BUILDING FUTURES TOGETHER


Northland Community and Technical College
East Grand Forks and Thief River Falls, MN
(Part of the Minnesota State Colleges and Universities system)

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**Preface**

**A Note on Links and the Virtual Resource Room**

This document contains internal chapter links and external website links. Internal links include chapter references for readers using a printed copy. External links have been reviewed and were functional at the time the report was submitted. Readers encountering broken links are encouraged to report them to **Sherry Lindquist, self-study editor**, for correction in later versions.

Supplemental material is included in searchable portable document format (PDF) in the Virtual Resource Room, organized by chapter. This has been done for ease of reference, rather than including the material as appendices at the end of the document. Readers who prefer to view the report electronically can view the report and the supplemental material side by side, rather than scrolling to appendices. Readers who prefer viewing the report in printed format can locate and print supplemental materials using the chapter headings in the Virtual Resource Room. Material in each Virtual Resource Room chapter is organized alphabetically. In cases where the same material is referenced in more than one chapter, a copy appears in each chapter for the reader's convenience. Copies of the criteria, core components, and commission statements appear in the "Other Documents” section of the Virtual Resource Room for reference.

**A Note on Accessibility**

Every effort has been made to create a document compliant with the voluntary federal standards set forth in [US General Services Administration: Section 508](#). As a result, some design features that might make the report more visually appealing, such as page borders, have been eschewed in favor of greater accessibility. Headings have been used to identify relevant sections of the document and to create a linked table of contents. External links have been embedded as captions rather than web addresses, with links reproduced as URL addresses at the end of the report for those using a printed copy of the document. Data tables have been created using table and chart features within the word processing software rather than imported from an external program. Wherever possible, tables have been presented on a single page rather than breaking across pages. All graphics have alt tags indicating whether they contain related content or are decorative. Readers using adaptive equipment should be able to use a PDF screen reader to access the document. Readers encountering difficulty are encouraged to report any problems to **Sherry Lindquist, self-study editor**, for correction in later versions.
A NOTE ON REVIEWING THE REPORT

Readers who would like to navigate to specific sections of the report electronically are encouraged to use internal maps available in Microsoft® Word 2007 and in most portable document format readers, such as Adobe® Acrobat. In Word 2007, readers can select the View tab and Document Map to view a linked outline of all headings or use internal chapter links provided in the text. The benefit of using a document map is in easier return navigation. In Acrobat, readers can select View from the menu and choose Navigation Panels. The Bookmark option will provide a linked outline of major document sections that can be expanded by clicking on the plus sign.

Readers who would like to add comments to the report electronically for future reference can do so in Word 2007 by highlighting the section and selecting the Review tab. The New Comment option will provide a comment box on the right side of the screen that expands to fit comments inserted. Comments can also be printed separately from the report by selecting List of Markup from the Print What drop down box before selecting a PDF or paper-based printer in Word 2007. Readers who would like to add comments in Adobe must access the document with Adobe® Professional and turn on the Comment and Markup toolbar.

A NOTE ON FY2010 DATA

Enrollment data is provided through the fall semester 2009. Combined fall and spring FY2010 data will be provided to evaluators at the time of the site visit.
INTRODUCTION

A BRIEF HISTORY OF THE COLLEGE

Northland Community and Technical College began as three distinct institutions, evolving into its present form through a series of mergers. In 1949, the School Districts Technical Institute began offering vocational programs in Thief River Falls, moving to the present site in 1968, where it began sharing space with its new neighbor, Thief River Falls State Junior College, which had opened its doors in 1965. The two institutions were co-located in 1978 and began operating as one college in 1995. Meanwhile, in East Grand Forks, the Area Vocational Technical Institute began offering its first classes in 1973, moving to its present location in 1974.

In 1992, the Thief River Falls and East Grand Forks technical colleges merged briefly, along with technical institutes in Bemidji, Detroit Lakes, Moorhead, and Wadena, to form Northwest Technical College. With the creation of the Minnesota State Colleges and Universities system in 1995, the co-located Thief River Falls sites became Northland Community and Technical College, while the five remaining sites became Northwest Technical College. The final merger took place in 2003, uniting the campuses of East Grand Forks and Thief River Falls as Northland Community and Technical College, a comprehensive community and technical college, with satellites at Roseau and Mahnomen and online (see Northland: About Us and YouTube: Welcome to Northland). As a part of the self-study process, the college completed an Institutional History outlining the distinct contributions and missions of each institution.¹ Northland's mission statement is featured prominently on each campus, at the college's website, in student handbooks, and in college catalogues. Copies of the mission and vision statements are also available in alternative formats upon request.

NORTHLAND'S MISSION AND VISION

MISSION

Northland Community and Technical College is dedicated to creating a quality learning environment for all learners through partnerships with students, communities, businesses, and other educational institutions.

¹ See Virtual Resource Room
VISION
Northland Community and Technical College will be widely recognized as a progressive leader in community and technical college education, responsive to the needs of our learners through the use of partnerships, innovation, and technology.

NORTHLAND AND THE MINNESOTA STATE COLLEGES AND UNIVERSITIES SYSTEM

Northland Community and Technical College is a member of the Minnesota State Colleges and Universities system (hereinafter referred to as "the system"), which includes 25 two-year colleges and 7 four-year state universities.

The system was created by the Minnesota Legislature in 1991 and began operating on July 1, 1995. The system is governed by a 15-member board of trustees and a chancellor. The board has policy responsibility for system planning, academic programs, fiscal management, human resources, admissions requirements, tuition and fees, and rules and regulations. The board also appoints the system's chancellor and presidents of the 32 colleges and universities. The membership roster is available in the Virtual Resource Room and at System: Board of Trustees.

Northland is responsible for local planning, developing academic program offerings that meet student and regional business needs, and managing its budgets and facilities. Northland's president has considerable autonomy in the exercise of leadership. President Anne Temte reports to the system chancellor, who in turn reports to the board of trustees. While the president is the chief executive officer of the campus, the board sets expectations for institutional accountability, available at System: Accountability Dashboards. The accountability dashboards are designed to measure progress toward the system’s strategic goals and to encourage continuous improvement of the colleges and universities by providing a snapshot of key performance indicators in the following categories: Access and Opportunity, Quality Programs and Services, Meeting State and Regional Economic Needs, and Innovation and Efficiency. For more details on the system dashboards, please refer to Chapter 3: System Dashboards.
NORTHLAND AND ITS ECONOMIC IMPACT ON THE REGION

In addition to its educational impact, Northland makes a significant economic impact on the region it serves, as noted in a study released in August 2007. The two campuses combine for an estimated impact of over $69 million on the economies of East Grand Forks, Thief River Falls, and the surrounding region.

The study, conducted in FY2006 by Wilder Research of St. Paul, Minnesota, included financial data from FY2006 and results of a student survey conducted in May of 2007. The estimates include direct spending by the college and local spending by students. The study also reported on the number of Northland students in the region’s workforce. Based on survey results, the researchers reported that 62.5 percent of full-time students and 70.8 percent of part-time students held jobs in the Grand Forks (ND)-East Grand Forks (MN) workforce, with full-time students working an average of 25 hours per week and part-time students working an average of 36 hours per week. In Thief River Falls, 78.6 percent of full-time students and 75 percent of part-time students held jobs in the community, with full-time students working an average of 23 hours per week and part-time students working an average of 28 hours per week. This combined impact and presence in both communities makes Northland a powerful force economically and educationally.

THE SELF-STUDY PROCESS

Northland began its self-study process in December 2007, with the selection of a chair, an editor, and a steering committee. In February 2008, several members of the committee traveled to Kansas City for a self-study workshop sponsored by the Higher Learning Commission. The committee members found the workshop to be a valuable experience and returned to the college with three primary goals, later endorsed by the steering committee. First, they wanted the process to include as much representation from various constituents as possible. Second, they wanted the completed study to become a living document rather than something submitted for accreditation and subsequently shelved. Finally, they wanted to make all documentation available in an accessible electronic format.

Several members of the steering committee also attended the Higher Learning Commission’s annual meeting in April 2008 to familiarize themselves with the accreditation process, particularly evidence gathering and evaluative writing.

The steering committee met regularly, generally once each month. Five criterion teams were also formed, each headed by a member of the steering committee. Each team focused on one criterion, with membership drawn from faculty and staff members who expressed interest at various in-service meetings or in response to specific invitations. Criterion team membership fluctuated, and each team approached the task of gathering evidence and reflecting on its significance in different ways.

__________________________

2 Available in the Virtual Resource Room, "Economic Impact--EGF" and "Economic Impact-TRF"
Members of the steering committee did not dictate how teams could function but instead focused on results, asking team chairs to submit draft versions at various points in the process. Those drafts were then provided to the steering committee for comment. When the committee felt the report had begun to take shape, it was submitted to an outside reviewer with experience in the accreditation process. The reviewer’s comments and suggestions formed the basis for the final draft. In addition, based on feedback from the reviewer, the committee decided to form two subcommittees: one to focus on revising the document and one to acquaint constituents with key elements of the accreditation process in preparation for the onsite visit.

Three evidence-based elements also shaped the final version of the report: the need to gather evidence, the need to analyze and reflect on evidence, and the need to present the evidence in the most effective manner.

**GATHERING EVIDENCE**

Northland did not have a director of institutional research to assist in preparing the report, which presented challenges and opportunities. While there were many ways employees could access data, there was no central location for data, nor was there a mechanism by which to request data. The college was able to hire a director of institutional research\(^3\) in the spring of 2010, shortly before the report was submitted, however. In the interim, President Temte took the lead by soliciting volunteers to serve on the Institutional Research Work Group. The group included representatives from the faculty, staff, and administration. One of the first tasks was to design a mechanism for criterion team chairs and others to request data. The group was determined to devise a format that would continue to be useful beyond accreditation. To that end, the group revised the existing GroupLink online request system.

Faculty and staff members were already familiar with the GroupLink system, where they could submit maintenance and technology repair requests and search through the knowledge base for information posted in response to previous requests. An institutional research tab was added to GroupLink and data categories were created: Academic, Facilities, Fiscal, Human Resources/Payroll, Student, Technology, and Other. Anyone needing data in those categories would be able to submit a request, which would be routed through the GroupLink administrators to the appropriate employee(s) for a response.

While the Director of Institutional Research intends to use the GroupLink system in the future, it was not used extensively by criterion subcommittee members, for several reasons. First, each subcommittee already contained representatives with access to many of the data sources. Second, committee members relied primarily on e-mail and personal contacts to gather data, as had been standard practice in the past.

\(^3\) See "Position Description-Director of Institutional Research" in Virtual Resource Room
The second major task of the steering committee was to gather and categorize existing data and make it available for people who wished to do research on their own, serving as a mechanism for the group to discover what data remained to be gathered and analyzed. All data collected for the study was uploaded to the college's learning management system, Desire2Learn, for all employees to access. The group's short-term goal was to ensure that all necessary data for the self-study was available. The long-term goal was to determine what data would be needed by different constituents on a regular basis and how that data might be made available in the future. The collection of data in the Virtual Resource Room will serve as the initial model for Northland's data repository.

**ANALYZING THE EVIDENCE**

The steering committee took a largely hands off approach to monitoring the data gathering and reflection by criterion teams in the early stages of the report. This was in keeping with one of the committee's early goals to involve as many people as possible in the process and to allow the criterion teams the flexibility to define the evidence they needed to support various core components.

This approach did result in some problems, however. Some criterion team members viewed evidence gathering as the primary responsibility of the steering committee chair and the self-study editor, both of whom had been given release time to work on accreditation. There was also some confusion over the role of the self-study editor, who was referred to as the writer in some early announcements. As a result, some teams focused their early efforts on exploring topics that would demonstrate how the college met the core components, with the expectation that the writer and the chair would use the suggestions to subsequently research and draft the self-study. Early drafts reflected this approach, which led the steering committee to communicate the various roles and goals of the process more specifically.

As the committee moved into later drafts, criterion teams demonstrated a concerted effort to find supporting evidence for claims made in earlier drafts and to consider the scope of the evidence. Later drafts reflected this effort, with fewer new topics introduced and some topics trimmed or combined.

An interesting phenomenon occurred at this point. While the steering committee and criterion teams were working on the self-study, the college was also revising its strategic plan using the Appreciative Inquiry process (see Chapter 3: Appreciative Inquiry Process). As Northland worked to define and refine its strategic goals, members of the self-study team who also served on the strategic planning committee began to notice similar topics being discussed that seemed to fall under multiple core components and criteria. The steering committee decided to explore a thematic approach to the self-study, using the strategic goals rather than the five criteria as the organizing theme. Readers who wish to review the document by core components and commission statements are encouraged to consult the index and the Core Component/Commission Statement listings at the beginning of major sections.

It should be noted that few members of the steering committee had significant experience with previous accreditation efforts, so a criteria-based approach appeared to be the most logical at the
beginning. While the shift to a thematic approach was met with some initial concern on the part of criterion team chairs who wondered if previous work would need to be redone, the chair and editor had a different perspective, perhaps based on the fact they were more likely to have read reports on all five criteria rather than focusing on a single one. This new direction confirmed one of the committee's earliest goals: the desire to make the self-study a living document. With a focus on strategic goals, the study was less likely to be shelved and forgotten after the accreditation process was complete. Instead, it would provide a template for periodic updates as the college measured its progress towards each goal.

PRESENTING THE EVIDENCE

To allay concerns of criterion teams, the steering committee asked them to continue working as they had in the past, gathering and evaluating evidence. The self-study still needed to reflect how the college addressed core components and commission statements, so each team's work was essential to document that compliance. The reorganization of the data and reflections was completed by the self-study editor, who combined similar sections from various criteria under the most appropriate strategic goals.

For example, one of the college's strategic goals is to cultivate high quality programs, services, and employees, a natural fit for a discussion of professional development. Members of the Student Learning and Effective Teaching criteria team described professional development efforts to illustrate how the college valued and supported effective teaching (Core Component 3b). Professional development was also featured in the report submitted by the Acquisition, Discovery, and Application of Knowledge team, as a way to demonstrate that the college valued lifelong learning (Core Component 4a). While the focus might be slightly different for each team, the subject was the same, so it made sense to discuss professional development efforts in one place rather than repeating similar information in several chapters.

RESPONSE TO HIGHER LEARNING COMMISSION RECOMMENDATIONS FROM 2000 AND 2005 VISITS

In its 2005 Request for Change visit, the Higher Learning Commission acknowledged Northland's progress in addressing a number of issues raised by the Commission in its 2000 accreditation report, including the strengthening of administrative and leadership structures, upgrading of laboratory facilities, and credentialing issues related to appropriate qualifications of faculty members. It should be noted that the 2000 report refers only to the Thief River Falls campus, while the 2005 report refers to the merged college on both campuses. In its report on Northland's Request for Change (2005), the Commission encouraged the institution to continue its ongoing efforts in three areas:

4 Available in the Virtual Resource Room, "NCA 2005 Change Request Documents," including the final report from the evaluators, also see the accreditation report from 2000
1. Assessing student learning on both campuses
2. Improving learning resources on the East Grand Forks campus
3. Directly addressing merger issues through strategic planning, which the Commission noted had only been softly addressed without a college-wide emphasis.

Northland's responses in each of these areas are summarized below and discussed in greater depth elsewhere in the report as noted.

**ASSESSING STUDENT LEARNING**

Assessing student learning is summarized in this section and discussed in detail in *Chapter 4: Assessing Curriculum*.

Northland has made significant strides in its assessment process, beginning with the design and implementation of institutional and program learner outcomes. This process involved the coordinated and dedicated work of three college-wide groups: the Assessment and Program Review Committee, the Shared Governance Council, and the Academic Affairs and Standards Council, occupying much of FY2005-FY2007. After learner outcomes were defined, faculty members began incorporating the outcomes into programs and courses. Outcomes were also reviewed to ensure that general education requirements for various degrees were being met.

The Assessment and Program Review committee designed a template for programs to use when reporting their assessment plans, targets, results, and any actions taken, available at [Northland: Assessment and Quality](#) (see "Forms" under the "Assessment" tab). The first completed assessment plans began to take shape in FY2007, with additional programs submitting plans through FY2009. While not all programs have completed their assessment plans, a significant number of them are now available at [Northland: Assessment and Quality](#) and in the Virtual Resource Room.

Northland recognizes that assessment is an ongoing process, however, and efforts continue to equip faculty members with the necessary tools to use assessment data to improve curriculum and instruction.

**IMPROVEMENT OF LEARNING RESOURCES**

Improvement of learning resources is summarized in this section and addressed in detail in *Chapter 1: Instructional Resources* and in *Chapter 5: Inspiring Student Success*.

Northland has improved parity between campuses with its recent remodeling of libraries on both campuses, including a $460,000 project on the East Grand Forks campus to double the space (from 800 square feet to 1600 square feet) and add amenities (new furniture and shelving). In addition to the physical collection, the libraries have also significantly increased their CD and internet-based resources for students, including research and whole-text resources.
STRATEGIC PLANNING PROCESS

Northland's college-wide strategic planning process is addressed throughout the self-study and is reflected in the decision to use a thematic rather than a criterion-based approach. The scope of the college's strategic planning efforts are described in Chapter 3: Planning for a Brighter Future and summarized below.

Beginning in 2008, the college began a new round of strategic planning and decided to take a radically different approach than it had in the past, part of its efforts to reengineer the institution. Rather than relying on a core group of principals to design a plan that would then be communicated to the institution at large, the college designed a much more inclusive approach, using Appreciative Inquiry. The process was divided into three phases involving over 350 stakeholders: faculty, staff, students, administrators, and members of the community. During the first phase, Discovery, constituents brainstormed ideas for their vision of Northland in 2014. As they moved into the Synthesis phase, ideas were refined, coalescing into three strategic goals: Inspire Student Success, Cultivate Quality, and Revolutionize Growth.

The college is now in the final phase of its strategic planning process, Delivery. Strategies for achieving each goal are being defined, along with responsibility and timelines for completion. One exciting byproduct of the inclusive nature of the process is that all employees are able to participate in the process of moving the institution toward the future they envisioned. Another important aspect of the strategic planning process is that employees are more aware of the incremental steps the college will need to take to reach those goals and are able to articulate those steps to interested parties.

OTHER RECOMMENDATIONS FROM 2005

As part of its response in 2005, the Commission made six additional recommendations related to (1) comparable student services, (2) financial resources, (3) Foundation efforts, (4) leadership, (5) job descriptions, and (6) a college-wide focus for students.

COMPARABLE STUDENT SERVICES

In the area of comparable student services, the Commission focused on advising, registration, and financial aid. Northland implemented college-wide advising training sessions in FY2008 for all employees who advise students. These sessions, held twice annually, include information about the impact of any new or revised course policies, changes to the Accuplacer placement test, online advising options, roles of counselors and advisors, and transfer considerations. The meetings also serve as a way to share best practices and identify issues for Student Services staff members to review.

Northland has also revamped its online registration procedure considerably since 2005. Returning students now register online, and all students can apply for financial aid on both campuses using the
same procedure. Administrative policies, procedures, and structures for financial aid and registration are the same on both campuses.

One significant change in registration since Northland's last visit from the Higher Learning Commission is new student registration and orientation. New students now register in small group sessions spread throughout the year rather than in periodic large group sessions. As a point of pride, Northland's Creative Services department was recently honored with two Paragon awards in 2009 from the National Council for Marketing and Public Relations: a gold award for the design of the Northland: Online Orientation site, and a silver award for Northland: College Video, featuring testimonials from students in various programs. The Paragon Awards competition is the only national competition of its kind that exclusively honors excellence among marketing and public relations professionals at two-year colleges.

**Financial Resources**

Another recommendation concerned the need for the college to communicate its financial resources and challenges to all employees. President Temte has taken the lead here, regularly communicating with the faculty, staff, and administrators through monthly all-employee meetings on both campuses, financial presentations at in-service presentations, online video updates, weekly e-mail messages, and through the inaugural edition of the Budget Book, as noted in Chapter 3. Details on how employees and other constituents have been made aware of Northland's financial challenges and their ability to have an impact can be found in Chapter 3: Reality and Opportunity.

In a related area, the Higher Learning Commission noted the burden rising tuition has placed on students. This is addressed in more detail in Chapter 2: Tuition Rates, but readers may be interested in President Temte's response to the FY2009 unallocation of higher education budget resources statewide by the governor, representing a 10 percent reduction in anticipated funds for the college. Rather than consider a tuition increase, the president directed senior administrators to submit budgets with savings realized from other sources. As a result of these efforts, Northland was the only public college in Minnesota that did not raise tuition for FY2010, a significant commitment to keeping the cost of college within reach for students (see Northland: Tuition Announcement). The Northland Foundation also stepped in to assist students, offering $100,000 in tuition grants for FY2009 and FY2010 to area workers who lost their jobs due to recent layoffs and business closures. Northland's approach to budgeting is discussed in detail in Chapter 3: Doing More with Less.
FOUNDDATION EFFORTS
The scope of the Northland Community and Technical College Foundation has broadened considerably since the college's most recent Higher Learning Commission visit in 2005. The foundation is now supported by employee and community donations on both campuses. The board itself has also expanded to include community representatives from both campus communities. From its beginnings in 1967 in Thief River Falls, the Foundation has been an active supporter of the college, awarding over $160,000 in scholarships and grants in FY2008 and FY2009. More details about Foundation efforts to support students through scholarships can be found in Chapter 3: Support from Faculty, Staff, and the Foundation.

LEADERSHIP
In the area of leadership, Northland has been well served by President Temte and the Cabinet. Their leadership has been particularly effective as the college deals with financial issues, as outlined in Chapter 3: The Plan.

JOB DESCRIPTIONS
The Commission also expressed interest in the college's efforts to ensure job descriptions accurately reflected each position with commensurate pay. Northland's position descriptions reflect tasks and responsibilities performed by employees. The Office of the Chancellor determines the specific categories for each position, as the designated agent for the Minnesota Management and Budget Division of the State of Minnesota. When new positions are created or existing position descriptions are revised due to changes in responsibility levels, the position descriptions are submitted to the Office of the Chancellor for classification review and determination. These include all positions within the following bargaining units: American Federation of State, County, and Municipal Employees, Commissioner's Plan, Minnesota Association of Professional Employees, Middle Management Association, the Managerial Plan, and the System Administrator Plan. Due to the nature of the responsibilities, no formal position descriptions exist for faculty positions.

COLLEGE-WIDE FOCUS
In its final recommendation, the Commission encouraged the college to reinforce a college-wide focus with students rather than a campus-based focus. One example of Northland's efforts in this area is athletic participation. Students from the East Grand Forks campus are encouraged to participate on varsity teams located on the Thief River Falls campus. The college has also purchased several vehicles with Student Life fees, including vans, to make cross-campus travel for practices and

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games possible for participants. In addition, the vehicles can be used by approved student drivers to provide transportation for intramural activities and other student life activities on both campuses. In another area of student life, the college has committed administrative resources to support a college-wide focus with its restructuring of Student Affairs to include a Dean of Student Services and a Dean of Student Development, as discussed further in Chapter 4: Local Governance Structures.

Another way in which Northland is building a one-college identity is by having faculty members travel to both campuses and by using interactive television and online platforms to provide courses for students at both campuses. These options help the college take advantage of faculty expertise and provide more choices for students, including Fine Arts opportunities at the East Grand Forks campus, as noted in Chapter 3: Connecting through the Arts. While the reality of being located on two campuses 50 miles apart continues to pose challenges, Northland is committed to finding ways to maximize the potential of each campus.
CHAPTER 1: INSTITUTIONAL SNAPSHOT

This section includes information designed to offer a broad overview of the institution in the following areas: Student Demographics, Recruitment and Admissions, Financial Assistance, Retention and Program Productivity, Faculty Demographics, Availability of Instructional Resources and Information Technology, and Financial Data. Following each section is a brief summary with references to other chapters of the self-study for a more detailed discussion. Where available, statistics have been drawn from FY2007 through FY2009 for more accurate trend analysis, rather than the standard two-year period outlined by the Higher Learning Commission.

STUDENT DEMOGRAPHICS

The following tables describe the student population at Northland in a variety of ways, by registration type, gender, ethnicity, age, and residency status, as required by the Higher Learning Commission. Because this document will also serve as a guide for Northland's future institutional research efforts, and to give the most accurate snapshot possible, enrollment information is reported in several ways. Graphs demonstrate comparisons between fiscal years for unduplicated headcount, while the subsequent tables include data in three categories: total unduplicated headcount (including students enrolled in credit-based, non-credit-based, and hourly certificate courses), credit-based unduplicated headcount, and total FYE (full-year-equivalent). Readers wishing to consult the System Management Reports links in this section may do so from any networked computer on either campus. Data for the fall semester of 2009 is included in this report. Combined FY2010 data will be made available to evaluators at the time of the site visit.

Examples of non-credit-based courses would be community band and theater opportunities and sports-conditioning courses. Hourly courses include offerings from the college's Center for Outreach and Innovation, available on campus, online, and in the workplace. The possibility of duplication exists, however, even with "unduplicated" categories, as some participants taking hourly courses through COI may also decide to enroll in credit-based courses on campus during the same fiscal year. In those cases, students would appear in multiple "unduplicated" categories based on their admission status coding at the time of enrollment.
STUDENTS BY CLASS LEVEL

Source: System: Management Reports Enrollment by Admission Status

See the graph below for comparisons by unduplicated headcount for FY2007 through FY2009. A more detailed breakdown including credit-based students and FYE count appears in the tables following the graph. FY2010 data is only available through the fall semester, so it is not included in the graph, although the data appears in a table later in this section.

1 UNDUPLICATED HEADCOUNT COMPARISONS BY CLASS LEVEL FY2007-FY2009

FY2007 STUDENTS BY CLASS LEVEL

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Regular</td>
<td>2927</td>
<td>2568</td>
<td>1484</td>
</tr>
<tr>
<td>Undergrad Transfer</td>
<td>1844</td>
<td>1828</td>
<td>1143</td>
</tr>
<tr>
<td>Undergrad Previous Degree</td>
<td>50</td>
<td>48</td>
<td>25</td>
</tr>
<tr>
<td>Undergrad Post-Secondary Enrollment Option</td>
<td>371</td>
<td>370</td>
<td>104</td>
</tr>
<tr>
<td>High School Non-PSEO</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Unclassified</td>
<td>830</td>
<td>829</td>
<td>88</td>
</tr>
<tr>
<td>Specialist</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Uncoded</td>
<td>3155</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9188</strong></td>
<td><strong>5655</strong></td>
<td><strong>2850</strong></td>
</tr>
</tbody>
</table>

2 STUDENTS BY CLASS LEVEL FOR FY2007

Note: Unclassified students have indicated they plan to take courses without completing a degree or plan to take courses and transfer, without completing a degree. Uncoded students are primarily from
custom training courses offered through COI, where admission status is not tracked. The Custom Training Unduplicated Enrollment for FY2007 was 3895, as reported by the COI Training Service Specialist. COI numbers are included here as they are considered part of the college's enrollment by the system office. Some COI courses are credit-based, although the majority are non-credit-based, which accounts for the difference in Uncoded numbers and total unduplicated enrollment numbers from the COI office. High School Non-PSEO students represent a small segment (fewer than 10) of Northland's enrollment, primarily students from North Dakota taking college-level courses through a contractual arrangement with a parochial high school in East Grand Forks.

**FY2008 Students by Class Level**

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Regular</td>
<td>2773</td>
<td>2346</td>
<td>1332</td>
</tr>
<tr>
<td>Undergrad Transfer</td>
<td>1835</td>
<td>1815</td>
<td>1175</td>
</tr>
<tr>
<td>Undergrad Previous Degree</td>
<td>47</td>
<td>44</td>
<td>23</td>
</tr>
<tr>
<td>Undergrad Post-Secondary Enrollment Option</td>
<td>405</td>
<td>403</td>
<td>131</td>
</tr>
<tr>
<td>High School Non-PSEO</td>
<td>33</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>Unclassified</td>
<td>919</td>
<td>900</td>
<td>147</td>
</tr>
<tr>
<td>Uncoded</td>
<td>2845</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8857</strong></td>
<td><strong>5541</strong></td>
<td><strong>2814</strong></td>
</tr>
</tbody>
</table>

3 Students by Class Level for FY2008

*Note: Unduplicated Custom Training Enrollment for FY2008: 3864*

**FY2009 Students by Class Level**

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Regular</td>
<td>2602</td>
<td>2200</td>
<td>1204</td>
</tr>
<tr>
<td>Undergrad Transfer</td>
<td>1933</td>
<td>1896</td>
<td>1175</td>
</tr>
<tr>
<td>Undergrad Previous Degree</td>
<td>66</td>
<td>64</td>
<td>34</td>
</tr>
<tr>
<td>Undergrad Post-Secondary Enrollment Option</td>
<td>394</td>
<td>392</td>
<td>105</td>
</tr>
<tr>
<td>High School Non-PSEO</td>
<td>915</td>
<td>872</td>
<td>201</td>
</tr>
<tr>
<td>Unclassified</td>
<td>53</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>Uncoded</td>
<td>3141</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9104</strong></td>
<td><strong>5475</strong></td>
<td><strong>2727</strong></td>
</tr>
</tbody>
</table>

4 Students by Class Level for FY2009

*Note: Unduplicated Custom Training Enrollment for FY2009: 4610*
**FY2010 Students by Class Level (Summer/Fall Only)**

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Regular</td>
<td>1949</td>
<td>1920</td>
<td>704</td>
</tr>
<tr>
<td>Undergrad Transfer</td>
<td>1618</td>
<td>1617</td>
<td>615</td>
</tr>
<tr>
<td>Undergrad Previous Degree</td>
<td>72</td>
<td>72</td>
<td>27</td>
</tr>
<tr>
<td>Undergrad Post-Secondary Enrollment Option</td>
<td>333</td>
<td>332</td>
<td>76</td>
</tr>
<tr>
<td>High School Non-PSEO</td>
<td>30</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>Unclassified</td>
<td>591</td>
<td>587</td>
<td>107</td>
</tr>
<tr>
<td>Uncoded</td>
<td>319</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4912</strong></td>
<td><strong>4557</strong></td>
<td><strong>1534</strong></td>
</tr>
</tbody>
</table>

*5 Students by Class Level for FY2010 (Summer/Fall Only)*

**Note:** Unduplicated Custom Training Enrollment not available in time for this report

**Students by Gender, Ethnicity, Age Range, Residency**

**Gender**

*Source:* System: Management Reports Enrollment by Gender

See the graph below for comparisons by unduplicated headcount for FY2007 through FY2009. A detailed breakdown including credit-based students and FYE count appears in the tables following the graph. FY2010 data is only available through the fall semester, so it is not included in the graph, although the data appears in a table later in this section.

![Graph](image)

*6 Unduplicated Headcount Comparisons by Gender FY2007-FY2009*
### FY2007 Students by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4051 (44%)</td>
<td>3305 (58%)</td>
<td>1545</td>
</tr>
<tr>
<td>Male</td>
<td>4856 (53%)</td>
<td>2350 (42%)</td>
<td>1305</td>
</tr>
<tr>
<td>Uncoded</td>
<td>281 (3%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9188</strong></td>
<td><strong>5655</strong></td>
<td><strong>2850</strong></td>
</tr>
</tbody>
</table>

7 STUDENTS BY GENDER FOR FY2007

### FY2008 Students by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4090 (46%)</td>
<td>3208 (58%)</td>
<td>1566</td>
</tr>
<tr>
<td>Male</td>
<td>4405 (50%)</td>
<td>2309 (42%)</td>
<td>1242</td>
</tr>
<tr>
<td>Uncoded</td>
<td>362 (4%)</td>
<td>24 (&lt;1%)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8857</strong></td>
<td><strong>5541</strong></td>
<td><strong>2814</strong></td>
</tr>
</tbody>
</table>

8 STUDENTS BY GENDER FOR FY2008

### FY2009 Students by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3983 (44%)</td>
<td>3201 (58%)</td>
<td>1530</td>
</tr>
<tr>
<td>Male</td>
<td>4332 (48%)</td>
<td>2270 (42%)</td>
<td>1196</td>
</tr>
<tr>
<td>Uncoded</td>
<td>789 (8%)</td>
<td>4 (&lt;1%)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9104</strong></td>
<td><strong>5475</strong></td>
<td><strong>2727</strong></td>
</tr>
</tbody>
</table>

9 STUDENTS BY GENDER FOR FY2009

### FY2010 Students by Gender (Summer/Fall Only)

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2715 (55%)</td>
<td>2656 (59%)</td>
<td>868</td>
</tr>
<tr>
<td>Male</td>
<td>2019 (41%)</td>
<td>1879 (41%)</td>
<td>661</td>
</tr>
<tr>
<td>Uncoded</td>
<td>178 (4%)</td>
<td>22 (&lt;1%)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4912</strong></td>
<td><strong>4557</strong></td>
<td><strong>1534</strong></td>
</tr>
</tbody>
</table>

10 STUDENTS BY GENDER FOR FY2010 (SUMMER/FALL ONLY)

### Ethnicity

Source: System: Management Reports Enrollment by Ethnic Groups

See the graph on the following page for comparisons by unduplicated headcount for FY2007 through FY2009. A more detailed breakdown including credit-based students and FYE count appears in the tables following the graph. FY2010 data is only available through the fall semester, so it is not included in the graph, although the data appears in a table later in this section.
## 11 Unduplicated Headcount Comparisons by Ethnicity FY2007-FY2009

### FY2007 Students by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>180 (2%)</td>
<td>174 (3%)</td>
<td>115</td>
</tr>
<tr>
<td>Asian</td>
<td>56 (1%)</td>
<td>54 (1%)</td>
<td>22</td>
</tr>
<tr>
<td>White</td>
<td>7555 (82%)</td>
<td>5062 (90%)</td>
<td>2516</td>
</tr>
<tr>
<td>Hispanic</td>
<td>133 (1%)</td>
<td>112 (2%)</td>
<td>69</td>
</tr>
<tr>
<td>Native American</td>
<td>297 (3%)</td>
<td>220 (4%)</td>
<td>112</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>11 (&lt;1%)</td>
<td>11 (&lt;1%)</td>
<td>11</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>7 (&lt;1%)</td>
<td>6 (&lt;1%)</td>
<td>3</td>
</tr>
<tr>
<td>Uncoded</td>
<td>424 (5%)</td>
<td>11 (&lt;1%)</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>525 (6%)</td>
<td>5 (&lt;1%)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9188</strong></td>
<td><strong>5655</strong></td>
<td><strong>2850</strong></td>
</tr>
</tbody>
</table>

### FY2008 Students by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>214 (2%)</td>
<td>205 (4%)</td>
<td>131</td>
</tr>
<tr>
<td>Asian</td>
<td>71 (1%)</td>
<td>66 (1%)</td>
<td>30</td>
</tr>
<tr>
<td>White</td>
<td>7116 (80%)</td>
<td>4806 (87%)</td>
<td>2452</td>
</tr>
<tr>
<td>Hispanic</td>
<td>113 (1%)</td>
<td>95 (2%)</td>
<td>54</td>
</tr>
<tr>
<td>Native American</td>
<td>284 (3%)</td>
<td>212 (4%)</td>
<td>106</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>29 (&lt;1%)</td>
<td>29 (1%)</td>
<td>20</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>8 (&lt;1%)</td>
<td>7 (&lt;1%)</td>
<td>3</td>
</tr>
<tr>
<td>Uncoded</td>
<td>594 (7%)</td>
<td>92 (2%)</td>
<td>12</td>
</tr>
<tr>
<td>Unknown</td>
<td>428 (5%)</td>
<td>29 (1%)</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8857</strong></td>
<td><strong>5541</strong></td>
<td><strong>2814</strong></td>
</tr>
</tbody>
</table>

## 12 Students by Ethnicity for FY2007

## 13 Students by Ethnicity for FY2008
FY2009 STUDENTS BY ETHNICITY

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>250 (3%)</td>
<td>239 (4%)</td>
<td>158</td>
</tr>
<tr>
<td>Asian</td>
<td>83 (1%)</td>
<td>69 (1%)</td>
<td>34</td>
</tr>
<tr>
<td>White</td>
<td>7055 (77%)</td>
<td>4764 (87%)</td>
<td>2337</td>
</tr>
<tr>
<td>Hispanic</td>
<td>138 (2%)</td>
<td>107 (2%)</td>
<td>62</td>
</tr>
<tr>
<td>Native American</td>
<td>257 (3%)</td>
<td>198 (4%)</td>
<td>95</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>27 (&lt;1%)</td>
<td>27 (&lt;1%)</td>
<td>16</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>6 (&lt;1%)</td>
<td>5 (&lt;1%)</td>
<td>3</td>
</tr>
<tr>
<td>Uncoded</td>
<td>1104 (12%)</td>
<td>51 (1%)</td>
<td>16</td>
</tr>
<tr>
<td>Unknown</td>
<td>184 (2%)</td>
<td>15 (&lt;1%)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9104</strong></td>
<td><strong>5475</strong></td>
<td><strong>2727</strong></td>
</tr>
</tbody>
</table>

FY2010 STUDENTS BY ETHNICITY (SUMMER/FALL ONLY)

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>257 (5%)</td>
<td>258 (6%)</td>
<td>111</td>
</tr>
<tr>
<td>Asian</td>
<td>52 (1%)</td>
<td>50 (1%)</td>
<td>19</td>
</tr>
<tr>
<td>White</td>
<td>3974 (81%)</td>
<td>3866 (85%)</td>
<td>1282</td>
</tr>
<tr>
<td>Hispanic</td>
<td>110 (2%)</td>
<td>108 (2%)</td>
<td>41</td>
</tr>
<tr>
<td>Native American</td>
<td>161 (4%)</td>
<td>159 (3%)</td>
<td>54</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>29 (1%)</td>
<td>29 (1%)</td>
<td>9</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>6 (&lt;1%)</td>
<td>5 (&lt;1%)</td>
<td>2</td>
</tr>
<tr>
<td>Uncoded</td>
<td>294 (6%)</td>
<td>62 (1%)</td>
<td>11</td>
</tr>
<tr>
<td>Unknown</td>
<td>30 (1%)</td>
<td>20 (&lt;1%)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4912</strong></td>
<td><strong>4557</strong></td>
<td><strong>1534</strong></td>
</tr>
</tbody>
</table>

AGE RANGE

Source: System: Management Reports Enrollment by Age Range

See the graph below for comparisons by unduplicated headcount for FY2007 through FY2009. A more detailed breakdown including credit-based students and FYE count appears in the tables following the graph. FY2010 data is only available through the fall semester, so it is not included in the graph, although the data appears in a table later in this section.
## FY2007 Students by Age Range

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or Under</td>
<td>3568 (39%)</td>
<td>3141 (56%)</td>
<td>1888</td>
</tr>
<tr>
<td>Over 25</td>
<td>4805 (52%)</td>
<td>2307 (41%)</td>
<td>930</td>
</tr>
<tr>
<td>Unknown</td>
<td>815 (9%)</td>
<td>207 (3%)</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9188</strong></td>
<td><strong>5655</strong></td>
<td><strong>2850</strong></td>
</tr>
</tbody>
</table>

17 Students by Age Range for FY2007

## FY2008 Students by Age Range

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or Under</td>
<td>3720 (42%)</td>
<td>3351 (60%)</td>
<td>1964</td>
</tr>
<tr>
<td>Over 25</td>
<td>4398 (50%)</td>
<td>1978 (36%)</td>
<td>813</td>
</tr>
<tr>
<td>Unknown</td>
<td>739 (8%)</td>
<td>212 (4%)</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8857</strong></td>
<td><strong>5541</strong></td>
<td><strong>2814</strong></td>
</tr>
</tbody>
</table>

18 Students by Age Range for FY2008

## FY2009 Students by Age Range

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or Under</td>
<td>3763 (41%)</td>
<td>3341 (61%)</td>
<td>1914</td>
</tr>
<tr>
<td>Over 25</td>
<td>4584 (50%)</td>
<td>2026 (37%)</td>
<td>794</td>
</tr>
<tr>
<td>Unknown</td>
<td>757 (9%)</td>
<td>108 (2%)</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9104</strong></td>
<td><strong>5475</strong></td>
<td><strong>2727</strong></td>
</tr>
</tbody>
</table>

19 Students by Age Range for FY2009

## FY2010 Students by Age Range (Summer/Fall Only)

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or Under</td>
<td>2835 (60%)</td>
<td>2769 (63%)</td>
<td>1046</td>
</tr>
<tr>
<td>Over 25</td>
<td>1717 (36%)</td>
<td>1582 (36%)</td>
<td>459</td>
</tr>
<tr>
<td>Unknown</td>
<td>209 (4%)</td>
<td>62 (1%)</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4761</strong></td>
<td><strong>4413</strong></td>
<td><strong>1513</strong></td>
</tr>
</tbody>
</table>

20 Students by Age Range for FY2010 (Summer/Fall Only)

### Residency Status

*Source: System: Management Reports Enrollment by Residence Status*

See the graph on the next page for comparisons by unduplicated headcount for FY2007 through FY2009. A more detailed breakdown including credit-based students and FYE count appears in the tables following the graph. FY2010 data is only available through the fall semester, so it is not included in the graph, although the data appears in a table later in this section.
## FY2007 Students by Residency Status
(North Dakota residents in parentheses for credit-based count)

<table>
<thead>
<tr>
<th>Residency</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota Resident</td>
<td>6913</td>
<td>3720</td>
<td>1638</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>2236</td>
<td>1923 (1681)</td>
<td>1202</td>
</tr>
<tr>
<td>Uncoded</td>
<td>39</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9188</strong></td>
<td><strong>5655</strong></td>
<td><strong>2850</strong></td>
</tr>
</tbody>
</table>

## FY2008 Students by Residency Status
(North Dakota residents in parentheses for credit-based count)

<table>
<thead>
<tr>
<th>Residency</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota Resident</td>
<td>6494</td>
<td>3595</td>
<td>1622</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>2330</td>
<td>1929 (1641)</td>
<td>1186</td>
</tr>
<tr>
<td>Uncoded</td>
<td>33</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8857</strong></td>
<td><strong>5541</strong></td>
<td><strong>2814</strong></td>
</tr>
</tbody>
</table>

## FY2009 Students by Residency Status
(North Dakota residents in parentheses for credit-based count)

<table>
<thead>
<tr>
<th>Residency</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota Resident</td>
<td>6521</td>
<td>3582</td>
<td>1587</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>2419</td>
<td>1883 (1454)</td>
<td>1133</td>
</tr>
<tr>
<td>Uncoded</td>
<td>164</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9104</strong></td>
<td><strong>5475</strong></td>
<td><strong>2727</strong></td>
</tr>
</tbody>
</table>
FY2010 STUDENTS BY RESIDENCY STATUS (SUMMER/FALL ONLY)
(North Dakota residents in parentheses for credit-based count)

<table>
<thead>
<tr>
<th>Residency</th>
<th>Headcount</th>
<th>Credit-Based</th>
<th>FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota Resident</td>
<td>3273</td>
<td>2979</td>
<td>924</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>1635</td>
<td>1574 (1188)</td>
<td>608</td>
</tr>
<tr>
<td>Uncoded</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>4912</td>
<td>4557</td>
<td>1534</td>
</tr>
</tbody>
</table>

25 STUDENTS BY RESIDENCY STATUS FOR FY2010 (SUMMER/FALL ONLY)

SUMMARY OF STUDENT DEMOGRAPHICS
Northland’s enrollment has declined slightly in the last three fiscal years, although it has rebounded from FY2008. Statewide, enrollment began to rebound in FY2007 after four years of declining numbers. Northland is presently meeting system expectations for enrollment, according to the System: Accountability Dashboards.

