past ten years in response to the addition of new and expanded programs. In 2010 there were 36 full-time faculty members, 41 in 2015, and 43 in 2020. The number of part-time instructors has also increased significantly over this time to account for the high demand of dual credit and online courses. The average years of service for full-time faculty members is 11 years.

The [credit load](#) for a full-time faculty member is 30 credits per academic year. This is exclusive of the summer semester, which is optional and not part of the regular contract. [Load consideration](#) included factors such as number of class preparations, number of advisees, committee assignments, special projects, and other factors. Faculty are allowed to overload their credits, but the overload is limited to no more than six credits per semester. All lab and shop hours are weighted equally for credit load with science labs counting as 1.5 credits for overload compensation. The Vice President of Academic and Students Affairs may authorize reasonable compensation for full and part time faculty for work performed outside the scope of their contract, for work that creates an undue burden, or to achieve equity in instructional responsibilities.

Per [LRSC Policy 700.07](#), effort is made to achieve equitable distribution of class size. Enrollment capacity will be restricted for courses with limited physical capacity and in which small size has special advantages, such as laboratory sections, language classes, and classes where discussion is important. Lecture courses will have larger enrollment capacities depending on the classroom size and teaching format. The [student to faculty ratio](#) is 14:1.

Non-classroom roles, such as scholarly and creative activity, service, and administration responsibilities, are outlined in [faculty position descriptions](#). Each role is assigned a percentage of time to ensure expectations of non-classroom commitments are achievable. All full-time, on campus faculty are required to advise students and serve on Faculty Senate and LRSC [committees and councils](#). Full-time, online faculty are also required to serve on committees, but do not student advise. In place of advising, they receive one additional credit of teaching. Programs with additional locations or large enrollment are assigned [program directors](#) who receive special contracts to perform administrative duties.

While conducting research or submitting papers to be published are not outlined in a faculty contract, administration has been supportive of faculty who wish to go beyond the classroom. For example, full-time, online faculty member Dr. Betsy Bannier published a paper using the results of the Assessment Academy project. The [paper](#) was accepted with International Journal of Learning and Teaching and was presented by Dr. Bannier at the International Conference on Distance Learning and Education in Amsterdam. In addition, employees who choose to pursue continued education are supported by administration and rewarded by an increase in salary for [completion of new degrees](#).

In 2016, LRSC developed a policy recognizing [emeritus status](#), which may be granted to retiring faculty, senior administrator, or professional who have dedicated themselves to both classroom and non-classroom roles.

### 3.C.3

[LRSC Policy 700.03](#) details LRSC's qualification and selection process for hiring new faculty. The policy was revised in 2016 to align with HLC's faculty qualifications guidelines. It states, "Academic faculty shall possess a master's degree or higher. Should a member of the academic faculty possess a

master's degree in a discipline or sub-field other than that in which they teach, that faculty member should have 18 graduate credits, and tested experience, however, may be sufficient to demonstrate expertise. Career and technical education faculty shall possess a sufficient combination of academic credentials and tested experience that demonstrate the ability to understand and convey the essentials of the discipline that a student should master at various course and program levels. CTE faculty must be able to engage professionally with colleagues in determining the learning objectives for all graduates of a program and possess the full scope of knowledge, skills, and abilities.”

The procedure for new hires starts with a division director. The division director identifies a potential instructor, collects evidence of their qualifications, and submits it to the Vice President of Academic and Student Affairs for consideration. Upon approval, the qualifications are entered into a [spreadsheet](#) and the evidence is forwarded to the Director of Human Resources for retention in the personnel file. Evidence includes copies of official college transcripts and may include evidence of real world experiences, accomplishments, awards, publications, attendance at discipline specific training, professional memberships, conference attendance, leadership roles held in relevant professional associations, and other similar means. To articulate faculty qualifications to the public, the qualifications of faculty teaching for the current academic year is posted to the [website](#).

Current faculty who do not meet the minimum qualifications requirements may continue to teach courses in accordance with their contract and regular course assignments, provided they have in place a qualifications plan approved by the Vice President of Academic and Student Affairs and are actively working toward meeting the minimum requirements of the qualifications plan through their enrollment in graduate courses and/or other professional growth activities.

To facilitate achievement of faculty qualifications, LRSC reimburses benefited faculty, and with approval from Administrative Council, part-time instructors, for the tuition, mandatory fees, course fees, and books for graduate courses taken in accordance with the approved qualifications plan. LRSC also reimburses benefited faculty for the full cost of attendance at workshops and other professional development activities that are included in the approved qualifications plan.

LRSC participates in four consortial programs: Dakota Nursing Program, Northern Information Technology Consortium, North Dakota Agriculture Consortium, and Social Work. The partner institutions are HLC accredited and evidence of faculty qualifications is shared amongst institutions. The faculty are included in LRSC's [faculty qualifications spreadsheet](#).

Instructors teaching for non-credit through TrainND must also meet instructor qualifications. The approval entities and trainings requiring instructor approval are:

- North Dakota State Board of Nursing: certified nurse assistant, license practice nurse intravenous therapy, certified medical aide, nurse trainer training, qualified service provider.
- American Heart Association: CPR, first aid, AED, basic life support for healthcare providers, advanced cardiovascular life support, blood borne pathogens.
- National Registry for Emergency Medical Technicians: emergency medical technician, emergency medial responder.

### 3.C.4

[LRSC Policy 700.09](#) details faculty evaluation procedures. Faculty are evaluated using three components: classroom observations, supervisor evaluations, and student evaluations. The [class observation evaluation](#) is used as the standard evaluation instrument and follows a frequency schedule based on number of years of teaching. A supervisor evaluation is conducted each year when

a classroom observation evaluation is not scheduled. [Student evaluations](#) are conducted at least one per academic year. Evaluations are intended to be used as instruments for improvements of instruction so results of all evaluations are shared with the instructor and retained in their personnel file.

The Vice President of Academic and Student Affairs conducts the evaluations of all on campus instructors. The Academic and Student Affairs Coordinator coordinates the student evaluations of all on campus instructors. The Director of Distance Education hires an evaluator to conduct the classroom observations of dual credit and online instructors and coordinates their student evaluations. The Director of the Grand Forks Air Force Base (GFAFB) conducts the classroom observation and coordinates the student evaluations of all GFAFB instructors.

Faculty are further evaluated during the rank change and tenure processes. Faculty seeking [rank change](#) must provide evidence of quality instruction, professional growth and achievement, and college and community services, activities, and volunteer efforts. When applying for [tenure](#), faculty must provide evidence of teaching effectiveness, fulfillment of professional responsibilities, mastery of subject matter in discipline, continuing scholarly growth, and contributions to LRSC and the community. Both processes require an evaluation of the evidence by the Faculty Senate Tenure Committee to determine whether the candidate fulfills the criteria for promotion.

Instructors teaching for non-credit through TrainND are evaluated using participant evaluations and client evaluations. All training participants are given the opportunity to complete an evaluation pertaining to the training they received. All clients (business representatives who requested the training) are provided an evaluation to complete pertaining to the training they requested.

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

LRSC ensures that instructors are current in their disciplines through the supervisor evaluation component of the [faculty evaluation](#) process. The supervisor evaluates if the instructor participates in professional activities and in-service sponsored by the college, attends state, regional, or national events/conferences to remain current in profession, and applies new techniques to improve curriculum or curriculum management. The evaluation process also ensures that instructors are adept in their teaching roles by assessing [curriculum, instructional, and classroom management](#).

Instructors teaching career and technical education are required to obtain [licensure](#) from CTE. New instructors with teaching experience, a degree in education, or equivalent industry or content certification [apply](#) for a license, detailing their education, teaching and educational supervision experience, work experience other than teaching and educational experience, and non-college credited in-services, conferences, workshops and training sessions attended in the last five years. Instructors that do not have teaching experience, a degree in education, or equivalent industry or content certification, are required to complete CTE's [Clinical Practice](#) program. The program is an alternative teacher preparation program for new postsecondary instructors to transition into the classroom. Upon receiving CTE licensure, instructors then must [renew](#) every five years. To renew, instructors must complete 120 clock hours of professional development specific to their content area and/or related to instructional delivery methods. In addition, their industry certification must be kept current as specified by the appropriate industry and/or national program standards. As of Spring Semester 2020, all CTE faculty were appropriately [licensed](#).

LRSC allocates resources to ensure instructors are current in their disciplines. The [Professional Growth Committee](#) promotes professional development for improvement in each faculty member's teaching ability, knowledge, and skills. To support these efforts, LRSC annually allocates \$450 per

Faculty Senate members to the Professional Growth Committee. Each Faculty Senate member submits an annual plan for professional growth. This plan contains an analysis of knowledge, skills, and competencies to be acquired during the year. It also contains a list of activities to be engaged in order to achieve these goals. Faculty who have submitted their growth plan before the specified deadline each year receive priority funding. Recipients of professional growth funding give presentations on their professional development experience during faculty in-service each year.

[LRSC Policy 700.12](#) allows faculty release time from regular duties for the purpose of enrollment in academic classes to further their discovery of knowledge and [LRSC Policy 400.33](#) provides faculty tuition waivers. Faculty are also allowed [developmental leave](#). A faculty member who has served the institution at least six years may be granted a developmental leave for re-training or professional development providing institutional resources are available and the workload can be absorbed within existing staff resources allocations. Prior to the leave being granted, a written proposal on the planned use of the leave must be presented identifying the activities to be carried forth with the useful contributions to be developed for the benefit to LRSC and to the individual.

To reward faculty who remain current in their disciplines and adept in their teaching roles, LRSC established the [Excellence in Educating Award](#). Faculty, staff, and students submit letters of recommendation to the Award Selection Committee that includes faculty, at least one staff member, and one student member. Awards are presented during the back to school breakfast every fall semester. The recipient also receives \$2,000 for travel to an approved conference, workshop or other professional development activity to be used within the next two academic years.

### 3.C.6

Per the [Faculty Handbook](#), campus-based faculty are required to be on campus a minimum of thirty-five hours per week. This includes teaching, advising, committee work, recruiting, and office hours. All instructors, including those who are not campus-based, must maintain [adequate office hours](#) for assisting students and colleagues. They must maintain an up-to-date Outlook Calendar, which is accessible to students and employees, including class times, office hours, meetings, committee assignments, off-campus activities, and personal leave. The hours, days, and location of office hours are also a required component of [course syllabi](#).

All faculty are available to students by phone and email with other options, such as Microsoft Teams, available to best meet the needs of students. Regardless of the mode of course delivery, students have access to faculty. The [employee directory](#), available on the LRSC website, provides the email address and phone number of all instructors. In addition, email and phone number are required components of course syllabi. Some instructors even provide their personal cell phone or home phone number.

All incoming first-year, degree-seeking freshmen are required to enroll in the first-year experience course, UNIV 101-Introduction to College Life. Within this course, students complete an academic advising assignment that requires them to meet with their advisor and complete their four-semester plan of study. During orientation activities at the start of each semester, students meet their advisors to become familiar with their office location, hours, and contact information.

As part of the [faculty evaluation](#) process, students have the opportunity to complete the [student opinion survey](#), which is a course evaluation that assesses instructor availability. In these surveys, students answer three pertinent questions; if the instructor is available to help students during scheduled office hours, if the instructor responds to student questions/concerns in a timely manner, and if the instructor provides timely feedback no coursework to help student progress. A random [sample of surveys](#) from the last ten years, including instructors from on campus, online, dual

credit, and Grand Forks Air Force Base, was conducted. Student responses to the questions regarding instructor accessibility were overwhelmingly positive; all students answered frequently or always to these three statements.

LRSC surveys students every two years using the Community College Survey of Student Engagement (CCSSE). [Results](#) from the 2018 survey shows strong evidence that instructors are accessible to students: 97% of students used e-mail to communicate with an instructor, 77% discussed grade or assignments with an instructor, 77% talked about career plans with an instructor or advisor, 53% discussed ideas from readings or classes with instructors outside of class, and 81% received prompt feedback from instructor on performance.

### 3.C.7

Ensuring that staff members are appropriately qualified starts with the hiring process. The NDUS utilizes the U.S. Department of Education's broadband process. [Broadbanding](#) is an approach to job classification and compensation that takes into consideration content and scope of a position, employee knowledge, skills and abilities, the job market, and employee performance. Every staff position has a [position description](#) in accordance with the [NDUS Broadbanding Policy](#). As discussed in Criterion 5.B.1, LRSC has [hiring policies](#) to ensure appropriately qualified staff are hired as outlined in position description instructions and staff interview procedures.

Staff members providing support services are typically classified into one of two professional bands. [Band 3000.3405-Educational Services Professional](#) requires a Graduate degree from an accredited library school or other appropriate advanced degree with experience in a field relevant to library services or a Bachelor degree in the field of education, social work, psychology, counseling or a related field and licensure, registration or certification as may be required by law. [Band 3000.3415-General Student Services Professional](#) requires a Bachelor degree in a directly related field. Other student support positions fall in the [1000-Administrative/Managerial band](#). The minimum qualifications of this band includes a Bachelor's degree in an appropriate field and five years of directly related work experience and licensure, registration or certification as may be required by law.

Upon hire, a new employee spends time in small groups and one-on-one meetings to gain the knowledge needed to complete the job responsibilities. Employees are trained in policies and procedures annually through the Director of Human Resource in compliance with the NDUS. LRSC employees collaborate with their counterparts at other NDUS institutions through participation in user group meetings. The user groups hold regular meetings to remain current on changes in higher education and consistent with common processes.

[NDUS Human Resource Policy 33](#) encourages employees to pursue a program of continuing education. LRSC allocates resources to ensure staff are appropriately trained and supported in their professional development. [LRSC Policy 400.33](#) provides staff with tuition waivers and release time from work to pursue professional development through continued education. During the annual budget process, described in Criterion 5.B.3, staff members request funding for professional development, including participation in local, state, regional, and national conferences, travel to partner NDUS institutions user group meetings and other networking opportunities, and membership in professional councils and committees. LRSC professional development activities are also provided and funded through various professional associations in which staff are members. Examples of organizations in which LRSC staff gain professional development include: Council for Opportunity in Education, Association for TRiO professionals, National Academic Advising Association, North Dakota United, Association of College and University Housing Officers-International, North Dakota Disability Services Council, Association of Higher Ed and Disabilities, and National Association of

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- North Dakota Census
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- Staff Position Description
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- Student Opinion Survey Samples

- Student to Faculty Ratio
- Syllabi Instructions
- Unemployment Rate



## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

## Argument

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### 3.D.1

As an open enrollment, comprehensive community college, LRSC serves all students who seek an education. This ensures that LRSC has a wide range of college-prepared students, many of whom need student support services. LRSC provides extensive services to support student learning. To coordinate student support services, the Retention Committee was established. The Committee is a collaboration between student support services staff and faculty from various disciplines. It focuses on the programming and services affecting student persistence, retention, and graduation. Student support services include:

- [TRiO Student Support Services and PowerSkills Center](#): TRiO Student Support Services (TRiO) is funded by a federal grant whose sole purpose is to serve nontraditional students who meet certain criteria. First awarded in 2001, LRSC has been a recipient of this federal grant for 19 years and received notice on [August 6, 2020](#) that it was awarded funding for an additional five years. To be eligible for TRiO services, students must be low income, first generation college students, or disabled. At least two-thirds of the students at LRSC are TRiO eligible. For those students who do not qualify for TRiO, LRSC created the PowerSkills Center to parallel the services offered through TRiO to non-eligible students. To ensure inclusion of all students, services are offered in the same setting and students are not designated as TRiO or PowerSkills. All students have equal access to all services. TRiO and PowerSkills offer proactive academic advising, transfer advising, early registration, career exploration services, tutoring, test proctoring, financial aid and literacy services, and mentoring to its students. TRiO and PowerSkills are housed together along to provide a one-stop shop. Students at a distance or online are also served for all services either with emails, phone calls, or via distance technology.
- [Disability Services](#): The Disability Services Coordinators provides equal access to educational programs and services for students with disabilities.
- [Counseling](#): During the comprehensive evaluation in 2011, HLC [recommended](#) that LRSC hire a “full-time counselor to assist students in coping with issues outside the classroom that may affect their ability to learn”. Immediately following that recommendation, LRSC hired a full-time Director of Counseling. Due to high student demand for counseling services, LRSC has

- employed a counseling intern since 2016. Also in 2016, LRSC implemented [Telemed](#) counseling, which is a collaboration between LRSC, Dakota College at Bottineau, and Williston State College to provide counseling services to students at a distance.
- **New Student Orientation:** New Student Orientation was first implemented Fall Semester [2011](#) and was scheduled for one full day. Based on student feedback, orientation was expanded to two days in [2013](#) and to its current three-day model in [2019](#). For online students, there is an orientation module built into LRSC's learning management system, Blackboard, so students from a distance can get new student orientation information. Orientation is an important retention activity that gives students an opportunity to interact with fellow students and student support services staff, building relationships early in their academic career.
  - **Registration Days:** Attending Registration Day is a requirement of all new students and returning students who have not taken classes with LRSC during the past year. Registration Day exposes students to all of the [student support services](#) available to them. Students meet with an advisor to choose their classes, enroll in classes, receive their campus email, computer login, and photo ID, tour campus, and complete the ACCUPLACER exam if they do not have an ACT score on file. Through the use of [student surveys](#), LRSC has redesigned Registration Days to better meet the needs of students.
  - **UNIV 101:** All incoming first-year, degree-seeking freshmen are required to enroll in the first-year experience course, UNIV 101-Introduction to College Life. The course is available on campus and online. In order to increase student persistence and retention to graduation, this course is designed to better prepare students for college while providing tools, skills, peer communities, and campus resources necessary for success during the first few weeks of college. [Course topics](#) include goal setting, campus resources, campus activities, communication time management, learning styles, memory, study skills, critical thinking, mindset, self-care, academic planning, personality career assessment, employment skills, and financial literacy. Upon completion of the course, a [student survey](#) is conducted to solicit student feedback on the topics that are covered and how to improve the information relayed to students. Survey results are reviewed by UNIV 101 instructors who [revise their curriculum](#) based on student feedback.
  - **Early Warning ([Starfish](#)):** Faculty are required to submit to the Director of Counseling students who have never shown up to class. The Director, along with TRiO/PowerSkills staff, contacts these students individually to develop a plan for success for each situation and student. LRSC takes a personal approach to contacting students in order to build the needed rapport to ensure students are retained. Personal phone calls and one on one meetings are typical with this approach.
  - **Testing Services:** LRSC's testing center is an authorized Pearson VUE Testing Center that offers a variety of examinations to meet the needs of its students and also those from the community. LRSC provides testing for placement, academics and professional development.
  - **Tutoring Services:** All students have access to tutoring services. On campus students can request tutoring via the [tutoring request form](#) on the LRSC website. All students, including distance students, can utilize [Smarthinking](#) tutoring services.
  - **Information Technology:** The campus email is considered the [official email address](#) of LRSC and is the primary contact used by LRSC to inform students of important campus information. A campus email account is provided free of charge and is active as long as a student remains enrolled at LRSC. Students also have a campus computer account, Campus Connection account, and Blackboard account. The entire campus is equipped with wireless internet and multiple computer labs are available for student use. For information technology assistance, students can go to the LRSC Help Desk or submit a ticket online. A variety of support services are available are also available on the LRSC [website](#).

### 3.D.2

In 2013, [SBHE Policy 402.1.2](#) and [NDUS Procedure 402.1.2](#) were implemented. They set qualifying assessment scores for students to enroll in college-level courses in English and math. Students who do not meet the qualifying scores must first enroll in developmental coursework to prepare for the rigor of college-level course.

To comply with policy and procedure, LRSC implemented guidelines to identify students needing development coursework. ACT or SAT scores are required for degree-seeking students seeking admission to LRSC. For students who do not have ACT or SAT scores, LRSC administers the [ACCUPLACER Scores](#) are used to advise students into the appropriate development or college-level courses.

To provide preparatory instruction to students needing development coursework, LRSC offers the following courses: ASC 086-Preparatory English, ASC 088-Composition Lab, ASC 092-Algebra Prep II, ASC 093-Algebra Prep III. These courses are available to students on campus, online, and at the Grand Forks Air Force Base.

As detailed in Criterion 3.D.1, LRSC provides extensive resources to students to support learning.

### 3.D.3

[Academic Planning and Advisement](#): LRSC utilizes faculty and staff advisors. All Faculty Senate members and staff in TRiO, PowerSkills Center, and Student Affairs Advisors provide advisement services. This includes helping students meet their graduation requirements, choosing classes that best meet their academic goals, mentoring in their academic area, and general guidance in their career choices. Advisement also includes meeting with advisees throughout the semester, advising during Registration Days, and utilizing Starfish to report at-risk students. LRSC also employs a full-time [online advisor](#) and the Director of Distance Education provides advisement for dual credit students.

[Advising Sheets](#): Created by the Retention Committee, advising sheets provide advisors with a guide to use when assisting students with course selection. Educational intent, including course placement scores, intended major, and whether a student plans to transfer or directly enter the workforce, along with core program curriculum and elective options, are included on the sheets. Advisors list the courses that the student should enroll in for the upcoming semester and the student uses the plan to enroll in courses in Campus Connection.

[Semester Plan](#): To ensure students enroll in the appropriate courses based on their academic ability and that they plan accordingly for developmental courses in their overall degree plan, advisors assist students with developing a semester plan. The semester plan is a personalized semester-by-semester list of courses required to complete a program.

Graduation Audit: To receive a degree from LRSC, students must complete an [Intent to Graduate](#) form. Upon receipt of the form, the Registrar's office will conduct a graduation audit to ensure all requirements for graduation have been met and the student is notified of any deficiencies. Students complete the form at least one semester prior to their intended graduation so they will have time to address any missing requirements. It is important that you consult with your academic advisor prior to submitting the form.

Campus Connection: Campus Connection is LRSC's student administration system. It provides students and advisors with a variety of advising capabilities. Students can view their advisor,

academic requirements, transfer credits, unofficial transcript, graduation status, enrollment history and grades. Advisors can view advisee degree plan, enrollment history, credits attempted and completed, transfer credits, GPA, and academic standing.

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

Per [SBHE Policy 901](#), each NDUS campus maintains a physical development plan (master plan) that articulates long term goals and establishes strategies to achieve those goals for the campus that are consistent with the institution's mission. Every two years, the LRSC [Facilities Master Plan](#) is updated with projects, both small and large, that are understood to be important priorities for the institution. Input is provided formally through the College Planning Team and faculty and staff listening session. Over the past ten years, LRSC has improved and expanded its infrastructure to support effective teaching and learning.

Construction of the wind turbine was completed in 2013. Located approximately 3.2 miles northwest of the campus, the turbine provides students in the Wind Energy Technician program with hands on skill development.

In 2014, the Bergstrom Technical Center project added 27,800 square feet of new space and remodeled 20,116 square feet of existing space. The expansion included a newly constructed simulation center for the Nursing program. The center includes a three room simulation center with a large control room, six bed basic skills lab, certified nurse assistant lab, classrooms, meeting rooms, reception area, and student and staff lounges. The project also renovated the classrooms, laboratories, and shop spaces for the American Sign Language, Peace Officer Training, Simulation Technology, and Wind Energy Technician programs. To complete the project, new technology and furnishings were purchased, a new mechanical system was installed, and the building's exterior was updated.

In response to an audit, LRSC relocated the PearsonVue testing center in 2014. Additional space was allocated which added a waiting area, administration room, and testing room with six work stations. In 2016 new furniture was purchased for the testing room, including: desks with dividers, chairs, lockers, proctor desk and chair, waiting room chairs, and light reduction blinds. In January 2020, PearsonVue upgraded its software, which was not compatible with the existing computers, so new computers were purchased.

LRSC has an active drama program that hosts two main productions per year along with some smaller campus productions. Their performance space, the Robert Fawcett Auditorium, received multiple upgrades between 2016 and 2019, including new sound, lighting, and microphone systems. The auditorium is also used by multiple community groups.

Newly renovated in 2017, the library has been transformed into a Learning Commons, providing students, faculty, staff, and the community with a shared space for studying, tutoring, reading, and hosting meetings. To facilitate these activities, the Learning Commons has paper and electronic books, newspapers, journals, reading areas, study booths, study rooms, desktop computers, laptops available for checkout, laptop stations, televisions, printers, virtual reality equipment, and a classroom equipped with a SmartBoard. A variety of research and study [resources](#) are available to students. [ODIN](#), a collection of licensed databases that is operated by the NDUS, is available to students on and off campus. The librarian and support staff are available to help students find, retrieve, and evaluate information. Since converting to a Learning Commons, demand for services has increased and the Learning Commons' [hours](#) have been extended.

In 2017, LRSC transitioned its learning management system from eCollege to Blackboard. Training

was provided to faculty by Blackboard trainers and the NDUS continues to contract extra training sessions. When students log in to Blackboard, a student orientation tutorial appears. LRSC employs a full-time Instructional Designer who provides beginner and advanced Blackboard training. Additional help for students and faculty using Blackboard is available from the [NDUS Helpdesk](#) or the [Blackboard website](#).

Heritage Hall and Chautauqua Gallery are LRSC's primary meeting rooms and are used extensively by campus and community. These rooms were completely remodeled in 2019 for a modern look. A Crestron touch panel, microphones, and video wall to create a collaborative meeting space was installed in Chautauqua Gallery.

The Business Wing, which houses the classrooms, laboratories, and faculty offices for the Business Administration, Fitness Trainer Technician, Information Technology, and Marketing programs, was remodeled in 2019. The entire space, floor to wall to ceiling, was given a modern look. All new desks, chairs, podiums, storage units, white boards, and décor, were purchased. The marketing classroom received flexible seating to allow for student and faculty collaboration.

In October 2019, LRSC broke ground on a new 20,000 square foot precision agriculture building named the Hofstad Ag Center. The facility will feature offices, classrooms, conference areas, and a machinery bay, garage doors that open directly to shop space for flexibility, open ceiling with operable partitions for flexibility and easy access to main shop, spacious area for larger scale learning and drone demonstration and training, and dedicated space for tools and instruments. Immediately adjacent to the Hofstad Ag Center is the 40-acre test field that the Precision Agriculture program uses as a live lab to provide real world experiences.

The LRSC [Bookstore](#) is located in the main building. The store carries all required textbooks and course materials needed for classes on and off campus. Students can purchase textbooks and materials in store or online. To ensure students are prepared for the first day of class, the bookstore offers a [textbook charging program](#). The Bookstore Director and Bookstore Assistant are available to assist students and to provide a variety of additional products and services: LRSC logo apparel and gifts, Royal Java coffee bar, graduation apparel and announcement, educational and office supplies, UPS delivery station, postage stamps, balloon bouquets, and gift wrapping.

Students in the Nursing program complete clinicals, which provide a supervised experience in caring for patients in a variety of healthcare settings including hospitals, acute care centers, long-term care facilities, home care agencies and clinics. Approximately fifteen [clinical sites](#) are used each semester to provide practice experience in medical, surgical, critical care, and emergency room, pediatrics, obstetrics and gynecology, home health and hospice, psychiatric, geriatrics, psychosocial, and leadership.

To ensure that all facilities are ADA compliant, an external review is conducted by CTE. This on-site [nondiscrimination compliance review](#) was conducted on September 30-October 1, 2019. Through this evaluation, LRSC provided evidence of compliance with federal civil rights laws and regulations and does not discriminate on the basis of race, color, national origin, sex, disability, or age in nine major areas of review. CTE identified various [findings of noncompliance](#), primarily in facilities, which LRSC has remedied and is now in [full compliance](#).

Technological infrastructure at LRSC has improved drastically over the past decade. [Multiple upgrades](#) have been made to improve security and network performance, enhance teaching and learning methods, and facilitate communication.

Additional resources are available to students through TRiO/PowerSkills. There have been upgrades to computers and laptops to allow for increased proctoring capabilities. Additional desktop and laptop computers have been purchased for testing and general student use. Students also have access to a lending book library, calculators, and printers. With the addition of disability services in 2013, LRSC invested in resources to assist students with disabilities: Read and Write Gold software can read things aloud, assist with paper editing, writing, and spelling; AccessText subscription provides electronic textbooks that can be requested in PDF, Word, or EPUB formats; SmartPens allow students to record lectures and tie notes taken during the lecture to the recording; students who are visually impaired can use JAWS, OpenBook, Pearl Camera, OrCam, and Embosser.

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

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

### **Summary**

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LRSC is a community college that emphasizes undergraduate education and provides instruction that satisfies the requirements for a certificate of completion, certificate, diploma or associate's degree. A wide array of courses at the 100- and 200- level are available on the main campus, online, in area high schools for dual credit, via interactive video network, and off campus at one of seven additional locations. LRSC courses and programs prepare students for transfer or entrance into the workforce. All courses, programs, and cocurricular activities have documented student learning outcomes and course objectives that are linked to the general education objectives in LRSC's philosophy of general education.