As a result of the enrollment shifts, the Thief River Falls campus has participated in a system-sponsored right-sizing initiative through the Office of the Chancellor (see Northland: Facilities for details), with a goal of consolidating programs operating at several locations onto the main campus, while the East Grand Forks campus recently completed a building project to add classroom space for the Practical Nursing program and amenities to upgrade the facility. Both projects are detailed in the Facilities Master Plan and bonding bill for 2006.

In addition, the college actively seeks to expand the diversity of its student body and employees, as discussed in Chapter 3: Revolutionizing Growth Strategies and Chapter 4: Cultivating High Quality Programs, Services, and Employees. It should be noted that the college is becoming increasingly diverse, with students selecting White as their ethnicity accounting for 90 percent of the credit-based students in FY2007, but only 87 percent in FY2009. Students selecting African American, Hispanic, and Native American as their ethnicity make up the largest portion of Northland’s non-White population. In terms of gender, the mix is largely unchanged over the past three fiscal years.

High school students attending college constitutes an area of growth for Northland from FY2007 to FY2009, from 381 unduplicated headcount in FY2007 to 447 by FY2009. Northland’s efforts to reach out to this population are discussed further in Chapter 3: Post Secondary Enrollment Options. Transfer student numbers are also increasing, albeit at a slower rate. Northland's efforts to improve opportunities for incoming and outgoing transfer students are discussed in Chapter 5: Moving In and Moving On.

6 See Virtual Resource Room
Northland is aware of population predictions from the state demographer indicating a significant overall population decrease in its service region between 2005 and 2035, particularly in the number of high school graduates. The report, available at Admin Minnesota: Population and Characteristics of the Future, also notes that the fastest growing segment of the population is expected to be those 65 and older, with the 15-24 group expected to decline almost 5 percent in the next decade. With these predictions in mind, Northland has chosen to focus on revolutionizing growth strategies as one of its three major strategic efforts in the next five years.

**STUDENT RECRUITMENT AND ADMISSIONS**

**APPLICATIONS, ACCEPTANCES, AND MATRICULATIONS**

*Source: System: Management Reports Admissions—Applications and Admissions Summary*

<table>
<thead>
<tr>
<th>Apply-Admit-Enroll</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied—First Year</td>
<td>1968</td>
<td>1792</td>
<td>1527</td>
</tr>
<tr>
<td>Applied—Transfer/Other</td>
<td>1292</td>
<td>1101</td>
<td>1278</td>
</tr>
<tr>
<td><strong>Total Applications</strong></td>
<td>3260</td>
<td>2893</td>
<td>2805</td>
</tr>
<tr>
<td>Accepted—First Year</td>
<td>1327</td>
<td>1334</td>
<td>1099</td>
</tr>
<tr>
<td>Accepted—Transfer/Other</td>
<td>1292</td>
<td>1101</td>
<td>1278</td>
</tr>
<tr>
<td><strong>Total Accepted</strong></td>
<td>2619</td>
<td>2435</td>
<td>2377</td>
</tr>
<tr>
<td></td>
<td>(80.34%)</td>
<td>(84.17%)</td>
<td>(84.74%)</td>
</tr>
<tr>
<td>Enrolled—First Year</td>
<td>1108</td>
<td>1057</td>
<td>858</td>
</tr>
<tr>
<td>Enrolled—Transfer/Other</td>
<td>1106</td>
<td>854</td>
<td>996</td>
</tr>
<tr>
<td><strong>Total Enrolled</strong></td>
<td>2214</td>
<td>1911</td>
<td>1854</td>
</tr>
<tr>
<td>Accept/Enroll—First Year</td>
<td>83.50%</td>
<td>79.23%</td>
<td>78.07%</td>
</tr>
<tr>
<td>Accept/Enroll—Transfer/Other</td>
<td>85.60%</td>
<td>77.57%</td>
<td>77.93%</td>
</tr>
<tr>
<td><strong>Total % Accept/Enroll</strong></td>
<td>84.54%</td>
<td>78.48%</td>
<td>77.99%</td>
</tr>
</tbody>
</table>

**SUMMARY OF STUDENT RECRUITMENT AND ADMISSIONS**

Northland is an open-enrollment institution and does not require standardized tests as a condition of admission. The college also allows high school students to attend under the Minnesota Post-Secondary Enrollment Option. Those students and any other high school students attending while still in high school (primarily from neighboring North Dakota) are counted as transfer/other students.

**STUDENT RETENTION AND PROGRAM PRODUCTIVITY**

**FIRST YEAR STUDENTS RETURNING THE FOLLOWING FALL**

*Source: System Hyperion Database Accountability Framework: Underrepresented Students, open to authorized users only*
The graph below compares retention rates for the fall of 2006 though the fall of 2009. The data is also represented in a table below the graph, with overall retention rates.

**27 COMPARISON OF RETENTION RATES BY ETHNICITY FALL 2006-FALL 2009**

<table>
<thead>
<tr>
<th>Retention</th>
<th>Enter Fall 06</th>
<th>Enter Fall 07</th>
<th>Enter Fall 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>31.6%</td>
<td>34.2%</td>
<td>30.4%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>52.9%</td>
<td>24%</td>
<td>72.7%</td>
</tr>
<tr>
<td>White</td>
<td>43.9%</td>
<td>43.3%</td>
<td>57.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>33.3%</td>
<td>19%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Foreign Nationals</td>
<td>60%</td>
<td>45.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Native American</td>
<td>33.3%</td>
<td>21.5%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>28.6%</td>
<td>19.6%</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

**% Retained Overall**

|                | 44.7% | 46.6% | 53.4% |

**28 PERCENTAGE OF FIRST TIME STUDENTS RETURNING**

*Note: Foreign Nationals is the system term for Non-Resident Aliens*
NUMBER OF GRADUATES BY CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CODES

Source: System: Management Reports Student Awards

<table>
<thead>
<tr>
<th>CIP</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>140</td>
<td>183</td>
<td>14</td>
</tr>
<tr>
<td>Communications</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Communications Technologies</td>
<td>6</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science</td>
<td>17</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Personal Services</td>
<td>6</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Education</td>
<td>7</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Engineering Tech</td>
<td>18</td>
<td>43</td>
<td>18</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>73</td>
<td>105</td>
<td>115</td>
</tr>
<tr>
<td>Recreation/Fitness</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Security/Protective Services</td>
<td>55</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>Construction</td>
<td>47</td>
<td>57</td>
<td>40</td>
</tr>
<tr>
<td>Mechanic/Repair Tech</td>
<td>58</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>Precision Production</td>
<td>21</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Health Professions</td>
<td>450</td>
<td>438</td>
<td>380</td>
</tr>
<tr>
<td>Business/Mgmt/Marketing</td>
<td>111</td>
<td>82</td>
<td>95</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1016</strong></td>
<td><strong>1044</strong></td>
<td><strong>777</strong></td>
</tr>
</tbody>
</table>

29 NUMBER OF GRADUATES BY CIP CODE FY2007-FY2009

PASS RATES BY DISCIPLINE

Core Components in This Section

• Core Component 3c: The organization creates effective learning environments.

Source: Program Chairs

<table>
<thead>
<tr>
<th>Program/Test</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Nursing</td>
<td>79%</td>
<td>78%</td>
<td>88%</td>
</tr>
<tr>
<td>Nat'l Council License Exam RN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Maintenance Technology</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Airframe Power Plant Certification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>89%</td>
<td>95%</td>
<td>83%</td>
</tr>
<tr>
<td>Peace Officer Standards and Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>100%</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td>Nat'l Board Certification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensive Care Paramedic</td>
<td>100%</td>
<td>75%</td>
<td>83%</td>
</tr>
<tr>
<td>National Registry EMT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy Tech</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Program/Test Results by Fiscal Year

<table>
<thead>
<tr>
<th>Program/Test</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy Tech Certification Board</td>
<td>NA</td>
<td>NA</td>
<td>69.2%</td>
</tr>
<tr>
<td>Physical Therapist Assisting National PT Exam PTA</td>
<td>NA</td>
<td>NA</td>
<td>69.2%</td>
</tr>
<tr>
<td>Practical Nursing-AAS National Council Licensure Exam-PN</td>
<td>95%</td>
<td>86%</td>
<td>90.6%</td>
</tr>
<tr>
<td>Practical Nursing-Diploma National Council Licensure Exam-PN</td>
<td>88%</td>
<td>73%</td>
<td>95%</td>
</tr>
<tr>
<td>Radiology Technician American Registry of Radiology Tech</td>
<td>92%</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>Respiratory Care Practitioner National Board Respiratory Care CRT</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Respiratory Therapist National Board Respiratory Care RRT</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td>Surgical Technology National Board Surgical Tech/Surgical Asst</td>
<td>NA</td>
<td>75%</td>
<td>70%</td>
</tr>
</tbody>
</table>

### Comments on Pass Rates by Discipline

The **Occupational Therapy Assistant** test is available on demand throughout the year, with the FY2009 number representing three out of four students who passed the exam as first time test-takers for recent graduates within one year of graduation.

**Physical Therapist Assisting** is a new program that did not graduate students until FY2009, so no data is available for FY2007 and FY2008. The pass rate percentage for the program has already triggered an action plan, including a more rigorous grading scale for passing (75 percent instead of 70 percent) and the addition of a mock board exam in the last semester of the program. Students receive a detailed report of their strengths and weaknesses regarding exam topics.

**Practical Nursing (Diploma)** instituted an action plan in FY2009 to address lower pass rates; FY2009 results show improvement through June 30, 2009.

In the **Radiologic Technology** program, FY2009 students are not eligible to take the test until August 2009 and can choose when to take the test; results are for the 13 students who had tested at the time this report was compiled.

For **Respiratory Care**, only one student had taken the Respiratory Care RRT exam in 2009 at the time this report was compiled. The RRT is a composite of three factors: attempts, success on the Written Registry exam, and success on the Clinical Simulation exam.

**Surgical Technology** began mandatory reporting of scores in FY2008; the student pass rate was significantly higher than the national pass rate of 50 percent.
SUMMARY OF STUDENT RETENTION AND PROGRAM PRODUCTIVITY

Northland is meeting system expectations for retention and continues to recruit a diverse student population, as outlined in Chapter 4:Marketing and Recruiting Strategies, sending representatives to a variety of regional and national college fairs, as well as expanding its online marketing, including Facebook, Twitter, Flickr, YouTube, and student blogs, featured at Northland Interactive: Word Press. Overall retention rates have risen from 44.7 to 53.4 percent from FY2007-FY2009.

Evidence of the college's success in retention can also be seen in Northland students who take licensure exams, as noted above. One factor to consider when looking at overall retention numbers is Northland's status as an open enrollment institution. As a result, a number of students may need to take developmental courses to improve their reading, writing, or math skills before taking other college courses, which may delay their anticipated two-year graduation. Northland also has students who transfer before completing degrees, often to four-year institutions, as discussed in Chapter 5: Moving In and Moving On. In addition, students who switch from full-time to part-time enrollment or "stop out" for one or more semesters are more likely to take more than three years to graduate.

FACULTY DEMOGRAPHICS

FACULTY BY HIGHEST DEGREE

Source: Assistant Director of Human Resources

A graph comparing faculty members by highest degree for FY2007-FY2009 appears below, with full-time and part-time faculty combined. A table is also included below the graph, with full-time and part-time designations, per Higher Learning Commission requirements. This section also includes a table indicating the number of unlimited/probationary faculty members by highest degree for FY2009 for comparison. The college has made a long-term commitment to these employees for employment and professional development.
### Faculty by Highest Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate—FT</td>
<td>9</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Doctorate—PT</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>First Prof—FT</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>First Prof—PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Master’s—FT</td>
<td>53</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Master’s—PT</td>
<td>15</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Bachelor’s—FT</td>
<td>37</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>Bachelor’s—PT</td>
<td>28</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Associate’s—FT</td>
<td>13</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Associate’s—PT</td>
<td>55</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>No Degree—FT</td>
<td>19</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>No Degree—PT</td>
<td>94</td>
<td>79</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total (% with Bachelor's+)</strong></td>
<td>325 (55.7%)</td>
<td>290 (44.8%)</td>
<td>283 (51.6%)</td>
</tr>
<tr>
<td><strong>(% with Master's+)</strong></td>
<td>(24.3%)</td>
<td>(23.8%)</td>
<td>(32.5%)</td>
</tr>
</tbody>
</table>

### Limited Faculty by Rank

<table>
<thead>
<tr>
<th>Degree</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate/Professional</td>
<td>11 (8.8%)</td>
<td>0</td>
<td>11 (8.1%)</td>
</tr>
<tr>
<td>Master's</td>
<td>48 (38.4%)</td>
<td>2 (18.2%)</td>
<td>50 (36.8%)</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>29 (23.2%)</td>
<td>5 (45.5%)</td>
<td>34 (17.6%)</td>
</tr>
<tr>
<td>Associate's</td>
<td>15 (12%)</td>
<td>2 (18.2%)</td>
<td>17 (12.5%)</td>
</tr>
<tr>
<td>No degree</td>
<td>22 (17.6%)</td>
<td>2 (18.2%)</td>
<td>24 (17.6%)</td>
</tr>
<tr>
<td><strong>Total (% with Bachelor's+)</strong></td>
<td>125 (70.4%)</td>
<td>11 (63.6%)</td>
<td>136 (70.4%)</td>
</tr>
<tr>
<td><strong>(% with Master's+)</strong></td>
<td>(47.2%)</td>
<td>(18.2%)</td>
<td>(44.9%)</td>
</tr>
</tbody>
</table>

### Faculty by Rank

*Source: Assistant Director of Human Resources*

A graph comparing faculty members by rank for FY2007-FY2009 appears below, with full-time and part-time faculty combined. A table is also included below the graph, with full-time and part-time designations. A description of faculty codes appears in the Virtual Resource Room.

34 COMPARISON OF FACULTY BY RANK FY2007-FY2009

7 “No Degree” includes Farm Operations Supervisors and Center for Outreach and Innovation instructors, whose positions may not require a degree.
<table>
<thead>
<tr>
<th>Rank</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlimited FT(^8) (Codes A, P)</td>
<td>100</td>
<td>96</td>
<td>98</td>
</tr>
<tr>
<td>Unlimited PT (Code M)</td>
<td>10</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Prob. FT (Codes G, H, Y)</td>
<td>30</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>Prob. PT (Code W)</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Temporary FT (Code Q)</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Temporary PT (Code X)</td>
<td>131</td>
<td>115</td>
<td>119</td>
</tr>
<tr>
<td>Custom Training (Code T)</td>
<td>47</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>325</strong></td>
<td><strong>290</strong></td>
<td><strong>283</strong></td>
</tr>
</tbody>
</table>

35 ALL FACULTY BY RANK FY2007-FY2009

**Faculty by Ethnicity**

*Source: IPEDS for FY2007-FY2008 (totals do not include COI faculty); Human Resources for FY2009, (totals do include COI faculty, ethnicity not tracked for COI faculty in previous years),*

A graph comparing faculty by ethnicity for FY2007-FY2009 appears below, with full-time and part-time faculty combined. A table is also included below the graph, with full-time and part-time designations, per Higher Learning Commission requirements.

36 COMPARISON OF FACULTY BY ETHNICITY FY2007-FY2009

---

\(^8\) See "Faculty Classifications" in the Virtual Resource Room
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American-FT</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>African American-PT</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Asian-FT</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Asian-PT</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>White-FT</td>
<td>106</td>
<td>106</td>
<td>122</td>
</tr>
<tr>
<td>White-PT</td>
<td>82</td>
<td>83</td>
<td>148</td>
</tr>
<tr>
<td>Hispanic-FT</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic-PT</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Native American-FT</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Native American-PT</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Non-Resident Alien-FT</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Non-Resident Alien-PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander-FT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander-PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Uncoded-FT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Uncoded-PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown-FT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown-PT</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>200</strong></td>
<td><strong>283</strong></td>
</tr>
</tbody>
</table>

37 FACULTY BY ETHNICITY FY2007-FY2009

**FACULTY BY GENDER**

*Source*: Assistant Director of Human Resources

A graph comparing faculty by gender for FY2007-FY2009 appears below, with full-time and part-time faculty combined. A table is also included below the graph, with full-time and part-time designations, per Higher Learning Commission requirements.

38 COMPARISON OF FACULTY BY GENDER FY2007-FY2009

<table>
<thead>
<tr>
<th>Gender</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female-FT</td>
<td>65</td>
<td>65</td>
<td>61</td>
</tr>
<tr>
<td>Female-PT</td>
<td>96</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Male-FT</td>
<td>66</td>
<td>61</td>
<td>65</td>
</tr>
<tr>
<td>Male-PT</td>
<td>98</td>
<td>84</td>
<td>77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>325</strong></td>
<td><strong>290</strong></td>
<td><strong>283</strong></td>
</tr>
</tbody>
</table>

39 FACULTY BY GENDER FY2007-FY2009
# Faculty by Classification of Instructional Program Code

*Source: Assistant Director of Human Resources*

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources-FT</td>
<td>16</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Agriculture/Natural Resources-PT</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Architect/Engineer/Engineer Tech-FT</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Architect/Engineer/Engineer Tech-PT</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Biology/Physical Science-FT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biology/Physical Science-PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Business-FT</td>
<td>9</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Business-PT</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Comm/Comm Tech/Fine Arts-FT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Comm/Comm Tech/Fine Arts-PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education/Library Science-FT</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Education/Library Science-PT</td>
<td>13</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Health-FT</td>
<td>31</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>Health-PT</td>
<td>55</td>
<td>35</td>
<td>21</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary-FT</td>
<td>37</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary-PT</td>
<td>39</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td>Law-FT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Law-PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Math/Computer Science-FT</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Math/Computer Science-PT</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Military Tech/Protective Services-FT</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Military Tech/Protective Services-PT</td>
<td>25</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>Personal/Consumer/Fitness-FT</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Personal/Consumer/Fitness-PT</td>
<td>3</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Psych/Social Science/Services-FT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psych/Social Science/Services-PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Trades/Production/Transport-FT</td>
<td>18</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Trades/Production/Transport-PT</td>
<td>8</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Uncoded (COI)-FT</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Uncoded (COI)-PT</td>
<td>40</td>
<td>35</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>325</strong></td>
<td><strong>290</strong></td>
<td><strong>283</strong></td>
</tr>
</tbody>
</table>

*Note: Liberal Arts faculty members are included under Humanities/Interdisciplinary rather than subject areas per communication with Higher Learning Commission liaison*

## Summary of Faculty Demographics

Northland’s efforts to recruit and retain diverse faculty are discussed in Chapter 3: Employee Diversity and Retention. The college’s efforts are complicated by the trend of fewer unlimited
faculty positions being funded due to budget constraints. Several positive trends are worth noting here, however. The number of faculty members holding advanced degrees has increased from FY2007 to FY2009, with a corresponding decrease in the number holding only an associate's degree or no degree. In FY2007, for example, only 24.3 percent of faculty members held a master's degree or higher, but by FY2009, the percentage had risen to 32.5. Gender continues to be split approximately 50/50, both in part-time and full-time faculty members for all three years, while the percentage of unlimited/probationary (tenure/tenure-track) faculty members has risen from 51.5 percent in FY2007 to 55.7 percent in FY2009 (COI faculty members, who may not required to have advanced degrees, are not counted in these statistics). Clearly, the institution values and seeks faculty members with advanced degrees and rewards those faculty members with unlimited (tenure) or probationary (tenure-track) status.

AVAILABILITY OF INFORMATION TECHNOLOGY AND INSTRUCTIONAL RESOURCES

(Sources: Director of Technology and Campus Librarians)

INFORMATION TECHNOLOGY

Northland Community and Technical College offers an array of technology resources dedicated to student learning. Students play an active role in the Student Access Technology Committee, which is devoted to maximizing the potential for student use of technology and making recommendations regarding expenditures of student technology fees. As noted by the Director of Technology, students must constitute a majority of this committee’s membership, per System Board of Trustees: Policy 5.11.1 (Subpart II). Faculty members are also invited to play an active role in the college-wide Technology Utilization Task Group, dedicated to enhancing employee use of technology, in and out of the classroom. The task group also offers professional development opportunities for employees (see Chapter 5: Integrity in Online Learning for details) and makes recommendations for future directions, continuous improvement, and infrastructure. Levels of computer use are monitored based on input from these two technology committees.
The campus network provides a fiber optic backbone and access to a DS3 line, providing high-speed internet and e-mail access. All students are provided a network login name, a network folder, and an e-mail account. To serve students better, Information Technology Services are offered on the main campuses of East Grand Forks and the Thief River Falls and at satellite locations including the Roseau campus, the airport site, and off-campus management education and nursing education sites. Information Technology Services is the first point of contact for all technology-related issues.

The Thief River Falls campus provides 13 computer labs equipped with approximately 210 computers. All computers are replaced on a three- or four-year recycling program to provide students with the most current equipment. Cyber areas are open student labs and are available to students from 7:30 am to 9:30 pm on weekdays and 1:00 pm to 4:00 pm on Sunday. ITS service hours on the campus are from 8:00 am to 5:00 pm, Monday through Friday. The library is equipped with 20 student computers and has five laptop computers available for checkout or rental. Over 30 classrooms are equipped with smart technology, including an instructor computer, VCR/DVD, sound system, and multi-media projector. Four conference rooms are equipped with video conference equipment, with an additional portable unit is available for check out. Two classrooms offer interactive television network capabilities. A portable laptop cart equipped with 10 laptops and wireless network access is available for a mobile computer lab. The campus offers wireless network access in all areas.

The East Grand Forks campus offers a variety of programs that require students to purchase laptop computers. The campus offers wireless network access throughout the campus and wired ports in most classrooms. The library is equipped with 32 desktop computers dedicated to student use and has five laptop computers available for checkout or rental. Students also have access to 28 computers in two cyber areas. Over 20 classrooms are equipped with smart technology, including an instructor station, VCR/DVD, sound system, and multi-media projector. Multimedia smart carts are available for check out use. Two conference rooms are equipped with video conference equipment, with an additional portable unit available for check out. Two rooms offer interactive television capabilities. A portable laptop cart equipped with 10 laptops and wireless network access is available for a portable computer lab. ITS services are available from 7:30 am to 5:00 pm weekdays.

In conjunction with the Minnesota State Colleges and Universities system, Northland uses the Desire2Learn platform to provide online learning management software. D2L allows instructors to create course websites that supplement face-to-face courses and online courses offered through Northland’s partnership in the Distance Minnesota consortium. Instructors can set up their D2L courses with a variety of materials including a course calendar, course content, news, quizzes, surveys, grades, chats, discussions, and a drop box for assignments. D2L allows students to access course materials through a standard web browser. Beginning in FY2009, instructor requests for D2L course shells began to be tracked through the system office and aggregated, but data available prior to FY2009 indicates an increasing infusion of the technology into on-campus and online courses:
D2L Course Shell Requests
Source: Desire2Learn Site Administrator

<table>
<thead>
<tr>
<th>FY2005</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>425</td>
<td>609</td>
<td>934</td>
<td>1217</td>
</tr>
</tbody>
</table>

D2L Course Shell Requests

Information Technology staff members also design and support the Northland website, which serves as a powerful marketing and public relations tool. The site provides links to resources such as D2L, ITS, program web pages, and many more web-based services. Employees and students have access to Virtual Office, a web-based portal for e-mail, network access, chat, and shared calendars. Many services are web-based, allowing access anywhere, any time.

Instructional Resources

Northland's libraries offer collections and services that support the course and program offerings of the college. As noted earlier, both libraries have undergone renovation since Northland's last accreditation visit, including over $460,000 spent in East Grand Forks to double the space and add furnishings. In addition to supporting the instructional needs of students and faculty members, librarians work closely with other employees to address specific needs of programs undergoing accreditation. A sample of the accreditation documents librarians prepare for various accrediting agencies appears in the Virtual Resource Room, under Nursing Accreditation Library.

FY2009. The document outlines Northland's print and electronic resources and includes details about discipline-specific databases and periodicals.

The library collection contains approximately 27,000 items, with 23,000 located on the Thief River Falls campus, reflecting its longer history as a liberal arts institution. While a majority of the collection currently resides on the Thief River Falls campus, users are able to request titles through interlibrary loan on both campuses. A clear majority of these titles are print monographs (85 percent...
as of fall of 2009). Users on both campuses also have 24/7 access to more than 11,000 electronic book titles through a subscription to NetLibrary E-Books. The balance of the collection is comprised of audio and video titles (approximately 10 percent) and approximately 200 print periodical titles. In addition to the traditional collection of library materials, both libraries subscribe to many proprietary databases and have access to others through state consortia memberships, including program-specific and multidisciplinary databases with peer-reviewed, full-text articles, providing users access to millions of bibliographic records.

The libraries also subscribe to the EZ Proxy system, which provides users with remote access to proprietary databases through an authenticated user name/password login. Users have access to all electronic resources 24/7, including full text content of thousands of magazines and journals and bibliographic citations for thousands more. Users can also access these services for entries from reference materials, newspapers articles, primary sources, and image files. In addition, the proxied access allows Distance Minnesota consortium students taking online classes to log in to the Northland library site and access resources using the login name and identification number from their home institution for authentication, eliminating the need for an active Northland library account.

Librarians on both campuses continuously review the collections in order to provide current and valid resources. Obsolete information is of particular concern in subject areas such as allied health and nursing. Collection development practice in these subject areas results in a current collection, with materials generally no older than five years. This provides the college community with information and resources reflecting current data, philosophies, and best practices in the field.

Each library is staffed by a full-time professional librarian and a 0.75 full-time equivalent library assistant/technician. Each library also has approximately 2.0 full-time-equivalent work-study employees. Both librarians are available for course- and program-specific instruction sessions throughout the year. Instruction includes using the library catalog, database searching, citing sources, plagiarism, and website evaluation. The librarians work closely with faculty members to create instruction sessions that are relevant to course content and assignments. Library staff members are dedicated to developing information-literate users. By providing users with the necessary skills and knowledge to identify information needs, locate, evaluate, and utilize appropriate resources effectively, members of the college community become discriminating users of information resources, a vital skill in an information-rich society.

**Reflections on Learning Resource Parity**

Library staff members are dedicated to meeting the needs of the Northland community. This necessitates continued financial support from the college, as demonstrated by Northland’s investment in the space and amenities on both campuses. Librarians acknowledge that budgets are very tight, while also acknowledging the critical need for additional funding to maintain quality collections. Library budgets have decreased in the last five years, despite the increased cost of materials of approximately 5 to 10 percent annually and increased subscription fees for databases of approximately 5 percent or more annually. The librarians work as a team to share collections
between the campuses, and they are proud of their ability to work effectively to maximize resources. However, the East Grand Forks collection is in need of significant support. Additions to the curriculum on the East Grand Forks campus, particularly in Liberal Arts, are an indication that additional materials will need to be added to the collection to support those classes. The collections of each campus will also reflect some duplication of resources, which is typical of multi-branch libraries.

Another area of concern is library staffing. Students have frequently requested expanded hours, but without additional non-student staffing, expanded hours cannot be accommodated. Funding for additional staff members is an element that will need to be considered in future budget planning. It should also be noted that staffing in East Grand Forks is impacted by the library technician’s additional responsibilities for test proctoring. If the college is able to add staff members whose focus is on proctoring, the remaining staff members will be able to focus on other library responsibilities.

**FINANCIAL REPORT**

*Source:* IPEDS General Purpose Financial Statement for Revenues (Part B). Numbers in parentheses refer to line numbers in the IPEDS report. Northland's audited financial statements can be found in the Virtual Resource Room. FY2009 data will not be available from the system in IPEDS reporting format until March 2010 and will be provided to evaluators at the time of the site visit. Information about system-wide financial practices audits from the Office of the Legislative Auditor appear in *Chapter 4: Audits to Measure Integrity*. OLA is a nonpartisan office focused on promoting accountability, strengthening legislative oversight, and supporting sound financial management.

<table>
<thead>
<tr>
<th>Revenues</th>
<th>FY2007</th>
<th>FY2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Fees (1)</td>
<td>9,163,000</td>
<td>9,931,000</td>
</tr>
<tr>
<td>State Appropriations (11)</td>
<td>14,146,000</td>
<td>15,163,000</td>
</tr>
<tr>
<td>Fed Operating Grants-Contracts (2)</td>
<td>4,474,000</td>
<td>885,000</td>
</tr>
<tr>
<td>State Operating Grants/Contracts (3)</td>
<td>2,065,000</td>
<td>1,577,000</td>
</tr>
<tr>
<td>Fed Non Operating Grants/Contracts (13)</td>
<td>0</td>
<td>3,847,000</td>
</tr>
<tr>
<td>Denominational Income</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investment-Annuity Income (17)</td>
<td>57,000</td>
<td>58,000</td>
</tr>
<tr>
<td>Contributions (16)</td>
<td>285,000</td>
<td>249,000</td>
</tr>
<tr>
<td>Auxiliary (5)</td>
<td>443,000</td>
<td>539,000</td>
</tr>
<tr>
<td>Other (8, 24)</td>
<td>2,358,000</td>
<td>1,462,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32,991,000</strong></td>
<td><strong>33,711,000</strong></td>
</tr>
</tbody>
</table>

9 The "unaudited" notation found in the reports by individual colleges indicates the numbers were disaggregated to show revenues and expenditures for each college, while the audit itself was based on data from multiple system institutions.
Expenditures FY2007 FY2008

Instruction-Dept-Library (1-3, 5) 17,752,750 19,331,540
Student Services (6) 3,881,000 4,169,310
Operate-Maintain Plant (8) 2,836,000 2,875,315
Administration (5,7) 3,842,250 4,723,408
Fund Raising 0 0
Auxiliary (11) 722,000 380,123
Other (9-10) 2,215,000 880,087
Total 31,249,000 33,610,967

Note: Academic Support (Line 5, IPEDS) is split 75 percent to Instruction-Department-Library and 25 percent to Administration, in consultation with Business Office staff members.

DEFICIT PLAN
By state statute, Northland may not operate at a deficit.

COMMENTARY ON FINANCIAL DATA
Although Northland is mandated to balance its budget each fiscal year, either through revenues or by drawing on its reserves, it is currently faced with its most difficult challenge to date: dealing with an anticipated $1.6 million shortfall by the state’s governor of previously encumbered funds. The college expects an even larger unallotment in FY2011 and is taking steps to minimize the impact as outlined in Chapter 3: Planning for the Near Future. While federal stimulus funds will allow Northland to pursue some strategic initiatives, those dollars cannot be used to restore fund balances, presenting a challenge in the budgeting process.
CHAPTER 2: FEDERAL COMPLIANCE INFORMATION

Included in this section are examples of Northland's institutional good practice related to Title IV compliance, transfer information, verification of student identity, credits, program length, tuition, and public disclosure. Supporting documents and policies can be found in the Virtual Resource Room. Policies may also be viewed at Northland: Policies and Procedures.

FINANCIAL ASSISTANCE FOR STUDENTS

Source: Director of Financial Aid

<table>
<thead>
<tr>
<th>Financial Assistance</th>
<th>FY2007 (%)</th>
<th>FY2008 (%)</th>
<th>FY2009 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>3877 (70%)</td>
<td>3899 (72%)</td>
<td>3940 (72%)</td>
</tr>
<tr>
<td>Awarded</td>
<td>3096 (55%)</td>
<td>3073 (72%)</td>
<td>3056 (78%)</td>
</tr>
<tr>
<td>Percent Total Enrollment</td>
<td>55%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>Loan</td>
<td>73%</td>
<td>73%</td>
<td>87%</td>
</tr>
<tr>
<td>Work-Study</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Scholarship/Grant</td>
<td>47%</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td>Merit-Based Scholarship/Grant</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Tuition Discount Rate</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Formula used for Tuition Discount Rate:**

\[ TDR = \frac{I}{I + P} \] as a percentage

<table>
<thead>
<tr>
<th>Total Dollars Awarded</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell</td>
<td>3,530,909</td>
<td>3,739,522</td>
<td>4,165,894</td>
</tr>
<tr>
<td>Academic Competiveness Grant</td>
<td>1,875</td>
<td>4,500</td>
<td>3,750</td>
</tr>
<tr>
<td>Stafford-Subsidized</td>
<td>4,659,507</td>
<td>5,884,164</td>
<td>5,795,542</td>
</tr>
<tr>
<td>Stafford-Unsubsidized</td>
<td>4,595,903</td>
<td>4,983,874</td>
<td>7,014,844</td>
</tr>
<tr>
<td>Parent Plus</td>
<td>263,554</td>
<td>244,110</td>
<td>117,399</td>
</tr>
<tr>
<td>SEOG</td>
<td>98,519</td>
<td>95,250</td>
<td>98,650</td>
</tr>
<tr>
<td>Federal Work-Study</td>
<td>232,260</td>
<td>197,646</td>
<td>180,573</td>
</tr>
<tr>
<td>Perkins</td>
<td>5,348</td>
<td>12,200</td>
<td>5,800</td>
</tr>
<tr>
<td>Totals</td>
<td>13,391,875</td>
<td>15,161,266</td>
<td>17,382,452</td>
</tr>
</tbody>
</table>

**Total Dollars Awarded to Students**
**SUMMARY OF FINANCIAL ASSISTANCE FOR STUDENTS**

Award rates and types of assistance have remained relatively constant. Northland's loan default rate is within federal guidelines, as detailed later in this section. Loans continue to be an important part of the student’s financial aid package, averaging approximately 63 percent of the total. Beginning in FY2009, there has been discussion at the federal level about eliminating the Federal Family Education Loan Program (FFELP) for loans. If this were to occur, all institutions would be required to utilize the direct lending program offered by the federal government. According to Northland's Director of Financial Aid, merit-based funding remains low primarily because a portion of the institution is a technical college where some of these awards do not apply and also because of the college's open enrollment policy.