LRSC is committed to hiring and retaining qualified faculty and ensuring they have the support needed to accomplish both the classroom and non-classroom responsibility of their employment contracts, including teaching, advising, assessment, committee work, recruiting, and student inquiry. Staff members are appropriately qualified, trained, and supported in their professional development.

As an open enrollment, comprehensive community college, LRSC serves all students who seek an education. This ensures that LRSC has a wide range of college-prepared students, many of whom need student support services. LRSC provides extensive services to support student learning. To coordinate student support services, the Retention Committee was established. The Committee is a collaboration between student support services staff and faculty from various disciplines. It focuses on the programming and services affecting student persistence, retention, and graduation. Through the LRSC facilities master plan, students and instructors are provided with the infrastructure and resources necessary to support effective teaching and learning.

### **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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

### Argument

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#### 4.A.1

A comprehensive [program review](#) occurs on calendar years ending in 3, 6, and 9. The purpose of program review is to assess the strengths of each program and to discover areas for growth and make recommendations for improvement. The [instrument](#) used is composed of ten sections, which include both qualitative and quantitative evaluations. The qualitative evaluation consists of narrative provided by program faculty addressing the program's strengths and concerns. The quantitative evaluation consists of multiple year averages of enrollment, placement, and cost data. The instrument also addresses the extent to which the program has successfully addressed the concerns of the preceding program review. The final program review report is used by Administrative Council to determine if a program will be continued, restructured or discontinued.

LRSC has taken action on multiple recommendations that were identified during the program review process. As a result of the [2013 program review](#) process, the following actions were taken:

- The American Sign Language and Interpreting Studies program identified the need for an articulation agreement with a four-year university so that students had the minimum

qualifications required to take the Registry of Interpreters for the Deaf certification exam. As a result, LRSC and Minot State University entered into an [articulation agreement](#) for students to earn a Bachelor of Applied Science in Interpreting and Sign Language Studies.

- The Business Administration program reported that their CTE advisory board recommended the addition of Smart Boards to their classrooms. This recommendation was also made by faculty in the Liberal Arts program. As of 2018, all classrooms are equipped with Smart Boards.
- The Fitness Trainer Technician program, which was available online only, noted student demand for an on campus option. As a result, course offerings were expanded and the program is now available online and on campus. In addition, the program's instructor noted that if enrollment continued to increase, the kinesiology lab would not be large enough to effectively teach. In 2018, the lab was relocated to a larger space and in 2019, the lab, classroom, and faculty office were completely renovated.
- In 2012, LRSC hired a new marketing instructor who, through the program review process, reported concerns with the outdated program curriculum. In 2014, upon approval from the Curriculum and Academic Standards Committee, significant changes were made to the curriculum.
- Faculty in the Peace Officer Training program requested an administrative assistant to provide support for the additional locations. To accommodate this request, the administrative assistant to the Vice President of Academic and Student Affairs was assigned to the program part time.
- The Nursing program identified limited space as an obstacle. Construction of the Bergstrom Technical Center in 2014 included a newly constructed simulation center for the Nursing program. The center includes a three room simulation center with a large control room, six bed basic skills lab, certified nurse assistant lab, classrooms, meeting rooms, reception area, and student and staff lounges.
- The Simulation Technology program requested an additional full-time instructor to meet the needs of the growing program. A second full-time instructor was hired July 2015.

As a result of the [2016 program review](#) process, the following actions were taken:

- The Administrative Assistant and Office Management program, which had a history of low enrollment, received recommendations from the Program Review Committee on updating the curriculum and changing the courses required to better prepare students for the workforce. When the long-time faculty member retired the following year, the program was inactivated.
- The Marketing program recommended adding a Marketing subplan to the Business Administration degree to provide an easy to transfer options for students who want to major in marketing. This was [approved](#) by the Curriculum and Academic Standards Committee in 2017.
- Due to low student enrollment and high operational costs, the Peace Officer training program recommended discontinuing the Bismarck location. The recommendation was approved and the location is now inactive.
- Precision Agriculture reported that classroom space was constricted due to growing enrollment. In October 2019, LRSC broke ground on a new 20,000 square foot precision agriculture building named the Hofstad Ag Center.
- The Wind Energy Technician program requested significant marketing and promotion in an attempt to capitalize on the steep wind industry growth curve, thus increasing enrollment. The college allocated resources for a marketing campaign, that included digital, traditional, and organic social media efforts.

As a result of the [2019 program review](#) process, the following actions were taken:

- The Program Review Committee reported concern with the history of low enrollment of the American Sign Language and Interpreting Studies program. It recommended eliminating the AAS in Interpreting Studies and focus on the ASL Certificate and offering ASL courses for elective, humanities credit, or foreign language credit, and delivered face-to-face, online, and for dual credit. The recommendation was approved by [Administrative Council](#) and [Curriculum and Academic Standards Committee](#) and went into effect Fall Semester 2020.
- Concerns were identified by the Program Review Committee and program faculty for the Fargo location of the Peace Officer Training program. Together, they recommended to close the location and non-renew one of the faculty member's contracts. The [Administrative Council](#) approved this recommendation effective Fall Semester 2020.
- It was recommended for the Simulation Technology program to deliver courses online for the apprenticeships with Northrup Grumman and CAE. Existing faculty resources did not permit this, so LRSC hired a part-time, online instructor to develop and deliver the necessary courses online.

#### 4.A.2

In accordance with [SBHE Policy 441](#) and [NDUS Procedure 441](#), LRSC established [policy 800.17](#) to recognize and give credit for education and knowledge that students have acquired prior to enrolling at LRSC.

A maximum of 15 semester credit hours will be accepted from alternate credit earning options such as approved subject examinations or life experience. Additional credit hours may be accepted for military service credit, or from other sources upon approval of Registrar. There are several means of establishing credits toward a certificate or degree as described below.

Transfer of credits to LRSC: An official transcript from each of the student's former institutions must be submitted for review. International transcripts must first be evaluated by any National Associate of Credential Evaluation Services [member](#). The Registrar's Office will determine which credits will transfer as well as how those credits will be applied toward LRSC's requirements. A credit summary, indicating only the number of credits transferred and institution of origin, will be posted to the student's LRSC official transcript after the student has been admitted. A detailed listing of transferred courses will be available to both student and advisor. All of the student's previous undergraduate work becomes part of the student's permanent LRSC record. If necessary, credits will be converted to semester hour equivalencies. In general, all college-level credits attempted, including withdrawals, at a regionally accredited institution of higher education will be posted in transfer by LRSC. There are some exceptions including, but not limited to: credit granted for life experience by other institutions; institution-based credit by examination; non-degree continuing education courses. Acceptance of transfer credits for specific programs or to satisfy degree requirements is governed by institution policies, the system-wide [CNN](#) matrix, [GERTA Guide](#), and statewide articulation agreements. Students have the right to appeal transfer credit decisions following [LRSC Policy 800.31](#).

College Level Examination Program (CLEP) and Advanced Placement Credit: Nationally recognized examinations provide students an opportunity to obtain college recognition for their formal or informal academic accomplishments prior to attending college. LRSC may grant college credit to students who obtain the required minimum scores set by the NDUS on approved college level examinations. Students must be enrolled as degree-seeking at LRSC to receive CLEP credit. All accepted CLEP credits will be recorded as Satisfactory ("S") grades and will not be included in the student's GPA. Students may not take CLEP subject area exams after enrolling in the equivalent

course. Students who have completed certain College Entrance Examination Board (CEEB) or Advanced Placement courses in high school will be awarded college credit according to the policy of the NDUS. A [list of exams](#) eligible for credit by examination and required scores is published by the NDUS. LRSC does not accept CLEP general examinations.

**Articulation Credit:** The intent of articulation is to provide students with previously completed secondary education career and technical course work the opportunity to receive credit at the post-secondary level. To articulate a high school course, a student must complete the course at an articulating high school, complete the articulation form, and pay the associated fees for articulation. Articulated credits are posted to the student's academic record after the student has completed one semester as a degree-seeking student at LRSC. All articulated coursework must be requested within 12 months of high school graduation. Articulated credits may not transfer to other post-secondary institutions.

**Armed Service Credit:** LRSC may grant college credit to students who completed courses while on active duty in the armed services. Credit granted will be based on the recommendations set forth in the American Council on Education's [Military Guide](#). Two types of credit may be granted: Courses or activities accepted by LRSC, but are not equivalent to specific courses in the current LRSC catalog, will be posted in bulk as free elective credit toward the minimum number of credits required for the degree being sought, up to a maximum of 10 credits. Courses or activities determined as equivalent to specific courses in the LRSC catalog will, with appropriate departmental approval, be posted as equivalent courses on the student's transcript.

**Challenge Credits:** A course challenge is designed to grant credit for mastery of the material included in selected courses. Students enrolled at LRSC and in good standing may request to challenge certain courses listed in the college catalog. The Vice President of Academic and Student Affairs and the course instructor will determine whether a challenge is appropriate and the type of examination to be given. Challenge credits may not be accepted as transfer to another college. A non-refundable fee is assessed for each challenge. Credit is granted for courses successfully challenged at the "C" level or better.

**Life Experience/Experiential Learning Credit:** Students with documented work experience or industrial training that can be directly related to a specific existing course in the LRSC catalog may request an evaluation to determine if college credit can be approved. It is the student's responsibility to provide documentation of learning experiences that is complete and sufficient for assessment. Credit will be awarded based on a determination made by the Registrar and appropriate departmental representative. The amount of credit will be equivalent to the designated course in the catalog. Life experience credits are limited to 15 credits for all degrees with the exception of Technical Studies which has a limit of 22 credits. Life experience credits may not be accepted as transfer to another college.

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

SBHE gives LRSC the authority to maintain course prerequisites, course rigor, student learning expectations, learning resources access, and faculty qualifications through [SBHE Policy 305.1](#), where it states that LRSC's President has "primary responsibility for the internal organization of the institution's administration, including academic, administrative, and student affairs" and the president will "ensure excellence in the institution's teaching, research, and service missions while maintaining the strength of the institution's academic and co-curricular programs and furthering the recruitment and retention of outstanding teachers, scholars, staff, and students".

LRSC delegates course requisites, course rigor, and student learning expectations to the faculty and the [Curriculum and Academic Standards Committee](#), which is a standing committee of the Faculty Senate that is responsible to act upon all curricular matters. As established in policy, the Curriculum and Academic Standards Committee has a role in various academic processes, including [new program approval](#), [new course approval](#), [course modifications](#), [course deletions](#), and [curriculum changes](#).

Course requisites, rigor, and learning expectations are determined when the faculty submits a syllabus with the new course request to the committee for consideration. The syllabus includes all components of the course, including course level, number of credits, requisites, major units, assessment tools, general education objectives, course objectives, and student learning outcomes. Upon approval, the course is added to the college catalog. Curricular changes are reviewed every two years when the catalog is updated.

Course rigor is established when the course level and number of credits is approved for a new course. A 100-level course indicates an introductory or foundational objective while a 200-level course indicates an advanced or continuation of knowledge objective. To ensure rigor is maintained, LRSC uses nationally standardized certification and licensing exams within specific career and technical education departments. The [pass rates](#) of those exams and certifications are used as an assessment tool. Faculty also measure the appropriateness of course rigor by administering [course assessments](#), which monitors the progress of student learning through the course to ensure students are learning as expected.

Oversight of faculty qualifications and access to learning resources is provided by the Vice President of Academic and Student Affairs. As detailed in Criterion 3.C.3, [LRSC Policy 700.03](#) details LRSC's qualification and selection process for hiring new faculty. Faculty qualifications are also evaluated during the [rank change](#) and [tenure](#) processes. Access to learning resources is provided to faculty upon request during the budget process (Criterion 5.B.3), through the Learning Commons (Criterion 3.D.4), and from student support services (Criterion 3.D.1).

To ensure faculty have access to the learning resources they need to provide quality education, LRSC conducts a [program review](#) every three years, which evaluates the program's equipment or supplies and what resources the program might need to reach its optimal enrollment and whether funds that are allocated to the program are adequate to support high quality instruction. Learning resources are also evaluated every five years during North Dakota Career and Technology Education's [program evaluation](#) process. In addition, programs that receive special [program accreditation](#) are evaluated through a self-study report and site visit, then routinely monitored, to ensure their resources meet or exceed standards and criteria for educational quality.

LRSC's dual credit program offers high school sophomores, juniors, and seniors the opportunity to earn college credit while the high school also grants credit for each course successfully completed. Students must have a B average and high school administration permission to enroll in dual credit courses. LRSC offers college courses to high school students through a variety of delivery modes, including face-to-face instruction in the high school, face-to-face instruction on campus, interactive video network, and online. The Director of Distance Education, under the supervision of the Vice President of Academic and Student Affairs, provides administrative oversight to the dual credit program and ensures that dual credit courses are equivalent in learning outcomes and levels of achievement.

Faculty qualifications are the same, regardless of delivery mode and location. LRSC adheres to the

Higher Learning Commission's guidelines on [determining qualified faculty](#) to only hire faculty who are experts in the subject matter they teach and who can communicate knowledge in that subject to students. This includes faculty who provide instruction to high school students.

College courses eligible for dual credit must meet the rigor of regular college courses and be consistent with LRSC's academic standards. Courses with the same subject and catalog number have common course titles, descriptions, general education goals, course objectives, student learning outcomes, textbooks, and course materials. Dual credit instructors follow the syllabus requirements as detailed in the [Faculty Handbook](#), administer course assessments as detailed in the [Assessment Plan](#), conduct the [student opinion survey](#), and undergo [supervisor evaluations](#).

These expectations are communicated to the dual credit faculty in the fall, when they attend [in-service](#) on campus and receive the [dual credit policy manual](#).

#### 4.A.4

The Automotive Technology program is nationally accredited by the National Institute for Automotive Service Excellence ([ASE](#)). ASE accreditation assures that the program upholds its standards based upon the number of hours required, instructor qualifications, and availability of the right tools and equipment. The Automotive Technology program has been ASE accredited for over 25 years. There is a continuing accreditation process every five years with the last time being in 2016.

The Fitness Trainer Technician program was initially accredited in 2013 and [continued accreditation](#) for 2018-2028 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). CAAHEP continues to monitor the program's compliance annually.

The Nursing program has approval from the [North Dakota Board of Nursing](#) through April 2024 for its Practice Nurse Certificate (LPN) and Associate Degree Nurse (RN). The Board of Nursing is a U.S. Department of Education recognized state approval agency. LRSC's Associate Degree Nurse program is nationally accredited by the Accreditation Commission for Education in Nursing. The initial [five-year accreditation](#) runs from Fall 2015 through Fall 2020; LRSC is currently in the process of preparing for a continuing accreditation site visit.