Work-study numbers at Northland are expected to decline in the future with Pell grant increases in the next few years and the increase in the loan indebtedness a student may incur. Northland has been proactive in responding to this by increasing the number of hours a student may work per week and the rate of pay from $8.50 to $9.50 per hour. Students are eligible for a $0.50 hourly increase after the first semester based on their supervisor's recommendation.

The total of financial aid awarded for FY2009 was approximately $17,000,000 in grants, loans, third party funding, and scholarships. Scholarships for FY2009 totaled $422,543. While this is a significant number, it is less than 3 percent of the total aid awarded. Private scholarships totaled $210,825. Foundation scholarships totaled $122,670, while tribal scholarships totaled $89,048.

**DEFAULT RATES**

The [US Department of Education: Federal Student Loan Default Rates (Northland)](https://studentaid.ed.gov) was 4.6 percent for FY2007 (the most recent year for which data is available). This was below the [US Department of Education: Cohort Default Rates](https://studentaid.ed.gov) for FY2007 of 6.7 percent, as reported on September 14, 2009, by the Secretary of Education, and below the established rate of 10 percent that would require a default management plan.

The [US Department of Education: Federal Student Loan Default Rates (Northland)](https://studentaid.ed.gov) was 7.2 percent for FY2006. This was above the [US Department of Education: National Average](https://studentaid.ed.gov) for FY2006 of 5.2 percent, but below the established rate of 10 percent that would require a default management plan.

Default rates for system schools for FY2006 are available at [Minnesota Office of Higher Education: Cohort Default Rates](https://www.mn.gov/mseca/). For FY2006, Northland's default rate was 7.2 percent. In comparison, rates for similar system institutions for the same period were as follows: 5.4 percent for Minnesota State Community and Technical College and 3.7 percent for Minnesota West Community and Technical College.

The [Perkins: Loan Default Rate (Northland)](https://studentaid.ed.gov) was 15.79 percent for FY2008, 6.25 percent in FY2007, and 5.56 percent in FY2006. For comparison, the default rate for Minnesota State
Community and Technical College was 100 percent in FY2008 and FY2007 (representing four or fewer borrowers in default) and 18.52 percent in FY2006. The default rate for Minnesota West Community and Technical College was 0 percent for FY2008, 12.5 percent in FY2007, and 21.74 percent in FY2006.

**DEFAULT MANAGEMENT PLAN**

Northland is not required to submit a default management plan, under Office of Post Secondary Education: Federal Guidelines, having a default cohort rate of less than 10 percent for the past three fiscal years for which data is available. Northland has limited control over its default rate, however. Great Lakes Higher Education Corporation, Northland's loan guarantor, assumes responsibility for all loans processed at the institution and has worked diligently to keep the college's default rate low, according to Northland's Director of Financial Aid. Northland is responsible for all loan entrance and exit counseling, services that are offered to students online. The Integrated Statewide Record System is designed to prevent the release of any loan if loan counseling is not completed, the Master Promissory Note is not signed, or the student is in default, as indicated by the National Student Loan Data System.

The college expects that loan default rates will increase due to the increased indebtedness now available for students and the current economic climate. Default rates for award year 2008-2009 and beyond will be calculated differently; therefore, the Department of Education has increased its default requirement to reflect this.

**RESULTS FROM PROGRAM AND FINANCIAL AUDITS**

Northland has not had any major findings from program or financial audits from the United States Department of Education. The one finding from the FY2008 A-133 audit (available in the Virtual Resource Room) was related to inadequate notification of the disbursement of loan proceeds to students or parents. The audit notes that Northland has satisfactorily addressed the finding.

**REVIEW OF FINANCIAL RATIOS**

The President's Cabinet reviewed financial ratios used to calculate the Composite Financial Index at their October 2009 meeting and recommended that the Finance Committee review the information to establish a shared mindset on the financial issues facing the college. Discussion was held on what could be done to improve the financial ratios, such as increasing the institutional fund balance. President Temte noted that the Board of Trustees is considering revising the range for college reserves and noted that all rural colleges in Minnesota are experiencing some financial strain over current allocations. In February 2010, Northland's president and senior members of the administrative staff met with peers from four other rural system colleges and with representatives

from the Fiscal Services Division of the Office of the Chancellor to discuss their composite financial indices and the challenges each faces in keeping this number healthy. It should be noted that the college’s fund balance is within the range set by the Board of Trustees for system institutions. Ratios for FY2007 and FY2008 reflect system-mandated revisions based on weighting and differ slightly from the numbers previously reported on the Annual Institutional Data Update. Beginning in FY2009, the Office of the Chancellor decided to calculate the four ratios in a different manner. Previously, capital appropriations and a two-thirds depreciation on those projects was adjusted out of the ratios because of the variability those factors caused. Beginning in 2009, those factors will no longer be backed out of the calculation.

**Composite Financial Index for FY2006-FY2009**

<table>
<thead>
<tr>
<th>Ratio</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve</td>
<td>0.22</td>
<td>0.24</td>
<td>0.22</td>
<td>0.22</td>
</tr>
<tr>
<td>Net Operating</td>
<td>(0.10)</td>
<td>(0.10)</td>
<td>(0.10)</td>
<td>(0.10)</td>
</tr>
<tr>
<td>Return on Net Assets</td>
<td>0.04</td>
<td>0.68</td>
<td>(0.04)</td>
<td>1.93</td>
</tr>
<tr>
<td>Viability</td>
<td>0.63</td>
<td>0.63</td>
<td>0.63</td>
<td>0.43</td>
</tr>
<tr>
<td>Calculated CFI</td>
<td>0.70</td>
<td>1.45</td>
<td>0.71</td>
<td>2.48</td>
</tr>
</tbody>
</table>

**Consumer Information**

Northland’s publication of campus crime statistics and other consumer information is governed by two institutional policies: Policy 2167 Consumer Information and Policy 2185 Student Right to Know. There have been no significant findings from the United States Department of Education for Northland in this area. Northland notifies students each year about the location of significant consumer information through website announcements and postcards sent to each student’s school e-mail address. This card includes descriptions and links to the following areas: campus crime statistics, drug-free schools and campuses, equity in athletics disclosure, financial management, policies and procedures.
student code of conduct, student right to know/graduation and transfer rates, and services for students with disabilities.

The most recent Northland: Campus Crime Rate Report and Northland: Equity in Athletics Report can be viewed online or in the Virtual Resource Room, along with Northland: Graduation Rate Report (1996-2005).

Between 2001 and 2005, the college’s graduation rate ranged from 33.0 percent to 35.5 percent. During that same period, Northland's cohort group, Greater Minnesota Community and Technical Colleges, had a graduate rate ranging from 35.9 percent to 37.8 percent. Northland's transfer rate between 2002 and 2005 ranged from 9.7 percent to 23.4 percent, while the transfer rate of its cohort ranged from 17.3 percent to 20.2 percent.

Northland: Tuition and Fees and Northland: Financial Aid include the most recent information about tuition, fees, and financial aid.

LIMITATION, SUSPENSION, TERMINATION ACTIONS

Northland has not been the subject of any limitation, suspension, or termination actions.

US DEPARTMENT OF EDUCATION INSPECTOR GENERAL REVIEWS

Northland has not been the subject of any reviews from the Inspector General.

ACADEMIC PROGRESS, ATTENDANCE, AND CONTRACTUAL RELATIONSHIP POLICIES

ACADEMIC PROGRESS

Northland uses qualitative and quantitative measures to assess students' academic progress. Students are encouraged to work closely with their advisors and/or counselors to ensure they are making satisfactory progress. Students can also review their degree audit reports online. Northland defines satisfactory academic progress in Policy 3070, as follows:

QUALITATIVE MEASURES

Students must attain a minimum cumulative grade point average of 1.75 for the first 16 credits attempted at the institution and a minimum cumulative grade point average of 2.00 for 17 or more credits. Grades A, B, C, D, and F are used in calculating the cumulative grade point average.
**Quantitative Measure**
Students must successfully complete at least 67 percent of cumulative attempted credits. Success is defined as grades A, B, C, D, or P (Passing).

**Maximum Timeframe**
Students whose cumulative attempted credits exceed 150 percent of the credits required to complete their intended degree, diploma, or certificate are not eligible for financial aid.

Up to 30 remedial and developmental credits shall be excluded from maximum timeframe calculation. Maximum timeframes for students with one program change, students pursuing double majors, students enrolled in consecutive programs, or students with previous degrees may be based on specific curricular requirements.

**Evaluation Period**
Northland evaluates satisfactory academic progress for all students with registered credits at the end of each semester; fall, spring and summer. Any non-standard session courses are evaluated during the semester in which they are entered on the student's transcript. Programs less than one year in length are evaluated at the midpoint of the program.

**Failure to Make Satisfactory Academic Progress**
If students fail to meet the maximum timeframe measurement at the end of the semester, they are immediately suspended from financial aid eligibility upon completion of the evaluation. If students fail to meet the required grade point average or completion percentage, they can maintain financial aid eligibility and enroll in courses for the following semester under probationary status for one semester. These students are informed of their probationary status by mail and are encouraged to meet with advisors, counselors, and Learning Services staff to complete an academic improvement plan by the beginning of the semester, which is placed in the student's file.

If students on probation fail to meet the grade point average or completion percentage by the end of the probationary semester, they are suspended unless they have met the conditions of continued probation. Students may continue probation if they have met the grade point average and completion percentage requirements for the term, albeit not cumulatively, and thus maintain financial aid eligibility. However, if the college determines it is not possible for students to meet those requirements before the end of their programs, they would be suspended immediately upon completion of the evaluation. The first suspension is for one full spring or fall semester. The second is for one year, and the third is permanent. Suspended students who have been reinstated must still appeal to have their financial aid reinstated.

Students may also be suspended for extraordinary circumstances, such as previously suspended students whose performance falls below acceptable standards during a subsequent semester after being reinstated; students who register for courses, receive financial aid, and do not attend classes; or students whose attendance patterns appear to abuse the receipt of financial aid.
Students have the right to appeal their suspensions if they believe there are unusual or extenuating circumstances. If an appeal is granted, the student may be asked to sign a Satisfactory Academic Progress Contract, which may include a restriction on the number of credits that can be taken, attendance requirements, and/or requirements to enroll in specific courses and/or meet with counselors, advisors, or Learning Services staff members.

**ATTENDANCE**

Northland tracks attendance for financial aid purposes in several ways. After the fifth day of the semester, faculty members report students who have not attended to the registrar's office. These "no show" students are then dropped from that class as "administratively withdrawn" under Policy 2092 Last Date of Attendance/No Show. Faculty members are also asked to report the last date of attendance for students who do not complete the course and have not attended after the initial no-show period. This information is entered as "Last Date of Attendance" in the student's academic record. Faculty members also have the option to use Early Alert forms in the first half of the semester (see Chapter 5: Intrusive Advising for details) submitted to the Early Alert Campus Contact team, who attempt to contact students about their educational plans for the semester.

**CONTRACTUAL RELATIONSHIP POLICIES**

Northland does not currently have any contractual relationship with an outside entity to provide 25 percent or more of the curriculum in any program areas. Students may opt to take online courses through the Distance Minnesota consortium that may account for 25 percent or more of their program credits, but the consortium is part of the system. If Northland were to enter into such an arrangement with a third party, it would be governed by the system's Professional and Technical Services Contract, a copy of which can be found in the Virtual Resource Room.

**TRANSFER INFORMATION**

Northland discloses transfer information to current and prospective students in several ways. Policies 3120, 3120P, 3150, and 3150P outline the college's policies and procedures on transfer credit, including credit for prior learning and military experience. Northland also publicizes transfer information online through Northland: Transfer Students and in its catalogs and handbooks. For example, information about Northland's transfer policies appears on page 18 of the Student Handbook for FY2009 and on page 81 of the College Catalog for 2008-2010. Students transferring to other public institutions in Minnesota are governed by the MNTC: Minnesota Transfer Curriculum, which outlines transferability of courses and degrees.

Northland informs students about the criteria regarding transfer of credit earned at another institution. Students wishing to transfer credits to Northland are required to have official transcripts sent to the institution for review by the college's transfer specialist. Policy 3120 notes that transfer credits from
regionally accredited institutions will be accepted if the grades are considered passing grades. The college also notes that the credits may or may not apply to specific program requirements. The policy indicates that transfer credits from non-regionally accredited institutions and/or institutions outside the United States may be accepted for review upon student request. Students may be required to submit supporting documents, such as syllabi, instructor credentials, or formal mentoring from accredited college faculty, for example. Credits from these institutions may or may not apply to specific program requirements.

Students have the right to appeal transfer decisions, under the procedure outlined in Policy 3120P. Students submit their appeals through the Registrar's office, which forwards the appeal requests to the Academic Appeals committee. Students are notified in writing of the decisions of the committee.

Policies 3150 and 3150P outline the areas for which the college will consider prior learning experiences, including military training or service, experiential learning, and Tech Prep agreements with high schools. In these cases, Student Services employees and appropriate faculty members will evaluate applications for credit for prior learning at the student’s request. It is the students' responsibility to provide documentation to support their requests.

**Verification of Student Identity in Distance Courses**

Northland is a partner in the Distance Minnesota consortium, offering online courses in multiple subjects and degree programs in Liberal Arts, Medical Administrative Assistant, and Practical Nursing. The online site was approved in 2006 by Minnesota Online, acting on behalf of the Higher Learning Commission. Copies of the approval documents are available in the Virtual Resource Room. The consortium's online program options are listed at [Distance Minnesota: Online Programs](#). Students can access a list of courses and complete degree programs through the Distance Minnesota site listed above or through [Northland: Class Schedules](#), which lists courses by campus, including online courses from the consortium.

Students taking online courses are provided with a login name and password through an authenticated format, in person at registration and through notification by letter to their address of record. Students use this information to log in to Desire2Learn, the learning management system used by the system. A copy of the D2L login screen is available in the Virtual Resource Room. Although not all courses require proctored exams, Policies 3290 and 3290P outline the college’s policy and procedure for courses where a proctor is required.

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11 See "Student ID Notification Letter" in Virtual Resource Room
CREDITS, PROGRAM LENGTH, AND TUITION

Northland Community and Technical College offers associates degrees, diplomas, and certificates. Courses are based on semester credit hours. Fall and spring semesters are 16 weeks long, with an additional week for final exams. Summer semester courses are offered in a variety of formats, depending on the needs of each program area. Each semester hour is equivalent to 50 minutes of lecture, with the exception of courses combining lecture/laboratory, internship/clinical experience, or independent study, which are generally equivalent to two hours. This conforms to good practice in education as outlined on page 4 of the USDE report, *Accrediting Commission of Career Schools and Colleges of Technology's Accreditation Standards*, also available at USDE: Inspector General Audit Reports. A sampling of Northland’s major programs also indicates the college conforms to good practice in program length.

SAMPLE PROGRAM LENGTH COMPARISONS

Northland's Practical Nursing AAS (63 credits) compares to programs at similar institutions, such as Minnesota State Community and Technical College (63 credits). Northland's Practical Nursing Diploma (50 credits, with existing Certified Nursing Assistant credentials) compares to the diploma program at Lake Superior College (MN) with 50 credits.

Northland's Liberal Arts AA (64 credits) compares to programs at similar institutions, such as Lake Region (ND) Community College, which has a 64-credit AA degree in Liberal Arts, and Lake Superior (MN) College, with a 60-credit AA degree in Liberal Arts.

Northland's Welding Process Technology Diploma (34 credits) compares to programs at similar institutions, such as Southeast (MN) Technical College (34 credits), and its Production Welding Certificate (16 credits) compares to the Production Welding Certificate offered at Minnesota State Community and Technical College (15 credits).

It should be noted that Northland's AA and AS degrees are undergoing review as part of the system's 60-credit cap guidelines outlined below, so the credit requirements of those degree programs may change.

THE 60-CREDIT CAP

In the fall of 2007, a statewide task force was formed in response to state legislative action to review credit caps for baccalaureate and associate degrees. The *System: Report of the Task Force on Degree Credit Caps* (also available in the Virtual Resource Room) was completed in March 2008. Under the revised guidelines, some associate degrees (associate in science and associate in arts) at

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12 See "Program Inventory" in Virtual Resource Room
13 See the full report in the Virtual Resource Room
Northland will become 60 credits in length, unless an exemption is granted. At present, the only Northland programs to have filed an intent to seek a waiver are the Criminal Justice and Associate Degree Nursing programs. The Office of the Chancellor had not acted on the request at the time this report was submitted for consideration.

It is expected that the credit caps will be fully implemented across the state by July 2012, although Northland expects to have its plan in place for FY2011. Any AS or AA degree programs implemented after the August 2008 deadline would be subject to the 60-credit limit, as well as any existing two-year degree programs proposing changes.

Diplomas that are subject to Minnesota Statutes: 136F.32 Degrees, Diplomas, Certificates will also be reviewed. Northland’s diplomas in areas where an associate degree is also offered, such as Practical Nursing, will be affected by this statute. For details about how the college is redesigning its Practical Nursing program, see Chapter 5: Practical Nursing.

The associate in applied science degree is exempt from the credit limit until July 2, 2012. By January 2, 2012, the Minnesota State College Faculty and the Minnesota State College Student Association will be required to present a joint report to the Minnesota House of Representatives and Senate committees with jurisdiction over higher education policy on a process for reviewing the credit requirements for an associate in applied science degree.

The program review process used to meet the credit length requirements is faculty-driven, as mandated by the task force report, with input from student representatives on program advisory boards. Exceptions to the 60-credit requirement may be granted if the increased number of credits is in response to industry or professional standards, or if the program presents unique challenges, such as a new or innovative program or a program of significant merit or need, according to guidelines proposed by the task force.

In addition to the in-state process of migrating from individual institutions to a combined state system, the task force cited regional academic practices in statewide systems such as Georgia, Florida, and Wisconsin, and legislative action in 2007 mandating reduction of credits as the compelling reasons for reducing the number of credits at the baccalaureate and associate’s degree level.

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14 See “60-credit Waiver List” in Virtual Resource Room for exemption requests
**TRANSCRIPTS**

Northland complies with the Higher Learning Commission's guidelines on transcripts as evidenced by the sample transcript available in the Virtual Resource Room (used with permission of the student, whose identifying information has been redacted). All Northland programs offer at least 16 credits per term. As noted earlier in this chapter, fall and spring terms are 16 weeks long, while summer sessions vary according to the needs of each program. The college uses a lecture/lab distinction to quantify contact hours, with one lecture credit equivalent to one contact hour, while one lab credit is equivalent to two contact hours.

**PROGRAMS**

Northland offers associate degrees, diplomas, and certificates in the following program areas: Career and Technical, Liberal Arts /Transfer, Management Education, and the Center for Outreach and Innovation. A complete list of programs and degrees, diplomas, and certificates offered can be found in the Virtual Resource Room. Information about selected programs can also be found on YouTube: [Northland Aviation](#) and [Northland Computer Service and Networking](#), and at the college site, [Northland: Video](#), featuring programs such as Administrative Support, Architectural Technology, Aviation Maintenance Technology, and Intensive Care Paramedic, and Surgical Technology.

The [Northland: Associate in Arts](#) (AA) degree is designed for students who intend to pursue a baccalaureate degree and currently includes a minimum of 64 college-level credits (which may be altered by the system 60-credit cap discussed earlier) at least 40 of which are to be selected from the 10 goal areas of the [MNTC: Minnesota Transfer Curriculum](#). Of the remaining credits, students may take no more than 16 from occupational or technical courses. Students must maintain at least a 2.0 grade point average to graduate with an AA degree.

The [Northland: Associate in Science](#) (AS) degree is designed for students who intend to pursue a career in an occupational or technical field at the paraprofessional level. While many courses may be transferable to a baccalaureate degree, students may need to take additional general education courses. The degree currently includes a minimum of 64 college-level credits (which may be altered by the system 60-credit cap discussed earlier) at least 30 of which are to be selected from at least six of the 10 goal areas of the [MNTC: Minnesota Transfer Curriculum](#). The remaining credits are to be selected from the student’s occupational or technical area of specialization. Students must maintain at least a 2.0 grade point average to graduate with an AS degree.

The [Northland: Associate in Applied Science](#) (AAS) degree is designed for students who wish to prepare for employment at the associate's degree level and is designed for transfer to a related baccalaureate degree. The degree ranges from 60 to 72 credits, with a minimum of 15 of those credits selected from Liberal Arts disciplines representing at least three of the 10 goal areas of the [MNTC: Minnesota Transfer Curriculum](#). Students must maintain at least a 2.0 grade point average to graduate with an AAS degree. This degree is not affected by the 60-credit cap.
The **Northland: Diploma of Occupational Proficiency** is designed for students seeking entry-level or upgraded skills in a profession and is awarded after successful completion of at least 30 credits in the area of specialization. Courses are not designed for transfer to a baccalaureate institution.

The **Northland: Certificate of Completion** is awarded for successful completion of 10 to 30 credits in a specialized area of study and is not designed for transfer to a baccalaureate institution.

**CAREER AND TECHNICAL PROGRAM AREAS.**

**Northland: Career and Technical** education is designed for students planning to complete a degree, diploma, or certificate in two years or less, as well as for student seeking immediate entry-level employment. Program areas include:

- Accounting
- Administrative Assistant
- Architectural Technology
- Automotive Service Technology
- Auto Body Collision Technology
- Aviation Maintenance Technology
- Business
- Cardiovascular Technology
- Invasive
- Carpentry
- Commercial Vehicle Operator
- Computer Service Networking
- Construction Electricity
- Criminal Justice
- Early Childhood and Paraprofessional
- Electronics Technology
- Farm Operations Management
- Firefighter/Paramedic
- Fire Technology
- HVAC Heating Ventilation Air Conditioning
- Massage Therapist
- Medical Administrative Secretary Technology
- Nursing (AD Nursing and PN Nursing)
- Occupational Therapy Assistant
- Paramedic
- Pharmacy Technology
- Physical Therapist Assistant
- Plumbing Technology
- Radiologic Technology
- Respiratory Therapist
- Robotics Technology
- Sales Marketing and Management
- Supervisory Leadership
- Surgical Technology
- Welding Technology

**LIBERAL ARTS/TRANSFER**

**Northland: Liberal Arts/Transfer** education is designed to provide students with the coursework necessary for transfer to four-year institutions. Emphasis areas include:

- Art
- Biology
- Business
- Chemistry
- Criminal Justice
- Education
<table>
<thead>
<tr>
<th>English</th>
<th>Physics</th>
<th>Pre-Mortuary Science</th>
</tr>
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<tbody>
<tr>
<td>Environmental Studies</td>
<td>Political Science</td>
<td>Pre-Pharmacy</td>
</tr>
<tr>
<td>History</td>
<td>Pre-Athletic Training</td>
<td>Pre-Physical Therapy</td>
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<td>Mathematics</td>
<td>Pre-Chiropractic</td>
<td>Pre-Veterinary Science</td>
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<td>Music</td>
<td>Pre-Dentistry</td>
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<td>Natural Resources</td>
<td>Pre-Engineering</td>
<td>Sports Management</td>
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<td>Physical Education/Coaching</td>
<td>Pre-Law</td>
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<td>Pre-Medicine</td>
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</table>

**MANAGEMENT EDUCATION**

**Northland: Management Education** is a series of diploma and certificate programs designed for individuals interested in the ownership, operation, and/or management of a farm or related business. The programs are authorized by the Minnesota state legislature and offered at system campuses and offsite locations (see **System: Farm Business Management Education**). Program areas include:

- Farm Business Management
- Current Issues in Farm Business Management
- Advanced Farm Business Management
- Precision Agriculture
- Agricultural Commodities Marketing
- Specialty Crops Management
- Advanced Agricultural Commodity Marketing

**NORTHLAND'S GENERAL EDUCATION PHILOSOPHY**

The college's general education philosophy aligns with the Higher Learning Commission Statement on General Education, outlined at **Northland: General Education Philosophy**:

*The purpose of General Education at Northland is to establish a foundation of broad-based learning that exposes learners to a diversity of views and attitudes, which enhance the intellectual capacity to be active participants in a global, diverse society.*

*In addition to serving as part of an Associate in Arts degree, general education courses support technical programs in personal and professional development in the pursuit of lifelong learning.*

The college's general education philosophy is infused in its institutional learner outcomes, detailed at **Northland: Institutional Learner Outcomes** (Foundation Skills, Thinking Skills, Global and  

15 See "Institutional Learner Outcomes" in the Virtual Resource Room
Civic Responsibility, Applied and Information Technology, and Personal Development. Graduates are expected to demonstrate proficiency in all five areas, discussed in detail in Chapter 4: Learner Outcomes for a Global, Diverse, and Technological Society. Faculty members at the college have developed common course outlines for each course, available at Northland: Common Course Outlines, indicating which institutional and program learner outcomes are addressed in each course. Faculty members also integrate and document institutional learner outcomes throughout their program curriculum.

**CENTER FOR OUTREACH AND INNOVATION**

The Northland: Center for Outreach and Innovation is structured to offer innovative solutions for the training and development needs of organizations and individuals, in the areas of Continuing Education, Corporate Learning, and Customized Training. COI offers credit- and hourly-based instruction, leading to certificates and degrees. Details about how COI works with area communities and employers can be found in Chapter 3: COI and Area Employers.

**TUITION RATES**

Tuition at Northland continues to be competitive with other higher education institutions in the state and did not change from FY2009 to FY2010, making Northland the only public college in Minnesota that did not raise tuition. The most recent System: Annual Tuition and Fees Comparison for 2009-2010 placed Northland within $200 of comparable schools, including Dakota County Technical College, Minnesota State Community and Technical College, Minnesota West Community and Technical College, and Northwest Technical College. The state pays an average of $1.07 towards the cost of higher education for every $1.00 paid by students in tuition.

As with many state systems, however, the Minnesota State Colleges and University system is faced with declining legislative support for higher education, resulting in a greater reliance on tuition to fund the cost of education. In response to this concern, the system board of trustees approved a budget in May 2008, holding tuition increases to no more than 2 percent for FY2009. The board commissioned a study that was completed in September 2008, available in the Virtual Resource Room and at System: Tuition and Fees Study. The focus of the study was to review gross and net costs of attending, differential program tuition, institutional tuition variance, and student
characteristics, with the goal of exploring alternative pricing such as additional differential tuition structures. The study noted that between FY2005 and FY2007, Northland's appropriation to tuition ratio went from 58:42 to 55:45, increasing the burden on students by three percent. In context, the system-wide ratio was 51:49, indicating a higher tuition burden proportionally for students statewide.

The system's board of trustees approved Northland's request to charge in-state tuition rates to nonresident students unless there was a reciprocity agreement between the state of Minnesota and the nonresident student's state, as noted at Minnesota Office of Higher Education: Get Ready for College. This authorization has enhanced recruiting efforts in other regions of the country, such as students participating in intercollegiate athletics (see Chapter 3: Diversity through Athletics), or considering unique programs such as Aviation Maintenance Technology, the only one of its kind in Minnesota or North Dakota.

**Regular Tuition, per credit**

$147.40 for residents of all states and all international students, unless otherwise subject to a reciprocity agreement

$20.00 fee in lieu of tuition for senior citizens who are Minnesota residents age 62 or older, or a person receiving a railroad retirement annuity who is age 60 or older

**Differential Tuition, per credit**

**Distance Education Courses:** $199.00

Distance tuition rates are determined by college presidents of member schools in the Distance Minnesota consortium, in consultation with their respective administrative support staff. The higher tuition is based on smaller class sizes and greater use of online resources, as distance students typically request assistance outside normal business hours, as well as online tutoring options and cost of backbone network to support technology infrastructure. Tuition rates are reviewed annually and have not risen since 2007, due to increased efficiency, according to the system director of the online consortium.

**Management Education Courses—State Subsidized:** 128.62

**Program-Specific Tuition**

$183.10 for Aviation Maintenance Technology AAS and Diploma

$167.40 for courses in Cardiovascular Technology AAS, Fire Technology AAS, Diploma and Certificates, Occupational Therapy Assistant AAS, Intensive Care Paramedic AAS, Pharmacy Technology Diploma and AAS, Physical Therapist Assistant AAS, Practical Nursing, Diploma and AAS, Radiologic Technology AAS, AD Nursing Program (formerly referred to as Registered Nursing), AS, Respiratory Therapist AAS, Certified Nurse Assistant Certificate, and Surgical Technology AAS.
The rationale for differential program specific tuition, as outlined in the student handbook, is due to 
*accreditation/approval requirements that mandate low faculty to student clinical/practicum ratios, 
the highly technical nature of these programs, and program administrative oversight requirements.*

**ROOM AND BOARD RATES**
The college does not maintain campus housing.

**RESIDENCY REQUIREMENTS**
Students must satisfy residency requirements outlined in Policy 3110 prior to graduation, earning at 
least 15 semester credits or one-third of the credits required for graduation (whichever is greater) at 
the granting institution, which includes courses taken through the Distance Minnesota consortium, of 
which Northland is a member. In addition, individual programs may require that specific courses be 
completed in residence.

**CURRICULUM CHANGES**
Curriculum changes such as the addition or removal of programs, changes to existing courses, or 
proposed new courses are addressed by the Academic Affairs and Standards Council. Changes to 
program credit length, new programs, additional program options, or program suspensions must be 
approved by the Office of the Chancellor. More detail about the activities of the council can be 
found in [Chapter 3: Academic Affairs and Standards Council](#).

**FEDERAL COMPLIANCE VISITS TO OFF-CAMPUS LOCATIONS**
Northland has one online and two off-campus locations¹⁶ where students can complete at least 50 
percent of their coursework leading to a degree. The online site was approved in 2006 by the system, 
acting on behalf of the Higher Learning Commission. Students may also complete at least 50 percent 
of their coursework in Practical Nursing or Associate Degree Nursing at the college's site on the 
White Earth Indian Reservation in Mahnomen, which was approved by the Higher Learning 
Commission in 2006. Finally, practical nursing students may complete at least 50 percent of their 
coursework leading to a degree at the college's Roseau site, approved by the system in 2002. No 
additional compliance visits are scheduled.

**CIVIL RIGHTS AUDIT**
The most recent Civil Rights audit was conducted in 2005, with the next one expected in FY2011. 
During a three-day onsite visit, auditors reviewed Northland's compliance with the following legal 
requirements:

¹⁶ See "Off Campus Locations" in the Virtual Resource Room for approval documents
1. Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination)
2. Title IX of the Education Amendments of 1972 (prohibiting sex discrimination)
3. Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination)
4. Title 11 of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, including public schools, public colleges and universities, public vocational schools, and public libraries) whether or not they receive Federal financial assistance.

The college received notification in July 2006 of its compliance with all Civil Rights standards and guidelines reviewed during the visit.

PUBLIC DISCLOSURE

ACCURACY AND COMPLETENESS OF STUDENT INFORMATION

Northland's policies and practices on maintaining the accuracy of student information, including academic calendars, grading, and grievances and complaints are outlined below. The college's policies related to transfer were discussed earlier in this chapter.

ACADEMIC CALENDARS

A link to the academic calendar appears prominently on the home page for the college website and is also available at Northland: Academic Calendar and Northland: Student Handbook. In addition to the web notification, students are alerted to key dates in the academic calendar through large posters placed in key student-traffic areas such as the Commons, library, and Student Services. Notifications are also sent to student e-mail accounts and appear on televised screens throughout the college.

GRADING

All Northland faculty members include details on how grades will be calculated in their syllabi distributed to students during the first week of class. Copies of syllabi are also submitted to academic deans for review within the first month of the semester. Policy 3090 outlines how the college uses letter grades and pass/no credit grades, how it calculates grade point averages, its provisions for auditing courses, and its policy on incomplete grades. Policy 3430 discusses student grade appeals. Students may appeal a final grade or any grade used in the cumulative calculation of a final grade. The student grievance and complaint process is described in the next section.
Students may register grievances or complaints through several venues, including instructors, counselors, deans, the vice president, or the president. Information and related forms for filing a complaint are described in the student handbook, available at Northland: Student Handbook. Students may also access previous print versions of the handbook at the site. Beginning in FY2010, the college put all of its handbook material online in a printable format in lieu of providing printed versions. The college also distributes FERPA guidelines annually (see Virtual Resource Room).

FINANCIAL AID APPEALS
Students may appeal financial aid decisions to the Director of Financial Aid. Students who wish to appeal a decision by the director may submit their request to the president, whose decision is final. Prior to FY2010, financial aid appeals were not logged, although documentation remains in students’ files for review by authorized persons.

GRADE APPEALS
Grade Appeals are heard and evaluated by the academic deans, in accordance with Policy 3430. Students may appeal to the dean about a final grade or any other grade in a course, with the expectation that the student has first attempted to discuss the matter with the instructor. The dean will relate the college’s policy on grade change, as follows, before rendering a decision:

The college cannot change the grade assigned by an instructor unless presented with clear and convincing evidence that the instructor’s grading procedure was biased, did not reflect sound educational practices, or was inconsistent with the common course outline and course syllabus.

Grade appeals must be filed within 30 days of the term posting date, using the Student Appeal/Petition form. The dean then discusses the issue individually with the student or together with the student and the instructor and may form an ad hoc committee as needed. Within 10 days of receiving the appeal, the dean will make a decision and advise all relevant persons. The student may appeal the dean’s decision to the chief academic officer if there is additional relevant evidence to support the appeal. The decision of the chief academic officer is final.

NON-GRADE ACADEMIC APPEALS
Non-grade academic appeals, including suspensions, terminations, and late withdrawals are heard by the Academic Appeals Committee, in accordance with Policy 3240P. Members of the committee include the registrar or designee, a Student Services representative, academic deans, a representative from the Academic Affairs and Standards Council, an Americans with Disability Act specialist, a
student representative, and faculty members. Faculty members must constitute at least 50 percent of the committee. Students submit their appeals with supporting documentation as needed and may appear before the committee if they choose and may bring family members or legal representation to the meeting. Students are informed of the decision by mail within 10 days and have the option to appeal the decisions to the chief academic officer within 10 days if there is additional relevant information to submit. The decisions of the chief academic officer are final.

**STUDENT SERVICE APPEALS**

Student Service appeals are heard by the Student Services Appeals committee, including fee reimbursement, exceptions to the computer policy, and requests for admission, in accordance with Policy 3240P (outlined earlier in this chapter). Members of the committee include representatives from the business, financial aid, and Student Services offices, an Americans with Disability Act specialist, a student representative, and faculty representatives. Students submit their appeal with supporting documentation as needed and may appear before the committee if they choose and bring another person who may provide relevant information about the appeal to the committee. The committee forwards its recommendation to the Dean of Student Development on the Thief River Falls campus or the Dean of Student Services on the East Grand Forks campus. The dean informs students of the outcome in person or by mail within 10 days. Students have the option to appeal the decisions within 10 days to the president if there is additional relevant information to submit. The decisions of the president are final.

**SUMMARY OF STUDENT SERVICES AND ACADEMIC APPEALS: FY2008**

In FY2008, Northland had 548 student appeals, with 342 granted, 170 denied, and 36 cases where the action was not reported, canceled, or withdrawn by the student, for an approval rate of 62 percent.

In 280 cases, the decision was made by the Academic Appeals committee, while 139 cases were resolved by the Student Services Appeals committee. The academic dean made the decision in 109 cases, and 20 cases were evaluated by other college faculty members or administrators. The nature of the appeals can be broken down as follows:

- Academic Requirements (including suspension)—222
- Course substitution—74
- Late Drop/Withdrawal—80
- Late Drop/Other Tuition Refund—117
- Fresh Start—12
- Grade Appeal—16
- Other—27

**SUMMARY OF STUDENT SERVICES AND ACADEMIC APPEALS: FY2009**

In FY2009, Northland had 509 student appeals. Of those, 328 were granted, 145 were denied, and in 36 cases, the action was not reported, canceled, or withdrawn by the student, for an overall approval rate of 64 percent.
In 252 cases, the decision was made by the Academic Appeals committee, while 136 cases were resolved by the Student Services Appeals committee. The academic dean made the decision in 73 cases, and 48 cases were evaluated by other college faculty or administrators. The nature of the appeals can be broken down as follows:

- Academic Requirements (including suspension)—170
- Course substitution—67
- Late Drop/Withdrawal—45
- Late Drop/Other Tuition Refund—127
- Fresh Start—22
- Grade Appeal—24
- Other—54

**COMPLAINT LOG**

Beginning in 2008, Northland revised its procedure for recording and tracking complaints, using the online form displayed here. Prior to 2008, complaints were recorded and tracked on paper. Under the revised procedure, any complaint that does not fall under the Financial Aid, Student Services, or Academic Appeals categories described above is logged into a password-protected database by the supervisor who observed the situation or to whom the situation was reported.

When viewed onscreen, each box is shaded either pink or grey. Information recorded in the pink sections is encrypted and can only be viewed by the supervisor who created the entry. This includes the name of the student, ID number, address, and phone number. Also included in the confidential section are specific steps taken to resolve the complaint and any final decision. The gray section includes information that appears in the log report available to all supervisors, including the date and nature of the complaint, a summary of steps taken to resolve the complaint, a summary of the final decision, and whether the complaint was referred to an outside agency and/or whether the student initiated any external action.
Deans and supervisors review logs during regular meetings. Complaints are analyzed for trends that might indicate a need for further administrative action or policy review. To date, no trends have been noted. Administrators have an open door policy when it comes to students. Students are welcome to visit with any college administrator or supervisor to express concerns and/or lodge complaints.

**ADVERTISING AND RECRUITMENT MATERIALS**

Any advertising or recruiting materials created by Northland are designed according to system and institutional style guides, which govern not only graphic and editing elements but also legal aspects of any publication, whether in print or electronic format. For example, the system Style Guide outlines requirements for noting attribution of any funding agencies for a publication, if other than the institution itself. The Northland Style Guide describes appropriate references to the college's accredited status:

- Accredited — The Higher Learning Commission: Member — North Central Association
- Accredited by The Higher Learning Commission and a member of the North Central Association
- Accredited by The Higher Learning Commission of the North Central Association

Both style guides outline the procedure and notification requirements for alternate format requests and release form requirements for any photographs used. Policy 5070\(^{17}\) on College Identity and Graphics Standards states: *NCTC requires that all printed materials and publications (including press releases, advertisements, novelty items, etc.) comply with the official standards as identified in the NCTC Style Guide.* In addition, advertising, informational, and promotional material created by any college department is reviewed by the Director of Public Relations prior to publication.

**OVERSIGHT OF THIRD PARTY CONTRACTORS (ADVERTISING AND MARKETING)**

All third party contracts must adhere to system guidelines, outlined in the system Professional and Technical Services Contract. The agreement outlines all expectations and obligations of all parties to the contract. Northland may not enter into contractual agreements with any entity where an indemnification clause is included, per system requirements.

**DISCLOSING COMMISSION STATUS**

_Northland: Accreditation Status_ refers to the college's status with the Higher Learning Commission as follows:

_Northland Community & Technical College - Thief River Falls and East Grand Forks (formerly known as Northwest Technical College) is accredited by:_

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\(^{17}\) Available in the Virtual Resource Room
Examples of the college's disclosure of its accreditation status on its website and in its catalog can be viewed in the Virtual Resource Room. Northland includes information about its accreditation status on its website and in printed materials such as catalogs, student handbooks, and promotional material sent to prospective students.

**PROFESSIONAL ACCREDITATION OR AUTHORIZATION**

Northland: Program Accreditation/Authorization outlines programs that are individually accredited or otherwise authorized by state/regional agencies, as summarized below:

**ASSOCIATE DEGREE NURSING (FORMERLY REFERRED TO AS REGISTERED NURSING)**
Minnesota Board of Nursing, Candidate for accreditation by the National League for Nursing Accrediting Commission, accreditation visit occurs in the spring of 2010

**ARCHITECTURAL TECHNOLOGY**
Minnesota Department of Administration Building Codes and Standards Division

**AUTOMOTIVE SERVICE TECHNOLOGY**
National Automotive Technicians Education Foundation and the National Institute for Automotive Service Excellence

**AVIATION MAINTENANCE TECHNOLOGY**
Federal Aviation Administration

**CARDIOVASCULAR TECHNOLOGY**
Commission on Accreditation of Allied Health Education Programs in cooperation with the Joint Review Committee on Education in Cardiovascular Technology

**CONSTRUCTION ELECTRICITY**
Minnesota State Board of Electricity as one year of credit toward a journeyman's license

**COSMETOLOGY**
Minnesota Commerce Department and the National Accrediting Commission of Cosmetology Arts and Sciences
**CRIMINAL JUSTICE**
Minnesota Board of Peace Officer Standards and Training Board

**OCCUPATIONAL THERAPY ASSISTANT**
Accreditation Council for Occupational Therapy Education

**INTENSIVE CARE PARAMEDIC**
Minnesota Emergency Medical Services Regulatory Board Commission on Accreditation of Allied Health Education Programs in cooperation with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions

**PHARMACY TECHNOLOGY**
American Society of Heath Systems Pharmacists

**PHYSICAL THERAPIST ASSISTANT**
The Commission on Accreditation in Physical Therapy Education. The PTA program was accredited in FY2009 and received a special commendation from CAPTE: *The Commission wishes to acknowledge the work of the Program Director and PTA faculty for embracing a thorough and professional approach to the Accreditation review process. The program faculty and administration should be commended for their demonstrated commitment to the success of the program, its students, and the surrounding workforce."

**PRACTICAL NURSING**
Minnesota Board of Nursing

**RADIOLOGIC TECHNOLOGY**
Joint Review Committee on Education in Radiologic Technology

**RESPIRATORY THERAPIST**
Commission on Accreditation of Allied Health Education Programs in cooperation with the Committee on Accreditation for Respiratory Care

**SURGICAL TECHNOLOGY**
Commission on Accreditation of Allied Health Education Programs in cooperation with the Accreditation Review Committee on Education in Surgical Technology

**TITLE 38 ELIGIBILITY**
Northland: Veterans Eligibility describes the college's eligibility to provide education to veterans and eligible persons under Title 38 of the United States Code. For more details, please see Chapter 3: Serving Veterans.
Requirements of Institutions Holding Dual Institutional Accreditation

Northland Community and Technical College is accredited solely by the Higher Learning Commission of the North Central Association.

Third Party Comment

Copies of third-party comment notifications and a list of venues where the notifications appeared can be found in the Virtual Resource Room.
CHAPTER 3: REVOLUTIONIZING GROWTH STRATEGIES

REALITY AND OPPORTUNITY: DOING MORE WITH LESS

Core Components and Commission Statements in This Section

- **Core Component 1a**: The organization's mission documents are clear and articulate publicly the organization's commitments.
- **Core Component 1c**: Understanding of and support for the mission pervade the organization.
- **Core Component 1d**: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- **Core Component 1e**: The organization upholds and protects its integrity.
- **Core Component 2a**: The organization realistically prepares for a future shaped by multiple societal and economic trends.
- **Core Component 2b**: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- **Core Component 2c**: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- **Core Component 2d**: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.
- **Core Component 4a**: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- **Core Component 5a**: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- **Core Component 5b**: The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- **Commission Statement on Accountability Projects**

In light of harsh economic realities, the college recognizes that funding procedures cannot continue as they have in the past, as succinctly outlined by President Temte in her [Northland: 2009 Budget Update Video](#). Declining high school populations in northwest Minnesota have caused Northland to reconsider what it does to attract new students. This endeavor will require innovative strategies as the population declines and revenues fail to keep pace with inflation.

Northland is at a crossroads with regard to funding and enrollment. Due to the declining revenue base, the college has had to shift budgets. The most significant factor in the loss of anticipated revenue is the statewide unallotment of funds for all Minnesota state agencies, resulting in a multi-million dollar loss for institutions in the Minnesota State Colleges and Universities system. This has meant reductions throughout the college. One result has been that Northland has had to close less successful programs to fund healthier ones, outlined in [Chapter 4: Program Sustainability](#).

Program assessment plans and graduate placement rates indicate that the college is providing quality academic programming, however, as described in [Chapter 4: Graduate Followup Report](#).

Northland puts significant resources into academics, with a ratio of student FYE to faculty FTE ratio
of 15.03 to 1 in FY2009, up from 14.94 in FY2008, but still amongst the lowest of system colleges. However, the ratio between student FYE and FTE of all other staff is ranked 20th in the system at 27 to 1. While a low student to faculty ratio can be good practice, Northland spends more per full-time equivalent than the system average. This is a double-edged sword: positively, the college is spending much more in academics, yet it can be argued that it is doing so inefficiently.

President Temte has identified the FYE/FTE ratio as a key action item for the college, with a goal of having a student to faculty ratio of 17 to 1 by the start of FY2011. To achieve this level, the college will have to increase its FYE enrollment substantially or further reduce the level of faculty FTE. Northland has chosen to pursue increased enrollment, as evidenced by one of its three primary strategic goals, Revolutionize Growth Strategies. This goal, along with Northland’s other two strategic goals (Inspire Student Success and Cultivate High Quality Programs, Services, and Employees), is discussed in detail later in Appreciative Inquiry later in this chapter.

Rather than considering across the board cuts, which the president has characterized as inconsistent with the college's strategic goals, Northland has embarked on a process based on consultation and transparency. In a serendipitous turn of events, the college also set out to revise its strategic plan at the same time, which helped stakeholders keep the future in sight rather than being focused solely on the budget woes of the present.

**RAISING THE FYE TO FTE RATIO**

As a response to this issue, the college analyzed the prior year’s academic schedule in the spring of 2009 to determine the number of seats available compared to the number of students enrolled. This information was used to reduce unnecessary sections for the following academic year. The college also used this information to strategically schedule reserve sections. This process will continue to be used annually to ensure efficiency in scheduling. The same process was also used to determine summer class offerings, resulting in a significant reduction of sections offered with minimal negative impact on student FYE. Throughout this process, the administration followed a practice of transparency. At times, this transparency resulted in as many communication problems as it was intended to resolve. The administration remains committed to a policy of transparency, however. For example, the preliminary section reduction document created in spring 2009 was made available to all faculty members (available in the Virtual Resource Room). The result of the section reductions is equivalent to a total savings of 11.38 faculty FTE, primarily achieved through reductions in temporary faculty members.

Another strategy the college has used to address the low FYE/FTE ratio has been to reduce the number of faculty release credits. Release credits contribute to a low ratio since the credits do not contribute to student FYE. The college has reduced approximately 38 release credits for FY2010, with plans to reduce additional release credits in FY2011. This has been a difficult process as it results in a shift in how the work done by faculty members with release credits would subsequently be accomplished by other employees. Many of these changes, amounting to a reengineering, have not been popular, as some longstanding assignments had to be eliminated, including a faculty
mentoring program. One plan for FY2011 that is a significant change for how the college operates is the proposed plan to reduce nursing director credits and consider a dean of nursing position. The expected salary for the dean would be approximately one-third the current cost of release time credits, according to discussion at a recent Cabinet meeting.

For several years prior to FY2010, Northland had approximately 106 credits in nursing administrative release, which had a significant negative impact student to faculty ratios. Discussion on this structural change is ongoing in FY2010 through the Shared Governance Council,\(^\text{18}\) including whether to give this dean oversight of all health programs.

Another significant change considered for FY2011 is a proposed restructuring of academic divisions, including a release credit reduction of approximately 18 credits for division chairs. As with the changes in nursing discussed above, these changes affect long-standing college structures in division alignment and duties within that structure, which may account for some faculty members' reluctance to embrace the proposed structure. Discussion of these changes is also ongoing through the Shared Governance Council in FY2010. The college expects that the result will be a reduction of release credits here as well. These changes are unlikely to meet the reduction goal on their own, however, so other strategies are being considered. Additional strategies include reexamining differential tuition for high cost programs, such as Aviation, Nursing, and Allied Health. In addition, as Northland considers how it can increase enrollment as a strategic goal, it must also consider the unique opportunities and challenges of being a border college.

**THE CHALLENGES OF BEING A BORDER COLLEGE**

Northland's logo symbolizes a path to the future, a path that often takes its students and employees across a river between two states. While Northland is fortunate to be associated with the border community of Grand Forks (ND) and the surrounding rural area, special challenges exist. For example, the media in the Grand Forks area is more likely to focus on the University of North Dakota and the North Dakota University System in its higher education coverage. At times, Northland is overlooked in discussions about higher education in the community. Additionally, within the college and at the system level, there is often a push to focus its collaboration with other system institutions rather than with institutions across the border. Northland's president, however, is making great strides in demonstrating the importance of the college's partnership opportunities with UND by spearheading a roundtable discussion with the chancellors of the Minnesota and North Dakota systems and the presidents of UND and Northland.

At a recent meeting, the vice chancellors of both systems appointed a task group to distill ideas from

\(^\text{18}\) Readers can review minutes from the Shared Governance Council on this issue, beginning in October 2009, at [Northland: College Committees](#)
the discussions into an action plan that the chancellors would be able to discuss with legislators, if appropriate, and that the institutions could use as a platform for future work.

The college is also in the process of formalizing a partnership with UND in several areas. One significant area is the unmanned aircraft system/vehicle (UAS/UAV) arena. UND provides training for UAV pilots for the military, and Northland is seeking to partner to provide the vehicle and system maintenance training, a partnership that would also involve the Grand Forks Air Base. Another area of collaboration with UND is in academic advising. Northland and UND are in the process of devising a system whereby an advisor could be on campus on a regular basis to facilitate the transfer process for students. This would be a mutually beneficial arrangement. The college believes that seamless transfer between the two institutions will allow both institutions to increase their enrollments. Northland would also welcome advisors from these other institutions if offered.

The idea of inviting a North Dakota University System employee to be an active part of the college's advising team has some at the college crying foul and suggesting that the institution should focus on its system partners. A significant point considered by administrators, however, was student demand. The FY2009 Liberal Arts Program Exit Survey\(^\text{19}\) indicated that the largest percentage of Northland's liberal arts students planned to attend UND (36.4 percent) with Bemidji State University and Minnesota State University Moorhead each at 12.7 percent. The results of this survey clearly indicate the importance of working collaboratively with UND as a transfer partner.

Another consideration in Northland's cross-border approach is its student population. With over half of the students on the East Grand Forks campus coming from Grand Forks and surrounding North Dakota communities, it is clear that Northland serves the education needs of the region. One illustration of how border state needs can be overlooked is in workforce analysis. The system office recently conducted an analysis of the need for construction electricians as the state labor union was lobbying the legislature to limit enrollments in these programs. The union claimed there was an abundance of unemployed electricians and that system colleges were a contributing factor. The findings of this study suggested that electrician programs in the state limit enrollments. Northland's Construction Electricity program serves North Dakota employment needs as well, but this market demand information was not included in the report. In this case, then, the college was being asked to cap enrollment in a program based on state labor market data, without consideration of the regional needs of the communities served by the college.

Administrators are approaching these challenges by increasing their visibility on both sides of the river and alerting the system office to the needs of the broader community served by the college. As North Dakota, Minnesota, and Wisconsin have tuition reciprocity, it is common for students to travel across state lines frequently or enroll in online courses and degree programs. Thus, the college is working towards removing artificial barriers created by state lines. This has been and will continue to be a challenge of operating a border college. Another challenge Northland faces, along with many

\(^{19}\) Complete results available in the Virtual Resource Room
of its higher education peers, is a shrinking budget, which it is addressing proactively as evidenced by its Budget Book.

PLANNING FOR THE NEAR FUTURE

Northland's first-ever Budget Book arr\(\text{20}\) arrived in employee e-mail boxes on May 1, 2009, a sign of spring in more than one way. While it included a candid assessment of the budget issues facing the college, it also outlined a way out of the wilderness, a path that had been designed by employees from every constituent group.

The book included a chronology as well as a realistic outlook for the future. The challenge, as the president noted, was to provide constituents with as many specific details as possible while acknowledging the unknowns. The exact amount of Northland's share of the budget cuts was still being negotiated between a governor of one political party and a legislature dominated by another party. Another unknown was how much federal stimulus money the college might receive and how that money could be spent.

In light of those unknowns, the college opted to plan for a worst-case scenario through two legislative sessions, assuming that enrollment would not grow significantly due to better-than-average unemployment rates in the region and demographics of the area that indicated a downward trend in the number of high school graduates. Thus, the budget was built around an assumption of 2,640 paying FYE. In comparison, the FY2009 budget was built on 2,670 paying FYE, a level that was not achieved. It is worth noting, however, that one of the college's strategic initiatives is to revolutionize growth strategies, with the expectation that actions taken in FY2010 could have a positive impact on FY2011 enrollments. The words of President Temte served as a reminder that the college's mood should not be bleak:

> We also look forward with great optimism to identifying the great ideas and new initiatives that will lead to achievement of the college's strategic plan and success for our students. Thank you all for your patience and your participation in the processes leading to the solutions contained in this document.

THE REALITY

Statewide, Minnesota faces an expected $4.6 billion shortfall for FY2010-FY2011, with the outlook even bleaker for FY2012-FY2013, at $5.1 billion. The governor's first step was to unallot previously encumbered funds, leaving Northland without $381,000 in anticipated funding in the midst of FY2009. Furthermore, the college was asked to reduce its base expenditures rather than using reserves to cover the deficit. For FY2010, Northland's share of the deficit is expected to be $1.6 million. One of the first decisions made in light of these numbers was a prophetic one. The president announced that Northland would not raise its base tuition, particularly as Northland already had one of the highest tuitions in the system. This meant that Northland would be the only public

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\(\text{20}\) See Virtual Resource Room
college in Minnesota not raising its tuition for FY2010 (see Northland: Tuition Announcement). Federal stimulus funds were not available to make up the deficit, although the system did offer suggestions on how colleges might spend those funds, including displaced worker programs, recruiting and retention, program and curriculum development, upgrading technology infrastructure, and augmenting underrepresented student services. While Northland will receive funds for tuition mitigation, it will be allowed to use those funds for other purposes within the system guidelines.

The irony of having funds to initiate or fully fund outreach programs while not being able to use those funds to erase the deficit was not lost on employees. As Northland began to consider its options in this conflicting climate, the president once again set the tone:

*Planning for the Future Development of Northland Community and Technical College must not be lost in the negative climate of the state and national financial crises. We will continue the Visioning/Planning Journey that commenced in 2008. Our budget decisions will be guided by that work.*

**Using the Composite Financial Index (CFI)**

Northland's planning is also guided by the need to position itself to improve its performance in key financial ratios used to calculate the institution's Composite Financial Index. Northland's ratings for FY2006-FY2009 are summarized in the table below. Chapter 2: Review of Financial Ratios explains the weighting changes mandated by the system that explains the slight difference between the numbers reported below and those originally reported on the Annual Institutional Data Updates for FY2007 and FY2008.

<table>
<thead>
<tr>
<th>Ratio</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve</td>
<td>0.22</td>
<td>0.24</td>
<td>0.22</td>
<td>0.22</td>
</tr>
<tr>
<td>Net Operating</td>
<td>(0.10)</td>
<td>(0.10)</td>
<td>(0.10)</td>
<td>(0.10)</td>
</tr>
<tr>
<td>Return on Net Assets</td>
<td>0.04</td>
<td>0.68</td>
<td>(0.04)</td>
<td>1.93</td>
</tr>
<tr>
<td>Viability</td>
<td>0.63</td>
<td>0.63</td>
<td>0.63</td>
<td>0.43</td>
</tr>
<tr>
<td><strong>Calculated CFI</strong></td>
<td><strong>0.70</strong></td>
<td><strong>1.45</strong></td>
<td><strong>0.71</strong></td>
<td><strong>2.48</strong></td>
</tr>
</tbody>
</table>

Based on the Higher Learning Commission's Scale for Charting CFI Performance, Northland falls into the "reengineer the institution" category. Northland's efforts in strategic planning using the Appreciative Inquiry process and its approach to recent budget reductions and unallocations are indications of its commitment to reengineer its future.

As part of the Minnesota State Colleges and Universities system, Northland follows the financial guidelines set forth by the system of having a balanced budget each fiscal year and maintaining a

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21 See "Annual Institutional Updates FY2006-FY2008" and "CFI FY2009" in the Virtual Resource Room
reasonable budget reserve. The college has implemented significant budgetary changes (see Making Decisions later in this chapter) to achieve improved fiscal responsibility, indicated by the upward trend in its CFI for FY2009. Monitoring Northland's financial position will be a major component of administrative duties with fiscal support from the state expected to continue decreasing.

It should be noted, however, that Northland's six-year average CFI for FY2003 through FY2008 is 0.80, which is in the upper level of the In the Zone range for Public Colleges. FY2004 was the only year that the institution was in the Below the Zone range for Public Colleges with a CFI score of 0.10. Members of the Finance committee will take the lead in monitoring and addressing issues that will allow Northland's CFI scores to remain In the Zone in the future.

THE PLAN
Northland began its planning process along two tracks simultaneously. The regular budget process had been redesigned in 2006 as the Integrated Planning and Budgeting process and continued to operate as outlined in the college's budget calendar, while the college also began developing and implementing a Budget Reduction Development Calendar.

INTEGRATED BUDGETING AND PLANNING PROCESS
One way Northland leverages its existing budget is through an integrated budget request form, which requires employees to identify system-wide and/or institutional goals that would be addressed if the request were to be funded, thus aligning financial decision making with the college's mission and strategic direction. The goal of the integrated budget planning process is to solicit ideas from all employees through online forms. Requests can be submitted at Northland: Budget Requests (available from any campus computer) by any employee. The process assures that limited resources are allocated to benefit projects that most closely support Northland's mission and strategic plan. By submitting the requests online, the college is able to sort requests into a database and compile all requests efficiently in order to connect the annual budgeting process to the strategic plan. Northland: Integrated Planning and Budgeting Calendar outlines the process and deadlines.

Each budget request is reviewed and prioritized by program directors, supervisors, and/or division chairs, depending on the type of request. The final budget is approved by the President’s Cabinet based on the availability of funds, alignment with strategic initiatives, and priority level.

BUDGET REDUCTION DEVELOPMENT CALENDAR
The budget reduction process began by creating an on-line budget forum where all employees were invited to enter budget reduction and revenue generating ideas. In extending the invitation to participate, the president stressed that there were no sacred cows; everything was on the table. During this phase, employees were allowed to enter their ideas anonymously. The rationale for anonymity was to empower employees to be frank in their submissions.

23 See Virtual Resource Room
The budget forum ideas were then categorized by function and/or department and posted online for all employees to review. Employees were then asked to provide feedback on the positive and negative impacts of the suggested ideas. This phase was also anonymous to promote candid opinions.

The third stage in the process involved tabulating all the suggestions and feedback into a final document. This document was then submitted to the Finance committee and administrators for review of the ideas and assessment of cost savings. The committee included representatives from all employee bargaining units. Committee members made the decision to focus on non-human resources ideas for revenue enhancement and/or cost savings, leaving recommendations on human resources decisions for the President's Cabinet. Over a two-month period, the committee met nine times and considered 165 suggestions that had been consolidated from those submitted. A summary of the Finance committee's findings (available in the Virtual Resource Room) was then forwarded to the President’s Cabinet for final review and action.

The final stage of the budget reduction and enhancement process concluded with review of the budget ideas by the President’s Cabinet. Each department was asked to review the suggestions provided during the budget forums and provide their recommendations for reductions and feedback on any enhancement. The recommended reductions by the administration were guided by the strategic initiatives of the college. Each department then had to determine how reductions could be covered with existing staff, alternative funding sources, and/or outside agency support. A key point to note is the president's directive that each idea submitted to the open forum would receive a response from a designated member of the Cabinet, indicating whether the idea was implemented, considered, or not acted upon, including a rationale for the decision made. This was done so employees would have a sense of closure and as a way to validate their contributions. Data and resource material that the committee considered in the process have also been made available to all employees online through a secure web connection, including institutional profiles and cost studies, recommendations from the governor's office, and specific departments that were analyzed for cost-savings or revenue-enhancement potential.

**OPPORTUNITY: FEDERAL STIMULUS PLANS**

Northland employees were also involved in brainstorming sessions to develop strategies for investing federal stimulus funding based on the College’s three strategic directions:

*Inspire Student Success, Cultivate High Quality Programs, Services, and Employees,* and *Revolutionize Growth Strategies.*

A process for prioritizing and selecting ideas for implementation was later developed by the President’s Cabinet. The list below reflects suggestions from employees for using stimulus funds to achieve strategic goals.
Federal Stimulus Ideas

- Curriculum development specialist to research new program possibilities, program feasibility, and funding sources
- Resource development specialist to research grant sources and to develop grant proposals
- Instructional designer to work with online faculty and other faculty who use technology
- Institutional researcher to coordinate all reporting, research, and internal information
- Consultants to assist the college to enhance quality and services in developmental education, assistance to students for whom English is not the first language
- Continuous improvement in infrastructure processes
- Programming to develop or adapt applications that would improve efficiencies
- College Lab Assistants
- Consultant to evaluate work assigned to faculty through release credits
- Student advocacy, success planning, orientation programs
- Employee mentoring and training; clarification of expectations
- Marketing – development of a comprehensive plan and assignment of appropriate resources
- Enhancing advising processes to improve rates of retention, graduation, and transfer
- Software investments: TaskStream, web site content management system, enrollment management system, RightNow, Strategic plan tracking

49 FEDERAL STIMULUS IDEAS

POSITIONS FUNDED THROUGH STIMULUS SUGGESTIONS

Because of the previously identified need for institutional research and the suggestions from faculty and staff members about how to spend federal stimulus dollars, the college decided to fund four new positions (Academic Coordinator, Director of Institutional Research, and two Online Learning Facilitators) and hire another web developer. The Academic Coordinator and web developer assumed their positions in the fall of 2009, while the Director of Institutional Research assumed his position in the spring of 2010. The college will be conducting interviews and expects to fill the Online Learning Facilitator positions in the spring of 2010. Northland expects the new employees to contribute significantly to the ongoing mission of the college.

The Academic Coordinator’s position description reflects alignment with the college’s three strategic goals: Inspire Student Success, Cultivate High Quality Programs, Services, and Employees, and Revolutionize Growth Strategies.

The coordinator will provide support for the vice president and academic deans in the development of new programs, maintenance and enhancement of quality programs, academic compliance research and reporting, and support for student success. The academic coordinator will also assist academic deans in all aspects of course scheduling, coordinate academic support for student success, and serve as a liaison between program and discipline areas and the registrar’s office for articulation agreements, all geared to enhance student success. Another focus for the coordinator will be working with the deans and faculty in the assessment and program review process, including sustainability.

24 See the Virtual Resource Room for complete position descriptions
efforts, which will have a direct impact on program quality. Finally, enrollment growth will be a key focus for the academic coordinator, who will be working with the institutional researcher to document and present information to the college community regarding new program development.

The Director of Institutional Research will be responsible for coordinating and implementing the college's institutional research program, aligning with all three of the college's strategic goals. The director will be responsible for identifying external funding sources and assisting college employees in writing grant proposals, with a focus on the development of narratives, budgets, and presentations to enhance the quality of programs, services, and employees. The director will also assist the college in meeting its goals for student success and quality by collecting, analyzing, and interpreting data that can be used to support decision-making, assessment, and policy development. Finally, the director will also enhance the college's ability to revolutionize growth through grant research and proposals to a variety of funding sources aimed at retention.

The Online Learning Facilitators will support faculty members in the design of online and web-enhanced courses, technology infusion, curriculum development, and program enhancements. Facilitators will also assist in developing policies and procedures needed to support high quality online programs and courses, aligning with Northland's strategic goal to Cultivate High Quality Programs, Services, and Employees.

**Seeking Advice on Budget Matters**

Throughout the budgeting process, Northland has continued to seek advice from internal and external constituents, including members of its Community and Program Advisory Boards on both campuses. Northland has also sought advice from representatives of Minnesota Department of Employment and Economic Development, the Northwest Private Industry Council, the Grand Forks Regional Economic Development Corporation, the Thief River Falls Jobs Incorporated Board, and the Rural Economic Alliance. Faculty and staff members provided a wealth of suggestions for federal stimulus funds, as noted earlier, and external constituents have assisted in identifying areas for new program growth to address budget issues, including the development of a new Commercial Vehicle Operator program, which began accepting students in FY2010.

**Making Decisions**

While much of the Budget Book concerned the process, the results were also clearly laid out for employees, in terms of potential human resources and non-human resources reductions. Due to collective bargaining agreements, human resources reductions were identified by bargaining unit rather than by specific positions. Some reductions would be achieved by not filling vacancies that had been created due to retirement or resignation. In other cases, human resources reductions would involve meetings with representatives of the employees’ bargaining units. Proposed reductions in human resources and non-human resources areas are included below.
**Human Resources Reductions by Bargaining Unit**

(totaling $1,446,513)

<table>
<thead>
<tr>
<th>Bargaining Unit</th>
<th>Human Resources Reductions (FTE)</th>
<th>Retirement/Resignation Unfilled Reductions (FTE)</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration/MMA</td>
<td>1.00</td>
<td>0.00&lt;sup&gt;25&lt;/sup&gt;</td>
<td>1.00</td>
</tr>
<tr>
<td>MSCF</td>
<td>1.75</td>
<td>9.13&lt;sup&gt;26&lt;/sup&gt;</td>
<td>10.88</td>
</tr>
<tr>
<td>MAPE</td>
<td>2.00</td>
<td>1.00</td>
<td>3.00</td>
</tr>
<tr>
<td>AFSCME/Commissioner's Plan</td>
<td>1.00</td>
<td>1.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Note:** Dollar amounts obtained using system estimates for salary and benefits, including voluntary reductions in workload from 11 employees that totaled more than $15,000.

**Human Resources Reductions as Percentage of Employee Group**

<table>
<thead>
<tr>
<th>Bargaining Unit</th>
<th>Reductions (FTE)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration/MMA</td>
<td>1 of 22</td>
<td>4.5%</td>
</tr>
<tr>
<td>MSCF</td>
<td>10.88 of 187.89</td>
<td>5.7%</td>
</tr>
<tr>
<td>MAPE</td>
<td>3 of 34.75</td>
<td>8.6%</td>
</tr>
<tr>
<td>AFSCME/Commissioner's Plan</td>
<td>2 of 51.83</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

**Non-Human Resources Reductions by Functional Area**

(totaling $234,513)

<table>
<thead>
<tr>
<th>Functional Area</th>
<th>Reduction</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs—Deans/VP</td>
<td>$30,000</td>
<td></td>
</tr>
<tr>
<td>Academic Affairs-Farm Mgmt</td>
<td>$23,000</td>
<td>Office Rent</td>
</tr>
<tr>
<td>EGF Facilities</td>
<td>$20,000</td>
<td>Energy Savings, Repair/Rehabilitation</td>
</tr>
<tr>
<td>TRF Facilities</td>
<td>$78,433</td>
<td>See footnote&lt;sup&gt;27&lt;/sup&gt;</td>
</tr>
<tr>
<td>Business Office</td>
<td>$1,500</td>
<td>Non HR 5%</td>
</tr>
</tbody>
</table>

<sup>25</sup> Due to proposed Dean of Academic Effectiveness position—never filled
<sup>26</sup> Due to efficiencies in scheduling classes
<sup>27</sup> Energy Savings-Multi-Events Center--$6000 first year, $15,000 in subsequent years, MEC Expenses--$3500, Mothball Airport space--$25,500, Energy Savings Airport--$741 annually (if $3850 invested from stimulus), Reduced lease Airport--$3000, Occupancy Sensors--$3700, Utility Savings--$6000, Reduction to General Fund--$14,992 (5%)
## Functional Area Reduction Notes

<table>
<thead>
<tr>
<th>Functional Area</th>
<th>Reduction</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Payroll</td>
<td>$12,500</td>
<td>Reimburse general fund</td>
</tr>
<tr>
<td>Northland Foundation</td>
<td>$11,000</td>
<td>Enrollmg mgmt, financial aid, deans, learning support, placement</td>
</tr>
<tr>
<td>Student Services</td>
<td>$35,080</td>
<td>Enrollment mgmt, registration, financial aid, deans, learning support, placement</td>
</tr>
<tr>
<td>Technology-Marketing-Radio</td>
<td>$38,000</td>
<td>Reduce HR% paid from general fund, shift to student technology fees and convert handbook, catalog, planner to print on demand</td>
</tr>
</tbody>
</table>

### Revenue Enhancements (totaling $206,325)

<table>
<thead>
<tr>
<th>Revenue Enhancement</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Online Class Caps</td>
<td>$80,000</td>
<td>Assuming no loss or shift in enrollment</td>
</tr>
<tr>
<td>Farm Business Management Grants</td>
<td>$77,700</td>
<td></td>
</tr>
<tr>
<td>Differential Tuition-Aviation</td>
<td>$30,000</td>
<td>$3000 per student</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$17,500</td>
<td>3500 at $5 annually</td>
</tr>
<tr>
<td>Personal Office Appliances</td>
<td>$1,125</td>
<td>$10-$25 per year, per appliance</td>
</tr>
</tbody>
</table>

### Planning for a Brighter Future: Appreciative Inquiry (+1°)

While planning for anticipated deficits commanded a considerable amount of the college’s attention in FY2009, there was also an exciting opportunity to look at a future beyond deficits. A commitment to partnerships is at the heart of Northland’s mission to create a quality learning environment for all learners. The +1° symbolizes the extra effort each member of the college community is being asked to put forward, analogous to the difference between hot water at 211° Fahrenheit and the steam generated by boiling water at 212°.

Like its peers in the system, Northland faces both daunting challenges and profoundly exciting opportunities. In northern Minnesota, high school graduation rates are hovering around 70 percent, slightly above the national average, but certainly not optimal. Local populations traditionally served
by the college are shrinking in many counties in the region. A recent video prepared for Northland's strategic planning process outlines some of the stark challenges the college faces: YouTube: +1° Journey. The ethnic and socioeconomic mix of prospective college students continues to evolve, and while the prospective student base has technological sophistication and a diversity of experience and talent, the number of these diverse and talented prospects is declining. In light of the financial needs of the region and the added pressure of the nationwide economic downturn, the need for a new approach has been amplified.

To ensure that they are prepared for future challenges and opportunities, the leadership at Northland designed and launched a strategic planning process, beginning in January 2008, based on the principles of Appreciative Inquiry. The effort involved over 350 members of the greater college community, including students, faculty and staff members, administrators, community members, area business representatives, and local government officials.

The Appreciative Inquiry approach assumes these basic premises:

- In every group or organization, something works well.
- Human systems grow toward that which they question.
- To be effective, positive change must be the common and explicit property of all.
- What we focus on becomes our reality.
- What we want or desire already exists within us, within our team and organization.
- We will have more comfort and confidence in journeying to the future when we carry forward the best parts of the past with us.

The process occurred in three phases: Discovery, Synthesis, and Delivery. In the Discovery phase, Northland's leadership leveraged the broadest and deepest resources for the brainstorming exercise, inviting diverse constituents to take part in the planning. Feedback was gathered via partner interviews and in both small and large group discussions over six months.

During the Synthesis phase, many of the same constituents met in eight sessions over a subsequent six-month period on both campuses. The Synthesis phase was designed to accomplish the following:

- Provide the opportunity for constituents to explore consolidated feedback from all previous exploratory sessions regarding what contributions and experiences might have the most impact at Northland
- Invite the envisioning of an innovative future for the college
- Identify the common elements present in the discussions, both about the past and the possible future
- Select from those common elements the areas where growth is most critical and requires the college's best focus and energy

Three strategic initiatives emerged with a series of common, measurable focus areas, also described at Northland: Strategic Plan:
"Inspire Student Success" as measured by retention, graduation, and transfer rates, and increased success rates for underrepresented students

"Cultivate High Quality Programs, Services, and Employees" using measures established for institutional performance in FY2010

"Revolutionize Growth Strategies to Sustain Vibrant Learning Communities" as measured by an overall increase in traditional and non-traditional students, an increase in net entrepreneurial and philanthropic revenue, and through development of new programs and delivery methods to address needs of learners and regional economies

The college is now in the final phase, Delivery. This third phase of Northland's strategic planning process is designed to accomplish the following:

- Introduce high-level objectives and strategies associated with initiatives and focus areas
- Engage in open discussion about concrete actions individuals/teams can take both collaboratively and independently to positively affect individual focus areas
- Transfer the emotional and intellectual ownership of the strategic planning process and targets to faculty and staff members and administrators

With the help of three facilitators and more than twenty table leaders, small and large groups explored suggestions for front-line initiatives and processes to support each of the measures, via an appreciative inquiry approach on both campuses. This massive exercise was vital in building trust among constituents and continuing to gain support and momentum. It allowed those who had been involved in the first two phases to see that their feedback had indeed been addressed and incorporated into overall college strategy.

The front-line initiative suggestions derived from these in-services were transcribed, consolidated, and provided to the President's Cabinet, which determined college divisions that would be best suited to implement strategies for each goal. Each component of the strategic plan was assigned to a college-wide committee with a directive to begin creating strategies. As outlined in the Strategic Planning—Committees document (available in the Virtual Resource Room), committees are now developing proposals that identify responsible individuals and departments as well as outlining budget, equipment, and human resources needs and timelines. Committees began drafting plans in the fall of 2009, using a standardized Committee Work Plan (also available in the Virtual Resource Room). Those plans will be reviewed by the President's Cabinet before granting final approval. Approved plans will appear on the college's strategic planning website, along with a dashboard system to measure progress. The President's Cabinet also provided a list for employees outlining where each idea suggested during the strategic planning process had been referred for discussion and possible action, available in the Virtual Resource Room.

President Temte's reflections on this process are worth noting at this point, particularly given her previous experience with strategic planning before coming to Northland:
I believe that this approach gives every individual a voice. This is particularly important in a college and community setting, where each employee and community member feels strongly about the future of the institution but does not necessarily play a role in planning or decision-making. This process was significantly strengthened by the synthesis of accumulated data and the communication of progress toward a new strategic plan. Many people voice the concern that this was going to be “just another strategic plan” that was completed and “put on the shelf.” I believe our processes during the formulation of the plan and subsequent implementation have convinced many that this plan will be a “living” one that continues to shape the future of Northland.

A Perfect Storm

The college embarked on its strategic journey against the backdrop of a perfect storm of opportunities and challenges in the landscape of higher education in Minnesota. First, state higher education institutions had experienced deteriorating economic conditions due to increased costs and diminished state allocations that did not allow institutions to keep pace with inflation. Approximately one-half of Northland's revenue currently comes from state appropriation. In 1998, the figure was closer to 70 percent. A second factor was the declining population of high school age students in northwest Minnesota, noted earlier, which has negatively affected the college's full year equivalent (FYE) enrollment.

Another reason for revising the plan was the realization that the college's previous strategic plan was too complex to focus on during times of decreasing FYE and funding, with four strategic directions and 18 goals, as described in Vision 201028 (also available at Northland: Vision 2010). However, it should be noted that many of the Vision 2010 goals were accomplished, as summarized below:

Increase Access and Opportunity:

- Increased online enrollment 75 percent from FY2005 to FY2009 (185 to 323)
- Increased number of contracts with area high schools for college in the high school: From 1 in FY2004 to 13 in FY2009
- Increased off site learning opportunities with the Associate’s Degree Nursing and Practical Nursing programs at the White Earth Indian Reservation
- Formed a retention committee and developed a retention plan

Graduate students with a greater sense of civic responsibility and cultural awareness that will enhance working and living in multicultural societies:

- Several student clubs participate in events that raise civic and cultural awareness. Examples include: Blood drives, food drives, “Day on Capitol Hill” for Legislative Day, Adopt a Family during holidays, assisting with construction on community

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28 See Virtual Resource Room
projects (softball dugouts and parks), and fundraisers for community organizations (community violence and intervention centers, local humane societies).

- Data from the 2008 Community College Survey of Student Engagement shows that Northland’s students compare well with their peers in the areas of understanding and having conversations with others from different ethnic backgrounds or political viewpoints. Northland's average in this area was 2.33, compared to 2.19 for peer (consortium) institutions.
- CCSSE data also shows that Northland’s students compare well with peers in the areas of contributing to the welfare of their community and participating in community-based projects. Northland's average in this area was 2.04, compared to 1.92 for peer (consortium) institutions.

The table below summarizes club activities focused on civic engagement.