The Peace Officer Training program is approved by the North Dakota Peace Officer Standards and Training ([POST](#)) Board. LRSC is the only college in the state of North Dakota authorized to deliver the North Dakota POST Board approved police academy.

#### 4.A.5

The [mission](#) of LRSC's academic division is to provide high-quality, accessible educational opportunities in the liberal arts. It strives to maintain an educational environment in which students learn to think critically and creatively and express themselves cogently, broadening their understanding of life and their ability to function successfully in a complex and changing society to their full potential, thus preparing the students for advanced study. The mission of the career and technical education division is to provide students with current knowledge and training necessary for immediate entry into the workforce. The success of graduates is the ultimate measure of mission accomplishment. LRSC uses a number of methods to evaluate the success of its graduates.

One measure of graduate success is the [Placement Report](#), which publishes the statistics for placement of graduates. The Academic Affairs division coordinates data collection for the Placement Report. The placement rate is calculated by adding the number of graduates who were employed in

fields related to their program of study within six months of graduation and the number of students seeking additional education, then dividing that number by the total number of program graduates. The report also includes the average annual number of openings projected for a field of study as provided by North Dakota Job Service and average annual salary data from the U.S. Department of Labor Bureau of Labor Statistics. The overall placement rate for academic year 2017-2018 graduates was 97%.

Employer satisfaction is another measure of graduate success. This can be measured through feedback provided by the [CTE advisory board](#) members. Many of the members are current, former, and prospective employers of LRSC graduates. They provide faculty with information about the skills they are seeking and if, in their experience, LRSC graduates have possessed those skills. They strengthen the program by reviewing curriculum for student competencies and recommending curriculum changes that will better prepare students for employment.

Various academic programs pursue special program accreditation, which provides employers assurance that graduates are competent in their field and prepared for employment. To be accredited by the Accreditation Commission for Education in Nursing, the Nursing program completes a self-study report that evaluates [six standards](#). One of those standards is to ensure that students have achieved each end-of-program student learning outcomes and each program outcome. Another accredited program, Fitness Trainer Technician, prepares a self-study report for review by its accreditor, Commission on Accreditation of Allied Health Education Programs. This report addresses [multiple standards](#), including outcomes assessment. The program must assess its effectiveness in achieving its stated goals and learning domains by conducting outcomes assessments which include an employer satisfaction survey. The National Institution for Automotive Service Excellence accredits the Automotive Technology program. The accreditation process includes a self-evaluation and assesses [twelve standards](#), including student competencies, placement, and workplace employability skills.

LRSC has two programs, Nursing and Peace Officer Training, that prepare students to take an exam that is required for employment in their field. The pass rates of those exams is an indication of graduate success. Students completing either degree have the option of entering the workforce or transferring to a university for advanced study. For the Licensed Practical Nursing program, graduates take the [NCLEX-PN](#). The first-time pass rate goal is at or above 80%. The reported pass-rate for 2018-2019 was 100%, 2017-2018 was 93.55%, and 2016-2017 was 100%. For the Associate of Nurse Degree program, graduates take the [NCLEX-RN](#). The first-time pass rate goal is at or above 80%. The reported pass rate for 2018-2019 was 84.44%, 2017-2018 was 93.94%, and 2016-2017 was 88.46%. For the Peace Officer Training program, graduates take the ND POST Licensing Exam. The reported pass rate for the past seven years has been 100%, with 732 graduates taking the exam.

To measure students' satisfaction regarding their preparedness for employment or advanced study, LRSC administers the Community College Survey of Student Engagement (CCSSE) every two years. [Results](#) show that a majority of students believe "very much" or "quite a bit" that their experience at LRSC contributed to their ability to acquire work-related knowledge and skills; write clearly and effectively; speak clearly and effectively; think critically and analytically; work effectively with others; develop clearer career goals; gain information about career opportunities. The Nursing program also administers an [exit survey](#) to students graduating from the Associate Degree Nurse program. In 2019, 93.3% strongly agreed or agreed that the program prepared them to practice as an effective registered nurse.

To provide another option for students to prepare for employment, LRSC has entered into [apprenticeship](#) agreements with the Department of Labor and Northrop Grumman for students in the Information Technology and Simulation Technology programs. [Apprenticeships](#) provide students, who are working on the job, with one-on-one, full-time training from a skilled staff member of the employer as well as related classroom instruction. At the end of each week, the employer will complete a competency checklist and a [weekly review](#) that details the student's work ethic, application of class knowledge and skills, and advancement in job competency. At the end of each semester, the employer will complete a [semester review](#) that details the student's skill level, strengths, and areas for development. This is a new opportunity for students and the first students recently started their apprenticeship, so there are no students to report on at this time.

## Sources

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- Accreditation Page
- ACE Military Guide
- ACEN Accreditation Manual
- ACEN Award Letter
- Administrative Council Minutes 01-03-2020
- Apprenticeship Mentor Guide
- Apprenticeship Program
- Apprenticeship Semester Review
- Apprenticeship Weekly Review
- ASE Certification
- ASE Program Standards
- ASL Articulation Agreement
- Assessment Plan 2019-2020
- Board of Nursing Approval
- CAAHEP Award Letter
- CAAHEP Standards and Guidelines
- CCN
- CCSSE Results 2018
- Course Assessment Report
- Credit by Exam Chart
- CTE Advisory Committee Guide
- CTE Program Evaluation Report
- Curriculum and Academic Standards Minutes 02-08-2017
- Curriculum and Academic Standards Minutes 03-11-2020
- Curriculum Change
- Dual Credit In-Service
- Dual Credit Policy Manual
- Faculty Evaluation Form
- Faculty Handbook 2019-2020
- GERTA Guide
- Licensure Exam and Certification Pass Rates
- LRSC Policy 100.03
- LRSC Policy 1400.02
- LRSC Policy 700.03
- LRSC Policy 700.13



- LRSC Policy 700.14
- LRSC Policy 700.23
- LRSC Policy 800.17
- LRSC Policy 800.31
- LRSC Policy 900.01
- LRSC Policy 900.02
- NACES Members
- NCLEX-PN Pass Rates
- NCLEX-RN Pass Rates
- NDUS Procedure 441
- Nursing Exit Survey
- Placement Report 2017-2018
- POST Board Training Academy
- Program Review 2013
- Program Review 2016
- Program Review 2019
- Program Review Instrument
- SBHE Policy 305.1
- SBHE Policy 441
- Student Opinion Survey

## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

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#### 4.B.1

LRSC has been formally involved in assessment since 1985, when the college conducted an institutional assessment in preparation for becoming a part of the NDUS. LRSC believes that assessment is a systematic process that educators use to evaluate, measure, and document student knowledge to enhance programs and improve student learning outcomes. Implementing a plan to assess student learning is a key component of the Higher Learning Commission's criteria for accreditation and assumed practices. As an accredited institution, LRSC commits to clearly stating goals for student learning and effective processes for assessment of student learning and achievement of learning goals; using the information gained from assessment to improve student learning; and linking processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The [Assessment Plan](#), which provides information for faculty, academic administrators, and academic support staff about assessment practices, is reviewed and updated annually by the Assessment Committee. The plan is designed to align LRSC's assessment strategies at the institution, program and course levels with its mission, strategic plan, general education objectives, and HLC standards of quality. It provides information for faculty, academic administrators, and academic support staff about assessment practices. The goal is to create a culture of assessment that leads to reflection and action and allows for continuity of assessment efforts. With the understanding that assessment is a continuous process, the plan guides faculty and staff in their efforts to: identify goals and outcomes, develop assessment tools to assess and measure each goal and outcome, use assessment tools to gather evidence, review and analyze results, implement changes, document impact of those changes on goals and outcomes, and report efforts to LRSC stakeholders.

LRSC has identified four levels of assessment: institutional, program, course, and cocurricular. Institutional assessment uses the institution's goals as the basis for assessment. It answers the overall question of institutional effectiveness; how well is LRSC achieving its mission and goals. Program assessment uses the program's mission, goals and outcomes as the basis for assessment. Course assessment are the methods developed by individual faculty based on their teaching approach, students, and learning outcomes. Cocurricular assessment measures the contribution that programs and activities outside of the classroom have on student learning.

Institutional assessment measures LRSC's institutional effectiveness, which is the ability to achieve

the general education goals and outcomes developed to support LRSC's mission. The goal of institutional assessment is to utilize continuous methods for the improvement of educational quality and student learning. It is a cyclical process where faculty and staff plan, assess, and improve learning of students through research-based planning and evaluation. The responsibility of institutional assessment rests with the faculty and is supported by LRSC's administration. Campus planning activities provide guidance to systematically integrate the strategic plan to link assessment of student learning and the evaluation of operations, planning, and budgeting. LRSC engages in multiple institutional assessment activities:

- **Collegiate Assessment of Academic Proficiency (CAAP):** The Collegiate Assessment of Academic Proficiency (CAAP) test was a requirement for all students graduating with a liberal arts degree. It was administered at the end of the fall and spring semesters from 2001-2017. Every two years the tests rotated between Mathematics/Writing and Science/Reading. During the time the [results](#) were collected, LRSC students consistently scored near or slightly above the national average. These scores were also compared to the students' ACT scores, when available, to evaluate academic skill growth with the results reviewed annually by the Assessment Committee. Since there was little statistical significance between LRSC's scores and the national average, recommendations for change in methods of learning delivery were not recommended by the committee. The CAAP exam was retired by ACT in 2017 and LRSC identified a new method for measuring student learning in the academic division by conducting student self-assessment interviews.
- **Student Self-Assessment Interview:** After the CAAP test was retired, LRSC created a series of home-grown assessment methods to evaluate learning by liberal arts majors. The first method was a student self-assessment survey and interview, which was used Fall Semester 2017. That semester, there were 22 liberal arts graduates, of which six were granted exemptions to the assessment requirement. Sixteen graduates completed the survey and, of those graduates, 10 were selected for an interview. The survey was constructed based on the essential learning outcomes (ELO) that the state General Education Council adopted in 2016. Students were provided with a definition of the ELO. They then ranked themselves on a scale from 1 to 5, with 1 being low and 5 being high, as to how well they believe they could demonstrate that outcome. Students then provided examples of how they demonstrated that outcome while attending LRSC. A sample of the students who completed the survey were then interviewed by members of the Academic Division and Registrar's Office. The interviews were conducted individually and in small group settings. The interview questions were comprised of items from the written survey and leading questions to help students understand the purpose behind each question. Following the completion of the surveys and interviews, several staff and faculty members held a discussion of the activity. It was the conclusion of the group that while the interview had merit, it was not feasible to administer the survey and also conduct interviews with the much larger population that would be graduating in the spring. The group also concurred that the students who were interviewed reported that they had met most of the ELOs in their pursuit of a liberal arts degree.
- **ACCUPLACER:** To replace the student self-assessment, the ACCUPLACER test was used Spring Semester 2018 and Fall Semester 2018 as a second home-grown assessment method. It was administered to students graduating with a liberal arts degree. The intent of this assessment method was to determine if student learning occurred by comparing the ACT score that was submitted when students applied for admission with the ACCUPLACER score that was reported at the end of their final semester. After administering the ACCUPLACER exam for two semesters, it was determined that the concordance table between ACT and ACCUPLACER scores was too broad to provide a meaningful comparison. Instead, a

comparison was made between where a student would place in math and English based on their initial ACT score versus where they would place based on the ending ACCUPLACER score. The [results](#) showed that a majority of the students had no change in placement. This is because most of the students' initial placement was into the college-level course. Once a student placed into the college-level course, there was no higher placement, so there was no opportunity to show improvement using this method. Due to these limitations, the ACCUPLACER assessment tool was discontinued after Fall Semester 2018 and replaced with a self-assessment that students complete in BlackBoard.

- **Student Self-Assessment:** In the spring of 2019, a new survey was conducted for students graduating with a liberal arts degree or students who had completed at least 30 credits and were transferring. It is administered every fall and spring semester on Blackboard to these students. The survey was constructed based on the essential learning outcomes (ELO) that the state General Education Council adopted in 2016. Students are provided with a definition of the ELO. They then rank themselves on a scale from 1 to 5, with 1 being low and 5 being high, as to how well they believe they could demonstrate that outcome. Students then provide examples of how they demonstrated that outcome while attending LRSC. At academic division meetings held during faculty in-service, the academic division faculty review the student input, discuss areas that need improvement, and plan for curricular changes to facilitate improvement.
- **General Education Goals Assessment Inventory:** Each year the faculty assessment chair generates a report showing the general education goals assessed by the faculty throughout the academic year. This institution-wide assessment will identify goals that are in need of additional evaluation, identify the goals that are being evaluated thoroughly, and provide evidence that graduates have accomplished the intended general education curriculum.
- **Multiple Delivery Modes, Consistent Outcomes:** In 2015, LRSC joined HLC's [Assessment Academy](#) and developed a project to assess student learning in three primary general education areas of English, math and science to evaluate whether learning was consistent throughout delivery methods. Results of the project are detailed in Criterion 4.B.2.
- **[Persistence, Retention and Graduation Rates:](#)** The persistence, retention, and graduation rates for varying cohorts are calculated as measures of student success. LRSC reports these rates based on guidelines set by Integrated Postsecondary Education Data System (IPEDS) and Student Achievement Measure (SAM) as external benchmarks in assessment. Since IPEDS and SAM account for only a small population of students, LRSC has also implemented some "home grown" strategies to calculate the persistence, retention, and graduation rates of all degree-seeking students and students by specific cohorts. These strategies are shared with internal stakeholders and some are published on the [institutional research and effectiveness page](#) of the LRSC website.
- **[CCSSE:](#)** The Community College Survey of Student Engagement (CCSSE) provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The survey is used as an outcome measure for a variety of institutional and cocurricular assessment methods.

Program assessment measures how students are learning as they progress through a specific program. The goals of program assessment are to ensure that the program's mission, goals and outcomes are being addressed across the curriculum, identify ways that the program can be improved, and inform faculty about relevant issues that can impact their program and student learning. LRSC engages in multiple program assessment activities:

- Every fall semester, faculty review their program's mission and student learning outcomes to ensure they are reflected in the curriculum and align with LRSC's mission. The [Program Assessment Report](#) is completed to address the following: identify the program's mission and goals; identify the program's student learning outcomes; discuss the relationship between the program's goals and LRSC's mission, determine what assessment methods will be used to measure learning, describe the system used to compile and analyze the data, identify the changes that were or will be implemented to improve student learning, and detail how the assessment data was used to improve student learning. Faculty report the results from this assessment to their peers at meetings during fall and spring in-service.
- [Annual Program Enrollment Report](#): Every fall semester, the Director of Academic Affairs prepares the Annual Program Enrollment Report in accordance with [LRSC Policy 700.24](#). The report details career and technical education enrollment by program, academic division enrollment by subject area, and the total students enrolled and credit hours produced by benefited faculty. Any career and technical education program with fewer than nine full-time students per full-time faculty and any academic division departments with fewer than twenty full-time students per full-time faculty is reviewed as a low enrollment program and a low enrollment comprehensive evaluation is conducted.
- [Low Enrollment Comprehensive Evaluation](#): Prior to an official designation as low enrollment, the Director of Academic Affairs, in cooperation with the program faculty, conducts a comprehensive review to identify the key indicators of program strength as they relate to enrollment. These indicators may include the ending enrollment numbers for at least the previous three terms, verification of all students in the program, any changes in the number of program faculty, the program's budget (not to include salaries and benefits), the number of program related courses delivered by part time instructors (and related enrollments), prior marketing efforts, employer partners or the lack thereof, and industry strength and hiring trends. The Vice President of Academic and Student Affairs makes an official recommendation to the President as to whether or not the program will be officially listed as a low enrollment program for the current academic year, only after this comprehensive review has been completed. Faculty in a program officially designated as low enrollment will review their program and complete an action plan for improvement in collaboration with the Director of College Relations, the Director of Student Affairs, and the Vice President of Academic and Student Affairs. Programs listed on low enrollment status for two consecutive years will be notified in writing that the program may be considered for restructuring or closure during the next academic year.
- [LRSC Program Review](#): LRSC conducts a comprehensive [program review](#) to assess the strengths of each program and to discover areas for growth and improvement. In years ending in 3, 6, and 9, the Vice President of Academic and Student Affairs, in collaboration with the Faculty Senate President, appoints a committee to lead the program review process. The program review report is submitted to Faculty Senate and Administrative Council for evaluation, review, and action.
- [CTE Program Review](#): A program review is completed for each career and technical education program. On a five-year rotating schedule, LRSC's career and technical education programs are evaluated by CTE. The purpose of the review is to ensure the commitment to quality career and technical education programs, compliance with federal Carl Perkins legislation, and compliance with CTE policies. The evaluation process consists of a self-evaluation completed by all career and technical education program faculty and an on-site evaluation and review. During the on-site evaluation, evaluators meet individually with program faculty to discuss the self-evaluation. The evaluators meet with LRSC administrators, staff and students. In addition, they review facilities, equipment, and curriculum. The team provides commendations,

suggestions, and recommendations for improvement.

- **Certification and Licensure Exams:** Students in the American Sign Language, Automotive Technology, Fitness Trainer Technician, Marketing, Information Technology, Precision Agriculture, and Wind Energy Technician programs can choose to take industry certification exams. The Licensed Practice Nurse, Associate Degree Nurse, and Peace Officer Training programs prepare students to sit for national exams that are required for employment in the industry. Faculty report the [results](#) of first-time pass rates each year to the Director or Academic Affairs. These exams are used as career and technical education program assessments.
- **Placement Rates:** The Academic and Students Affairs Program Coordinator calculates job placement rates on an annual basis. The placement rate represents the percentage of total program graduates who obtain employment in, or related to, their field of study or who are seeking additional education. The data is collected six months after the end of the academic year to allow students time to obtain employment.

Course assessment measures the difference between students' existing knowledge and the intended learning outcomes. The goal of course assessment is to monitor the progress of student learning through the course to ensure students are learning as expected. Instructors will analyze the results from course assessment to make curricular change that will improve teaching and student learning. They will re-assess outcomes to determine the effect those changes had on learning. Once per academic year, all instructors complete the [Course Assessment Report](#) to address the following: identify course objectives and student learning outcomes that are meaningful and measurable; align the student learning outcomes with general education goals; determine what assessment techniques will be used to measure learning; describe the system used to compile and analyze the data; identify the changes implemented in curriculum and/or teaching methods to improve learning; detail how the assessment data was used to improve student learning. Faculty report the results from their assessment to their peers at meetings during fall and spring in-service.

Cocurricular assessment refers to the improvement of student learning outside of the classroom through activities that provide learning opportunities in support of LRSC's curricular programs and institutional mission and goals. Student learning is not exclusive to the classroom. Many of LRSC's general education outcome goals are achieved through experiences outside of the classroom. Cocurricular activities at LRSC include: athletics, first-year experience course, new student orientation, student clubs and organizations, student life and intramurals, and student success services. Each cocurricular activity has clearly stated student learning outcomes that align with LRSC's mission and general education goals. The success of these activities is assessed through both standardized and home-grown assessment tools and are measured through enrollment trends and persistence, retention, and graduation rates. Once per academic year, cocurricular activity supervisors review their activity's mission and student learning outcomes to ensure they are reflected in the curriculum and align with LRSC's mission. The [Cocurricular Assessment Report](#) is completed to address the following: identify the student learning outcomes assessed during the cocurricular activity that were meaningful and measurable; specify the General Education Goal(s) assessed during the activity; indicate the assessment technique used to measure success of the activity; describe the system used to compile and analyze the data; identify the changes that were or will be implemented in curriculum and/or teaching methods to improve learning; detail how the assessment data was used to improve student learning. Activity supervisors report the results from this assessment to their peers annually, as detailed in their assessment plan.

#### 4.B.2

LRSC uses assessment data to promote continuous improvement of teaching and learning. Given the breadth of assessment efforts at the institution, program, course, and cocurricular levels, improvement efforts are extensive. Examples of these efforts include:

- CAAP math test results showed that while students were performing at the national level, it was less than the performance level necessary to successfully complete college-level courses. In response, LRSC developed a three-course sequence of algebra prep courses. Students were placed into one of the three developmental courses according to their placement test score. In 2013, instructors of the developmental math courses reported that the first course was not necessary and recommended combining two of the courses into one. The request was approved by LRSC's Curriculum and Academic Standards Committee and the three-course sequence is now a two-course sequence. Students also showed low levels in English per the CAAP test. To improve English readiness, the Academic Division introduced a writing across the curriculum initiative. Courses across multiple disciplines introduced writing into their courses. For example, chemistry and microbiology instructors added a research paper to their courses to increase students' experience with conducting research and writing papers. These findings coincided with SBHE and NDUS establishing [policy](#) and [procedures](#) requiring student placement into college courses, which unified the use of placement scores for math and English across the NDUS. To ensure that students were successfully completing the development courses and the subsequent college-level courses, LRSC's Director of Academic Affairs conducted a [study](#) that showed the success rates.
- In 2013, the Academic Division implemented the General Education Assessment Inventory to measure the number of general education goals that were being assessed across all courses taught at LRSC. A manual inventory was completed in 2013, which showed that while all general education goals were being assessed, there was a narrow distribution with some goals assessed in only one course and other goals assessed in forty to sixty courses. The Assessment Committee streamlined the process by putting the inventory in Blackboard so instructors could self-report their goals and coordinated with instructors to assessment of general education goals. As a result, the inventory conducted in 2019 was much more inclusive, showing a more even distribution of general education goals being assessed.
- LRSC participated in HLC's Assessment Academy from 2015-2019. The Assessment Academy team's project, Multiple Delivery Modes, Consistent Outcomes, assessed student learning in three primary general education areas of English, math and science to evaluate whether learning was consistent throughout delivery methods. The project had three clear outcomes. First, to demonstrate the extent of consistency in achieving the predetermined course outcomes across delivery modes. Second, to provide evidence of student learning. Third, extent of participation in the project over time will be documented; adding general education courses from new departments to the project each semester will strengthen institution-wide perceptions of the value of student assessment. A comprehensive [statistical analysis](#) of shared assessments was conducted. It identified three course competencies in chemistry and one learning outcome in math that needed curriculum development focus. The faculty have coordinated to make curricular changes and will reassess to measure for improvement.
- Numerous changes have been made at the program level as a result of LRSC's formal program review process as detailed in Criterion 4.A.1.
- [Student success services](#) is an identified cocurricular activity. To [assess its effectiveness](#), a student survey is administered to students at the end of each semester. The most recent survey indicated that students were unaware of tutoring services available, particularly to those in the Nursing program. To improve on this, the Director of TRiO met with the lead nursing tutor and the Nursing Program Coordinator to develop a plan to provide more awareness of nursing

tutoring. They will present on tutoring services available during the nursing orientation at the beginning of the semester and meet with all nursing students at each location for a second time during the semester.

- [Athletics](#) is another cocurricular activity. Student athletes who intend to graduate undergo an [exit survey](#) during their final semester. Results from the softball team indicated that students did not feel that they have participated in community services or civic engagement. The coach has committed to giving student athletes opportunities to conduct additional service projects and communicating the purpose of the projects so the students understand why they are performing the activity.
- There are countless [examples](#) from the past ten years of changes that have been made by instructors as a result of course assessment.

### 4.B.3

LRSC believes that assessment must be faculty owned and faculty driven. The Assessment Committee consists of five faculty members, representing both instructional divisions, the Vice President of Academic and Student Affairs, and the Director of Academic Affairs. It provides organization and structure to the assessment process and promotes assessment of goals and outcomes as a means of continuous improvement. The Committee's responsibilities are to: establish timelines for assessment activities, plans, and reports; create procedures and templates for assessment plans and reports; oversee implementation of assessment plans by program and individual faculty; provide training and consultation with faculty regarding assessment; promote campus discussion on assessment.

When faculty and staff are engaged in the assessment process, they are more likely to use to evaluate, measure, and document student knowledge to enhance programs and improve student learning outcomes. To facilitate participation, LRSC incorporates assessment into various activities: [faculty in-service](#), [dual credit in-service](#), assessment share fair, Assessment Committee summer retreat, division meetings, program review, Interstate Passport.

Faculty and cocurricular staff advisors design their own assessment plans and report on their plans each year as detailed in Criterion 4.B.1. A standardized reporting document was developed to provide consistent reporting and ease of tracking. Faculty report the results from their assessment to their peers during faculty in-service. They present on the tools they used to conduct assessment, what they learned, what changes they made, and if those changes led to improvements. This informal sharing of best practices facilitates open discussion and allows faculty to learn from each other.

## Sources

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- Assessment Plan 2019-2020
- CAAP Results
- CCSSE
- Cocurricular Assessment Report
- Cocurricular Exit Survey Athletics



- Cocurricular Plan Athletics
- Cocurricular Plan Student Success Services
- Cocurricular Report Student Success Services
- Course Assessment Report
- Course Assessment Sample Reports
- CTE Program Evaluation Report
- Developmental Course Study
- Dual Credit In-Service
- In-Service Agendas
- IR Webpage
- Licensure Exam and Certification Pass Rates
- LRSC Policy 700.23
- LRSC Policy 700.24
- NDUS Procedure 402.1.2
- Placement Report 2017-2018
- Program Assessment Report
- Program Review 2019
- Quick Data 2019-2020
- SBHE Policy 402.1.2

## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve 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, 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

Defining goals for student retention and completion is part of the formal strategic planning process at LRSC. As discussed in Criterion 1.A.2, strategic planning is driven by the NDUS' fifteen-year plan, [Envision 2030](#), and its five-year plan, [The Edge](#). The Edge details the goals identified to accomplish Envision 2030. One of those goals, to equip students for success, has the objective to increase students' overall attainment rates through increased participation, retention and completion rates. The outcomes are to improve SAM outcome rates, improve IPEDS graduation rates, improve IPEDS retention rates, and to improve total degrees and certificates being awarded to Pell grant recipients.

LRSC uses The Edge to create a five-year strategic plan and annual [Campus Action Plans](#) to create institution-level goals and to prioritize the objectives that will be applied to reach those goals. The current [strategic plan](#) includes a goal to foster a student-centered environment that promotes excellence in teaching and effective learning with one of the objectives being to increase retention and graduation rates. To accomplish this objective, LRSC uses data trends to identify ambitious, but attainable, retention and completion goals: increase IPEDS retention rate to 65%; increase IPEDS graduation rate to 55%; increase SAM graduation rate by 2%.

#### 4.C.2

The Director of Academic Affairs is responsible for the collection, management, analyses, and archiving of information in support of decision-making, planning and reporting. Specific to student persistence, retention, and completion, the Director calculates and publicizes summary information via the [Quick Data](#), which details enrollment numbers, student demographics, credits generated, ACT scores, and placement, retention, and graduation rates.

[Enrollment](#) has steadily increased, with slight dips and peaks, over the past fifteen years. In 2006, fall semester headcount was 1,508 compared to 2019 fall semester headcount of 1,982. In 2018, LRSC broke its headcount and credit production record with 2,072 students generating 15,077

credits.

The metrics for retention and graduation included in the Quick Data use IPEDS and SAM definitions as detailed in Criterion 4.C.4. For the five years included in the Quick Data, the percentage of first-time, full-time students who graduated within 150% time of beginning a program ranged from 37% to 50% (IPEDS), with an average of 45%. The percent of full-time and part-time students graduating within six years of beginning a program ranged from 51% to 62% (SAM), with an average of 56%. The IPEDS retention rate, percent of full-time, first-time students who were retained fall to fall, ranged from 58% to 65% with an average of 62%.

In addition to the data publicized in the Quick Data, persistence, retention and completion information is also collected and analyzed for cohorts based on student population and educational offerings. These cohorts include: [athletics](#), [delivery mode](#), [ethnicity](#), [gender](#), [housing](#), [program](#), [transfer out](#). This information, referred to internally as student success metrics, is shared with administration, faculty, and staff during assessment and strategic planning processes.

Trends in the student success metrics cohorts indicate a general pattern in which male and female students are retained and graduated at a consistent rate. Trends by ethnicity show that whites have a highly consistent rate of retention and graduation. While data for other ethnicities is available, it is difficult to analyze given the low headcount because small changes in head count can result in large changes in percentages. As discussed in Criterion 3.C.1, the population of North Dakota is 86.9% white and its physical isolation makes it difficult for LRSC to recruit students from outside the state and country.

Two highly successful cohorts are student athletes and student residents. Students who participate in a varsity sport and students who live in the residence halls have high retention and graduation rates. This is credited to the engagement that these students experience. By participating in student life activities, making connections, and developing relationships, students are more satisfied with their college experience, thus more likely to be retained to graduation.

Student engagement could also explain the difference in retention and graduation based on delivery mode; students taking courses face-to-face versus students taking courses online. Over the last six years, the average retention rate of students taking courses face-to-face is 64% and the average graduation rate is 51%. This is compared to students taking courses online, whose retention rate averages 44% and graduate rate averages 31%. It is important to note that the retention rate for the online cohort has increased from 48% in 2013 to 54% in 2019.