### Student Clubs and Civic Activities

<table>
<thead>
<tr>
<th>Club</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Aviation Maintenance Association</td>
<td>Cleaned local park</td>
</tr>
<tr>
<td>Phi Theta Kappa (TRF)</td>
<td>Conducted blood and food drives</td>
</tr>
<tr>
<td>Nursing Students Association (TRF)</td>
<td>Participated in &quot;Day at Capitol Hill&quot; for &quot;Legislative Day&quot;</td>
</tr>
<tr>
<td>Occupational Therapy Assistant Club (EGF)</td>
<td>Fundraiser for Community Violence Intervention Center</td>
</tr>
<tr>
<td>Physical Therapist Assistant Club (EGF)</td>
<td>Hosted Doll Clinic at Altru Hospital Pediatric Unit</td>
</tr>
<tr>
<td>Carpentry Club</td>
<td>Construction of Model Railroad Museum in TRF, Roof on softball field dugout for EGF Sports Boosters</td>
</tr>
<tr>
<td>Medical Administrative Support Club</td>
<td>Participated in Adopt-a-Family for Christmas</td>
</tr>
<tr>
<td>Futbol Club (EGF)</td>
<td>Volunteered for Dak-Minn Blood Drive</td>
</tr>
<tr>
<td>Construction Electricity Club (EGF)</td>
<td>Sorted inventory at Dakota Boys and Girls Ranch</td>
</tr>
</tbody>
</table>

**Use innovation to improve programs and services continuously:**

- Developed college-wide finance committee
- Benchmarked key college practices, including academic sustainability documents (see Chapter 4: Program Sustainability), participated in system accountability dashboards

**Strengthen college connections to communities:**

- Actively participated in community events such as Minnesota Manufacturers Week, Career Fairs, Children's Day, Marketplace for Kids, Market Place for Entrepreneurs,
Rotary and Lions Club meetings, Sports Booster meetings, Sports clinics and leagues, and Robo Storm Camp

- Developed Speaker's Bureau, although the college has not had a significant number of community requests to date

**Improve student access and success of all students:**

- Delivered nursing programs to the White Earth Indian Reservation (described in detail in later in this chapter)
- Established a retention team to work on college retention plan

**Infuse technology into all systems, programs, delivery of services and curricula:**

- Developed computer recycling plan
- Expanded use of Desire2Learn learning management system on both campuses
- Offered ongoing technology classes on both campuses
- Surveyed employees annually to determine technology needs

**Strengthen PreK-16 connections:**

- Hosted health fairs, including alcohol awareness fair
- Pursued and preserved accreditation/certification standards and other standards of externally validated excellence
- Maintained accreditation/certification for all programs
- Developed and revised program review process

**Incorporate external achievement and skills standards to validate excellence in curriculum:**

- At least three programs utilize national skills standard exams (Automotive Technology, Welding, and Accounting). This is in addition to accredited/certified programs

**Increase efforts and results in gathering resources from outside sources:**

- Added East Grand Forks employees and community leaders to the Northland Foundation

While reaching these goals in the face of dwindling resources and ongoing merger considerations represents a significant achievement for the college, Northland was still not moving in a unified direction to achieve its strategic goals, largely due to their sheer number and complexity. By narrowing the strategic directions through the Appreciative Inquiry process, the entire college community has a greater ownership of and responsibility for moving the institution in those directions. Northland continues to make progress in many of these areas, as identified elsewhere in this document, such as the strengthening of relationships with area students, communities, and employers.
The final reason Northland embarked on a new strategic journey was in response to the system’s board of trustees' request for increasing accountability, as measured by system dashboards.

**THE SYSTEM DASHBOARDS**

The Minnesota State College and University system has developed and implemented System: Accountability Dashboards, to help institutions identify strengths and challenges and to assist the public in evaluating and comparing institutions in four key areas: Access and Opportunity, Quality Programs and Services, Meeting State and Regional Economic Needs, and Innovation and Efficiency.

These quantifiable measures demonstrate how each member institution contributes to the system's strategic directions and how institutions compare across the system. Northland's most recent dashboard indicators (FY2009) are summarized below and compared to system-wide expectations.

**NORTHLAND’S DASHBOARD PERFORMANCE**

**Strategic Direction 1**—*Increase access and opportunity* is measured by Percent Change in Enrollment and Tuition and Fees. Northland is meeting expectations for enrollment, while tuition and fees is an area that needs attention. It should be noted that all system institutions are well above national averages in this area.

**Strategic Direction 2**—*Promote and measure high-quality learning, programs, and services* is measured by Licensure Exam Pass Rate, Persistence and Completion Rate, High Quality Learning, and Student Engagement. Northland is meeting expectations for the first two accountability measures. The High Quality Learning measurement has not yet been defined, and data for the Student Engagement is currently being collected and evaluated by the system, using the Community College Survey of Student Engagement.

**Strategic Direction 3**—*Provide programs and services that enhance economic competitiveness of the state and its regions* is measured by Partnerships and Related Employment of Graduates. The first measurement is still being defined, and Northland exceeds system expectations in the area of Related Employment of Graduates.

**Strategic Direction 4**—*Innovate to meet current and future educational needs* is measured by Innovation and Facilities Condition Index. The Innovation measure is currently being defined, and Northland meets expectations for the Facilities Condition Index.

Northland is addressing areas where the college is not meeting system expectations and will continue to improve in areas where the college meets or exceeds expectations. For example, the college did
not raise tuition for FY2010 even in the face of budget constraints. Recent renovations at both campuses during FY2009 will be reflected in the next accountability measurement for facilities, which is expected to rise.

Northland's strategies to exceed expectations for the dashboard accountability measures are outlined below, including details about where each measure has been aligned with the college's strategic plan.

**STRATEGIES TO EXCEED DASHBOARD MEASURES ALIGNED TO STRATEGIC PLANNING**

**Percent Change in Enrollment:** Northland has updated its Diversity Plan to focus on increasing enrollment/persistence rates for students of color and is working to enhance relationships with external agencies for recruitment and retention by participating in advisory councils, national/state associations, and area high schools. The college also submitted a *Student Support Services* grant proposal to the United States Department of Education in the fall of 2009 to provide individualized, intrusive advising to support eligible students, with targeted academic support, career exploration, and enrichment opportunities to improve retention, graduation, and transfer rates. These strategies align with the strategic plan under *Inspire Student Success* as goals 1 and 2, *Increase Student Success* (retention + graduation + transfer) and *Increase the Success Rates of Underrepresented Students*.

**Tuition and Fees:** Northland did not raise tuition for FY2010 and has established guiding principles for course offerings and cancellations to give students access to the most accurate course scheduling information. The college also offers all students in-state tuition unless they are otherwise covered by a reciprocity agreement. These strategies align with the strategic plan under *Inspire Student Success* as goal 1, *Increase Student Success* (retention + graduation + transfer).

**Persistence and Completion:** Northland has identified and initiated intervention methods, such as the Academic Improvement Methods, Early Alert, and Intrusive Advising (see Chapter 5: Access, Opportunity, and Success), and has offered additional social integration activities (detailed in Chapter 5: Student Life). These strategies align with the strategic plan under *Inspire Student Success* as goal 1, *Increase student success* (retention + graduation + transfer) and under *Cultivate High Quality Programs, Services, and Employees* as goal 3e, *Enhance Stakeholder Satisfaction*.

**Student Engagement:** Northland has developed a Student Affairs Assessment Plan (discussed in more detail in Chapter 4: Assessing Student Services) to identify key performance indicators. This aligns with *Inspire Student Success* as goal 1, *Increase Student Success* (retention + graduation + transfer) and *Cultivate High Quality Programs, Services, and Employees* as goal 3e, *Enhance Stakeholder Satisfaction*.

29 See “Northland Student Support Services Proposal” in the Virtual Resource Room
**High Quality Learning:** All program assessment and review plans are being reviewed with the vice president, academic deans, and faculty members for completeness and areas for improvement, as described in *Chapter 4: Assessing Curriculum* and *Chapter 4: Academic Program Review*. In addition, faculty members and Student Affairs staff members have collaborated to implement academic improvement strategies, discussed in *Chapter 5: Access, Opportunity, and Success*. These strategies align with *Cultivate High Quality Programs, Services, and Employees* as goal 3b and 3d, *Utilize Assessment Measures throughout the College* and *Engage in Continuous Improvement*.

**Innovation:** Through the strategic planning process, which was led by facilitators from the Center for Outreach and Innovation, Northland has been working to reconnect COI with academics and to develop emerging academic programs with COI, such as the Central Boiler initiative and the Commercial Vehicle Operators program. This strategy aligns with *Revolutionize Growth Strategies to Sustain Vibrant Learning Communities* as goal 6, *Develop New Programs and Delivery Methods to Address Needs of Learners and Regional Economies*.

**Facilities Condition Index:** Both campuses have undergone renovation in recent years. In East Grand Forks, 7600 square feet of laboratory and classroom space was added, and 30,589 square feet of space was remodeled to expand the library and bookstore for improved access. The entrance was also remodeled for aesthetics, and the Commons was remodeled to conform to fire code regulations. In Thief River Falls, 4850 square feet of space was added to accommodate the Minnesota WorkForce Center, while 6000 square feet was remodeled for nursing, management education, welding, electronics, and laboratory space. This aligns with *Cultivate High Quality Programs, Services, and Employees*, as goals 3d and 3e, *Engage in Continuous Improvement* and *Enhance Stakeholder Satisfaction*.

**CEO TO CEO VISITS**

As part of the system's *Workforce of the Future: Leadership Reaches Out to Business* initiative, Northland's president, vice president, and the dean of Workforce and Economic Development met with 14 area employers, in health care, manufacturing, agricultural products, distribution, and construction during FY2009. The purpose of the meetings was to gather information and assess how Northland was meeting the needs of regional employers. During face-to-face meetings and follow up conversations, employers were asked to respond to five questions:

1. What is your industry niche?

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30 See "System CEO to CEO Initiative" in Virtual Resource Room
31 See "Northland CEO to CEO visits" in Virtual Resource Room
2. Why is your firm located in this region in particular?
3. What skills are you seeking in the people you hire?
4. Can you anticipate what skills you employees will need in the future?
5. Do you believe that the Minnesota State Colleges and Universities (and Northland Community and Technical College in particular) are positioned to positively impact your company's growth or impact your competitive advantage? Why or why not? How might we be able to assist you?

The final report on the initiative\textsuperscript{32} outlined four key areas of focus for FY2010:

1. Strengthening courses and programs to provide students with emerging skills identified by employers
2. Expanding internship/apprenticeship options for students and on-the-job training for employees
3. Strengthening relationships with local businesses through outreach, communication, and collaboration
4. Expanding educational offerings to include more experience-based learning, online education, and flexible offerings

The top two workplace competencies noted by participants were quality/efficiency in operations ("lean" practices) and supervisory/management skills. Northland is positioned to assist employees in building both competencies through options available from its Center for Outreach and Innovation (see sections on \textit{Lean Health}, \textit{Lean Manufacturing}, and \textit{LeaderImpact} in \textbf{Working with Area Communities and Employers} later in this chapter). The feedback Northland received from area employers is now being analyzed for incorporation into its program planning to meet current and future needs of area communities, employers, and students. The college's focus will be on providing the education, research, and customized training identified through the process and building a framework for future efforts by standardizing a methodology for recording and interpreting the feedback from area business leaders used in statewide planning and initiatives.

\textbf{CENTRAL BOILER INITIATIVE}

One such initiative already in place as the result of the CEO to CEO process is the welding program now being offered at Central Boiler, a regional manufacturer of outdoor wood and alternative fuel heating stoves. Working with the Center for Manufacturing and Applied Energy, representatives from Northland's Center for Outreach and Innovation and Central Boiler met to complete a needs assessment and design a certificate-based program for training and retraining welders.

After consulting with Central Boiler’s controller, human resources office, and welding foreperson, COI representatives and Northland's welding faculty designed three specific responses to their needs: a Basic Welding Certificate with 20 hours of instruction, an Intermediate Welding Certificate with 40

hours of instruction, and an Advanced Welding Certificate with 60 to 80 hours of instruction. As of June 2009, COI has delivered three Basic Welding courses and one Intermediate Welding course for employees of Central Boiler. All course evaluations have validated the value of the training, with most achieving a Net Promoter Score of over 90 percent.

COMMERCIAL VEHICLE OPERATOR

Another need identified through the CEO to CEO process was for drivers with Commercial Driver's Licenses. Northland responded by creating an 18-credit certificate program that began accepting its first students in the fall of 2009.

ALIGNING STRATEGIC DIRECTIONS WITH THE SYSTEM

Northland's strategic planning initiatives align with the strategic directions and goals of the system, established as part of the system's strategic plan for 2008-2012. The system's plan was developed with broad public input to serve the higher education and employment needs of students, communities, and the State of Minnesota. The following chart illustrates the relationships between the system's strategic directions and the college's strategic initiatives and work plans. It should be noted that the college has followed the same path with its work plans as it has with strategic planning, involving all constituents and making the combined plans readily available to all employees, in an effort to share how activities and plans in one area might affect other areas.

For example, one of the goals for Administrative Services in FY2009 was to develop a college-wide institutional research center, which would have a direct impact not only on administrators but also on faculty and staff members working in academic and student affairs. By the end of FY2009, the college had established a method of requesting and storing research data, submitted a position description to the system office for an institutional researcher, and filled the position in the spring of 2010.

33 Available in the Virtual Resource Room
34 The Net Promoter Score (NPS) has been used extensively by COI faculty members as a predictor of satisfaction, created by Frederick Reichheld and described in his December 2003 article in the Harvard Business Review, The One Number You Need to Grow, reprints available at Bain: Net Promoter Score. The NPS is achieved by calculating the percentage of 9-10 ratings and subtracting the percentage of 0-6 ratings. Ratings of 7-8 are eliminated. The result is the Net Promoter Score
35 See Virtual Resource Room
36 See "College Work Plan FY2009" in the Virtual Resource Room
## System and Institutional Strategic Goal Alignment

*Note:* The numbering in the table below corresponds to [Northland: Strategic Plan](#).  

<table>
<thead>
<tr>
<th>System Goals</th>
<th>Northland Goals</th>
</tr>
</thead>
</table>
| **Strategic Direction 1:** Increase Access and Opportunity | Revolutionize Growth Strategies to Sustain Vibrant Learning Communities  
4. Increase the number of full-year equivalent (FYE) students from 2,800 to 3,100 by 2014  
   a. Increase Enrollment from High School Population  
   b. Increase Enrollment from Post-High School Population  
   c. Promote Short-term/Flexible Training |
| **Strategic Direction 2:** Promote and Measure High Quality Learning Programs and Services | Inspire Student Success  
1. Increase student success rates (retention + graduation + transfer) to align with the mean of system colleges  
   a. Increase Retention Rates  
   b. Increase Graduation Rates  
   c. Increase Transfer Rates  
2. Increase the success rates of underrepresented students to align with the mean of system colleges  
   a. Close the Achievement Gap  
Cultivate High Quality Programs, Services, and Employees  
3. Improve institutional performance against established quality standards (measures will be developed during academic year 2009-2010)  
   a. Employ External Standards  
   b. Utilize Assessment Measures throughout the college  
   c. Develop and Train Employees  
   d. Engage in Continuous Improvement  
   e. Enhance Stakeholder Satisfaction |
| **Strategic Direction 3:** Provide programs and services that enhance economic competitiveness of the state and its regions | Revolutionize Growth Strategies To Sustain Vibrant Learning Communities  
5. Increase net annual revenue from entrepreneurial and philanthropic sources from $167,500 to $269,000 by 2014 (10% year to year increase)  
   a. Increase COI Net Profit  
6. Develop new programs and delivery methods to address needs of learners and regional economies  
   a. Develop New Programs/Program Redesign  
   b. Develop Short-term/Flexible Training  
   c. Enhance use of Online Technology  
   d. Deploy Resources Strategically |
System Goals

<table>
<thead>
<tr>
<th>Strategic Direction 4: Innovate to meet current and future educational needs</th>
<th>Revolutionize Growth Strategies To Sustain Vibrant Learning Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Increase net annual revenue from entrepreneurial and philanthropic sources from $167,500 to $269,000 by 2014 (10% year to year increase)</td>
<td>b. Increase Foundation Revenue</td>
</tr>
<tr>
<td>6. Develop new programs and delivery methods to address needs of learners and regional economies</td>
<td>a. Develop New Programs/Program Redesign</td>
</tr>
<tr>
<td></td>
<td>b. Develop Short-term/Flexible Training</td>
</tr>
<tr>
<td></td>
<td>c. Enhance use of Online Technology</td>
</tr>
<tr>
<td></td>
<td>d. Deploy Resources Strategically</td>
</tr>
</tbody>
</table>

Ongoing Planning for the Future

In addition to budgeting and strategic planning processes, the college prepares for the future through other planning processes including the President's Work Plan, the College Work Plan, Committee Work Plans, Foundation Planning, the Facilities Master Plan, the Technology Master Plan, and the Diversity Plan.  

President's Work Plan

The President's Work Plan is submitted to the Office of the Chancellor at the end of each fiscal year and reports on the college's progress towards achieving institutional goals and its contributions to the system's strategic plan. For purposes of this discussion, only the FY2008 and FY2009 plans were considered, as FY2007 was President Temte's first year in the position, implementing a plan designed by her predecessor. The report for FY2007 is included, however, in the Virtual Resource Room. Of particular interest is how Northland contributes to the system's Strategic Directions 3 and 4: Provide Programs and Services that Enhance the Economic Competitiveness of the State and its Regions, and Innovate to Meet Current and Future Educational Needs Efficiently.

In the area of Provide Programs and Services that Enhance the Economic Competitiveness of the State and its Regions, one of Northland’s targets was to develop its capacity to be engaged in and add value to its region. In FY2008, the college set a goal to strengthen the role of its public relations and marketing activities to be regarded as a comprehensive and consistent interface between Northland and the communities it serves. During the year, the college developed a wide-ranging plan for marketing, public information, recruiting, and enrollment management that specified goals for enrollment growth, media strategies, and a proposed budget. The college also reorganized to merge information technology, marketing, and public relations under one supervisor, as the "Creative Services and Technology Solutions" department, hosted at Northland: Creative Services.

38 All documents are available in Virtual Resource Room
39 See “Marketing Plan FY2008” in the Virtual Resource Room
In FY2009, the college set two goals for itself: to be an active participant in every economic and workforce development council in its service region and to implement the one-year tactical plan for the Aviation Maintenance Technology program. Northland has indeed been an active participant at many levels. The president and vice president are involved in the Greater Grand Forks Workforce Development Task Force, which focuses on the ten counties in northeastern North Dakota and northwestern Minnesota that surround Grand Forks. The task force has been awarded a Knight Foundation grant of $150,000 to aid in the development of a comprehensive strategy in which the college will play a significant role. Staff members from the Center for Outreach and Innovation expanded their involvement in area organizations such as Ingenuity Frontier, Rural Economic Alliance, Rural Economic Alliance Workforce Development Task Group, USA/Canada Connect Summit planning committee, and a number of manufacturers’ organizations. Through its participation in these groups, COI can have a voice in shaping workforce and economic development in the region. As part of the Alliance with other regional system institutions, COI is working to create collaborative customized training for the northwest Minnesota in green technology and knowledge transfer.

Northland also made significant progress in its goal for the Aviation Maintenance Technology program. The program met its goal of 25 first year students for the program for FY2010. In addition, it established a marketing plan to promote the program as the premier program of choice for aviation maintenance technology, discussed in detail in *Chapter 4: Program Sustainability*.

In the area of *Innovating to Meet Current and Future Educational Needs Efficiently*, one of Northland's targets was to build organizational capacity for change to meet future challenges. In FY2008, the college focused on a goal to foster a college-wide atmosphere by standardizing business practices and services. Northland had considerable success here, developing a standardized Request for Proposals process in alignment with system policies and procedures, providing professional development opportunities for supervisors and employees, completing value stream mapping for records retention, and standardizing fleet vehicle utilization by creating a vehicle service-center on its website. In FY2009, the college's new strategic plan was used to guide difficult budget decisions, plan for federal stimulus funds, and involve the entire college community and external constituents in the process.

**COLLEGE WORK PLAN**

While the President’s Work Plan is submitted to the Office of the Chancellor in the fall of the year, the College Work Plan for Academic and Student Services and for Administrative Services for the same year emerges from the integrated budget planning development work of the preceding winter and spring. The work plan is tied to system and institutional strategic goals and includes other activities designed to accomplish the work of the college while enhancing efficiency and effectiveness.

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40 Available in the Virtual Resource Room for FY2009 and FY2010
The college work plan is prepared in two parts: Academic and Student Services and Administrative Services. Academic and Student Services plans are spearheaded by the vice president, involving academic planning, program development, assessment and program review, student services activities, and student development activities, as described in Chapter 4: Assessing Curriculum and Chapter 4: Assessing Student Services. The Administrative Services plan covers fiscal services, human resources, facilities, technology, and safety. Examples of facilities and technology planning appear in this section.

The plan lists activities to be accomplished, the responsible employees or departments, timelines, and required resources. Where appropriate, the system strategic direction and the Northland goal and strategy to which the activity contributes are also indicated.

The college work plan guides supervisors in reviewing and revising expectations for employees to contribute to the institution's progress. This aspect of planning and evaluation is part of a continuous improvement process.

**Facilities Master Plan**

The Facilities Master Plan is an example of an Administrative Services work plan used to assist the college in prioritizing campus needs and successfully packaging projects for Capital Bonding, Higher Education and Asset Preservation and Replacement, Community/Regional Integration, Operations Budget (repair and replacement), Revenue Fund Projects, Special Grants, Foundation funding, and private funding. The plan is updated every five years, as projects are completed and priorities are realigned. It is then presented to the Office of the Chancellor for approval, most recently in 2008. The following system strategic goals are integrated in the Facilities Master Plan: Access, Community, Learning Options, and Integrated System. Readers interested in viewing additional details of the Facilities Master Plan are encouraged to consult the Virtual Resource Room or Northland: Facilities.

**Technology Master Plan**

The Technology Master Plan is another example of an Administrative Services work plan that outlines goals and strategies for Northland to maintain state-of-the-art technology and to prepare for the future. The technology plan is updated annually using an action plan model created by subcommittees. The primary purpose of each subcommittee is to survey user needs/ideas and create an action plan with an accompanying priority project list for the next fiscal year. Recommendations from subcommittees are reviewed by the Technology committee in the spring of each year, with recommendations carried forward for budget planning purposes. Recognizing the importance of technology, Northland spends approximately $1.5 million annually on technology-related services and equipment. The Technology Master Plan and all accompanying action plans, priorities, and accomplishments are available at Northland: Technology (under "Documents and Links") and in the Virtual Resource Room.
In its planning, the Technology committee uses six planning assumptions:

1. Technology is a means, not an end. Technology is just a tool used in our daily lives.
2. The college must provide lifelong learning opportunities with respect to technology.
3. Objectives for learning drive our use of technology.
4. We must provide technological support for instructional pedagogy.
5. Students must acquire technology skills to be productive and competitive in an Information-Age society.
6. Employees must acquire technology skills to empower them to serve students appropriately.

Using these guiding principles, the committee devised two goals for FY2009: to operate testing services efficiently and to promote and facilitate the use of technology.

OPERATING TESTING SERVICES EFFICIENTLY
The committee appointed a subcommittee to analyze the current test proctoring process. The group analyzed processes for high stakes testing, make-up tests, assessment tests, GED testing, and distance course testing. After the analysis, the group determined it was not financially beneficial for the college to maintain high stakes testing at Thief River Falls. The group recommended that any high stakes testing be arranged through Northland's Center for Outreach and Improvement in their nearby facility or the airport site. After consulting with COI, the testing was relocated to the airport site. The current focus of Northland's high stakes testing is certification exams for programs taken by students, such as the Transportation Safety Administration exam for persons interested in working in airline security and the Federal Aviation Administration exam for aircraft maintenance students, both on the Thief River Falls campus. The East Grand Forks campus recently began offering proctored high stakes testing for Emergency Medical Technician Certification.

Proctoring for high stakes testing on the East Grand Forks was another recommendation from the committee, including a suggestion to consider adding a proctoring component to the job description of two positions: library technician and information technology staff in East Grand Forks. These recommendations were adopted and put into place for FY2010.

PROMOTING AND FACILITATING THE USE OF TECHNOLOGY
The Technology committee pursued this objective on several fronts in FY2009. Members began by gathering input from faculty, staff, and students through online surveys and began a promotional campaign to encourage respondents to consider serving on the Technology committee. The campaign was successful, as the committee began FY2010 with a full complement of members. The committee also updated the technology recycling plan to ensure the most current technology and software would be available for faculty, staff, and students. Perhaps the most active area was in the committee's continued efforts to provide software and resource training for employees and students, through workshops and one-to-one sessions throughout the year utilizing the college's Desire2Learn management system to offer and track training efforts. Training resources are also available for those who could not attend sessions through Northland: Technology Training.
Although attendance numbers were not uniformly tracked in previous years, the college began tracking data in FY2009\(^{41}\) for student and employee sessions. The combined attendance at FY2009 sessions was over 600, with more than 20 sessions offered. Beginning in FY2010, all employee and student training is being coordinated through the newly created position of Training and Safety Coordinator.

**ONGOING AREAS OF FOCUS FOR TECHNOLOGY**

An area the college recognizes as a focus for future attention is long range planning for specific technology needs of specialized programs. Currently, program faculty members review their technology needs as part of the program review process and action planning, collaborating with other programs to leverage high cost technology, such as simulation labs and interactive mannequins for health programs. As a way to address program-specific technology needs, Northland has submitted a $5 million grant proposal to the United States Department of Labor under the American Recovery and Reinvestment Act of 2009 to provide education, training, and workforce development in the area of Unmanned Aircraft Systems, as detailed in the next section.

**NORTHLAND’S UNMANNED AIRCRAFT SYSTEMS GRANT PROPOSAL**

Northland's proposal\(^{42}\) is designed to develop and implement a curriculum to prepare dislocated, unemployed, and incumbent workers for employment as Unmanned Aircraft Systems Maintenance Technicians. The college's service region is home to many members of the aviation and aerospace industries. The Department of Defense recently announced that nearby Grand Forks Air Force Base would be the center for unmanned aerial operations across the country.

The UAS industry is predicted to grow significantly, exceeding $17 billion by 2010 and reaching $55 billion in a decade, according to the Bureau of Labor Statistics. Spending projections for UAS research, development, testing, evaluation, operations, and maintenance at the federal level are expected to be in the range of $15.5 billion from 2009-2013. A significant gap exists in programs to train workers in UAS maintenance and repair, however. Northland is uniquely positioned to help fill this gap with its existing Aviation Maintenance Technician training program and geographical proximity to both the Grand Air Force Base and the University of North Dakota's Center for UAS Research, Education, and Training.

The college's proposed UAS Maintenance Technician training project targets unemployed and dislocated workers from Minnesota Economic Development Regions 1 and 2, encompassing a 12-county area. In addition to addressing the vitality of the regional economy, the proposed project will

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\(^{41}\) See “Technology Training FY2009” in the Virtual Resource Room

\(^{42}\) See “Aviation Federal Stimulus Grant Proposal” in the Virtual Resource Room
serve incumbent and displaced FAA-certified Airframe and Power Plant Mechanics from the troubled commercial aviation industry. For participants with previous certification, the UAS Maintenance Technician training program will take less than six months from enrollment to employment.

Northland’s Aviation Maintenance Technology program has more than 50 years of experience in the industry, as well as a sterling reputation. Its state-of-the-art airport site features 86,000 square feet of training area, the only such facility in Minnesota or North Dakota. The program is proud of its ten-year history of placing 100 percent of its graduates in training-related employment.

Northland has the support of a number of regional economic partners, including Minnesota WorkForce Centers, the Northwest Private Industry Council, and Rural Minnesota Concentrated Employment Program. Industry partners include UAS manufacturers Northrop Grumman and General Atomics, Grand Forks Air Force Base, and the University of North Dakota. The proposal has the potential to significantly impact the college, its students, and the region, just one example of how Northland seeks to leverage its physical and intellectual assets to benefit its constituents.

**Diversity Plan**

While Northland uses the Technology Master Plan and federal grant opportunities to guide its efforts in building and maintaining its technology infrastructure, the Diversity Plan also helps the college realistically prepare for changes in the region. As the demographics of the state and area change, Northland is working to accommodate the change in student and employee populations. Strategies identified in the Diversity Plan are driven by the need to serve students more effectively in key areas, including admissions, financial aid, and registration. Other aspects of the Diversity Plan are discussed later in this chapter in Diversity at Northland, and the complete plan can be viewed in the Virtual Resource Room as well as at Northland: Diversity.

**Committee Work Plans**

In FY2010, the work of college committees was more fully integrated into the strategic plan. Committees were given action-planning responsibility for specific strategies within the college plan. For instance, the Retention committee is working on a plan to enhance retention of students, in line with the student success focus of the strategic plan. All of the committees use a common template for developing and reporting their plans, which are done on a two-year cycle. Completed plans are available in the Virtual Resource Room.

Not only are committees responsible for planning, they also report on their plans to the President’s Cabinet. The Cabinet then endorses or modifies plans and grants authority for implementation. The underlying philosophy is that distributing responsibility throughout the college is likely to result in greater ownership of and accountability for achieving goals in the strategic plan. However, it is important to note that the responsibility also had to be coupled with authority. In the past, committee

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43 See Virtual Resource Room
members often felt that they had good ideas and effective plans, but the loop was never closed and the good ideas were not implemented. By bringing committee work to the Cabinet for approval and implementation, it is intended to energize and empower committee planning.

**FOUNDATION PLANNING**

With the support of new leadership within the Foundation and the new Foundation Executive Director, the Northland Foundation is exploring new avenues through which to support the college. The Foundation has also aligned its planning efforts with Northland’s strategic plan. In May 2009, the Foundation Board members met in a two-day retreat to engage in the same appreciative inquiry process that other constituents had experienced. Out of this retreat came the commitment of the Foundation to focus on three strategies: *Increasing Foundation Revenue, Recruiting Students from the High School Population, and Improving the Likelihood that Employers and External Agencies Would Recommend Northland Community and Technical College to Others.*

**SUPPORT FROM FACULTY, STAFF, AND THE FOUNDATION**

Northland’s faculty and staff members plan for the future through their support of the Northland Foundation, with payroll deductions and one-time gifts. As reflected in the table below, the Foundation has had a steady increase in support from the staff and faculty, allowing for a slight dip in FY2009, which could be related to an economic downturn.

**FACULTY/STAFF FOUNDATION DONATIONS**

*Source: Human Resources and Northland Foundation reports*

<table>
<thead>
<tr>
<th>Year</th>
<th>Contributions</th>
<th>#Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2005</td>
<td>$11,208</td>
<td>69</td>
</tr>
<tr>
<td>FY2006</td>
<td>$20,420</td>
<td>103</td>
</tr>
<tr>
<td>FY2007</td>
<td>$24,383</td>
<td>115</td>
</tr>
<tr>
<td>FY2008</td>
<td>$29,155</td>
<td>123</td>
</tr>
<tr>
<td>FY2009</td>
<td>$27,135</td>
<td>114</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$112,301</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

The combined support of employees and community members contributes to scholarships provided by the Foundation. As indicated in the following tables, there has been a steady increase in both the dollar amount and number of scholarships awarded to students at Northland.

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44 Payroll Deductions Only
### Foundation Awards by Term (Amounts)

<table>
<thead>
<tr>
<th>Award Term</th>
<th>FY2005</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
<th>Combined</th>
</tr>
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<tr>
<td>Summer</td>
<td>0</td>
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<td>0</td>
<td>$303</td>
<td>$6,056</td>
<td>$7,539</td>
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<tr>
<td>Fall</td>
<td>$23,950</td>
<td>$21,200</td>
<td>$28,547</td>
<td>$28,875</td>
<td>$47,775</td>
<td>$150,347</td>
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<tr>
<td>Spring</td>
<td>$51,900</td>
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<td>$65,141</td>
<td>$68,342</td>
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<td>Total</td>
<td>$75,900</td>
<td>$86,980</td>
<td>$93,688</td>
<td>$97,520</td>
<td>$140,460</td>
<td>$494,550</td>
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</table>

### Foundation Awards by Term (Number)

<table>
<thead>
<tr>
<th>Award Term</th>
<th>FY2005</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Fall</td>
<td>37</td>
<td>40</td>
<td>47</td>
<td>50</td>
<td>78</td>
<td>252</td>
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<td>183</td>
<td>172</td>
<td>185</td>
<td>262</td>
<td>976</td>
</tr>
</tbody>
</table>

During spring semester of 2009, in response to the faltering economic conditions in the region, the Foundation announced its [Northland: Dislocated Workers Scholarship](#), initially funded at $100,000 over a two-year period (FY2009-FY2010) for scholarships in FY2010 and FY2011. The purpose of the scholarship is to assist dislocated workers considering further education as a way to update skills or retrain. The funding is in addition to other planned scholarships. This commitment by the Foundation, in the face of a decrease in its own investments due to faltering markets, represents a strong commitment to Northland’s students and their communities. It is worth noting that although the Foundation only recently expanded to include contributions from the East Grand Forks campus and community, board members stipulated that the Dislocated Worker scholarships could be used by students at either campus. Approximately $30,000 has been awarded through the fall semester of 2009.
RECRUITING AND RETENTION: ATTRACTING AND KEEPING STUDENTS AND EMPLOYEES

MARKETING AND RECRUITING STRATEGIES

Northland has a variety of options for marketing its program offerings and recruiting prospective students through the efforts of the Marketing Enrollment Team, attendance at college fairs and related events, and through the Student Ambassador program.

MARKETING ENROLLMENT TEAM

The Marketing Enrollment Team began revising its strategic plan in FY2009, culminating in a retreat in June 2009, where the 12-month plan was reviewed and adopted. The plan is aligned to the college's three primary strategic goals: Inspire Student Success; Cultivate High Quality Programs, Employees, and Services; and Revolutionize Growth Strategies, as evidenced by the strategies adopted by the MET team. In particular, the team is targeting its efforts towards current high school students, non-traditional and lifelong learners, and underrepresented students. Each of the strategies includes a budget, identifies a responsible party and timeline, and includes key performance indicators.

The first strategy is to develop four Initiative Teams to tackle crucial marketing and enrollment issues for the college. One focus of the teams will be to increase public awareness of the name and identity of the college after a series of mergers in the last decade. A second team will concentrate on prioritizing programs for marketing focus, in conjunction with the program sustainability process outlined in Chapter 4. The third team will identify an internal and external data collection and measurement process so the MET can base decisions on timely and reliable information. The final

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45 Available in the Virtual Resource Room
team will determine outreach priorities for enrollment management. A sample report from the data collection and measurement team appears in the Virtual Resource Room.

The **second strategy** is to develop a comprehensive social media presence to promote the college, with the collaboration of students who are already familiar with such media (Twitter, Facebook, LinkedIn, YouTube, and Flickr). The MET members felt student participation here was essential if the social media efforts were to be considered authentic. The addition of students would also extend the marketing team's capacity. The college now features a student blogger at Northland: **WordPress**.

The **third strategy** involves relationships with media outlets. The team will maximize relationships with traditional media outlets as a way to disseminate strategic communications to the public, involving high-level administrators such as the president. Those relationships will evolve, with a focus on areas where the team can be relatively certain that promotional efforts will have a high impact with creative, cost-effective messages. The efforts of the data collection Initiative Team will be crucial in this regard.

The **fourth strategy** is to support the work of admissions representatives, particularly at high-demand times of the semester, by streamlining admissions materials and outreach efforts, providing technology and training so representatives can interact more effectively online with prospective students, and by revamping the Student Ambassador program to increase its level of prestige and value as a way of attracting greater student participation in the program.

The **final strategy** focuses on developing an internal communications program that can be shared with the entire college community, highlighting the efforts of the Marketing Enrollment Team and Northland's Creative Services and Enrollment Management divisions to share successes and invite feedback.

These efforts will allow the MET to assist other areas of the college that are currently understaffed, including Creative Services, which has seen considerable growth in the demand for its web design services as various divisions and departments of the college have accelerated their online presence over more traditional means of communicating with current and prospective students and employers.

**Reflections on Marketing and Recruiting Strategies**
Northland has tremendous opportunities to capitalize upon, allowing the college to be more relevant than ever. The pervasive acceptance of and advances in social media is allowing practitioners to have more meaningful dialog and communications with various audiences, becoming more effective at a reduced cost. In many ways, a strong web presence levels the playing field in terms of budgets, rewarding those who most effectively engage their audiences, not those with the deepest pockets. National trends also point to a new mindset for the worker of tomorrow, the era of **Free Agents**, workers that no longer feel tied to a company, but rather to a set of talents, moving from company to company or career to career. Northland is uniquely suited to educate and train these free agents to enter the workforce quickly. Finally, it must be noted that the college has highly respected programs,
instructors, and employees. Northland has not "tooted its horn" in the past as much as it could have, relying on satisfied students and employers to get the word out. In its future marketing and enrollment efforts, the college intends to be more widely known to a broader audience, particularly given the demographic trends in the region.

**COLLEGE FAIRS AND RELATED EVENTS**

Northland reaches out to a diverse audience in its recruiting efforts, locally, regionally, and nationally, as evidenced by the college fairs and related events it participates in annually. The table in the Virtual Resource Room outlines events for FY2009, which are summarized below.

At the national level, Northland's recruiting staff participated in three conferences in FY2009, with an estimated total attendance of almost 40,000, according to the Director of Enrollment Management. Regionally, Northland has been well represented at college fairs in Minnesota (over 25 high schools and colleges) and North Dakota (over 15 high schools and colleges). The college has also recently expanded efforts in South Dakota, visiting four high schools in FY2009. In addition to college fairs, admissions and recruiting representatives spread the word about Northland to a diverse audience in other ways. Some of those efforts include job fairs and career exploration days at area Native American reservations and appearances at local events such as young authors' conferences and educational events for children.

**STUDENT AMBASSADORS**

The Student Ambassador program began operating again in FY2008 on both campuses after a period of inactivity. It has been a challenge to restart the program, but it is now on its way to being successful.

Presently, the Student Ambassador program is used as a tool for promoting the institution and its programs to prospective students. The practice of using current students to give tours and provide information to prospective students and parents promotes stronger connections. Prospective students can relate to Student Ambassadors because the ambassadors are sharing their experiences as fellow students.

Students interested in becoming Student Ambassadors participate in a training program that includes practicing campus tours, establishing a mentoring relationship with the Student Ambassador Program Coordinator, and participating in orientations on potential topics that might arise during tours. Currently Northland has three Student Ambassadors. The program is currently budgeted at $7500 annually to cover the expenses of uniforms and student salaries. As evidence of the college's commitment to the program, it has been incorporated into the Enrollment Management Plan and is

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46 See Virtual Resource Room
a focus of the MET team, as noted earlier. The college’s goal is to have six ambassadors, two at each campus and two at the airport site.

The Student Ambassador program continues to face challenges, however. Finding dedicated students has been difficult, given the two-year commuter nature of the college. As a means of addressing this challenge, the college plans to involve current ambassadors in the training and recruiting of new ambassadors.

The Student Ambassador program aligns with Northland’s strategic directions, as well as those of the system. Student Ambassadors are successful students, as well as qualified employees, and they are an integral part of the college’s strategy of revolutionizing growth strategies. Student Ambassadors have the opportunity not only to develop their skills as professionals in the workplace but also to help future students and the institution.