Many students who attend LRSC as first-time students intend to transfer out after one year. By doing so, they negatively impact LRSC's IPEDS and SAM retention and graduation rates. However, since these students' educational intent was met, LRSC considers transfer out to be a success, which is why the transfer out rate is identified as a student success metric. LRSC calculates the rate for students who transfer with a degree (18.5%) and without a degree (17.75%). The overall transfer out rate has increased from 33% in 2014 to 40% in 2017.

The persistence, retention, and graduation rates by program is a newly added student success metric and will be analyzed during the next program review process in 2023.

#### **4.C.3**

In 2012, LRSC's Retention Committee was established. The Committee is a collaboration between student support services staff, faculty from various disciplines, and administration representing

academic and student affairs. It focuses on the programming and services affecting student persistence, retention, and graduation. It also reviews data, identifies interventions needed to improve student success, recommends persistence, retention, and completion goals, and promotes the sharing of information and collaboration amongst faculty and staff. The Committee meets regularly, as often as once per week, as needed to fulfill its mission. The Retention Committee has implemented numerous retention initiatives with the purpose of increasing student retention. They have proven successful as the IPEDS retention rate increased from 47% for the 2011 cohort to 64% for the 2018 cohort. Examples of these initiatives include:

- [UNIV 101](#)-Introduction to College Life has been offered at LRSC since 2010. Originally the course was optional for new students and there were 31 students enrolled in the first semester. The retention rate of those 31 students was 43% and the graduation rate was 24%. Five years later, there were double the number of students with a retention rate of 56% and graduation rate of 47%. Upon researching the impact of a first-year success course on retention and graduation and witnessing it first hand, the Retention Committee strongly advocated for this course to be required course for new students in their first semester at LRSC. In January 2016, the Curriculum and Academic Standards Committee [endorsed](#) the recommendation. That fall semester, 145 students enrolled in UNIV 101 and that cohort reported a 51% retention rate and 50% graduation rate. In August 2018, representatives from the Retention Committee met with President Darling to establish goals for strategic planning. One of the goals identified is to use UNIV 101 as an intervention strategy to increase the retention and graduation rates of first-year students. This aligns with goal three of the NDUS Edge Strategic Plan to equip student for success. The outcomes identified to measure the success of this goal are to: increase the percentage of first-year students who enroll in UNIV 101; increase the fall-to-fall retention rate of students enrolled in UNIV 101; and increase the 150% graduation rate of students enrolled in UNIV 101. The results are provided annually to the Retention Committee and President Darling via the [UNIV 101 Study](#) that is prepared by the Director of Academic Affairs.
- LRSC is the only two-year institution in the state with a [TRiO](#) Student Support Services program, a federally-funded grant program designed to increase retention and graduation rates of students who are low-income, first-generation, or disabled. The grant provides for extensive services in academic advising, early registration, career exploration, financial aid and literacy, transfer advising, and mentoring. Throughout the five year grant cycle, TRiO provides an annual report to the Department of Education on approved objectives. One of the objectives that is reported is the persistence objective (retention). The persistence rate for a 2-year institution is the percentage of all participants served in the reporting year who enroll at LRSC in the fall term of the next academic year or graduate with an associate's degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. The baseline for this objective is 70%. TRiO has reported a persistence rate of 90% for 2015-2016 and 92% for 2018-2019. The success of the TRiO program proves that services related to retention lead to student retention. LRSC realized the need for student support services that would parallel those offered through TRiO to non-eligible students. In 2013, LRSC created the PowerSkills Center, which is led by the PowerSkills Coordinator. To ensure inclusion of all students, services are offered in the same setting and students are not designated as TRiO or PowerSkills. Approximately 250 students are served by these programs each year.
- Implemented in 2015-2016, [Starfish](#) is a campus-wide early alert retention system that helps students and their advisors stay informed about students' academic progress. Instructors can raise a "flag" to provide the student and advisor with notice of concern regarding attendance, academics, or behavior. Instructors can also give a "kudos" for positive academic performance.

In addition, Starfish [surveys](#) are created and disseminated to instructors to report on student progress throughout the semester. Using the no show survey, instructors report on students who are not attending class; the eight week warning survey allows instructors to report on students who are in danger of failing a class at the eight-week point; the in danger of failing progress survey allows instructors to report on a student who is in danger of failing and would be best in withdrawing from the class. With all surveys, Starfish generates student lists which are disseminated to student support services and advisors for follow up and possible academic interventions.

- New Student Orientation was first implemented Fall Semester [2011](#) and was scheduled for one full day. Based on student feedback, orientation was expanded to two days in [2013](#) and to its current three-day model in [2019](#). For online students, there is an orientation module built into LRSC' learning management system, Blackboard, so students from a distance can get new student orientation information. Orientation is an important retention activity that gives students an opportunity to interact with fellow students and student support services staff, building relationships early in their academic career.
- During the comprehensive evaluation in 2011, HLC [recommended](#) that LRSC hire a “full-time counselor to assist students in coping with issues outside the classroom that may affect their ability to learn”. Immediately following that recommendation, LRSC hired a full-time counselor. Due to high student demand for [counseling services](#), LRSC has employed a counseling intern since 2016. Also in 2016, LRSC implemented [Telemed](#) counseling, which is a collaboration between LRSC, Dakota College at Bottineau, and Williston State College to provide counseling services to students at a distance.
- LRSC employs proactive advising, which is one of the most important retention tools. The purpose is to build relationships with students through intentional contact. Advisors proactively make initial contact with the students and then engages in routine contact to develop on-going, personal connections with students.
- Multiple cocurricular activities, including [athletics](#), [orientation](#), [student success services](#), and [UNIV 101](#), utilize targeted persistence, retention, and graduation rates as a measure of success. The Director of Academic Affairs calculates the rates as they pertain to the cohort participating in the cocurricular activity. Variations in these rates can indicate if the changes that were implemented to improve learning were successful.

#### 4.C.4

During the comprehensive evaluation in 2011, HLC [recommended](#) that LRSC hire an institutional research officer whose top priority is to “ensure that data are not only collected but also disseminated in a timely manner that is easily understood by and relevant to the various stakeholders”. As a result, the Director of Instructional Services and Institutional Effectiveness position was created. In 2018, during a realignment of the academic and student affairs divisions, this position was retitled Director of Academic Affairs. The Director coordinates all aspects of institutional research, including: data collection to ensure institutional research compliance at institutional, state and federal levels; using reporting and queries functionality to generate information; and using data to identify trends used for planning, policy formation and decision making. The Director is responsible for establishing processes and methodologies for collecting and analyzing information that reflect good practice.

Historically, graduation and retention rates have been calculated using the Integrated Postsecondary Education Data System ([IPEDS](#)), which is a set of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics. All institution who receive Title IV financial aid funding are required to complete IPEDS. IPEDS is the most commonly cited source for retention and graduation rates. Because IPEDS is the only federally require collection of

data that provides institutional comparisons, it provides useful benchmark data. However, IPEDS is limited because it collects only performance data on first-time, full-time students so it accounts for less than 20% of LRSC's enrollment. In December 2013, LRSC signed up to participate in the Student Achievement Measure ([SAM](#)). SAM is a web-based, voluntary reporting tool that enables LRSC to measure and show publicly the graduation rates of students who each year either go uncounted or are wrongly characterized as having dropped out of college under the IPEDS rate. Unlike IPEDS, which only tracks full-time students who start and finish at LRSC, SAM also tracks the progress and completion of transfer students and part-time students. IPEDS and SAM data is published on the LRSC [website](#).

In addition to the students captured in the IPEDS and SAM data collection, LRSC also has students who stop out and later return to continue their degree or earn one degree and continue at LRSC for another. Because these students are not included in IPEDS or SAM data, LRSC calculates the retention rate for all degree-seeking students, which includes these students in addition to the students in the IPEDS and SAM cohorts. Multiple times during the semester, the Director of Academic Affairs conducts [retention progress checks](#) on all the IPEDS cohort and all degree-seeking cohort. The rates are shared with the Retention Committee along with a list of students who have not been retained and need to be contacted for follow up.

LRSC has a large population of students who are not seeking a degree. These students include those in area high schools taking college courses for dual credit, students from other institutions taking course to transfer, or students taking courses for personal or professional development. These students account for approximately 74% of enrollment. Because these students are not seeking a degree from LRSC, they are not accounted for in the IPEDS and SAM retention and graduation rates. To measure the success of this population, LRSC calculates course completion rates, which is the percentage of students enrolled in a course who do not drop or withdraw and who complete the course with a passing grade. Over the past six years, the [course completion rate](#) for fall and spring semesters was between 74% and 80%.

To further collect information on the large dual credit population at LRSC, the college conducts a [dual credit conversion study](#) each year. The study tracks the number of students who took dual credit during their senior year in high school, then enrolled as degree-seeking students at LRSC during the fall semester immediately following their high school graduation; the number of DLHS students who took dual credit during their senior year in high school, then enrolled as degree-seeking students at LRSC during the fall semester immediately following their high school graduation; and the programs these students enrolled in at LRSC. The purpose of this report is to advise on scholarship dollar allocation.

As detailed in Criterion 4.C.3, in addition to IPEDS and SAM, LRSC also collects and analyzes persistence, retention, and graduation data for cohorts based on student population and educational offerings. These cohorts include: athletics, delivery mode, ethnicity, gender, housing, program, transfer out.

To account for the validity of these measures, and all other information collected and analyzed, the Director of Academic Affairs maintains supporting spreadsheets with corresponding methodology. The spreadsheets detail how the cohort being studied was created, the reports and queries used to gather information, the pivot tables, filters, and formulas used to narrow information, and the resulting data. This allows the data to be defended and reproduced. Examples of these methodologies include: [IPEDS](#); [SAM](#); [athletics persistence, completion, graduation](#); [delivery mode persistence, completion, graduation](#); [course completion](#); [dual credit conversion study](#); [retention progress check](#);

[UNIV 101 Study.](#)

## Sources

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- Cocurricular Plan UNIV 101
- Counseling Webpage
- Course Completion Rates
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- Dual Credit Conversion Study 2015-2019
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- HLC Report 2011
- IPEDS Data Feedback Report
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- Student Success Metrics Ethnicity
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- Student Success Metrics Housing
- Student Success Metrics Program
- Student Success Metrics Transfer Out
- Telemed Services
- TRiO and PowerSkills Webpage
- UNIV 101 Study
- UNIV 101 Syllabus

## 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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LRSC ensures the quality of its educational offerings through regular program review, policies and procedures to evaluate credit, specialized accreditations, policies and procedures that evaluate credit and ensure consistent course prerequisites, course rigor, student learning expectations, learning resources access, and faculty qualifications across all delivery modes and locations.

LRSC has effective processes to assess students learning in both academic and cocurricular offerings. The Assessment Plan, which provides information for faculty, academic administrators, and academic support staff about assessment practices, is reviewed and updated annually by the Assessment Committee. The plan is designed to align LRSC's assessment strategies at the institution, program, course, and cocurricular levels with its mission, strategic plan, general education objectives, and HLC standards of quality. It provides information for faculty, academic administrators, and academic support staff about assessment practices. LRSC uses assessment data to promote continuous improvement of teaching and learning. The goal is to create a culture of assessment that leads to reflection and action and allows for continuity of assessment efforts.

Defining goals for student retention and completion is part of the formal strategic planning process at LRSC. The Director of Academic Affairs is responsible for the collection, management, analyses, and archiving of information in support of decision-making, planning and reporting. To facilitate use of information on student retention, persistence and completion of programs to make improvements, LRSC established a Retention Committee. It focuses on the programming and services affecting student persistence, retention, and graduation. The Committee reviews data, identifies interventions needed to improve student success, recommends persistence, retention, and completion goals, and promotes the sharing of information and collaboration amongst faculty and staff.

### Sources

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*There are no sources.*



## 5 - Institutional Effectiveness, Resources and Planning

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

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

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Argument

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#### 5.A.1

LRSC's [organizational structure](#) establishes clear lines of authority and formal relationships among individual employees and across departments. Both this structure and the small campus size encourages less formal communication to occur across organizational lines. LRSC has long established a practice of engaging in collaborative planning and decision-making processes through cross-functional teams.

The institution has established formal processes to enable faculty to take part in governance. The Faculty Senate created a [constitution](#) for the purpose of establishing an orderly process whereby academic-related groups and individuals may share in the determination of educational policy. The faculty has the responsibility to express its concern for the welfare of LRSC, to discuss and develop ideas for improvement, to contribute to the formation of policy, and to provide for reliable channels of communication among all segments of the college community. To fulfill its functions, the faculty is free to study, to deliberate and to make recommendations on all matters of general faculty concern. The [Faculty Handbook](#) outlines the expectations for faculty participation in the life of the college.

Through committee assignments, the faculty has a forum to facilitate and coordinate faculty participation in the development and recommendation of policies and procedures. Faculty committees include: Curriculum and Academic Standards, Professional Growth, Faculty Rights, Nominations, Library Media, Faculty Welfare, Tenure, and Outreach Learning. These committees meet routinely and report activities during faculty senate meetings. LRSC has also established [advisory and consultative groups](#), consisting of faculty, staff, students, and community members, to include those constituencies in planning processes.

The [Staff Senate](#) is the representative body of the college's benefited staff and serves as the formal liaison between Administrative Council and staff. Staff Senate's purpose is to foster a spirit of unity, pride, and cooperation by being officially recognized as participants in advising LRSC administration; be an active communication link of meaningful exchange between staff, faculty, students, and administration relative to issues of mutual concern; provide open meetings to express, propose, present, research, debate, and recommend action on issues which, upon majority approval, bear the authority of a responsible voice in LRSC affairs; advocate on behalf of staff and to advise the administration of working and employment conditions and practices, including recognition, compensation, and other pertinent issues; and involve democratically elected staff representatives in the operation of LRSC to increase awareness of interrelating issues and opportunities.

Per [LRSC Policy 1400.01](#), the President can recognize internal and external organizations affiliated to LRSC, provided they are engaged in activities that further the educational mission or provide tangible benefits to LRSC. The President has recognized two student organizations: Student Senate and Residence Hall Association. [Student Senate](#) is a representative system of self-government to ensure students of an effective role in LRSC government, to encourage the development of leaders and participants for the community and the State of North Dakota, to stimulate an awareness of the rights and responsibilities of students in relation to the community and the world, to improve students cultural, social and physical welfare, and to promote the general welfare of LRSC. The [Residence Hall Association](#) encourages resident educational, social and personal growth and enhances residence hall life. This association provides an opportunity for student self-governance and provides students with an avenue for input into programming and policies and voicing suggestions and opinions regarding all aspects of resident hall life.