**WORK–STUDY AT NORTHLAND**

Work-study is an excellent means of retention, allowing students to gain valuable work experience while helping to fund their education. Work-study is available to a large number of students and is a significant source of funds for Northland students, as the table below illustrates. Positions are available in campus security, athletic programs, maintenance areas, library, faculty members’ offices, and other areas. Work hours tend to be flexible in order to accommodate the student. Recent revisions to Northland’s work-study policy include increasing the weekly number of hours from 10 to 15 per student and increasing the starting pay from $8.50 to $9.50 per hour. Work-study can also serve as a useful way for students to gain knowledge and experience in areas that are related to their majors.

**NORTHLAND WORK–STUDY FY2005–FY2009**

*Source: Director of Financial Aid*

<table>
<thead>
<tr>
<th>Year</th>
<th>Federal</th>
<th>State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2005</td>
<td>$169,000</td>
<td>$107,000</td>
<td>$276,000</td>
</tr>
<tr>
<td>FY2006</td>
<td>$226,000</td>
<td>$120,000</td>
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</tr>
<tr>
<td>FY2007</td>
<td>$152,000</td>
<td>$143,000</td>
<td>$295,000</td>
</tr>
<tr>
<td>FY2008</td>
<td>$196,000</td>
<td>$96,000</td>
<td>$292,000</td>
</tr>
<tr>
<td>FY2009</td>
<td>$174,000</td>
<td>$100,000</td>
<td>$274,000</td>
</tr>
</tbody>
</table>

As noted in **Chapter 2: Financial Assistance for Students**, the number of students using work-study to fund their education has declined in the past five years. One possible explanation for the decline could be the lower hourly rate for work-study, which Northland is addressing through its recent rate increase. Anticipated funding for FY2010 is expected to be over $394,000, however, according to Northland’s Director of Financial Aid, which may indicate a reversal of the downward trend. The increase in student loan amounts of $2000 per student in 2008 may also account for some
of this difference. More aid was also available, and the cost of attendance did not increase significantly.

**STUDENT RETENTION STRATEGIES**

Northland formed its Retention committee in 2005 and has used a number of strategies to engage students socially and academically. The committee has collaborated with the Marketing Enrollment Team in several areas, including attending recruitment and retention conferences together and reviewing research. Chapter 4: Student Focus Groups describes the committee’s efforts to promote ongoing dialogue with students about their concerns. Chapter 5: Access, Opportunity and Success and Chapter 5: Student Life detail college-wide efforts to engage students on and off campus. Key retention strategies discussed in this section include Pioneer Guides and Personal Future Building.  

**PIONEER GUIDES**

At the end of spring semester 2009, a group of concerned faculty met on the Thief River Falls campus to discuss the importance of retaining students and lowering the attrition rate at the end of the fall semester. These faculty members chose to volunteer their time, energy, and expertise to assist students. Two faculty members agreed to be co-leaders of the group. Over the summer months, the group chose a name (Pioneer Guides), developed a mission statement, created a brochure, and made plans for the start of the fall semester.

**PIONEER GUIDES MISSION STATEMENT**

*Start your college experience by making a connection with a Pioneer Guide, a teacher who has volunteered to be your mentor throughout the school year. The Pioneer Guide is a person you can go to with questions and concerns, and he or she will guide you to the resource(s) you need. The Pioneer Guides Team is a network of teachers whose mission is to promote a more successful college experience for Northland students.*

On August 25-26, 2009, faculty volunteers hosted their first event, introducing the Pioneer Guides to students. Tables were set up in strategic places around campus and were staffed by team members who gave out brochures and treats while engaging students in conversation. During those days, 28 students registered for a Pioneer Guide, and approximately 150 students stopped by to ask questions and pick up a brochure detailing student resources. Following the event, faculty received door signs for their offices to identify them as Pioneer Guides. Volunteers plan another outreach event during the spring semester of 2010.

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47 See "Retention Committee Report" in the Virtual Resource Room
48 See Virtual Resource Room
PERSONAL FUTURE BUILDING

Northland students are no strangers to multitasking, as many of them work one or more jobs while attending school. To keep them on track with graduation and career plans, the college offers a number of services, outlined below. A recent feature has been the "GYST" campaign (Get Your Stuff Together), with professionally designed, high-impact posters placed in high-traffic locations on both campuses to remind students of important events, often with incentives to participate, such as gift card drawings. Posters are also used to highlight student life activities that might offer a welcome respite from course work. To accommodate students' busy lifestyles, many career-planning options are available online.

CAREER-PLANNING

Northland offers several career-planning resources for students, including on campus and online options. Since 2005, the standard career interest inventory used with students has been Northland: Kuder Career Planning System, also available to area middle and high school students through Perkins funding. The Kuder system analyzes students' interest and self-reported skills, as well as work values. It then provides real-life profiles and essays written by people in comparable professions with similar scores. These essays are brief descriptions of what people do for a living and how they feel about their professions. Student accounts in the Kuder system do not expire, so they can continue to use them after graduation or transfer. Students can also create portfolios and resumes, with a wealth of information and resources from the Department of Labor: O’Net Center and keep track of the searches they have performed. During FY2009, 247 of the 318 inventories completed were done by middle or high school students, with 71 being completed by adults.

Students can also consult Northland: Virtual Career Center for other online resources and links to current job listings, including Minnesota WorkForce Center and North Dakota Job Service. A three-credit course, CRLT2103 Job Seeking and Keeping, is also available.

In addition to web resources, Northland also offers free paper/pencil inventories such as the Self-Directed Search and the Myers-Briggs Type Indicator Test to students interested in exploring their personality traits and learning how those traits relate to career choices.

THE RIGHT COURSE AT THE RIGHT TIME

A key element in student success is the right course at the right time. Northland uses placement test results to advise students on course selection, which may include developmental courses. As a way to ensure that students take developmental courses early in their academic career, Policy 3340 was established, requiring students to register and successfully complete at least one developmental course per semester until all developmental requirements were completed. Northland's approach to developmental education is discussed in more detail in Chapter 5: Developmental Education.

See Virtual Resource Room
DEGREE AUDIT REPORTING SYSTEM

The Degree Audit Reporting System (DARS) is a tool adopted by the system from Miami University (Ohio). Northland began using DARS in 2005. The tool is designed to assist program advisors, academic counselors, and students in selecting courses and tracking students' academic progress towards their educational goals. It is also used to prepare a student for graduation. While the report lists a student's courses and grades, it is not meant to serve as a transcript. Instead, it functions as a planning tool for students and their advisors.

The report tracks progress on all the requirements of the student's program and the college, such as completion of the required number of Minnesota Transfer Curriculum courses. Students can access their reports online through a secure login. Typically, students review their DARS reports with advisors prior to registration and as part of the application for graduation. Northland also provides interactive tutorials for students and faculty advisors through Northland: DARS (see Captivate Presentation).

Advisors have commented on some of the strengths and challenges of using the DARS program. They report that the program is easiest to use when reviewing students' Minnesota Transfer Curriculum courses but more difficult to use when reviewing their program-specific courses because the transfer curriculum courses are laid out in each of the ten areas separately, rather than being grouped into one section as program-specific courses are. In the past, there have been some complaints from students and staff members that the DARS report was hard to understand. Improvements have been made to DARS that should enhance the usability of the resource. Beginning in July 2009, Northland was able to provide students with a new DARS report, called the interactive audit. It includes the same pertinent information from the previous report but also includes graphs, bars, and other information. Counselors on both campuses reported in the fall of 2009 that the new format appeared to be more visually appealing to students, although students are still more likely to use the report as a graduation-check rather than as a course-planning tool.

Advisors also use DARS to review the impact of changing majors with a student. This allows students and their advisors to see how many credits would be needed in a new program and what courses would be required. Finally, advisors use DARS to determine if a course transferred in by a student is equivalent to one of Northland's courses. DARS automatically puts the transferred course in the place of the Northland course. This allows advisors to see if a student should complete a course substitution request for a similar course or if the course has been transferred in as equivalent. The major functionality of DARS is that it shows equivalency of transfer courses while also keeping track of appeals for requirements and course changes that have been approved.

50 Samples of the FY2009 and FY2010 DARS audit reports are available in the Virtual Resource Room
As the table below indicates, students are taking advantage of the opportunity to review their progress and plan for the future. The Web DARS numbers reflect reports run by either students or their advisors. The DA0001CP numbers reflect reports run by Student Services staff members. In both cases, there are significant increases from FY2008 to FY2009.

### DARS Reports for FY2008-FY2009

**Source:** System DARS Coordinator

<table>
<thead>
<tr>
<th>Year</th>
<th>Web DARS</th>
<th>DA0001CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2008</td>
<td>8901</td>
<td>2377</td>
</tr>
<tr>
<td>FY2009</td>
<td>9639</td>
<td>9246</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>18,540</strong></td>
<td><strong>11,623</strong></td>
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</tbody>
</table>

### Understanding Why People Leave

Even with the best retention efforts, some students leave school without graduating. While the retention efforts described above may encourage some students to complete their education at Northland, the college also believes it is important to understand why people leave before reaching their goal, which has been the impetus behind the redesigned Total Withdrawal Form. In addition to the student's identifying information, the form also includes a series of reasons students can select from that may have contributed to their decision to withdraw, as well as an open-ended question, *Is there anything NCTC could have assisted you with that would have allowed you to continue your enrollment?*

In the fall of 2008, the Retention committee conducted a survey to identify the top retention ideas that might be implemented from a list of possible efforts that had been collected previously. Complete results are available at [Northland: Retention Survey](#). The top ten retention activities (identified at [Northland: Retention Committee Minutes](#)) are listed below:

1. Provide means for students to connect with other students, faculty, and staff
2. Improve the campus appearance for greater impact
3. Provide more support for immigrant students
4. Provide mentoring for at-risk students
5. Provide "just in time" information when students need it, outside of orientation
6. Pay attention to students' feelings
7. Treat transcript requests as an opportunity for dialogue
8. Consider implementing a standard midterm grade report
9. Survey students who leave about their reasons
10. Consider the impact of student bloggers, particularly with underrepresented populations

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51 See Virtual Resource Room

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A Northland advisor agreed in the spring of 2009 to facilitate the project of understanding why students stop out or drop out. Members of the group have defined terms for data collection. Students who **drop out** are defined as having completed zero percent of their enrolled credits for a specific semester. Students who **stop out** are those who completed zero percent of their enrolled credits in a given term and did not enroll in any courses for the following term.

As of the start of fall semester in 2009, advising staff members began using a query created in the system's Integrated State Records System database for identifying stop out/drop out students. The next step is to determine how students will be surveyed and how results might best be tabulated for students who do not complete the withdrawal form, in consultation with the new Director of Institutional Research. Advising staff members had a plan in place previously, but when they began to work on data tabulation, they realized there were flaws in the process. They have now begun process mapping and hope to have this project completed in the spring semester 2010, in time to send out surveys to stop out and drop out students from FY2010 in the summer of 2010. In addition to serving the needs of at-risk students, the college also strives to serve the needs of its veterans and their families.

**SERVING VETERANS**

In light of recent deployments of active duty and National Guard military members and in consideration of the region’s traditionally high rate of participation in military service, the Minnesota legislature enacted [Minnesota Statutes: 197.585](https://www.revisor.mn.gov/statutes/text/197-585) **Minnesota Higher Education Veterans Assistance Program** during the 2008 session. This statute directed all system campuses to establish a veterans assistance office that would be administered by the Commissioner of Veterans Affairs. As its mission statement indicates, the Veterans Resource Centers exist: *To support the success of veterans, current military members, and their families at Minnesota’s colleges and universities by providing on-campus Veterans Resource Centers, comprehensive information about benefits and resources as well as creating institutional readiness in support of the unique needs of these students.*

Regional coordinators were established to create and manage the centers in their region and to provide a point of contact on campus for information about benefits, resources, and services. Coordinators also work with campus administrators to provide a welcoming space for active duty members, veterans, and their dependents to interact with and support others. Additional duties of the coordinator include serving as a community resource on the higher education needs of veterans and their dependents and networking with other service providers, with a focus on encouraging off-campus providers to consider establishing an on-campus presence.

Northland’s regional coordinator also assists the college in identifying and removing barriers to success, such as registration, financial aid, transfer of military credits, and delayed tuition payments. Northland provides an office and a clerical budget for the regional coordinator and encourages faculty and staff members to donate time in the centers on each campus.
Northland is considered a Tier 2 institution (serving 15-100 veterans on each campus), meaning each campus is expected to develop a center that includes the following:

- A bulletin board for relevant information and updates from the coordinator and campus staff
- A process for maintaining regular contact between Veterans Certifying Officials and the regional coordinators
- A format for notifying veterans of the coordinator’s role and availability for assistance through the campus certifying official
- A dedicated meeting space for one-on-one meetings and group events, as well as adequate room for peer networking and support
- A Veterans Resource Center with consistent hours and staffed by all or some of the following: the regional coordinator, student workers, campus staff, or other service providers, such as Veteran Employment representatives and Family Assistance Coordinators

Even before the formal establishment of Veterans Centers, Northland had a tradition of serving veterans. Statistics are reported by campus rather than combined, as each campus is considered a distinct center according to state and federal guidelines. Between FY2005 and FY2009, Northland served an average of 38 veterans and/or eligible dependents per year on the Thief River Falls campus, with the most active year being FY2006 (51 veterans and/or dependents). During the same period in East Grand Forks, the campus served an average of 87 veterans and/or dependents and had a Northland: Support Our Soldiers club active on campus, although the club is currently inactive. The Thief River Falls campus established a Veterans Club in FY2009, and the East Grand Forks campus has encouraged its veterans to consider establishing a club now that the Veterans Center has moved to a permanent location after recent remodeling.

Northland serves veterans in a variety of ways by providing education certification services and referral services such as transportation, counseling, budgeting, and financial aid. In addition, many Northland faculty members have demonstrated their willingness to accommodate the unique needs of veterans and active duty members in campus-based and online courses.

**DIVERSITY AT NORTHLAND**

Veterans Centers are one way Northland serves a diverse population, a population it encourages and supports through the efforts of its Diversity committee. As noted earlier in this chapter, the committee was established to monitor and highlight areas that need action and to ensure that the college takes the actions necessary to embrace diversity, aligning with System: Accountability Dashboard measures.

The student body is increasingly diverse, as noted in Chapter 1, particularly with the influx of new immigrant and Native American students. The number of students of color has risen 28 percent from 2005 to 2009 (542 to 696). In accordance with the system's focus on retention of students of color as
an accountability measure, Northland has revised its diversity statement and displayed it throughout the college and on its website as follows:

*It is an integral part of Northland Community and Technical College’s mission to acknowledge, understand, value, and celebrate the diverse heritage, cultures, and individuals within our learning environment and community.*

The *Northland: Diversity Plan* developed by the college in FY2009 has four primary goals that have been carried forward into FY2010:

1. To recruit and retain a more ethnically and racially diverse student population, increasing access to higher education for all students
2. To recruit and retain qualified employees from diverse backgrounds
3. To increase employee and student awareness of Northland’s diversity mission and commitment to diversity
4. To enhance diversity efforts within the academic curriculum

Responsibility for developing action plans for each goal and timelines were established in December 2009 (see Diversity minutes at Northland: College Committees). Recruiting and retaining a diverse student population is at the heart of Northland's strategic goal to revolutionize growth strategies. Efforts to recruit and retain employees of diverse backgrounds are discussed later in this chapter. Efforts to increase awareness of Northland's commitment to diversity are outlined in this section.

In addition to establishing goals, Northland's Diversity Plan also established strategies to enhance the success of diverse learners, discussed earlier in this chapter and in *Chapter 5: Learning Services:*

- Providing no-cost learning and tutoring services for all students
- Expanding English Language Learner (ELL) tutoring and related services by adding additional hours for tutors and instructors
- Providing intrusive advising through success coordinators to track individual progress
- Utilizing an early alert system to track student at academic risk
- Implementing annual student success week to provide students with information on study skills, library resources, stress management, and scholarships, designed to increase students' readiness for the academic experience
- Completing a campus climate survey to increase understanding of experiences and needs of diverse students and provide direction for diversity efforts.
- Developing and maintaining a data tracking system to track minority student drops and withdrawals

**Student Diversity**

Northland is located in a rural area near two Native American reservations: the Red Lake and White Earth Indian Nations. Over 200 Native American students were enrolled in Northland as of FY2009.

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52 See "Diversity Plan" in the Virtual Resource Room
Additionally, the college serves over 3,300 Pell-eligible or Pell-recipient students. While the region remains predominantly White by ethnic classification, Northland is becoming a more diverse institution, particularly as new immigrants and Native Americans are joining fellow students in health care programs. Northland’s initiative on the White Earth Reservation is a prime example of the college’s engagement and service.

**WHITE EARTH INITIATIVE**

In 2005, Northland received a system-sponsored Underrepresented Student Initiative grant to transition underrepresented students into college health careers. The college focused its efforts on potential students from the White Earth Indian Reservation in Mahnomen, Minnesota, to provide a transition from basic skills needs to college courses that would form the foundation for a nursing career. Courses began on the reservation in 2006. Students were able to pursue courses of study in Nursing Assistant, Practical Nursing, and Associate Degree Nursing. Completing the courses could have a significant impact on the economy of the reservation. Nursing Assistants in the area typically earn $9-$10 per hour, while Practical Nursing graduates could expect to earn $15-$16 per hour to start. Those who went on to become Registered Nurses through the Associate Degree Nursing program could expect to make $20-$21 per hour.

**WHITE EARTH PARTNERSHIP STATISTICS**

**Nursing Assistant**
- 75% Native American
- 2006: 38 of 39 complete program, 95% certified
- 2007: 28 of 30 complete program, 95% certified
- 2008: 29 of 30 complete program, 95% certified
- 2009: 28 of 30 completed the program, 100% certified

**Practical Nursing**
- 45% Native American
- 19 students graduated May 2009
- Not all students have completed NCLEX-PN testing
- 15 students began the program in Fall 2009

**Associate Degree Nursing ("Registered" Nursing)**
- 35% Native American
- 6 of 17 graduated May 2008
- 88% passed NCLEX-RN
- 18 began the program in Summer 2009

**WHITE EARTH FUNDING SOURCES**

- System underrepresented students initiative grant (2005): $98,000
- System underrepresented students initiative grant renewed (2006): $98,000
- Bremer Grant for building, maintenance, and retention specialist (2007-2010): $345,000
- Dakota Medical Foundation equipment grant (2007): $23,000
- Blandin Foundation tutors support (2008-2010): $20,000
- Health Work Force Grant for Nursing Assistant program (2008-2009): $110,000
The college worked closely with the White Earth Tribal and Community College (WETCC) to provide nursing and general education courses and classrooms on the reservation. The college also coordinated financial aid, books, and registration with the tribal college faculty and staff and provided Northland faculty members, who drove over 120 miles round trip, to bring the nursing program to the students. In addition, the Northland science faculty mentored science faculty members from WETCC in the design and implementation of required general education courses. Members of the college's nursing faculty collaborated on the design of a culturally sensitive nursing curriculum and provided the first nursing course (Nurse Assistant) free of charge. Elements of the culturally sensitive curriculum included:

- Learning needs of the students, incorporating visual learning techniques, group work, case studies, and simulations
- Incorporating culture by inviting guest speakers from the reservation into class
- Incorporating health disparities of Native Americans into course content
- Incorporating Anishinaabe values into orientation materials

The college also hired a Native American retention specialist and tutors to work with students. These efforts involved college-wide commitment from many departments, including Admissions, Financial Aid, Business Office, Bookstore, and the Registrar's office, all working closely with their counterparts at WETCC. The tribal college and community contributed as well, through White Earth Tribal Scholarships and the reservation's Nursing Advisory Committee.

This initiative has improved access to education, retention, and academic success for students from harder-to-serve groups because Northland brought the program to the reservation, rather than asking the students to travel to the college. Northland also worked closely with WETCC, who in turn worked closely with the tribal council, the retention specialist, and tutors, all of whom worked consistently for the success of the students.

One concern for Northland, however, was the lack of sufficient classroom space on the tribal campus or on the reservation. Initially, Northland planned to work with WETCC to provide the classroom space needed for the program when anticipated student enrollment was projected at 10 to 15, but those projections were far exceeded.

During the summer of 2006, when Northland offered the first Nursing Assistant course, WETCC allowed the college to transform one of its classrooms into a nursing lab. Northland brought in beds, stretchers, wheelchairs, mannequins, and supplies needed to equip the lab. The turnout and success of this project was phenomenal. Northland educated 38 students that summer with a retention rate of 100 percent. The college also provided transportation and financial support for the students to test for state certification as Certified Nursing Assistants at Northland. All but one of the students was successful in certification testing, a success rate of 95 percent. Northland repeated these Nursing
Assistant courses in the summer of 2007 with a retention rate of 95 percent and a success rate of 95 percent in State Certification. The testing provided the necessary certification for these students to enter the job market as entry level Nursing Assistants.

The success in this project can be credited to dedicated faculty members, the Native American Retention Specialist, dedicated partners at WETCC, funding from a Minnesota Community and Technical College Transition Grant, and the Dakota Medical Foundation Grant, which provided the necessary simulation equipment for the lab. Northland provided the students with three college credits at no cost for the Nursing Assistant course and the certification testing that would prepare them for work on the reservation.

The lack of a placement coordinator at the White Earth location to assist students in finding Nursing Assistant jobs was a concern, however. Eighteen out of the 68 students that completed the Nursing Assistant program and became state certified were not working as Certified Nursing Assistants and were not furthering their education as of the spring of 2009.

Even after the success of the summer, by the following fall, Northland and WETCC were not prepared for the response from the residents of White Earth Reservation. Northland had 70 students who applied to start general education courses through WETCC and the college. Thus, the college's admissions department, financial aid, and registrar's office had to work closely with WETCC and provide support onsite at the reservation. Each student was admitted to both colleges, although the financial aid was processed through Northland.

The increased number of students also caused a strain on WETCC for classroom space, an ongoing concern for the college. Classrooms were rented at the Casino, the Bingo Hall, and the Community Center on the reservation. It was a difficult transition time that Northland handled collaboratively with WETCC in order to get students admitted and registered with financial aid in place.

One unfortunate event that happened the fall of 2007 was the loss of the retention specialist on the White Earth Indian Reservation. Because of the large number of students, the college was unable to stretch resources far enough to provide the necessary intrusive advising that the retention specialist had been providing. The overall retention rate of the program during the semester dropped to 70 percent. The retention rate for first-time college students in the program was only 50 percent. One valuable lesson learned was the significance of the retention specialist’s contributions. Enrollment went from 70 students to 45 students, and it was believed that some of these students might have been able to complete the semester successfully if they had been able to access the support, encouragement, and intrusive advising of the retention specialist.

By January 2007, Northland once again had a Native American retention specialist in place, and the success and completion rate of the students improved. Among first generation college students, the
first-time retention rate improved to 80 percent for the spring of 2007, and those who had attended college in the past had an 85 percent retention rate. By the summer of 2007, Northland had 17 students certified as Licensed Practical Nurses who had also successfully completed a year of general education courses and their first Associate Degree Nursing course through the reservation. In the fall of 2007, two more students joined the cohort, so the fall Associate's Degree Nursing program began with 19 students. The Practical Nursing course enrollment for the same period also increased, with 25 students who had successfully completed a year of general education courses. Northland added four more students to that cohort to start the program with 29 students. Looking to the future, Northland is optimistic about the next cohort, with an additional 27 students who began their general education courses the fall of 2008 and could become the next cohort in two years.

With the growth in enrollment and retention, finding a building for the program was essential. Northland needed to have a permanent lab set up and classrooms that were large enough to provide space for 20 to 30 students. Working closely with the White Earth Tribe, WETCC and the advisory committee on the reservation, Northland joined the effort to find a building. In the spring of 2007, the college was able to obtain a grant from the Bremer Foundation to provide funding for a three-year lease of a building on the reservation. This building gave the college two classrooms, two offices, a kitchen, and a lab for students. With additional funds from the Dakota Medical Grant, Northland was able to purchase Vita Sim mannequins for the lab along with other necessary simulation equipment for both nursing programs.

One reason that the program has been so successful is due to the dedication of Northland's nursing faculty members, who have been willing to commute to provide education to the students. Many of the students would not have been able to afford the transportation, and many may not have been willing to leave the reservation to pursue a nursing career. The nursing faculty also developed a culturally sensitive nursing curriculum as a way to engage students. Northland worked with the White Earth Native Americans staff at WETCC to provide cultural celebrations, to learn the needs of the students, and to provide for the cultural differences in the education process.

While the program can be considered a success at this point, concerns remain. One concern relates to funding. The program is funded through 2010. Northland will need to secure funding through 2012 to provide education for the second cohort. The college had originally planned to withdraw from the program once the second cohort graduates completed, but during the November 2008 Advisory Committee meeting, the three Directors of Nursing unanimously assured them that they wanted the program to continue and that they would be able to hire every nurse who graduated from the program. With this assurance and expression of confidence in the program, Northland's nursing faculty members began to reconsider.
At present, Northland is reevaluating its ability to commit the faculty members and resources to the program and is considering alternative sources for ongoing funding. The White Earth advisory committee recommended in November 2008 that the program be continued indefinitely. In part, because of efforts like the WETCC program, Northland was named as one of the top 100 degree producers in May 2009 for Native American students, by the national publication, *Diverse Issues in Higher Education: Top 100 Degree Producers* (select "Top 100 Associate Degree" and "Northland" from the institutional list to see its ranking in health programs and degree programs overall).

**NEW IMMIGRANT STUDENTS**

Health programs like nursing are seeing an influx of immigrant students, another opportunity for Northland to expand its diversity. To respond to the needs of this population, Northland implemented Academic Improvement Methods (described in detail in *Chapter 5: Access, Opportunity, and Success*) in FY2009. The college assigned supplemental instruction duties to some faculty members to provide focused assistance in nursing and allied health programs and to recruit qualified peer tutors. (All students are eligible for supplemental instruction, although the efforts were originally designed for the new immigrant student population.)

These students, many of whom are refugees or those seeking asylum, are considered *new immigrants*. Many students who have recently entered Northland as new immigrants are students of color from war-torn countries such as Sudan and Somalia who have experienced significant difficulties prior to entering the United States. The influx of new immigrants at two-year institutions in Minnesota is not unexpected, as Minnesota receives the largest portion of refugees per capita in the United States, according to the United States Office of Refugee Resettlement, a fact noted by Ann O’Fallon, RN, the State Coordinator with the *Minnesota Department of Health: Refugee Health* in her August 2007 presentation to Northland faculty and staff members. Fallon also noted that refugees come to Minnesota for a variety of reasons:

- A strong history of religious groups reaching out and resettling refugees
- Low unemployment and high livable-wage job availability
- A strong network of social services available for those in need

In order to serve these new immigrant students, the college initiated efforts to identify and implement strategies to help these students complete their education and integrate with other students at the institution. A Northland faculty member received Award for Excellence funding from the college

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53 See "Refugees in Minnesota" in Virtual Resource Room
(see Chapter 4: Faculty Awards of Excellence for details on this system initiative) to conduct immigrant student focus groups. A summary of results, Global Education Climate Issues, was presented to the President’s Cabinet and the Retention committee, which formed a subgroup to work on the proposed recommendations, summarized below:

- Design a mechanism for identifying immigrant students
- Study the need for ESL classes in the Developmental Education Committee
- Implement an International Student Organization
- Conduct cultural and informative presentations
- Survey the student group further
- Conduct online training on safe working and learning environments

From the initial presentations, the Retention Committee formed an International/Immigrant subgroup that identified action strategies to implement recommendations from the focus groups. The college now has a Multicultural Club and has implemented support services for non-native speakers as outlined in Chapter 5: Learning Services.

DIVERSITY THROUGH ATHLETICS

Intercolligate athletics is yet another way Northland strives for a diverse student body. In particular, the football and basketball teams bring a diverse student population to the college. The college’s decision to extend in-state residency rates to all students may have encouraged more students from geographic regions to consider attending Northland. For example, the 2008 football team includes players from around the United States. Of the 48 players listed, 33 indicate home states other than North Dakota or Minnesota: Alabama, Delaware, Florida, Georgia, Illinois, Maryland, Michigan, New Jersey, Ohio, South Carolina, and Virginia. Of the 14 players listed on the 2008 men’s basketball roster, a majority (eight players) list home states other than North Dakota or Minnesota: Delaware, Florida, Louisiana, New Mexico, Ohio, Virginia, and Wisconsin.

EMPLOYEE DIVERSITY AND RETENTION

In its most recent Affirmative Action Plan, Northland identified three protected groups for targeted hiring efforts: women, minorities, and persons with disabilities. After analyzing the existing workforce, the college determined that these groups were underrepresented in the following areas as noted below:

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54 See Virtual Resource Room
55 See Virtual Resource Room
**UNDERREPRESENTED EMPLOYEE CATEGORIES**

*Source: Northland Affirmative Action Plan, 2008-2010*

<table>
<thead>
<tr>
<th>Goal Units</th>
<th>Women</th>
<th>Minorities</th>
<th>Persons with Disabilities</th>
</tr>
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<tbody>
<tr>
<td>Officials and Managers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Professionals (nationwide)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Professionals (statewide)</td>
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<tr>
<td>Technicians</td>
<td></td>
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<tr>
<td>Paraprofessionals</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Office/Clerical</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Skilled Craft Worker</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>X</td>
<td>X</td>
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</table>

When comparing Northland to two peer institutions, Minnesota West Community and Technical College and Minnesota State Community and Technical College, similar underrepresented categories emerge. As noted by the affirmative action plans from both peer institutions, 56 women were also underutilized in the professional and service/maintenance goal units, while minority members were underutilized in officials/managers, professionals, office/clerical, and service/maintenance goal units. Similarly, persons with disabilities were underrepresented in all goal areas for the peer institutions used in comparison, with the exception of technicians at Minnesota West.

While the college’s Affirmative Action Plan addresses student-centered efforts, it also outlines employee-centered goals, including maximizing employment opportunities for protected class members and providing diversity programming for employees to heighten their awareness and appreciation of diversity. Actions taken in support of these goals include:

- Advertising in publications that include circulation to underrepresented classes
- Providing orientation for individuals serving on search committees
- Utilizing networking efforts of search committee members to enhance the recruitment of qualified protected applicants
- Ensuring that protected class members are part of the semi-finalist and finalist pools
- Allowing the affirmative action officer to request that the president extend or close the search if the pool of protected class candidates is not satisfactory
- Expanding recruitment of persons with disabilities by sending vacancy announcements to organizations such as State Council on Disabilities, Minneapolis Rehabilitation Center and Courage Center and the University of Minnesota Disability Services Careers On-Line

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56 See Virtual Resource Room for Affirmative Action Plans from Minnesota State Community and Technical College and Minnesota West Community and Technical College
• Dedicating one in-service annually to diversity development and focusing on diversity at employee meetings
• Providing monthly lunch sessions on both campuses open to students and employees

One practical way Northland strives to improve employee diversity is to reimburse candidates for travel expenses if underutilization exists for a vacancy within a goal unit in order to encourage candidates from outside the immediate geographical area. This was not a feature highlighted in the peer institutions' affirmative action plans. Beginning in 2005, administrative candidates are reimbursed for any related travel costs, while other candidates are reimbursed for up to $250 in travel expenses. The college has also conducted phone interviews with candidates from as far away as Egypt when travel is not possible.

In addition to recruiting, Northland has implemented strategies to retain employees, including those in protected classes. Those strategies are outlined in the college's Affirmative Action Plan as follows:

• A commitment to early conflict resolution
• Ongoing employee recognition through regular meetings and special events
• Providing clear expectations and constructive feedback to employees
• Modeling a positive working environment from the top down
• Notifying employees of mobility and advancement opportunities
• Promoting diversity activities such as Black History Month, Women's History Month, Hispanic Heritage Month, and Native Images Month
• Providing new employee orientation and new faculty mentoring

While recruiting and retaining a diverse group of employees is challenging in this geographic region, Northland is committed to reaching out to members of protected groups. One form of outreach is to build strong relationships with students, communities, employers, and institutions, all of whom may be able to recommend candidates or promote Northland as a potential workplace.

**Reflections on Diversity**

Northland has recently revised its administrative oversight for diversity efforts. In the spring of 2009, the position of Director of Multicultural Services was eliminated as part of an overall budget reduction. The Director of Enrollment Management assumed the duties of the position, with the new title of Director of Enrollment Management and Multicultural Services. In the fall of 2009, the director met with members of the Diversity committee to nominate and vote on a new committee chair for FY2010 and to begin reviewing and updating the college's Diversity Plan. The committee assigned individuals to complete the final report for FY2009 during the spring of 2010 and assume responsibility for developing action plans to reach goals.

The Diversity committee is also charged with integrating diversity goals and objectives into the strategic plan for the college. Due to the transition in oversight responsibilities, it has been
challenging to assess the progress of those goals and objectives, a key focus of the committee for the remainder of FY2010. As the committee moves forward, it will be using the Northland: Diversity Plan completed in FY2009, reflecting the work of the former Director of Multicultural Services, the Diversity committee, and members of the President's Cabinet.

The committee has struggled throughout the years with incorporating activities into the plan that employees within the college might pilot or incorporate into their practice but that might not be carried forward or circulated amongst other employees, such as classroom activities by faculty members. While the Diversity Plan is a collection of college-wide activities, there has not been an individual with direct supervisory authority over employees who may be responsible for carrying out diversity initiatives. This poses challenges when strategies are identified by the committee but may not be discussed and/or implemented within the areas of the college that have a direct influence on the success of those strategies. The committee has recognized this flaw in the process and is reviewing ways to increase responsiveness and accountability in the future.

**RELATIONSHIPS: WORKING WITH AREA K-12 STUDENTS, COMMUNITIES, EMPLOYERS, AND INSTITUTIONS**

<table>
<thead>
<tr>
<th>Core Components in This Section</th>
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<tr>
<td>• Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.</td>
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<tr>
<td>• Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.</td>
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<tr>
<td>• Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.</td>
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<tr>
<td>• Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.</td>
</tr>
<tr>
<td>• Core Component 5d: Internal and external constituencies value the services the organization provides.</td>
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</tbody>
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**WORKING WITH AREA K-12 STUDENTS**

The elementary and secondary students of today are the prospective college students of tomorrow. Northland is engaged with the young people in its service region on several levels. True to its nature as a community and technical college, Northland's involvement in the community includes hands-on, active learning activities.

**MARKETPLACE FOR KIDS**

Northland has participated in Marketplace for Kids, just across the river in Grand Forks, North Dakota, since 2001. The event, tailored for students in grades 4 through 6, is a statewide project.
designed to encourage students to explore careers in a hands-on atmosphere while providing a showcase for their own entrepreneurial projects. In recent years, attendance has reached over 1000 students. Students and faculty members from both campuses have volunteered to staff informational booths and lead activities designed to engage elementary students. Some of the programs and student clubs involved include the East Grand Forks Welding Club, Early Childhood and Paraprofessional, Occupational Therapy Assistant, Intensive Care Paramedic, Fire Technology, Sales and Marketing, Cosmetology, Nursing, Computer Networking and Support, and Construction Electricity.

**Dia Del Niño (Children’s Day)**

Traditionally a Mexican holiday, *Dia Del Niño* is a free multi-generational fair intended to increase community awareness of educational opportunities across the lifespan and to promote early literacy as the foundation of educational success. Northland’s East Grand Forks campus has hosted the event since 2004.

Children take part in various activities exploring and learning through multicultural games and activities, many related to Northland programs. Children are encouraged to come dressed as a character from their favorite fairy tale and participate in the Parade of Imagination. Other activities include storybook reading in English and Spanish, science experiments, robot racing, children’s computer activities, and a variety of sports activities. Free car seat checks are also provided.

**Robo Storm Summer Camp**

The college has offered *Northland: Robo Storm Summer Camp* for area middle school students since 2007 as an outreach effort of *Center of Excellence: 360°*, an innovative partnership of nine Minnesota State Colleges and Universities, including Northland, as part of the system’s Center of Excellence in Manufacturing and Applied Engineering. The camp has expanded from the Thief River Falls campus to East Grand Forks and Roseau by popular demand. The purpose of the camp is to make an early connection with young people to encourage them to consider STEM courses (Science, Technology, Engineering, and Math).

Local businesses and civic organizations have also supported Robo Storm by providing plant tours and scholarships for campers. The support of area colleges and businesses has enabled Northland to set up the camp, purchase 13 robots, and keep registration fees low ($75 to $90).
During the two-day event, campers, led by Northland faculty members, are paired up and given the opportunity to build and program a Lego Mindstorm™ robot. Campers solve problems and navigate mazes while learning about various sensors. They also have the opportunity to tour local businesses to see applications of robotics and automation and learn how programming skills are used in area businesses. Campers stay in local hotels with chaperones provided by the college.

Northland takes multiple steps to ensure the safety and well-being of campers, particularly during the overnight portion of the camp. All volunteer chaperones submit to a criminal background check before being allowed to work at the camp and check each room hourly during the lights-out period.

Evaluations from campers indicate that they enjoyed their camp experience, including some of their comments posted at the Robo Storm site:

- *It was fun to work with robots and meet new people!*
- *I loved it!*
- *I really enjoyed learning about robots and building them!*
- *I thought it was very fun and exciting!*
- *There are not many opportunities for this kind of camp.*

The camp has proven popular with area middle school students, growing from 24 attendees in 2007 to 59 in the summer of 2009.

**Nurse for a Day**

Nurse for a Day is a service learning project that has been offered each spring since 1999 by Associate Degree Nursing students at the Thief River Falls campus, under the direction of a nursing instructor (see Chapter 5: Service Learning for details about service learning at Northland). Approximately 150 third grade students from Challenger Elementary visit the college to experience the important role nurses play in the health field.

Children are divided into groups that rotate to five hands-on activity stations where nursing students demonstrate procedures such as casts, splints, x-rays, isolation dressing changes on mannequins, and the importance of hand washing. In addition, the third graders are shown how to draw up shots, give shots to infant mannequins, listen to heart and lung sounds, look into ears, and take temperatures.

One nursing instructor who has been involved with the program commented: *It is very interesting for children to come into the nursing labs and actually participate in medical procedures that they would learn if they were to choose to become a nurse one day. We hope that some of these children will decide that nursing is their field of choice, and that they will someday choose to attend the Northland College nursing program.*
**Sports Clinics and Leagues**
The Northland athletic department offers a variety of summer leagues and instructional clinics annually for area students in grades 6-12. Summer leagues are designed to allow high school students the opportunity to play on organized teams in a structured, competitive format. Instructional clinics are designed for middle and high school students to improve individual skills and increase knowledge of a particular sport. Recent clinics and leagues include the following:

- Baseball: Hitting Clinic
- Basketball: Fundamental Skills Clinic
- Softball: Hitting, Pitching, and Fielding Clinic
- Volleyball: Defensive Skills Clinic
- Basketball Summer Leagues
- Volleyball Summer League

Summer leagues and clinics include benefits beyond athletic skill development. Participants also have the opportunity to develop their social integration and interpersonal communication skills with peers from surrounding communities. In addition, young people gain exposure to the opportunities and benefits of a college environment in an effort to help motivate them to consider post-secondary education. Some participants have gone on to enroll at the college and participate in collegiate athletics.

**Financial Aid Seminars**
Although middle school students and their parents might be able to defer thinking about college costs, high school students and their parents are often keenly aware of those costs. To help them navigate through the maze, Northland's financial aid staff members visit approximately a dozen area high schools regularly to give 60-90 minute presentations to audiences ranging from a dozen to more than 100. Topics covered include definitions of financial aid, the types of financial aid available, the application process, and the award process. A significant segment of the presentation is a line-by-line orientation on the FAFSA application, with an emphasis on the online application. Attendees are reminded that the application process is the same regardless of the institutions the student is considering. In that sense, the presentation is as much of a public service as a recruiting tool.

Presentation handouts include directions on how to complete the FAFSA application on the web and printed copies of FAFSA applications. During and after each presentation, financial aid officers are available to answer questions. Financial aid officers typically spend approximately 3.5 to 4.5 hours at each high school. During FY2009, for example, Northland made presentations at eight area high schools, with two financial aid officers at each presentation to handle the volume of questions. Schools visited in FY2009 included Greenbush, Badger, Roseau, Hallock, Warren, Thief River Falls,
Karlstad, and East Grand Forks. Plans for the future include expanding the number of schools visited and possibly a College Goal Sunday presentation on each campus for area high school students. The Director of Financial Aid reported in the fall of 2009 that schools were already calling to schedule presentation dates for spring semester, an indication that the program is valued by the schools, students, and parents.

**WORKING WITH AREA COMMUNITIES AND EMPLOYERS**

Northland works with area communities and employers in a variety of ways. At the state level, the system's board of trustees includes individuals with a variety of backgrounds, appointed by the governor. The governor considers the needs of the board and the balance of the board membership with respect to labor and business representation and with respect to racial, gender, geographic, and ethnic composition. Three of the fifteen board members are students.

**COMMUNITY ADVISORY BOARDS**

At the local level, Northland has established community advisory boards for each campus to connect them to the communities they serve. The boards were established to serve as an important link to the constituents served by the college.

The purpose of the community advisory boards is to act as college ambassadors and to provide an outside perspective as involved partners advocating for the college and the communities it serves. The advisory boards include representatives from business and educational institutions, students, and local government representatives. An example of community advisory boards in action was their support of the aviation maintenance technology program, as described in [Chapter 4: Program Sustainability](#).

The boards meet at least twice annually and provide guidance in the following areas: program expansion, economic development in regional high-demand, high-wage occupations, custom training needs of the area, K-16 partnerships, and marketing strategies that emphasize student and career success. The primary focus of the Community Advisory Boards in FY2008 and FY2009 was to assist the college in developing its new strategic plan, using the Appreciative Inquiry process described earlier. Minutes from Community Advisory Board meetings are available at [Northland: College Committees](#).

**PROGRAM ADVISORY BOARDS**

Northland relies on program advisory boards to give faculty members advice, assistance, and support, as well acting as advocates for the program in the community. While Northland has worked well with advisory boards in the past, a recent statewide audit from the Office of Legislative Auditor conducted in the spring of 2009 pointed out areas where the college could improve its

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57 See "Advisory Committee Findings" and "Northland's Response to Advisory Committee Findings" in Virtual Resource Room, also available at [Minnesota Office of the Legislative Auditor: System Occupational Programs](#).
advisory boards (referred to by the system as committees) and processes. The OLA used the System: Program Advisory Committee Handbook created by system staff members in collaboration with the Minnesota State College Faculty union as a guide for exemplary structure, processes, and functions of effective advisory committees. Northland’s results indicated that four programs needed to update their rosters. Additionally, six programs were noted by at least one member for not meeting frequently enough. The OLA also indicated that one committee at the college had too few members from business or industry. One respondent surveyed indicated that the college should consider the recommendation of the advisory committees with greater emphasis. Other aspects of the report focused on the system-wide issues: turnover of committee members, size of committees and connections to related groups, and committee level activity.

The college is responding to the audit by updating its advisory board policy using the Program Advisory Committee Handbook as a guide. One of the first steps was updating the advisory board rosters in the fall semester of FY2010. Northland’s vice president also led discussions with program faculty members during the fall in-service in 2009 on ways to improve the program advisory structure. Northland is using the feedback from the audit to strengthen this crucial aspect of the college. Other actions that Northland has taken in response include a requirement for minutes to be taken at meetings and submitted to the academic deans in a timely fashion and changing how meetings are hosted. Rather than having several meetings spread out over several evenings, program advisory boards now meet on the same night, with an opportunity for a meal and socializing prior to their meetings.

Northland is also taking a proactive stance towards its program advisory boards by redesigning the handbook at the local level and revising policy to reflect expectations. A draft version of Policy 3330 regarding program advisory boards is available in the Virtual Resource Room. Programs will be required to meet with their advisory boards at least twice annually and submit their minutes for each meeting to their academic deans for publication on the college’s website. Minutes from current and previous years are available at Northland: College Committees. As noted by the vice president: With high levels of turnover in the academic deans positions as well as turnover in key faculty positions now and into the future, a much more detailed college policy will assure compliance with the expectations of the system and key aspects of the Handbook.

An added benefit of the restructured meeting schedule for program advisory board members has been the opportunity for administrators to observe how different committees function and to make more formal and informal connections with community and employer representatives on the various committees.

Volunteer Income Tax Assistance
Northland has hosted a VITA site from 2003 through 2008 to provide free federal and state tax return preparation for low- to moderate-income taxpayers as well as for the elderly and people with disabilities. The program is sponsored by the Internal Revenue Service, which provides all the instructional materials and software.
The program started through the efforts of an accounting faculty member who wanted to give students a hands-on experience that would allow them to translate classroom theory into practice. An added benefit to the program is that a number of community volunteers have joined the students in their efforts each year of the VITA program. The program includes intensive training on tax law and the computer software that is used to process the tax returns. When the site went live, student preparers took in clients and completed tax returns in real time, a daunting task at first. Students took pride in being able to help people from the community. Several students returned to volunteer even after they had graduated from the college, indicating that the experience was not only educational but also life changing, as students found it so fulfilling that they would take time out from their busy lives to serve their community. In FY2009, the faculty member accepted an administrative position at the college, so the institution is currently seeking other volunteers to continue the program.

**VITA Statistics 2003-2008**

*Source: Northland’s VITA coordinator*

<table>
<thead>
<tr>
<th>Calendar Year/Tax year</th>
<th>Returns</th>
<th>e-filed</th>
<th>Volunteers (includes Non-Students)</th>
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<td>90.5%</td>
<td>9</td>
</tr>
<tr>
<td>2004/2003</td>
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<td>6</td>
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<tr>
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<td>94%</td>
<td>14</td>
</tr>
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<td>96%</td>
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</tr>
<tr>
<td>2007/2006</td>
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<td>NA</td>
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<tr>
<td>2008/2007</td>
<td>176</td>
<td>98%</td>
<td>12</td>
</tr>
</tbody>
</table>

**Collaborating with Community Groups**

The college also collaborates with community groups such as the Greater Grand Forks Homebuilders Association. Each year, Northland construction trade students and instructors build a house. Materials are contracted through the Homebuilders Association. In exchange for *learned labor*, the college receives approximately $2,000 in scholarships for students. This is a key partnership as Northland students gain industry experience in the construction trades. The learning situation is ideal, as students and others are able to see direct and permanent results from their work and apply skills learned in the classroom in the community.

Other Northland programs have also benefited from their relationships with area businesses through donated equipment, supplies, and scholarships. One regional hospital recently donated endoscopic equipment and surgical lights for the surgical technology program. This hospital also regularly donates several thousand dollars' worth of supplies, such as catheters, to other Northland health programs.
Minnesotta WorkForce Center

Northland has collaborated with the Minnesota State WorkForce center since 1995, when the center began leasing space at the Thief River Falls campus. The State of Minnesota: WorkForce Center relocated to the campus from downtown Thief River Falls in October 1995 and has continued to expand at the campus, most recently with a 4850-square-foot addition in 2007. The leased space currently includes offices, a conference area, a break room, and a reception area. The presence of the WorkForce center has been mutually beneficial for the college and the community. Far outweighing the financial benefits, however, are the services Northland students and community members are able to access through the Center.

The WorkForce Center provides services to employers and job seekers in the northwest Minnesota area. The partnership between the college and the WorkForce Center has had a positive effect on the constituents Northland serves. The co-location promotes the relationship between the college employees and WorkForce Center staff members, serving to create an environment to assist WorkForce clients with career transitions while enhancing ties between Northland and the region's employers, projected to be a key element in future federal stimulus funding.

Adult Basic Education

Northland collaborates with and provides space for Adult Basic Education and General Educational Development testing at both campuses. Any person 16 or older and not currently enrolled in a secondary school can participate in the program free if he or she is functioning below a 12th grade level in basic skills areas such as reading, math, writing, and/or English language speaking. Participants can work towards their GED diploma, improve their English as a Second Language skills, improve basic skills, or prepare for citizenship and work readiness. Adults are able to participate in a collegiate setting and interact with college students, most often in the school’s Commons area or library. Many of the participants are immigrants, so they also have the opportunity to build relationships with each other and with Northland students.

During FY2007 and FY2008, the college served 377 students through its ABE and GED programs. In FY2009, the college served 447 students, a significant increase. Some students from the center have also opted to continue their education at Northland, with 10 students enrolling in FY2008 and 23 students in FY2009.

COI and Area Employers

Northland’s Center for Outreach and Innovation collaborates extensively with area employers and other local/regional agencies, as outlined below. COI has a significant impact on overall college

58 A copy of the lease is available in the Virtual Resource Room

**DIGI-KEY UNIVERSITY**

Digi-Key Corporation and Northland have collaborated to offer the Digi-Key University program to employees since 2000, with courses in electronics technology. DKU has become increasingly popular among Digi-Key employees as an opportunity to access affordable, convenient, continuing education. As of FY2009, 200 employees have received a 9-credit certificate in Electronics Technology I, with an additional 51 employees receiving a 10-credit certificate in Electronics Technology II. Company officials note that the employees’ increased knowledge of products and services is an asset to the organization. In addition, officials have observed enhanced day-to-day customer contact, which in turn has created better customer relationships. As an added bonus, the employees' increased knowledge about parts and their functions has resulted in fewer errors and less damage in the parts procurement process.

Students in the program also take liberal arts and business electives, a testament to Digi-Key’s awareness of the importance of general education. The company benefits as well, through increased job satisfaction and retention, as the program is offered free to eligible employees.

**POLARIS MANUFACTURING CAREER LADDER**

Northland has also collaborated with Polaris Industries, a manufacturer of recreational vehicles, to offer stackable certificates for employees that can lead to an associate’s degree through the Manufacturing Career Ladder program and a bachelor's degree through an arrangement with the University of Minnesota-Crookston. All full-time employees are eligible for tuition reimbursement upon successful completion of each course.

**DIGI-KEY AND POLARIS CERTIFICATES, FY2005-FY2008**

*Source:* Center for Outreach and Innovation

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>FY2005-FY2008</th>
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<tbody>
<tr>
<td>Supervisory Leadership</td>
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</tr>
<tr>
<td>Electronic Tech 1</td>
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<td>Electronic Tech 3</td>
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<td>Electronic Tech 4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135</strong></td>
</tr>
</tbody>
</table>

64 DIGI-KEY AND POLARIS CERTIFICATES

59 A copy of the Polaris Career Ladder brochure, outlining the certificates and degree options, is available in the Virtual Resource Room
Although recent economic conditions have necessitated the temporary suspension of the scholarship program at Digi-Key for FY2010, the company continues to be optimistic it will be able to resume the program the following year, according to the company human resources manager: *The Electronics Technology program allows for a quicker ramp up time for our existing employees. Several have moved into the more technical areas of our company or have transitioned into product management positions.*

**Lean Health**

The Center for Outreach and Innovation has been engaged in applying lean manufacturing concepts and principles to the health care industry since September 2004. Beginning in 2006, Northland joined with manufacturers and health care providers in northwestern Minnesota in the *Lean Health* initiative, funded by the Minnesota Job Skills Partnership Program, the Minnesota Department of Employment and Economic Development, and a grant from the Bremer Foundation. The goal of the initiative was to use industry-standard continuous improvement techniques to provide the highest quality, most efficient, and most cost-effective health care services. According to Northland’s Director of Lifelong Learning, 599 enrollees completed Lean Health courses in FY2008 and FY2009. In recent years, Northland has worked with more than a dozen health care facilities that include long-term nursing, hospitals, and clinics. All facilities have reported soft and hard savings that they attribute to their participation in the program.

Through the Center for Outreach and Innovation, the Lean Health Program trains leadership and line staff at hospitals, nursing homes, and clinics in the science of lean disciplines that help the organizations implement strategic plans, eliminate waste, build intercultural teamwork, reduce intercultural conflicts, reduce or eliminate mistakes and deficiencies, and improve customer service.

As outlined at *Northland: Center for Outreach and Innovation*, Lean Health is offered in four modules (Continuous Improvement, Workplace Organization, Value Stream Mapping, and Health Sigma), for more than 80 hours of training, culminating in a Lean Health certificate. Included below are some of the comments offered by health care professionals participating in the Lean Health initiative:

*The partnership with Northland Community and Technical College has been absolutely wonderful! Staff members have been diligent at looking at simplifying processes to reduce time, waste and rework. Lean Health empowers staff to look at their processes to eliminate frustration and rework. Some of the benefits to the hospital and home health are that health care workers can now spend more time with their clients and patients, which is the reason they went into health care in the first place. Home Health Director, First Care Medical Services, Fosston, MN*

*Workplace Organization was a success! Our team split up and organized like never before. Our facility became safer, more productive and just listen to some of the comments from...*
staff... “It’s so nice to come to work now with the nursing office so neat and organized, it’s like heaven,” “It looks like we care,” “I’m impressed,” “I can’t believe how much my outlook has changed.” These are just a few of the positive reactions we heard. Even the residents enjoyed watching us clean and were impressed with the end results. Staff has actually stayed quite diligent in sustaining the organization. Thank you so much for this opportunity. Training Coordinator, Fair Meadow Nursing Home, Fertile, MN

The work Northland has done in Lean Health care has led to partnerships with other educational institutions. The Health Force Minnesota: Coalition for Continuous Improvement Health care was formed to continue to refine lean health care core curriculum across the State of Minnesota. The coalition includes Alexandria Technical College, Itasca Community College, Winona State University, and Northland. The coalition is currently creating a repository of training modules, exercises, case studies and customized applications that can be accessed by system instructors.

FOUNDATIONS OF MANUFACTURING EXCELLENCE

Building on the success of lean manufacturing and lean health, COI and the Coalition of Manufacturing Education launched its Foundations of Manufacturing Excellence program in 2006. FME is a 120-hour, application-based curriculum program for employees in advanced manufacturing occupations, aligning with the national Manufacturing Skill Standards Council’s Certified Production Technician credential. Subject matter experts from 12 system institutions worked in four instructional modules to build curriculum units aligned to the Key Activity Areas of the skill standards using industry-defined performance indicators.

The work of the CME was funded by three sources: Minnesota Job Skills Partnership, Office of the Chancellor of Minnesota State Colleges and Universities, and the CME institutions themselves, using a Request for Information/Request for Proposals process. The work was a direct response to the skills gaps identified in the National Association of Manufacturers: Skills Gap Report (2005).

In January 2006, Northland’s Center for Outreach and Innovation received a $100,000 Regional Business Services Acceleration and Integration Project grant from the Office of the Chancellor, funded in part by the McKnight Foundation. The core purpose of this project was as follows:

This pilot project will facilitate not only a regional, but a state-wide response to establish service protocols, practices and policies that will allow Minnesota State Colleges and Universities to respond effectively to training requests from a single employer with multiple locations, multiple (3 or more) employers with similar training requirements, and/or industry or professional associations. The goal of this pilot projects is to test the required processes needed to establish an integrated business service response function that can be replicated in other regions of the state or statewide.

During the yearlong process, Northland, Alexandria Technical College, and Hennepin Technical College, met quarterly to study and organize curriculum around theories of best practice related to multi-college collaboration within the system. Sessions were facilitated by Dr. David Kingsbury,
Executive Director of the Center for Research and Innovation at Bemidji State University. Subsequently, Dr. Kingsbury authored a white paper documenting the findings: *The dynamics of planning and collaboration of custom training within the Minnesota State Colleges and University System.*

Northland’s Center for Outreach and Innovation functioned as the manager for CME activities and pursued funding streams on behalf of CME through an intra-agency process with each of the respective colleges. As a condition of the agreement, Northland submitted a Department of Labor grant proposal for the President’s High Growth Jobs Training Initiative in July 2006 and a project submission for the Community Based Jobs Training Grant Initiative in August 2006. Although neither project was selected by the Department of Labor, the process created a foundation for a subsequent $50,000 Minnesota Job Skills Partnership Manufacturing Skills Standards Council Pre-Development Grant in October 2005 to fund a pilot project with six Minnesota manufacturers as well as a Minnesota Job Skills Partnership Special Incumbent Worker Grant for $350,000 in June 2006.

**SUMMARY OF COALITION FOR MANUFACTURING EDUCATION: MJSP PILOT PROJECT 2005 - 2006**

The pilot project focused on leveraging the Minnesota Job Skills Partnership funds to advance current manufacturing capacities at three system colleges: Alexandria Technical College, Hennepin Technical College, and Northland Community and Technical College. The initiatives included:

- Create Manufacturing Skills Standards Council production certification preparation curriculum
- Conduct program design meetings with business partners and colleges to create and refine the curriculum model for state-wide implementation
- Develop awareness of and integrate MSSC skills standard into manufacturing curriculum at system institutions
- Work with MJSP staff to assist the three colleges in the collaborative effort to determine a methodology to working with small companies through manufacturing associations
- Identify additional topic areas that the manufacturing associations might need, such as Lean Manufacturing, Lean/Sigma, Six Sigma, Quick Response Manufacturing curriculum, Training within Industry
- Recruit other colleges within the system in the expansion of manufacturing capacities, specifically MSSC production certification and lean manufacturing-related curriculum
- Market the MSSC Production Standard to other manufacturers/associations to increase awareness of the new national certification option for the manufacturing sector

The paramount goal of the MJSP/MSSC project was to conduct applied research around the need to pursue future funding for curriculum development and training for incumbent workers in advanced manufacturing occupations. Using recommendations from the advisory board, each tester was asked

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*Available in the Virtual Resource Room*
to complete a six-question survey regarding each assessment at its completion. Based on the results, the CME conducted several focus groups with each manufacturer after initial assessments to determine the need for further training, a need that was validated by the focus groups. Finally, results were tabulated and shared with the advisory group and the Minnesota Job Skills Partnership as foundational data supporting the need for the MJSP Special Incumbent Worker grant.

Sampling of FME Assessment Results

The pilot project proved to be successful for Northland’s six industry partners. The complete report is available in the Virtual Resource Room and summarized below. It should be noted that none of the employees in the sample groups had any prior learning experience with the MSSC CPT credential, nor had they received any information regarding the content of the assessment. This was an applied research project to validate the need for each college partner to develop demand-driven curriculum for advanced manufacturers across Minnesota.

Employees were tested in four areas for certification: safety, quality, manufacturing process, and maintenance. Over 45 percent of the participants were certified in all four areas after their initial participation in the program, while an additional 15 percent of participants successfully completed at least two of the four components, according to the Dean of Workforce and Economic Development.

The two groups performed higher than the national average at the time of the study. Arctic Cat had a 50 percent pass rate, and Machinewell had a 30 percent pass rate for all for modules of the Certified Production Technician credential. Nationally, the CPT pass rate was just under 20 percent, when comparing all test takers through the National Occupational Competency Testing Institute database.

After analysis of assessment results from all six companies, individual and focus group survey feedback, and comments from the advisory group, the coalition concluded overall performance was less than what was needed to achieve sustained success in advanced manufacturing occupations. This exercise gave the college partners the data in support of efforts to request an additional Minnesota Job Skills Partnership grant to create a comprehensive curriculum package that was fully aligned with the MSSC/CPT industry-validated credential, designed with the incumbent worker in mind.

Summary of Coalition for Manufacturing Education: Incumbent Worker Program 2006-2008

Working with the data the CME had acquired during the pilot phase, Northland immediately submitted a draft grant to the CME partners for review and comment, as the fiscal agent for continuation of the project. The purpose of the project was to leverage the capacity of the CME membership to assemble MSSC-relevant curriculum from across the system, which could then be mapped against the MSSC. With this activity accomplished, the group identified the gaps, structured four teams of faculty subject matter experts for each of the MSSC modules, and created the remaining curriculum using MSSC’s own performance indicators to qualify appropriate curriculum.

61 The "MSCC Survey Results" are available in the Virtual Resource Room
62 See "MSCC Final Report" in the Virtual Resource Room
For additional product validation, The CME contracted the services of the Precision Metalforming Association Education Foundation in the development of three of the four Foundations of Manufacturing Excellence modules, as the new Manufacturing Skills Standard Council Certification: New Fast Track for Workforce Excellence.

The theory was to pre-test enough employees to allow for seven cohorts of twenty employees overall at the same six industry partners as in the pilot project. All cohorts then received classroom and experiential education in four, 30-hour courses with post-testing between each module. Pre-test and post-test scores were then compared to establish validation within the sample group of the effectiveness of the Foundations of Manufacturing Excellence. Test results are summarized below. A comprehensive analysis of the two-year project is contained in the final project narrative report filed with the State of Minnesota. The Center for Outreach and Innovation now includes the courses as part of its regular catalog offerings.

### FOUNDATIONS OF MANUFACTURING EXCELLENCE COHORT RESULTS

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<tr>
<th>Test</th>
<th>Cohort 1</th>
<th>Cohort 2</th>
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</thead>
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<tr>
<td>Safety Pre-test</td>
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<tr>
<td>Safety Post-test</td>
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### COI RESPONDS TO SHORT-TERM WORKFORCE DEVELOPMENT NEEDS

As outlined earlier, Northland's Center for Outreach and Innovation uses a variety of methods to analyze the workforce development needs of local and regional industries. COI belongs to many local and regional organizations dedicated to workforce development issues and challenges and has forged long-lasting relationships with individuals at each of those organizations, as outlined below:

**Ingenuity Frontier: Manufacturing and Engineering Innovation:** COI is part of this regional initiative whose focus is to bring prosperity to the region through the development of “Quality of Place.” The Ingenuity Frontier initiative focuses on workforce development and retention with professionals in manufacturing and applied engineering.

**Minnesota Department of Employment and Economic Development: Business Service Specialists:** Northland's president and members of COI participate in monthly meetings with the Minnesota Department of Employment and Economic Development Business Service Specialists to

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63 See sample "Business Service Specialists" meeting minutes in the Virtual Resource Room
coordinate responses to business visits by the specialists and to identify regional/statewide workforce development trends through analysis of labor market information.

**Rural Economic Alliance [no website]:** Many COI staff members continue to work with the Rural Economic Alliance’s Workforce Taskforce to identify appropriate responses to the workforce training needs of the region. This group meets monthly and reviews the Department of Labor Training and Employment Guidelines. COI also works with both manufacturing and engineering Centers of Excellence in the system to respond to the training needs of dislocated workers across the region.

**Northwest Private Industry Council:** COI meets periodically with the Northwest Private Industry Council, the agency responsible for administering Federal Workforce Investment Act funding for economic development in Region II.

**State of Minnesota: Workforce Center:** COI coordinates efforts with Minnesota Workforce Development offices at Crookston, Roseau, and Thief River Falls, Minnesota, to recruit dislocated workers for enrollment in credit- and non-credit based academic and short-term customized training programs.

**Salesforce.com:** COI works with custom training departments system-wide on the implementation of Salesforce.com, a customer relationship management software package that enables data-driven analysis of business trends in workforce development projects.

**LEADERIMPACT**

LeaderImpact is an adult leadership program of the Bemidji, Minnesota-based Northwest Minnesota Foundation, offered in partnership with Northland’s COI. LeaderImpact was created and designed by Northland’s Leadership Continuous Improvement Specialist, DeAnna Murphy, and Dr. Okokon Udo, founder and CEO of Distinctive Leader Options (see *Artful Leadership: Okokon Udo*). Since September 2008, four cohort groups have successfully completed the program, involving 68 participants. Testimonials from participants in text and video format are available at [Northwest Minnesota Foundation: LeaderImpact](#).

Through two transformational leadership retreats and 12 weeks of an integrated Action Learning Lab, participants equip themselves with critical leadership skills and strategies to improve the efficiency of their organization or business. Key competencies include discovering and developing strengths, communicating effectively, developing a team of people, and navigating complex situations. One-of-a-kind program features include:

- Personal assessments to identify strengths and leadership qualities
- One-to-One professional coaching to deepen and integrate learning
- An online technology platform to apply lessons learned and network with fellow participants
**CONNECTING THROUGH THE ARTS**

In addition to offering education and training for residents of surrounding communities, Northland also offers access to the arts in the communities it serves through several venues, including its art shows, radio station, theatrical productions, concerts, and its community band. While the majority of these opportunities have been at the Thief River Falls campus in the past, with its dedicated performing arts space and radio station, many of those opportunities are now available on the East Grand Forks campus, with the advent of new credit-based and non-credit music offerings.

**NORTHLAND AT THE EASEL**

Northland has had a long tradition of valuing student art, particularly on the Thief River Falls campus, where art has been a part of the curriculum since the college's inception.

On the Thief River Falls campus, students have an array of courses to choose from in art appreciation, art history, design, drawing, painting, sculpture, photography, and printmaking. Students and the community also have the opportunity to see the work of regional, state, national, and international artists at the Northland Art Gallery on the Thief River Falls campus, with at least one exhibition featured each semester. Often the artists are on hand to meet with students to discuss their artwork. Students have opportunities to pursue a four-year degree at various institutions, and several Northland students have received scholarships to prestigious institutions such as the Minneapolis College of Art and Design.

On the East Grand Forks campus, students are able to take advantage of two studio art classes and two art history lecture courses each year. While the course offerings are relatively new, the instructor reports that students have embraced the rigorous drawing exercises. At the end of the semester, a display is featured on campus. Their works always attract many appreciative comments from employees and other students.

Students on both campuses are encouraged to share their work with the community through various art shows on and off-campus, where works are also offered for sale. Current students and alumni also have the opportunity to compete for the annual President's Holiday Card design. This competition features a cash prize and the student's work on the President's Holiday Card.

Scholarships have been established on the Thief River Falls campus, including the Hank Leopold Art Scholarship, to help offset students' tuition and supply expenses. Northland hopes to establish similar scholarships on the East Grand Forks campus in the near future. Students on the Thief River Falls campus have been able to participate in study abroad opportunities in Scotland, Spain, Italy,
and Greece. Through an arrangement with Angus College in Arbroath, Scotland, students have the opportunity to earn the Scottish Higher National Art Certification.

The burgeoning art program in East Grand Forks has been well supported by the college. In recognition of the demand, more sections are being offered in the newly remodeled art room, which the college hopes will not only lead to greater awareness of the program but also attract even more students.

**Northland on the Air**

Northland: Pioneer 90.1 is Northland's radio station, the only one of its kind in a Minnesota community college, with roots stretching back to 1971, as part of the Thief River Falls Area Vocational Institute. Prior to 2003, the station had been primarily a venue to supplement classroom instruction with real-life experience in the Mass Communications program, but the program closure provided an opportunity for the college to involve the community more intentionally in programming and on-air duties. With the advent of the New Media program, set to start in FY2011, the station will once again have an academic component. KSRQ-FM is a 24-kilowatt FM radio station licensed by the Federal Communications Commission as a non-commercial, educational station owned by Northland and programmed by college students and community volunteers. KSRQ is a part of the Community Public Radio Network.

In the fall of 2009, the station received a $95,000 grant from the Corporation for Public Broadcasting to convert to a digital signal, significantly extending its broadcast range. The transmitter will be installed in the spring of 2010. The grant offers several benefits to the college, including increased sound quality compared to analog and HD Radio’s ability to broadcast two additional digital channels of audio on KSRQ’s existing frequency. The college actively sought public input on programming options in a series of meetings. In addition to the CPB grant, Northland also received a Legacy Amendment grant from the state of Minnesota for $103,000 in FY2010 and $135,000 for FY2011, to create programming that will be shared with other stations in Northland's Association of Educational and Public Radio Stations, including the following:

- Remote broadcasts from area arts and music festivals
- Studio 90, a quarterly live concert series
- Voices of the Northland radio documentary series
- Webcasts dedicated to local music
- Sounds Like Northland weekly music series
- Humane Society Animal Care series

Northland's broadcast signal is available at [Northland: KSRQ Streaming Audio](#). Online sign up forms are available for community members to indicate their interest in working at the station and to
pledge financial support for the station. KSRQ regularly profiles volunteers at Northland: Community Volunteers. On-air and office volunteers travel to the campus from as far away as Roseau, Crookston, Warren, and Grand Forks (North Dakota). In FY2009, twenty-two active volunteers combined to contribute 98 hours per week, averaging 4.5 hours each per week. Volunteers are provided on-air training at no cost throughout the year.

Another important external constituency for the radio station is the community of listeners, particularly those who also support the station with pledges and contributions, averaging 80 annually. Businesses also underwrite programming and are featured at the station’s site. In the spring of 2007, Arbitron (the nationwide radio ratings organization) reported that KSRQ achieved a weekly cumulative audience of at least 2900.

NORTHLAND ON THE STAGE
Northland has had a cooperative agreement with the Thief River Falls Community Arts Council, a 501(C3) non-profit organization, since 1996. In this time, the two organizations have successfully collaborated to produce over 30 theatrical stage productions. Most productions occur during the summer months, although the college has produced Christmas madrigal dinner theaters as well. The Thief River Falls Community Arts Council board of directors has included members of the faculty, staff, and administration from Northland in their decision-making process.

In addition to board membership, the two organizations share theatrical equipment. Lighting equipment, props, scenery pieces, and costumes are housed at Northland and shared between the two groups. While the community and region at large are invited to participate in the theatrical productions, the cast often includes Northland employees and students. In addition, backstage and box office volunteers often include college employees as well. Auditions are advertised on campus, on the web, and in the community.

Academic year theater offerings at Northland were significantly reduced with the elimination of the theater instructor position in 2006, leaving the two music instructors to stage productions. These productions continue to attract audiences, however, with the most recent productions filling the 196-seat theater for each of the three nights of the play’s run.

NORTHLAND MAKES MUSIC
The Northland Community Band has been a fixture in Thief River Falls since 1972, as part of a joint effort of the college and the city of Thief River Falls. The band has grown from eight members to its present size of over 40 members, including area music educators, high school and college students, and community members. Band members attend weekly, two-hour rehearsals, culminating in three concerts annually.

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The concert band provides a multi-generational opportunity to area musicians, a professional-caliber ensemble, and an opportunity to socialize. In 1990, the Northland Community Band made its first overseas to Europe, followed by a trip to Australia in 1998. Since then the band has traveled to England and Ireland in 2005 and to Peru in 2008. The trips are generally performance tours that also offer historical and cultural opportunities.

Annual performances include the Autumn Musicale, featuring the talents of approximately 80 area high school musicians. The college has also hosted a High School Honor Festival since 1971, with choir and band students nominated by high school band and choir directors. Due to the festival’s popularity, the college is exploring the possibility of expanding to include a Jazz Band and Show Choir.

The spring performance often takes place in the community, often in a park, gazebo, or historical village. The college band joined the local Rotary Club to make the event a fund-raiser for area improvements. Special performances also occur by invitation, such as annual Foundation events, area high school graduations, and other high school events. Northland's jazz band is also active, playing at least four times per year, often with the Community Band. The jazz band has served as the pit orchestra for musical productions and has toured the area.

Vocalists also have an opportunity to shine at Northland with the Chamber Choir. They perform at the Choral Works Concert, the vocal equivalent to the instrumental honor festival. They also perform a seasonal concert, share the stage with the jazz band for the annual Winter Merriment concert, and have a spring performance as well. In addition to performing for Northland audiences, choir members have also been able to perform with the Grand Forks (ND) Master Chorale through the efforts of Northland's vocal director. As a result, Northland's choir has been able to take part in productions such as Orff's Carmina Burana and Handel's Messiah, as well as other events that would typically been beyond the scope of what the college might have been able to offer. Choral opportunities have also been extended to students, employees, and community members in East Grand Forks after the merger.

**Non-Credit Course Offerings**

In 2008, Northland began offering non-credit activity courses to area residents at reduced rates, on a space available basis. The college policies that govern non-credit courses are Policies 3446 and 3446P. Current courses available include Golf I, Yoga, Chamber Choir, Bowling, Racket Sports, Martial Arts, Aerobics, Fitness/Conditioning, Strength Conditioning, Plyometrics (exercises to increase muscle power), Chamber Choir, and Community Band and Theater Participation. Preliminary figures indicate community interest in the offerings, with 14 community residents enrolling in Chamber Choir the first semester it was offered. Other successful offerings include Martial Arts (5), Aerobics (15), Chamber Choir (1), and Community Band (21). For the fall of 2009, Martial Arts enrollment had risen to six students, while Community Band had grown to 27. A new

64 See Virtual Resource Room

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music opportunity, Jazz Band, had seven community members in addition to students taking the course for credit.

**Facilities Use**

Communities and area businesses find Northland's doors are open when they need space for activities and events. Facility use is governed by Policy 6025. The president has the authority to waive rental fees if necessary, although any agency seeking to use the facility must show proof of liability insurance to comply with state's Risk Management requirements and complete a facility-use contract. The proof of liability insurance requirement and the implementation of rental fees may have affected the frequency of use since the requirements were adopted in 2007. Some of the agencies that have used Northland's facilities between FY2007 and FY2009 include the American Cancer Society, Grand Forks Bomb Squad, Kiwanis, Minnesota Department of Education, Minnesota Department of Labor, Minnesota Pollution Control Board, Northwest Private Industry Council, Teachers Retirement Association, and the United States Census Bureau.

**Working with Area Institutions**

**Post Secondary Enrollment Options (PSEO)**

Northland values and cultivates its relationships with educational partners, both at the K-12 level and in higher education. One way Northland engages high school students is through Post Secondary Enrollment Options. PSEO is a statewide option for high school juniors and seniors who meet the criteria. Juniors must be in the upper one-third of their class or have scored at or above the 70th percentile in a nationally standardized, norm-referenced test, such as the ACT or SAT. Seniors are eligible if they are in the upper half of their class or have scored at or above the 50th percentile on a nationally standardized, norm-referenced test. Northland's PSEO students can choose to attend campus-based courses, specially designated online courses taught by Distance Minnesota Consortium faculty members (including Northland instructors), or College in the High School courses if they are offered at the student's school. These classes are taught by high school instructors who are mentored by Northland faculty members. System: Board of Trustees Policy 3.05 governs the PSEO program, including expectations of the students, their high school teachers and administrators, and Northland faculty members and administrators.

Northland's PSEO enrollment has risen steadily in the past three fiscal years, as noted in Chapter 1: Students by Class Levels. One example is the College in the High School option, which served approximately 600 students in FY2009, up from 450 students in FY2008. Subject areas include architectural technology, biology, composition, computer technology, health occupations, mathematics, psychology, and Spanish.

65 See Virtual Resource Room

66 See Virtual Resource Room for a copy of the contract
CAMPUS-BASED PSEO COURSES
PSEO students enrolled in campus-based courses are expected to complete the same course requirements as their college peers. Northland currently has fewer than 10 students pursuing this option per year.

COLLEGE IN THE HIGH SCHOOL
As noted earlier, PSEO students can choose to take college courses at their home high school, if the school participates in the College in the High School program. Northland’s College in the High School coordinator reports that the college is preparing to join the National Alliance of Concurrent Enrollment Programs, a national accreditation program for institutions offering college in the high school options. Courses are taught by qualified high school teachers, holding at least a master's degree in the field. High school teachers are mentored by Northland faculty members during the semester to ensure the academic rigor of the courses. Currently, Northland works with 13 area high schools to offer college-level courses. Northland faculty members have also contracted with schools to deliver courses in cases where qualified high school instructors are not available, offering courses in calculus and physics.

ONLINE COLLEGE IN THE HIGH SCHOOL
Beginning in the spring of 2008, PSEO students across Minnesota were able to take college classes online while remaining at their home high school, thanks to a $78,000 grant awarded by the system and the Minnesota Learning Innovations Council (see Northland: News). A unique feature of Online College in the High School is the onsite high school test proctoring, with a state-supported Tech Prep Coordinator funded through the Tech Prep Title III section of the Perkins Act. Courses are offered during the high school day through the system-supported learning management system (Desire2Learn) and taught by faculty members from participating Distance Minnesota consortium schools (including Northland).

Since the inception of Online College in the High School, over 1100 students have registered for courses through the fall of 2010, with over 400 of them taking courses from Northland instructors. Students can choose from an impressive array of courses, including:

- Ethics
- Introduction to Statistics
- Principles of Marketing
- Pre Calculus
- World Geography
- Developmental Psychology
- Statistics

67 See "Online College in the High School Statistics" in the Virtual Resource Room for details on courses offered and enrollment data
• Anatomy and Physiology
• Chemistry

Of the 65 courses that have been offered to date, 16 of them have been designed and taught by Northland faculty members, an indication of the college's commitment to the success of this PSEO venture.

**Tech Prep Agreements**

Students can also gain college credit by taking high school courses validated by Northland faculty members through Tech Prep agreements (see [Northland: Policies-Academic 3170](#)), although relatively few have done so in the past three years (fewer than 10 in FY2007-FY2009).

**Minnesota Career Fields, Clusters, and Pathways: Perkins Initiative**

In accordance with the Carl D. Perkins Career and Technical Education Act of 2006, Northland has joined with longtime Perkins III K-12 partners, the Pine to Prairie and North Border Secondary consortiums, to create programs of study designed to assist students in selecting courses at the secondary and post-secondary level that would allow them to pursue their career interests beyond high school. The partnership was approved by the Minnesota Department of Education in 2008, and the newly constituted Pine to Prairie consortium received approval for its first Program of Study in Therapeutic Services in April 2009. Secondary students in 29 area communities can begin planning their careers with guidance counselors and by visiting Pine to Prairie's [Minnesota: Career Fields, Clusters, and Pathways](#) site. Visitors who wished to view the Therapeutic Services program of study, customized by school, can select the Health Science Technology portion of the career wheel or choose an area high school from a dropdown list.