### 5.A.2

Administrative Council meets regularly to discuss campus operations and review data that is used to make decisions that will positively impact the institution. This data includes, but is not limited to, enrollment statistics, credit hour generation, revenues, expense facilities, demographics, state appropriations, and economic conditions. Council relies on many resources to support those decisions.

- Salary Spreadsheet – Annual staff raises align with the Legislative direction. As a support to make those decisions a spreadsheet is prepared each year by the Human Resources Manager to provide information about market data for each position and a salary goal for each position.
- Quick Data – The annual [Quick Data](#) publication provides a concise source for information that is used to gauge the effectiveness of marketing and retention efforts. It includes information on enrollment, student demographics, graduation rate, retention rate, completions, and credits generated.
- [25th Hour Report](#) – In an attempt to market LRSC to increase awareness, thus leading to enrollment growth, LRSC contracted with 25th Hour Communications to perform a marketing, outreach and enrollment review to discover any existing barriers to enrollment. The final report was presented in 2017 and provided recommendations on the topics of print and digital outreach collateral, website, marketing activities, advertising plan, outreach, enrollment, and engagement. Many of the recommendations have been implemented over the past three years.
- Tuition and Waiver Projections – Once per month, LRSC's controller prepares a tuition analysis comparing the tuition at that point in time compared to the budgeted tuition for that year. Three years of prior information are used when preparing this report.
- Budget Overviews - The controller prepares a budget overview quarterly and sends it to department directors and Administrative Council to continually monitor the budget and foresee

any problems with the budget while they are still manageable.

- [IPEDS Data](#) – Integrated Postsecondary Education Data Systems is a system of survey components that collects data from about 6,400 institutions that provide postsecondary education across the United States. It assists Council at an institutional level for benchmarking and peer analysis.
- Community College Survey of Student Engagement ([CCSSE](#)) – This survey provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. It serves as a benchmarking instrument, establishing national norms on educational practice and performance by community and technical colleges. It also serves as a diagnostic tool, identifying areas in which a college can enhance students' educational experiences. Lastly, it is a monitoring device, documenting and improving institutional effectiveness over time.
- [Program Review](#) – The purpose of program review is to assess the strengths of each program examined and to discover areas for growth and improvement. The [instrument](#) used is composed of ten sections which include both qualitative and quantitative evaluations. The qualitative evaluation consists of narrative provided by program faculty addressing the program's strengths and concerns. The quantitative evaluation consists of multiple year averages of enrollment, placement, and cost data. The instrument also addresses the extent to which the program has successfully addressed the concerns of the preceding program review. The final [Program Review Report](#) is used by Administrative Council to determine if a program will be continued, restructured or discontinued as part of the Lake Region's curricula.
- [Facilities Master Plan](#) – Per [SBHE Policy 901](#), each campus maintains a physical development plan (master plan) that articulates long term goals and establishes strategies to achieve those goals for the campus that are consistent with the institution's mission. Every two years, the LRSC Facilities Master Plan is updated with projects, both small and large, that are understood to be important priorities for the institution. Input is provided formally through the College Planning Committee and faculty and staff listening session.
- Idea Generation – Data is gathered through listening sessions with constituents. Designated time to brainstorm priorities occurs during [College Planning Team](#) meetings, faculty in-service, and summer staff retreats. Their input is considered by Council when setting future goals and objectives.
- [Institutional Effectiveness](#) - The Director of Academic Affairs is responsible for the collection, management, analyses, and archiving of information in support of decision-making, planning and reporting. The Director is responsible for providing data in response to ad hoc data requests that are used for decision making.

### 5.A.3

The [Curriculum and Academic Standards Committee](#) is a Faculty Senate committee whose purpose is to review, establish and recommend standards for student academic achievement, including such areas as probation, suspension and re-admission for academic reasons; grading policies and practices; and policies on admission and retention; review, establish and recommend changes in vocational, transfer, community education and adult basic skills programs, including such areas as general education requirements, program changes, academic calendar, graduation requirements and instructional policies and procedures; explore and evaluate other curriculum and instructional issues; hear and act upon specific academic appeals.

As established in policy, the Curriculum and Academic Standards Committee has a role in various

academic processes, including [administrative withdrawal appeals](#), [tenure recommendations](#), [academic grievances](#), [new program approval](#), and [course approval](#). The committee chair also serves on the College Planning Team.

The Committee has a broad membership, consisting of the Vice President of Academic and Student Affairs, Registrar, Director of Grand Forks Air Force Base, five faculty members, and two student members. Meetings are attended by multiple staff members whose job processes are impacted by the decisions of the committee.

To facilitate collaboration between administration, faculty, staff, and students, most LRSC committees have representation from those constituents. These committees include: Scholarship and Awards, Assessment Committee, Diversity Committee, Loss Control Committee, Online Task Force, and College Planning Team.

There are some committees with limited membership, such as Administrative Council, Faculty Senate, and Staff Senate. To ensure those committees consider the impact of their decisions on the institution, external representation participates in their meetings. For example, the Faculty Senate President attends Administrative Council meetings, the Vice President of Administrative Affairs attends Staff Senate meetings, and the Vice President of Academic and Student Affairs attends and is a voting member of the Faculty Senate meetings.

The Student Senate holds meetings each Wednesday during the school year. They routinely consider items of interest to the students, budget for entertainment, and help provide for the cultural education of faculty, staff, students, and the community by hosting such events as "[Black History Month](#)". They also consider [fee increases](#), [pass resolutions](#), and poll their constituents on matters of importance.

The Staff Senate holds meetings monthly and considers items important to staff. They [work closely with the faculty](#) to collaborate on salary increases and other items to ensure a consistency in expectations is communicated to Administrative Council.

The Faculty Senate meets monthly to consider items [important to the faculty](#) and the institution, including [academic requirements](#). The faculty are directly involved in college governance by having both the Vice President of Academic Affairs and Faculty Senate President sit on Administrative Council.

## Sources

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- 25th Hour Report
- CCSSE
- Committee Assignments
- Facilities Master Plan
- Faculty Handbook 2019-2020
- Faculty Senate Constitution
- Faculty Senate Minutes 12.13.17
- Faculty Senate Minutes 3.30.20
- Institutional Research and Effectiveness
- IPEDS Feedback Reports
- LRSC Policy 1400.01
- LRSC Policy 500.06

- LRSC Policy 700.07
- LRSC Policy 700.20
- LRSC Policy 700.23
- LRSC Policy 800.31
- LRSC Policy 900.01
- LRSC Policy 900.02
- Organization Chart
- Program Review Instrument
- Program Review Report 2019
- Quick Data Webpage
- Residence Hall Association Constitution
- SBHE Policy 901
- Staff Senate Bylaws
- Staff Senate Minutes 12.5.17
- Student Senate Constitution
- Student Senate Minutes 1.24.18
- Student Senate Minutes 3.7.18
- Student Senate Resolution 1.31.18

## 5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

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#### 5.B.1

LRSC has hiring policies to ensure qualified staff are hired. [LRSC Policy 1100.01](#) details requests for filling vacancies, adding new positions, considerations of position modifications, preparing positions announcements, and updating job descriptions. The application, recruitment, and appointment procedures are in [LRSC Policy 1100.02](#). The President approves a hiring committee, typically consisting of an administrator, director, department staff, and faculty member. The supervisor creates a job description, which includes minimum and preferred qualifications and is used to create the qualification matrix that the hiring committee uses to score applicants. Top scoring applicants are interviewed and the top ranked candidates is recommended for hire to the President, who has final hiring authority.

Upon hire, a new employee spends time in small groups and one-on-one meetings to gain the knowledge needed to complete the job responsibilities. Employees are trained in policies and procedures annually through the Director of Human Resources in compliance with the NDUS. LRSC employees collaborate with their counterparts at other NDUS institutions through participation in user group meetings. The user groups hold regular meetings to remain current on changes in higher education and consistent with common processes.

Professional development is supported to advance employee qualifications. Per [LRSC Policy 400.33](#), tuition waivers and release time from duties are available for an employee to continue their education. The [staff development fund](#) provides funding for classified staff members to attend workshops or conferences relating to their work experience. The [faculty development program](#), managed by the Professional Growth Committee of the Faculty Senate, allocates funds to promote professional development for improvement in each faculty member's teaching ability, knowledge, and skills.

LRSC receives funding in many ways to ensure its infrastructure is sufficient to support operations:

- State general fund [appropriations](#) - Each biennium the North Dakota Legislature approves the North Dakota higher education funding formula used to generate the state appropriations for the following two years.
- [Tuition and fees](#) - are set by Administrative Council as part of the budgeting process and

approved by SBHE.

- Grants - Grants are written when possible to assist in program enhancements and student support and to meet additional needs that develop because of emerging technologies.
- [Community College Foundation](#) - The Lake Region Community College Foundation (CCF) was created to assist in the development and promotion of LRSC. It raises funds annually to support scholarship awards and instructional programming. Special fund-raising campaigns have also supported capital campaigns for construction and renovation projects, such as the Bergstrom Technical Center, Leever's Welcome Center, Robert Fawcett Auditorium, and Paul Hoghaug Library, among others. CCF is currently raising funds for a new capital campaign, the Hofstad Agriculture Center construction project. The North Dakota Higher Education Challenge Match initiated by the North Dakota Legislature in 2013 awards \$1 of match for every \$2 of qualifying funds raised. The three 18-month campaigns which have taken place since then have resulted in more than \$2 million in matching funds awarded to LRSC. The campaign currently underway has a \$350,000 match allocation for LRSC and will close on December 31, 2020. The Foundation must raise \$700,000 in qualifying funds to capture that match.

LRSC has maintained its physical infrastructure and has put forth great effort to maintain the buildings and grounds necessary to provide a quality educational experience. LRSC's [Facilities Master Plan](#) explains how the institution has grown to add and improve educational offerings. LRSC has procured grants and leveraged [state funding](#) with successful fund raising campaigns to maintain and improve facilities such as the remodel and expansion of the Bergstrom Technical Center in 2014, remodel of the Paul Hoghaug Library into the Paul Hoghaug [Learning Commons](#) in 2018, and upgrade to the light system in Robert Fawcett auditorium in 2019. In addition, LRSC completed a major upgrade of its [high voltage distribution](#) and building panels in 2018 to improve electrical service to the campus. In October 2019 LRSC broke ground on a new high-tech Precision Agriculture building. LRSC has also leveraged state funding by using the deferred maintenance funding. This funding is one dollar of state funding for deferred maintenance for every two dollars spent by LRSC on qualifying deferred maintenance items. With the help of these [deferred maintenance](#) dollars, the curtain walls along the main corridors adjacent to the courtyard were replaced, eighty-one windows were replaced, and the main building's exterior walls and fascia were painted. In addition, the entire business wing was upgraded and remodeled in 2019.

LRSC's Information Technology (IT) department assists students, faculty, and staff with all their computing needs. It maintains the computer network operations, provides computers to staff and faculty, and maintains telephones, audio/visual equipment in classrooms and conference rooms. IT works with the NDUS to ensure LRSC is current with NDUS actions, security, and cybersecurity related issues by attending workshops and forums. IT staff part of NDUS Information Security Council, Network Steering Council, and Council of Information Officers.

### **5.B.2**

As detailed in Criterion 1.A.2, the goals identified by LRSC in its five-year strategic plan and annual Campus Action Plans are created to ensure they align with the mission to enhance lives and community vitality through quality education and reflect the priorities identified in the strategic planning documents from SBHE and NDUS. To ensure the goals are achievable, they are [assessed](#) annually and reported to SBHE.

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

Annual budgets for the following fiscal year are formulated over several months and are generally

submitted to the NDUS in May for the fiscal year beginning July 1<sup>st</sup>. Each spring semester, in preparation for the upcoming fiscal year, a preliminary budget that includes all expected expenses and revenues is prepared by faculty and staff during a formal budget review process. The faculty collaborate with the Director of Academic Affairs to forecast expenses and revenues based on previous years. The budget includes all anticipated expenses, including lab supplies, equipment, instructional materials, professional development, hardware, software, and travel. The budget is presented to administration for review and approval. Funds are allocated with or without revisions based on multiple fiscal factors. Faculty input is valued and the budget requests are generally honored as funds allow.

Biennial budgets are formulated in late spring through mid-summer and are submitted to the NDUS and to the state Office of Management and Budget (OMB) in July or August of the fiscal year preceding the start of a new biennium. The [OMB biennial budget](#) is prepared as the starting point for legislative consideration in the [appropriations process](#).

In an effort to monitor budgets and finances, LRSC's Controller sends a budget report to the department directors and Administrative Council. A tuition analysis is also completed monthly and sent to Administrative Council to monitor tuition revenues and whether they are on track with the tuition budget.

Each year, after financial statements are completed, a [financial review](#) is completed by the Controller in collaboration with the NDUS. This review gives ratios that measure the financial health of the institution. The ratios include a viability ratio, primary reserve ratio, current ratio, working capital ratio, operating income margin, net income margin. It also shows net tuition and fees dependency, state appropriations, net tuition and fees per enrollment FTE, FTE Fall Enrollment, net liquid assets, and long-term liabilities. It assigns a Composite Financial Index (CFI) calculation. It is desirable to have a CFI of greater than 1.1. The CFI includes the component unit of the LRSC Community College Foundation. LRSC's CFI has been: FY15 - 3.76; FY16 - 2.90; FY17 – 3.46; FY18 – 3.96; and FY19 – 3.54.

LRSC submits all of its fiscal transactions and federally funded programs to review by the North Dakota Office of the State Auditor (OSA) and complies with their recommendations. OSA conducts financial and federal compliance audits every year and [operational audits](#) every two years. Three of the last four operational audits had no formal findings. OSA also conducts [performance audits](#) as needed. LRSC has undergone these audits on various topics, including purchasing card, nonresident tuition, online education, open educational resources, tuition waivers and student stipends, and space utilization. The foundation is audited by Brady Martz and Associates PC.

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

LRSC's appropriated budget includes unbudgeted, undesignated cash [reserves](#) equaling 5% to 7% of the total net tuition revenue and state appropriation of the preceding fiscal year mandated by [SBHE Policy 810.1](#). This allows the institution time to deal with negative fluctuations in revenue sources. Cost centers that do not depend on tuition and state appropriations also carry cash reserves to minimize the impact of revenue fluctuations.

Slight annual increases to tuition and fee rates provide additional revenue while maintaining NDUS' goal to deliver degrees that are the best value in the nation. Annual [tuition and fee rates](#) have only increased approximately \$747 over the last ten years.

As new programs or activities are added through strategic planning processes, outside funding



sources are sought to meet industry and community needs. For example, the Precision Agriculture Program started in 2012 thanks to grant from the U.S. Department of Labor. The \$2.9 million [Trade Adjustment Assistance Community College and Career Training](#) grant was used to develop a training program for students in the agriculture industry. The [Otto Bremer Trust](#) awarded \$150,000 for LRSC's Learning Commons initiative, which updated existing library space to improve faculty and student teaching and learning. It also awarded \$105,000 to the Nursing program to purchase high-fidelity simulation equipment.

Every five years, LRSC applies for a federal TRiO Student Support Services grant whose sole purpose is to serve nontraditional students who meet certain criteria. First awarded in 2001, LRSC has been a recipient of this federal grant for 19 years and received notice on August 6, 2020 that it was [awarded funding](#) for an additional five years.

LRSC receives annual funding from CTE to supplement salaries, purchase equipment, and funds travel for professional development for its career and technical education programs. Upon approval of a [comprehensive local needs assessment](#), LRSC is awarded approximately \$100,000-\$120,000 from Perkins V funding and \$22,000-\$25,000 from Program Enhancement funding each year.

At times, fiscal allocations fall short of supporting operations. For instance, state budget shortfalls during 2016 and impending cuts for the 2017-2019 biennium necessitated significant cost savings. LRSC experienced a [20% budget reduction](#) in fiscal year 2017, retroactive to fiscal year 2016. To weather the shortfall, LRSC anticipated these reductions and [made plans](#) to reduce expenses while maintaining revenue. To reduce salary costs, LRSC initiated a [voluntary separation incentive program](#). This allowed LRSC to reduce staff and faculty through a voluntary process instead of through furloughs and reduction in force. Budgets, spending, and revenues collected will illustrate these funding reductions and reduced spending.

## Sources

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- Appropriations
- Audit Operational 2013-2019
- Audit Performance
- Budget Reduction Amounts
- Budget Reduction Plan
- Campus Action Plan Assessment
- Capital Projects
- Community College Foundation
- CTE CLNA
- Deferred Maintenance
- Facilities Master Plan
- Financial Review
- High Voltage Distribution
- Learning Commons Renovation
- LRSC Policy 1100.01
- LRSC Policy 1100.02
- LRSC Policy 400.33
- LRSC Policy 600.06
- LRSC Policy 700.11

- ND Legislature Budgeting Process
- OMB Biennial Budget
- Otto Bremer Trust
- Reserve Reports
- SBHE Policy 810.1
- TAACCCT Grant
- TRiO Grant Notice
- Tuition and Fee Rate Increase
- Tuition and Fees FY10-21
- Voluntary Separation Incentive Program

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

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#### 5.C.1

The resource allocation process includes multiple phases, each with an ingrained method to ensure LRSC's budget allocation aligns with its mission, strategic plan, and campus action plans, which reflect the NDUS and SBHE strategic plans.

The institution's annual budget process, described in Criterion 5.B.3, relies on administration, staff, and faculty to be aware of their responsibilities identified in the Campus Action Plans to ensure their tasks are accomplished in pursuit of LRSC goals. Those tasks that necessitate funding to achieve receive high priority in the allocation process. Under the direction of their vice president and division director, employees use budget overview reports provided by LRSC's Controller to plan for the upcoming fiscal year. The appropriate vice president reviews the budget requests, carefully assessing needs by programs and departments. Budget requests are then compared to the estimated revenue budget. Once the budget is balanced, it is submitted to the President for approval. After the President has approved the budget, the Controller prepares the narrative aligning with the structure from SBHE. It is then submitted to the Chancellor's office for NDUS approval. The NDUS staff review the budget, request clarifications, then submit to SBHE for approval.

At the state level, the allocation process begins with development of the biennial budget, which is prepared for cost centers that receive appropriations from the North Dakota State Legislature. These cost centers comprise LRSC's appropriated budget and include both tuition revenue and state appropriations as sources of funding.

#### 5.C.2

Assessment of student learning is linked to evaluation, planning, and budgeting through program review, program accreditation, course assessment, and cocurricular assessment.

During the program review process, faculty complete the [Program Review Instrument](#), where they discuss the equipment or supplies necessary to provide quality education. They detail what resources

the program might need to reach its optimal enrollment, if funds allocated to the program are adequate to support high quality instruction, and if the number of classrooms and instructional space is sufficient to support enrollment. The [Program Review Report](#) is submitted to Administrative Council to identify actionable items, which are then prioritized in the budget process to focus on improvements, then reassessed during the subsequent budget review process.

LRSC also undergoes external evaluations that include a review of processes and activities to evaluation, planning, and budgeting. As detailed in Criterion 1.C.2, CTE conducts an [evaluation](#) every five years. [Twelve standards of quality](#) are evaluated, including planning and organization, materials utilization, equipment and supplies, and facilities. These standards ensure that adequate amounts of current instructional materials and other resources are provided to support the instructional plan; selection and use of these resources addresses the individual needs of students; resources are inventoried and stored for easy access and are updated as needed; equipment and supplies support the instructional plan at a level to assure quality education; physical facilities include adequate space and utilities to provide for safe and orderly instruction that meets the program's objectives. LRSC underwent this evaluation in 2017 and was found to have [met or exceeded all standards](#).

Various academic programs pursue accreditation, which includes a comprehensive program review and site visit. To be accredited by the Accreditation Commission for Education in Nursing, the Nursing program completes a self-study report that evaluates [six standards](#). One of those standards is to ensure that fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program. Another accredited program, Fitness Trainer Technician, prepares a self-study report for review by its accreditor, Commission on Accreditation of Allied Health Education Programs. This report addresses [multiple standards](#), including resources. Program resources must be sufficient to ensure the achievement of the program's goals and outcomes and LRSC must employ sufficient faculty and staff with the necessary qualifications to perform the functions identified in documented job descriptions and to achieve the program's stated goals and outcomes. The National Institution for Automotive Service Excellence accredits the Automotive Technology program. The accreditation process includes a self-evaluation and assesses [twelve standards](#), including learning resources, finances, equipment, and facilities.

The [Assessment Committee](#) meets routinely to provide organization and structure to the assessment process and to promote assessment of goals and outcomes as a means of continuous improvement. The Committee's responsibilities are to: establish timelines for assessment activities, plans, and reports; create procedures and templates for assessment plans and reports; oversee implementation of assessment plans by program and individual faculty, provide training and consultation with faculty regarding assessment, promote campus discussion on assessment; coordinate with Administrative Council and Faculty Senate to develop links between institutional priorities, assessment, program review, and general education; disseminate assessment results.

### 5.C.3

To include the perspectives of the internal and external constituent groups, LRSC's [College Planning Team](#) convenes to outline a path for the college to serve students and the community better, in alignment with its mission. The Committee utilizes input from faculty, staff, students, administrators, directors, and community representatives to create strategic plan. It discusses the college's strengths and weaknesses and develops plans to maintain and strengthen areas in which it excels while addressing areas that require additional work. The team includes information and suggestions from

the staff and faculty [retreats](#).

All career and technical education programs have advisory committees. These committees consist of volunteers with experience and expertise in the occupational field that the program serves. A wide range of external constituencies are represented on these committees: employers, parents, students, K-12 teachers and counselors, out-of-school youth representatives, at-risk youth representatives, and tribal school representatives. Managed by [CTE](#), these committees meet once per semester to advise educators on the design, development, implementation, evaluation, maintenance, and revision of CTE program within a career pathway. The [CTE Advisory Committee Guide](#) further details the work of advisory committees.

#### 5.C.4

Annual budgets are prepared for all cost centers, regardless of the funding source, unless the purpose is limited to a timeframe of less than a year. In addition to annual budgets, biennial budgets are prepared for cost centers that receive appropriations from the North Dakota State Legislature; these cost centers comprise LRSC's "appropriated budget" and include both tuition revenue and state appropriations as sources of funding. Biennial budget requests are prepared and submitted to the state based on state rules and funding formulas that may be changed by the Legislature from one biennium to the next. LRSC's appropriated budget includes unbudgeted, undesignated cash reserves equaling 5% to 7% of the total net tuition revenue and state appropriation of the preceding fiscal year mandated by [SBHE Policy 810.1](#). This allows the institution time to deal with negative fluctuations in revenue sources. Cost centers that do not depend on tuition and state appropriations also carry cash reserves to minimize the impact of revenue fluctuations. The college works hard at keeping financial reserves wherever possible. Here are some examples:

- NDUS has instructed that each college will have 5-7% of its annual appropriated revenue as a reserve. It is calculated using the annual appropriations plus the annual tuition revenue.
- The North Dakota Challenge Grant appropriations have enabled more reserves. The state allocated match money for private grants and private donations. The first challenge grant opportunity was mostly designated for scholarships and program improvements. For every two dollars raised by the Foundation, they were able to get one dollar in match funds. The second challenge grant was for program improvements. This has created a reserve in funds for the programs.
- Students pay technology fees to fund Campus Connection, Blackboard, and maintain their computer access across campus. A balance is kept in the fund to meet emerging technology needs for the students and technology infrastructure.
- Cash reserves are maintained in local funds to allow for fluctuations in revenue and expenses.
- Grant funding is pursued to assist in program enhancements and to meet additional needs that develop because of emerging technologies.

Upon approval of the institutional budget as detailed in 5.B.3, division and department leaders monitor their budgets by routinely running budget status and budget transaction detail reports. Unanticipated expenses do occur and it is the division and department directors' responsibility to ensure expenses do not exceed the budget. To further monitor fluctuations, the LRSC Controller prepares a monthly tuition analysis and quarterly budget review for Administrative Council.

Enrollment and tuition rates are primary drivers of tuition revenue. LRSC's [enrollment](#) has been consistent, with small fluctuations, over a fifteen-year period and annual [tuition and fee rates](#) have only increased approximately \$747 over the last ten years. LRSC uses a simple projection enrollment model based on new student recruitment and current student retention to anticipate changes to

enrollment, allowing for the college to adjust its budget accordingly.

An example of fluctuations in sources of revenue that LRSC successfully overcame through planning is the state budget shortfall of 2016 and impending cuts for the 2017-2019 biennium. LRSC experienced a [20% budget reduction](#) in fiscal year 2017, retroactive to fiscal year 2016. To weather the shortfall, LRSC anticipated these reductions and [made plans](#) to reduce expenses while maintaining revenue.

### 5.C.5

Due to demographic changes, globalization, and high costs of college education, LRSC has built several goals in its [strategic plan](#) to plan for these factors: utilize external resources to impact college affordability for students; enhance relationships with industry on partnerships, funding, recruiting, internships; develop a pool of funds for new program initiatives and facility updates as priorities emerge. Corresponding [Campus Action Plans](#) detail the actions LRSC will take to accomplish its goals.

To anticipate and plan for technology advancements, LRSC's Director of Information Technology serves on the NDUS [Chief Information Officers Council](#). The Council advises on key strategic information technology initiatives, priorities, policies and procedures. The Council also makes recommendations on information technologies, including electronic communications networks and systems, computing systems, administrative information systems, academic information systems and other information technology activities, and evaluates alignment of resources with those recommendations.

SBHE and NDUS Administrative Affairs Council monitor the state's economy and budget forecast to anticipate changes to funding so institutions are prepared to submit a budget that will meet the Governor's recommendations.

Changing student demographics led to LRSC hiring an independent consultant, 25th Hour Communications, to analyze the college's strengths and weaknesses with respect to student recruitment and retention. The [final report](#) was presented in 2017 and provided recommendations on the topics of print and digital outreach collateral, website, marketing activities, advertising plan, outreach, enrollment, and engagement. Many of the recommendations have been implemented over the past three years.

Faculty learn of evolving external factors through professional development. Many of the career and technical education faculty attend the CTE Professional Development Conference ([PDC](#)). This annual conference is attended by over 600 North Dakota CTE secondary and postsecondary instructors, counselors, and administrators. PDC provides industry roundtable events to connect education and industry to meet the workforce needs in North Dakota. All faculty have access to the [faculty development program](#), managed by the Professional Growth Committee of the Faculty Senate, which allocates funds to promote professional development for improvement in each faculty member's teaching ability, knowledge, and skills.

## Sources

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- 25th Hour Report
- ACEN Accreditation Manual
- ASE Program Standards

- Assessment Committee Minutes
- Budget Reduction Amounts
- Budget Reduction Plan
- CAAHEP Standards and Guidelines
- Campus Action Plans 2009-2020
- CTE Advisory Committee Guide
- CTE Evaluation Overview and Procedures
- CTE Program Evaluation Report
- CTE Standards of Quality
- CTE Webpage
- Enrollment History 2006-2019
- LRSC Policy 500.06
- LRSC Policy 700.11
- NDUS Councils
- PDC Agenda
- Program Review Instrument
- Program Review Report 2019
- Retreat Notes
- SBHE Policy 810.1
- Strategic Plan 2015-2020
- Strategic Planning Webpage
- Tuition and Fee Rate Increase

## 5.S - Criterion 5 - Summary

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

### Summary

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LRSC has administrative structures and collaborative processes that demonstrate its ability to fulfill its mission. A system of shared governance is evident in the formal policies and procedures that engage administration, faculty, staff, and students. Administrative Council meets regularly to discuss campus operations and review data that is used to make decisions that will positively impact the institution. Collaborative structures are created through committee assignments and planning meetings to facilitate the participation of faculty, staff, and students in setting academic requirements, policies and processes.

LRSC's resource base is mission-driven and is sufficient so support its educational offerings. Qualified faculty and staff are hired to support operations and professional development opportunities are provided to advance employee qualifications. The goals identified by LRSC in its five-year strategic plan and annual Campus Action Plans are created to ensure they align with the mission and are attainable using available resources. Financial planning is a continuous process that is monitored by internal and external controls. A system of ongoing review and improvement ensures that LRSC's fiscal allocation is sufficient to achieve its educational purposes.

The resource allocation process includes multiple phases, each with an ingrained method to ensure LRSC's budget allocation aligns with its mission, strategic plan, and campus action plans. Assessment of student learning is linked to evaluation, planning, and budgeting through program review, program accreditation, course assessment, and cocurricular assessment. To include the perspectives of internal and external constituent groups into the planning process, LRSC holds formal listening session, which provides all stakeholders with an opportunity to provide input. Due to demographic changes, globalization, and high costs of college education, LRSC has built several goals in its strategic plan to plan for these factors. A focus on continuous quality improvement is evident in LRSC's practice of ongoing review and implementation of plans to improve operations and student outcomes.

### Sources

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*There are no sources.*