Future programs of study will be modeled along the guidelines used to create the Therapeutic Services Program of Study, including:

• Competency-based curricula tied to employer needs and industry skill standards
• Sequential course offerings for skill building, matriculation, and academic credential progression
• Flexible course formats to serve multiple learning styles
• Course portability for seamless transition to multiple institutions
• ―Bridge‖ programs, ―road maps‖ and other navigation aids showing connections between secondary, post-secondary education, skill progression, and career opportunities that align academic credentials with job advancement in high-skill, high-wage, or high-demand occupations and industries

**TRANSFER AND ARTICULATION**

**MNTC: Minnesota Transfer Curriculum, MNTC: U.Select, and Northland: Articulation Agreements** demonstrate the college's collaboration with other higher education institutions in the region. Northland's articulation agreements are generally for specialized professional or technical programs, such as associate in science, associate in applied science, diplomas, or certificates.

The Minnesota Transfer Curriculum is a collaborative effort among all two- and four-year public colleges and universities to help students transfer general education courses seamlessly, discussed in more detail in **Chapter 4: Minnesota Transfer Curriculum**. Completion of a defined transfer curriculum at one institution enables a student to receive credit upon admission to any other Minnesota institution and partner institutions in North Dakota. Students who complete the curriculum are certified in the ten areas of competency by the sending institution: Communication, Critical Thinking, Natural Sciences, Mathematics/Logical Reasoning, History and Social/Behavioral Sciences, Humanities and the Fine Arts, Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment.

The seamless transfer offered to students through the Minnesota Transfer Curriculum has proven to be an effective means for students who have completed an associate of arts degree to continue their education at a baccalaureate institution. Recently, Northland identified a population of students that has not been well served by the transfer curriculum: students who do not complete an associate’s degree but who transfer to a baccalaureate institution. These students will most likely be subject to a course-by-course review for equivalency at the baccalaureate institution. Additionally, the college identified that the loss of a student who has not completed a certificate or degree may be negatively affecting the college's student success rate for transfer and graduation.

In response, Northland has begun a process to create “transfer certificates.” These certificates will document students’ collegiate achievement upon completing designated subsets of the transfer degree. The certificates will be articulated with the baccalaureate institutions. The intent is to provide evidence that the college is serving students and that those students are successfully continuing their education beyond Northland in addition to other methods students have to pursue their transfer options.

Students interested in transferring to another institution are able to access a searchable database through **MNTC: Directory of Agreements**. Northland also has a number of transfer agreements with various institutions in other states and provides the information to students via the web, including course equivalencies at **North Dakota State University: Course Equivalents** and **University of North Dakota: Articulation**. **MNTC: U.Select** also provides transfer information on...
course equivalencies for various colleges across the nation, and students can review transfer policies for all system schools at the System: Transfer Resource Center.

Northland has been working for several years to develop an effective process to catalog articulation agreements and has identified improved transfer rates as one component of its strategic goal to Revolutionize Growth Strategies. Common practice has been to encourage faculty members to pursue, procure, and update articulation agreements. Due to the lack of a single repository for articulation agreements, there has not been a convenient method to identify all active articulation agreements, with many of the agreements maintained by individual faculty members with little administrative assistance. This autonomy has lead to articulation agreements being in the hands of a single individual with no opportunity for others to access the data.

As the result of a recent administrative initiative, one of the campus-based academic deans has been designated to create a repository/clearing house for articulation agreements. The initiative also includes a plan to prepare and provide a comprehensive list of all current articulations agreements, to identify articulation agreements that are in need of renewal or revision, and to catalog articulation opportunities. The intent is to simplify and standardize the process of pursuing and adopting articulation agreements.

**DISTANCE MINNESOTA CONSORTIUM**

Another collaboration that serves area students is the Distance Minnesota consortium, a cooperative effort by Northland, Minnesota State Community and Technical College, Alexandria Technical College, and Northwest Technical College. These institutions formed the Distance Minnesota: Consortium in 2003 to offer online courses and degrees. Through its participation in the consortium, Northland is able to enhance online access for students by providing an array of courses and programs. Students can supplement their on-campus courses with online offerings or pursue an entire degree online in Liberal Arts, Medical Administrative Assistant, or Practical Nursing. Member colleges are committed to the success of the consortium and support a central administrative office, as outlined in the consortium contract. While the consortium is administered from a central office, each member college retains significant flexibility in determining course offerings and staffing.

Online participation in the consortium is on the rise, according to the most recent data from Distance Minnesota: Engagement Indicators. Online FYE participation in the Distance Minnesota consortium rose from approximately 500 in FY2005 to almost 1400 in FY2009, an increase of almost 300 percent in only four years. Approximately 30 percent of all consortium students in FY2009 were from Northland. Online majors accounted for 25 percent of the consortium FYE, while on-campus students taking online courses made up the remaining 75 percent of the student body for Distance Minnesota. This represents an increase in online majors of 5 percent since FY2005 and a

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68 See Virtual Resource Room
corresponding decrease in on-campus students taking online courses. The Online Consortium System Director indicated that more on-campus students are signing up for online courses, particularly as summer sessions online classes are more likely to be canceled for low enrollment and regular academic year campus-based classes may not fit as easily into their schedules. Indeed, the search for more efficient and flexible class scheduling is just one of the many ways Northland is working to cultivate quality programs, services, and employees, another of its strategic goals.
Perhaps the best way Northland serves students is through its quality programs. As noted in Chapter 3, Northland is exceeding the system's expectations for related field placement of students upon graduation. In addition to placement, Northland also compares favorably to its national cohort in the most recent Community College Survey of Student Engagement Report\textsuperscript{69} and Benchmarks Summary\textsuperscript{70} in active and collaborative learning and is within 0.20 of the consortium score, the range used to measure statistical significance. The college also meets or exceeds consortium and national cohort scores in academic challenge, student-faculty interaction, and support for learners. Regional and local structures supporting innovation help to make this success possible, as outlined below.

\textsuperscript{69} See Virtual Resource Room
\textsuperscript{70} See Virtual Resource Room
**Structures Supporting Innovation**

From the state level to the local level, the college is supported through the various structures that are in place to serve students.

**System-Wide Governance Structures**

As a part of the Minnesota State Colleges and Universities system, Northland is able to leverage the support and resources of a state system for innovation, with its roots in the guiding principles established at the state level. The board of trustees has adopted statements of mission, vision, and strategic directions that define the organizational philosophy and provide a framework for the college’s efforts to define its role in the region.

For comparison, the statewide, system-wide, and institutional mission and vision statements are reprinted below.

The statewide mission for the board of trustees, as outlined in Minnesota Statutes: 136F.05 Missions is:

> To provide programs of study that meet the needs of students for occupational, general, baccalaureate, and graduate education. The state universities, community colleges, and technical colleges shall have distinct missions as provided in section 135A.052, subdivision 1. Within that statutory definition and subject to the approval of the board, each community college, state university, and technical college may develop its own distinct campus mission. The board shall develop administrative arrangements that make possible the efficient use of the facilities and staff of the technical colleges, community colleges, and state universities for providing these several different programs of study, so that students may have the benefit of improved and broader course offerings, ease of transfer among schools and programs, integrated course credit, coordinated degree programs, and coordinated financial aid. In carrying out the merger of the three separate systems, the board shall control administrative costs by eliminating duplicative administrative positions and course offerings.

The system's mission, as outlined at System: Mission, is to offer higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans, and sustains vibrant economies throughout the state.

Northland's mission, as outlined at Northland: Mission, is dedicated to creating a quality learning environment for all learners through partnerships with students, communities, businesses, and other educational institutions.

Comment: The system mission outlines the importance of enhancing the quality of life for all Minnesotans and sustaining vibrant economies throughout the state, indicating the society it intends to serve. Northland plays a critical role in meeting the system’s mission in northwestern Minnesota. To the extent practical in protecting state interests, the board provides autonomy to the campuses while holding them accountable for their decisions.
The system's vision, as outlined at System: Vision, is to enable the people of Minnesota to succeed by providing the most accessible, highest value education in the nation.

Northland's vision, as outlined at Northland: Vision, is to be widely recognized as a progressive leader in community and technical college education, responsive to the needs of our learners through the use of partnerships, innovation, and technology.

Comment: Northland's vision as a progressive, responsible leader in the area and its practice of collaborating with constituents combine to offer access to education that those constituents value.

LOCAL GOVERNANCE STRUCTURES
Northland uses a variety of governance structures, as outlined below. All employees are able to access minutes of any campus or college-wide committee through Northland: College Committees.

DESIGNING ORGANIZATIONAL STRUCTURE
When President Temte assumed leadership of the college in 2006, she reviewed the existing organizational structure. The college had been under the leadership of an interim president for a year after having had the same president for more than 20 years. After a careful examination of the structure, President Temte decided to make several changes to allocate greater responsibility and autonomy to senior administrators, particularly in light of her expanded role statewide, including monthly meetings with the Office of the Chancellor, as part of the Leadership Council. She has also assumed an active role in several state-level organizations as an advocate not only for the college but for the region as well, including the Minnesota Online Executive Committee, the Rural Economic Alliance, the Greater Grand Forks Economic Development Workforce Development task force, and the system's Staff and Leadership Development Committee.

The organizational structure was based on a team philosophy and followed a yearlong process of consultation and participation from all constituent groups on both campuses. This philosophy encourages the delegation of authority on the two campuses, based on the system's delegation of authority to its campuses. Lengthy conversations about the academic deans’ positions occurred with the faculty members and administrators at the Shared Governance Council. While the administration put forth the notion that disciplinary deans would bring greater unity to the college, the faculty strongly favored campus-based deans. Thus, the campus-based dean structure was retained, although some college-wide responsibilities have been assigned to each of the two deans, such as responsibility for developmental education, online learning, and transfer/articulation issues.

Because the faculty contract precludes supervision of the faculty by other faculty, even if those faculty members are designated as division chairs, each of the two deans directly supervises more than 100 individual faculty members. This level of supervision made it difficult for the deans to have time for program development, innovation in scheduling or program offerings, or other activities that would enhance Northland's academic programs, which led the college to create the position of Academic Coordinator, described earlier in Chapter 3: Positions Funded through Stimulus Suggestions.
Restructuring in the area of student services has allowed Northland to define a college-wide focus. In early FY2008, the college began to review the existing structure, as part of the overall reorganization. The plan proposed a dean based at each campus with college-wide responsibilities. The proposed structure was discussed with student life coordinators and advisors on both campuses, student club advisors, and staff members, all of whom were encouraged to provide feedback and suggestions. The position was formally adopted in FY2008. By the start of the fall semester in 2009, Northland had a newly-hired Dean of Student Development and a Dean of Student Services with new responsibilities.

The Dean of Student Services now oversees recruiting and enrollment management, financial aid, and registration/advising on both campuses, while the Dean of Student Development oversees learning and career services, student life, and athletics. This arrangement gives each campus a dean-level position to deal with day-to-day, non-academic student issues while also having a single point of contact for college-wide concerns. The new administrative structure has provided multiple benefits in its first year, most notably in the area of communication with students, the faculty, and staff members. While determining the most effective means of communication is an ongoing process for the college, both deans are in almost daily contact with each other and work collaboratively on college-wide issues such as new policies and initiatives in addition to their own areas of responsibility. This has led to increased awareness of opportunities and has improved synergy for the college as a whole.

Another result of the revised structure has been increased integration of services on both campuses. Each campus is now better informed about options available college-wide, allowing staff members the opportunity to draw on the experiences of constituents on both campuses and gain insight into alternative methods of offering services and solving problems.

President Temte allows administrators significant autonomy to engage in leadership with various constituencies in the college. For example, the vice president has autonomy in leading academic and student affairs and the Center for Outreach and Innovation. The vice president also serves as the lead point of contact for the East Grand Forks service area and is involved in local civic groups and work force development. Divisions also have autonomy in developing and coordinating their work plans, as they identify goals and strategies to achieve those goals for the fiscal year. While these goals often align with the President’s Work Plan discussed in the previous chapter, each administrative area is responsible for developing division goals for the year based on identified needs and for making progress towards the goals of the strategic plan.

As noted elsewhere in this report, decisions about college-wide versus campus-based autonomy continue to be a work in progress for Northland. Each of the past three presidents has designed an organizational structure with this issue in mind, and it is expected that the organizational structure will continue to evolve, with college leadership making appropriate adjustments in assigning human

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71 Available in the Virtual Resource Room
resources and adapting organizational structure in consultation with those involved. Organizational charts for key reporting areas are included below, reflecting revisions made in the fall of 2009 to accommodate new positions funded in part with stimulus dollars. The complete chart is available in the Virtual Resource Room.

**66 ORGANIZATIONAL CHART**
DEFINING A COLLEGE-WIDE FOCUS BY REASSIGNING FACULTY

With shifts in enrollment and changes in the program mix on each campus, some faculty members now teach on both campuses. As an alternative to traveling between campuses, faculty members may have the opportunity to teach courses via interactive television to satisfy student demand on both campuses. This format allows Northland to provide courses that might not have been offered otherwise, due to limited enrollment on individual campuses. Although not a requirement of the assignment, some instructors travel between ITV locations to interact with their students. Courses from the following areas have been delivered using these modes: Accounting, Biology, Business, Economics, Early Childhood and Paraprofessional, English, Geography, Health, Health Physical Education and Recreation, History, Math, Sociology, Health Physical Education and Recreation, Pharmacy Technology, and Psychology.

THE PRESIDENT'S CABINET

Another local governance structure is the President's Cabinet. The cabinet meets on a bi-monthly basis to ensure the effectiveness of the college’s governance structure. It is made up of key administrators and supervisors who consult with the president on operations, including the vice president, academic deans, the deans of Student Development and Student Affairs, the Dean of Workforce Development, the Dean of Management Education, the Director of Employee Relations, the Director of Technology and Public Relations, the Director of Finance, the Foundation Executive Director, and both Physical Plant supervisors.

Recent significant contributions of the Cabinet have been in the area of policy, structure, processes, and budgets. In spring 2009, the Cabinet responded to the Governor’s unallotment for FY2009 and the decreased funding projected system-wide for FY2010 by developing a budget reduction plan based on recommendations from the Finance committee and the entire college community to reduce expenses and find other sources of revenue, as discussed in detail earlier in Chapter 3: The Plan.

SHARED GOVERNANCE COUNCIL

Institutional governance is shared between the administration and the faculty as defined by the faculty bargaining unit contract. The Shared Governance Council's responsibilities include long- and short-range planning, prioritizing the allocation of financial resources, consulting on the acquisition and use of existing physical and human resources, conducting institutional self-studies, marketing, public relations, and recruiting activities. The council makes recommendations to the administration in the following areas: Human Resources, Student Affairs, Facilities, Fiscal Matters, and General Matters.

The Shared Governance Council at Northland has played an important role in developing policies and practices for the college post-merger. As a symptom of the complexity of the merger, a number of issues were reviewed and discussed at length before the council reached consensus. Some of these issues included faculty evaluation, class capacities for online and on-campus courses, academic budget request and allocation process, division chair structures, interactive television delivery,
program suspension and sustainability processes, and organizational structure. More recently, the focus has shifted to faculty-related issues and budgetary concerns.

One area where the Shared Governance Council has been able to act effectively is in its efforts to ensure integrity and visibility in college decisions, providing a mechanism for full and fair discussions of administrators’ and faculty members’ points of view. In this manner, the Council serves as a form of checks and balances for college decisions and administrative initiatives. While the focus of the Shared Governance Council is often reactive, there are also instances where the Council has been proactive as well, such as the faculty-led initiatives on the program review and sustainability process, discussed later in this chapter. Faculty representatives brought forward a draft process to address concerns about program closure. The current program sustainability process is the result of the combined efforts of the faculty and administration. Of particular importance to the college are the early warning, intervention, and administrative support measures now available to program faculty members to address enrollment and efficiency issues.

Undoubtedly, the most important function of the Shared Governance Council is that it provides a vehicle for open discussion surrounding issues affecting the college. The philosophical framework for these discussions has been one of mutual respect. Even though the college has dealt with difficult financial issues, council members have been able to discuss the issues fairly, even though the faculty and administration may not always agree on the ways in which those issues might best be resolved.

**Academic Affairs and Standards Council**

Prior to the merger of the two colleges, each Academic Affairs and Standards Council played similar roles on their respective campuses. At the Thief River Falls campus, the council met under the name of Meet and Confer Curriculum Committee and was composed of liberal arts and technical faculty members and administrators. At the East Grand Forks campus, AASC responsibilities were shared among the five regional campuses of Northwest Technical College.

One of the differences between the two colleges was the format of a common course outline. Prior to the merger, the Thief River Falls course materials were primarily in paper format, while those on the East Grand Forks campus were housed in an online database that tracked changes in curriculum with a shared common template to consult when determining course changes or past practices. As a newly merged college, the first priority was to facilitate the conversation of how the academic cultures of the two colleges would be merged, a conversation that continues today.

The major task of the first few years was to merge courses, programs, and curriculum across the college. That task allowed the faculty to build trust and to demonstrate that members on both campuses were responsible constituents in the merger. The first major success was the development of the common course outline form. With that success, the council then asked faculty members to work together with cross-campus partners in each discipline to merge course outlines from each campus into a unified common course outline format adopted by AASC. These outlines are now housed in a database available at [Northland: Common Course Outlines](#).
The responsibility for curriculum and the integrity of academic processes is shared by faculty members and administrators. Membership consists of two-thirds faculty members and one-third administrators. Initially, co-chairs from each campus were elected to two-year terms. At present, faculty members from both campuses are equally represented on the council, in addition to equal representation from liberal arts and technical faculty members, with the chair being elected from each campus in rotation for a two-year term.

The Academic Affairs and Standards Council is responsible for reviewing and approving academic policy and course/program offerings. The council meets monthly and informs all faculty members of upcoming agenda items and deadlines for document submissions. Significant accomplishments of the AASC include establishing guidelines for the merged committee, developing forms and timelines for submission of requests to the committee, merging curriculum, developing learner outcomes, and assisting faculty in the inclusion of those outcomes into their courses. The AASC was also instrumental in developing the current process for program assessment, outlined later in this chapter.

Ongoing activities of the council include approving curriculum changes, such as credit/sequence changes, modification of course offerings in a program, and approving new courses and programs. Any faculty member may submit a request to the council, whose agenda is made available to by e-mail, with minutes posted at Northland: College Committees. Any follow up material requested or changes that may have been suggested by council members are then forwarded to the submitting faculty member through the chair, for possible revision and resubmission. Each item submitted to the AASC is discussed and voted on during the monthly meeting. Council members spend significant time on discussion to ensure that each item brought forward meets both the academic need and rigor at the college.

DIVISION AND DEPARTMENT LEADERSHIP
Faculty members also provide direction for the institution through leadership roles of division/department chairs. These leadership positions are nominated by the faculty and appointed by the president on an annual basis to coordinate activities. They are faculty leaders who serve as liaisons with administration. Chairs serve as points of contact for both groups in conducting the business of the college and in addressing issues and concerns that arise through the practice of providing quality programs and courses. Chairs are part of the academic leadership of the college and participate in long range planning and accomplishments of the college, as well as assisting academic deans in the conduct of matters affecting academic divisions.

REFLECTIONS ON DIVISION AND DEPARTMENT LEADERSHIP
The chair structure and duties continues to evolve. The structures have been different on both campuses due to historical functions as well as the current decision to have campus-based academic deans to whom the chairs report. The notion of consolidating leadership into a division chair format has been motivated primarily by budget shortfalls and the expense that comes with the positions. The vice president made a proposal to the Shared Governance Council in spring semester 2009 to reduce expenditures associated with these positions and align structures on both campuses. This proposal
was rejected by the council, and it was agreed that further discussion would occur during the FY2010 academic year regarding the chair structure and associated expenses.

**PROGRAM DIRECTORS**

In addition to division/department chairs, Northland also has program directors for allied health programs. Responsibilities for program directors include:

- Administration, organization, and supervision
- Continuous quality review and improvement of programs
- Long range planning and ongoing development
- Monitoring the systems in place to demonstrate the effectiveness of the program
- Cooperative involvement with the medical director of clinical facilities
- Insuring adequate controls to guarantee the quality of the delegated responsibilities

**INNOVATION THROUGH A REVISED MISSION**

The quality of Northland's programs is directly related to its practice of aligning all decisions, (curriculum, financial, and otherwise) with its mission (see Chapter 3: Integrated Budgeting and Planning Process). In its mission, Northland emphasizes its focus on *creating a quality learning environment for all learners through partnerships with students, communities, businesses, and other educational institutions.* By creating quality learning environments for all learners through partnerships, Northland is dedicated to serving a variety of learners and engaging local and regional communities to anticipate and meet their needs. This synergy serves to enhance the quality of life for individuals and contribute to local and regional economies, as noted earlier in the **Introduction: Northland and Its Economic Impact on the Region.**

An enhanced community focus was one of the motivations for revising the mission in 2003 after the merger, which added a community college component to East Grand Forks' two-year technical college programs and expanded the technical college mission of the Thief River Falls campus. The challenge of merging missions and cultures continues to be addressed by employees on both campuses. The college has made significant progress towards becoming one college, with Appreciative Inquiry efforts and associated planning described in Chapter 3: Appreciative Inquiry Process and in the consolidation of student services. Another sign of progress has been the development of institutional and program learner outcomes, discussed later in this chapter. The institution is still experiencing growing pains from the merger, however, including the ongoing discussion of campus-based versus college-wide autonomy in academic areas such as scheduling and faculty supervision. The college is moving forward, but there is still some resistance to change, particularly when change is accompanied by system-wide budget reductions related to economic uncertainty. To assist the college in planning the best way forward, it actively solicits and responds to feedback from internal and external constituents.
**Soliciting and Responding to Feedback**

Northland seeks input and feedback from students on committees and through other methods, including course evaluations, classroom observations, and surveys. Non-probationary faculty members are asked to select at least one course per term to be evaluated. Probationary and adjunct faculty members have all their courses evaluated each term. Course evaluations are placed in the course(s) selected by faculty members, using *Desire2Learn* survey tools at midterm, along with standardized instructions for students and a window of approximately one week for response.

Survey results are presented as anonymous aggregated responses and are available immediately for faculty members and their academic deans. In this way, faculty members are able to address concerns within the same semester while also planning for future semesters. Course evaluations are used to improve instruction rather than for the purpose of faculty evaluation and are not part of a faculty member's employment record. Thus, they are not available for inspection in this report, although readers may view a sample course evaluation in the Virtual Resource Room.

Besides course evaluations, the college also uses a system of classroom observation to improve the learning environment. Academic deans conduct classroom observations of faculty members teaching on-campus, online, and hybrid courses using a standard form. The results are shared with faculty members and are intended to be used for reflection and to open dialogues about ways in which the deans might assist faculty members in areas of professional development. They are not designed as performance evaluations and thus are not available for inspection in this report, although a sample of the observation form is available in the Virtual Resource Room.

**Institutional Effectiveness**

Northland assesses a number of components to measure institutional effectiveness. The college makes the results available in a variety of formats to stakeholders and other interested parties upon request. A grid outlining each component used to assess institutional effectiveness is available at Northland: Assessment and Quality, under the Assessment tab. The grid includes the component itself, the activity used to measure the component, the focus, and the frequency of the assessment. The employee responsible for coordinating each component is also identified, along with the method of distribution.

The results of these assessments and the implications for the college for climate and satisfaction are discussed in the Satisfied Stakeholders section later in this chapter. This section focuses on assessments related to curriculum and student services.

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72 See Virtual Resource Room for a copy of the college-wide course evaluation survey and classroom observation form

73 See "Assessment of Institutional Effectiveness" in the Virtual Resource Room
LEARNER OUTCOMES FOR A GLOBAL, DIVERSE, AND TECHNOLOGICAL SOCIETY

The primary method Northland uses to assess its curriculum with respect to a global, diverse, and technological society is through its Institutional Learner Outcomes addressed in Foundation Skills, Thinking Skills, Global and Civic Responsibility, Applied and Informational Technology, and Personal Development.

Prior to the merger, the Thief River Falls campus had a set of core competencies resulting from the campus’s history as a comprehensive community and technical college. The East Grand Forks campus used a combination of the ten Minnesota Transfer Curriculum areas outlined at MNTC: Minnesota Transfer Curriculum and the Instructional Performance System developed by Daniel Vogler, Ed. D.

The merging of the East Grand Forks and Thief River Falls campuses in 2003 offered faculty members an opportunity to review outcomes from each campus and develop a common set over the next academic year. These became the college's Institutional Learner Outcomes in 2007. The college considers the outcomes to be an evolving collaboration that acknowledges and articulates core competencies all students should obtain during their college careers. The outcomes represent skills and aspects of personal growth that students have met after completing certificates, diplomas, or degrees at Northland. Two outcomes are particularly relevant to the acquisition, discovery, and application of knowledge in a global, diverse, and technological society:

Global and Civic Responsibility: Students will be able to interact in ways that exhibit a sense of community, be sensitive to issues of cultural and global diversity, and understand the importance of exercising civic responsibility on local, regional, and national levels. Students will understand and respect the need to give service to others. Students will respect and care for our natural environment.

Applied and Informational Technology: Students will be able to access and analyze appropriate information and/or resources using technology to solve problems.

During FY2007, programs were directed by Northland's Academic Affairs and Standards Council to determine which courses included which Institutional Learner Outcomes and note those instances in their respective Northland: Common Course Outlines. For some programs, the majority of the outcomes could be assessed within program-specific courses. Other outcomes, such as Global and Civic Responsibility, might be difficult to assess within program-specific courses. Thus, another option is to assess the Institutional Learner Outcome through one or more of the Program Learner

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74 See Virtual Resource Room, also available at Northland: Institutional Learner Outcomes
Outcomes in Liberal Arts disciplines required by the program. The outcomes were designed to align with the college's Institutional Learner Outcomes.

One example of how programs document their assessment of outcomes is the Liberal Arts Program Matrix, which indicates the program learner outcomes assessed in each discipline. Completed assessments are available at Northland: Assessment and Quality and in the Virtual Resource Room. Within the context of living and working within a global, diverse, and technological society, the following Liberal Arts Program outcomes are particularly relevant:

- Students will analyze human diversity and the varied human condition.
- Students will analyze cultural and global diversity issues, including their roles and responsibilities within a global society.
- Students will apply appropriate civic and moral principles to a variety of civic and moral problem-solving situations.
- Students will evaluate humanity's impact on and responsibilities to the physical world.
- Students will retrieve appropriate information using all methods available.

The last outcome directly aligns with the college's Institutional Learner Outcome for Applied and Informational Technology. The Global and Civic Responsibility Institutional Learner Outcome is assessed within Liberal Arts through the first four Program Learner Outcomes listed above. These four outcomes also correspond with specific areas of the MNTC: Minnesota Transfer Curriculum, which outlines the criteria to be met before a liberal arts course is considered transferrable. The transfer curriculum reflects elements of Global and Civic Responsibility in four areas: Human Diversity, Global Diversity, Moral and Civic Responsibility, and Humans and the Natural Environment.

Further evidence that Northland students are expected to learn how to function in a global, diverse, and technological society is offered by System: Board of Trustees Policy 3.36, setting out transfer curriculum requirements for various degrees. For example, the applied science degree requires a minimum of 30 credits of general education, while the associate in applied science degree requires a minimum of 15 credits in general education courses. In meeting these requirements, programs offering either degree option meet the minimum requirements and thereby the relevant Institutional Learner Outcomes.

Students who successfully complete Northland’s Occupational Therapy Assistant program receive an associate in applied science degree and are required to complete two Anatomy and Physiology courses, both of which meet the Liberal Arts Program Learner Outcome on addressing humans and the natural environment, as well as Introduction to Sociology, which meets the Liberal Arts Program Learner Outcome addressing human diversity. Students in the OTA program must also choose from

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75 See Virtual Resource Room
electives, including an ethics course that addresses ethics and civic responsibility. Thus, a student completing this program has taken three to four courses leading toward a competency in the college’s Global and Civic Responsibility outcome. The Applied and Informational Technology outcome is assessed in all Liberal Arts disciplines, so students completing the OTA program will also have a strong competency in this Institutional Learner Outcome.

Finally, Northland fares well compared to two-year peer colleges in assessing curriculum for a global, diverse, and technological society, a comparison externally validated through the 2008 Community College Survey of Student Engagement. First, with respect to the development of Knowledge, Skills, and Personal Development, Northland students responded to the question, *Understanding people of other racial and ethnic backgrounds* with a 2.33. Northland is comparable to other consortium colleges in the report here, which received a 2.19. The 2008 cohort was 2.36. Northland does not fare as well, however, in the section on Academic, Intellectual, and Social Experiences, where in response to the question, *Had serious conversations with students of a different race or ethnicity than your own*, Northland student responses averaged 2.01. The college is comparable to its consortium group here, which had a 2.08. However, Northland was significantly lower than the score for the 2008 Cohort (2.37).

In this same section, in response to the question, *Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values*, Northland is again comparable to our consortium, receiving a 2.12 while the consortium had a 2.17. Here again the college is significantly lower than the cohort, however, which had a 2.33. These numbers no doubt reflect the challenge faced by smaller community and technical colleges in providing cultural experiences for students. When it comes to the question of whether the college provides an environment that *encourages contact among students from different economic, social, and racial or ethnic backgrounds*, Northland, at 2.43, is comparable to both the consortium (2.39) and the 2008 cohort (2.47).

With regard to the use of technology, Northland fares well in relation to its peer institutions from the 2008 CCSSE Report. The section on Institutional Emphasis reflects this. In response to the prompt, *Using computers in academic work*, Northland received a 3.27, a slightly higher score than the peer consortium group of 3.23 and the 2008 Cohort at 3.11.

In the section on Knowledge, Skills, and Personal Development, in response to the question, *Using computing and information technology*, Northland students responded with a 2.88. Other consortium colleges in the report had a 2.77, while the 2008 cohort was 2.71. Northland is comparable here in the section on Academic, Intellectual, and Social Experiences, where in response to the question, *Used the internet or instant messaging to work on an assignment*, Northland received a 2.85. The consortium group received a 2.90, while the cohort received a 2.84. Northland students do significantly better at communicating with instructors by email, however, receiving a 2.80. The

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76 See Virtual Resource Room for report and benchmarks summary
consortium group was 2.61, while the cohort was only 2.52. For purposes of the report, a variance of 0.20 or higher is considered significant.

The CCSSE results indicate that Northland compares well to its peer institutions in producing graduates who are prepared to function in a global, diverse, and technological society. Moreover, by assessing learning through Northland’s Institutional Learner Outcomes, the college strives to ensure that quality curriculum addressing these areas are delivered to all of its graduates. The CCSSE results discussed here provide independent verification that the college’s efforts in this area have been successful. Another area where the college has been successful in defining a college-wide focus has been in the development of its curriculum assessment process designed to measure institutional and program learner outcomes.

**Assessing Curriculum**

**Designing Assessment Tools**

Northland's Assessment and Program Review committee is faculty-driven. Its purpose is to assist faculty members in designing, administering, and evaluating assessment tools. From its earliest stages in 2005, the committee has linked program assessment and program review, working in tandem to develop data collection, review, and evaluation processes. After working through FY2005 and FY2006 with the Academic Affairs and Standards Council and faculty members on both campuses on the development of Institutional and Program Learner Outcomes, the committee turned its attention to assessment, developing its guiding philosophy:

*Northland College recognizes that assessment methods must be grounded in our mission and effective in achieving our stated purposes. The basis for our assessment efforts lies in the curriculum and the value of the results will be evident in the connection of teaching and learning as a cause-and-effect process. What we do as educators in terms of delivery methods and techniques, the various methods by which students learn, and appropriate level and content of our curriculum are all factors in successful student learning.*

*As educators, we are responsible not only for teaching students in ways that can maximize their access to learning, but also for ensuring that we are teaching them what they need to know and to be able to do. Through our curriculum development and review processes, we validate that we are, indeed, teaching students what they need to know and to be able to do, as validated by business and industry employers. Through our assessment processes, Northland will validate that students have gained the competencies expected of entry-level employees and transfer students as outlined by the learning outcomes of their programs.*
Guided by this philosophy, the committee worked in FY2006 and FY2007 to design and implement a program assessment plan\(^77\) that continues to be reviewed and updated, most recently during the spring in-service of 2010. The assessment plan is organized around four primary goals:

1. To demonstrate achievement of student learning outcomes within an integrated curriculum including both technical and general education
2. To continuously improve program curriculum through review of student assessment results; validation of outcomes with business, industry, and transfer institutions; integration of general learning outcomes that contribute to graduates’ knowledge basis and the college’s Institutional Learner Outcomes (formerly referred to as Core Competencies)
3. To demonstrate accountability and value of a Northland education to its constituents
4. To continuously review the validity of the assessment process by providing meaningful information and reliable data

**Assessment Process**

The committee developed a four-step assessment process and created assessment tools for the faculty to use. At present, Liberal Arts faculty members are asked to complete an assessment plan and effectiveness report by discipline, while faculty members in other programs are asked to complete an additional section related to graduation, transfer, and placement rates. The Liberal Arts program will be going through program review for the first time in FY2011, at which time graduation, transfer, and placement rates will become part of the assessment report.

Each step in the assessment process is part of a continuous loop. Program faculty members are expected to perform assessments annually as part of the program review process discussed later in this chapter. Completed program assessment templates, plans, and results are available in the Virtual Resource Room and at **Northland: Assessment and Quality**. Key elements of each step in the assessment process are outlined below:

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\(^77\) See Virtual Resource Room
Assessment Results

Northland has made steady progress in academic assessment since 2007. In FY2007, 25 programs submitted assessment plans, including two from Liberal Arts discipline areas, one from Management Education, and 22 from Career/Technical programs. By FY2008, the number had jumped to 37, with 10 Liberal Arts disciplines and 27 Career/Technical programs. The Management Education programs did not submit a plan for FY2008 but used the same format for FY2007 to assess students. By FY2009, a majority of Northland program areas had assessment plans in place with the addition of two Career/Technical program areas and a revised plan from the Management Education. Only five Liberal Arts disciplines and seven Career/Technical programs had not submitted a plan in any of the fiscal years from 2007-2009.

Assisting Programs in Developing Plans

To assist programs that had not submitted assessment plans, the vice president held an information and orientation session during the faculty in-service in the fall of 2009 for those program faculty members. The vice president was available to answer questions and assist the faculty in designing assessment plans. Members of the Assessment and Program Review committee have also made themselves available for assistance. In addition to the orientation session, the vice president reviewed all FY2009 program assessment plans during the fall semester of 2009 and provided feedback to each program, focused on the strengths and challenges of assessment. This topic was also part of a follow up with faculty members during the spring semester in-service in 2010.

The college has also designed a "course shell" in its learning management system, Desire2Learn, where all assessment plans will be available to faculty members by program area, including
comments from academic deans and the vice president. In this way, the faculty can more readily review, discuss, and revise their plans using the tools available in D2L. These tools are familiar to many of the faculty who already use them in course delivery. The vice president, academic deans, and members of the Assessment and Program Review committee are currently reviewing methods to evaluate and provide future feedback on the assessments, including the development of a rubric. The members of the Assessment and Program Review committee will then be available to assist fellow faculty members in redesigning or refocusing their plans based on the feedback.

The Assessment and Program Review committee has also been proactive in assisting faculty with assessment design by providing copies of completed assessment plans and templates and by offering suggestions on how to design direct and indirect measures of assessment and set performance targets.

**STRENGTHS AND CHALLENGES NOTED IN EXISTING ASSESSMENT PLANS**

A review of existing assessment plans reveals strengths to be celebrated and challenges to be overcome.

**ASSESSMENT PLAN EXAMPLES FROM LIBERAL ARTS DISCIPLINES**

The **English** assessment plan is college-wide and has been in place since FY2007. All faculty members teaching Composition 1 are asked to evaluate a mid-semester expository essay each semester, using a 10-category rubric. Each category is evaluated on a scale of 0 to 4, with descriptors provided for each numerical value. The rubric was developed by three Northland faculty members as part of a system grant, the Initiative to Promote Excellence in Student Learning. During the first year of data collection, faculty members established baselines for each category. In the second year, faculty members looked for trends in the data and noted that three categories consistently accounted for the lowest scores: Mechanics, Sentence Fluency, and Support. This confirmed anecdotal classroom experience, and the English faculty members decided to target those categories for improvement. In FY2009, each Composition 1 instructor was asked to keep a journal of classroom activities that focused on the targeted categories, including their reflections on the results. At the end of FY2009, the average scores in each category had improved: Mechanics had increased by 0.04, Sentence Fluency by 0.07, and Support by 0.19.

The goal for FY2010 is to continue to target those three areas and journal about classroom activities, which will be the focus of the spring in-service discipline meeting in April 2010. At that time, the faculty members will be reviewing journals from FY2009 and FY2010 for trends, to determine whether there are college-wide activities that could be implemented in Composition 1 based on success rates in individual classroom settings.

Faculty members teaching **philosophy** courses submitted their first assessment plan in FY2009, and while it is a relatively new plan, it exemplifies the college's commitment to a quality educational environment. The college-wide plan targets four program learner outcomes using rubrics to evaluate one essay written early in the semester and one written near the end of the semester. What is notable about the assessment plan is the detailed findings reported and how faculty members used the findings to make changes. For example, one program learner outcome dealt with civic and moral
principles: *Students will apply appropriate civic and moral principles to a variety of civic and moral problem-solving situations.* The rubric used to measure this outcome used a scale of 0.0 to 4.0, with the target range set at 3.0. In their findings, instructors noted that while two of the three sections met or exceeded the goal, with average scores of 3.0 and 3.2, one section fell just short, at 2.7. Of the four learner outcomes measured, this was the weakest. Instructors also noted that student performance in those sections was strongest on essays written in the middle of the semester rather than at the beginning or end of the term, although there was improvement overall from beginning to end of the term.

In analyzing these findings, instructors felt a possible explanation might be related to students' realization of what their final grade was likely to be near the end of the semester and a corresponding willingness to put forth just enough effort to maintain that grade rather than extending themselves for a higher grade on an individual assignment that was unlikely to raise their overall grade. To confirm their supposition, instructors planned to observe the possible trend more closely in the middle and end of the semester and to devise strategies to motivate students to excel throughout the term.

**Assessment Plan Examples from Career/Technical Programs**

The assessment plan for *Construction Electricity* has been in place since FY2007. One notable feature of this plan is the number of measures being assessed: two direct and three indirect. One of the direct measures is a comparison of pre-test results from first-year students to post-test results from second-year students, to determine whether the program goals are being met. In FY2009, instructors reported results for the FY2006 and FY2007 student cohorts. The average scores went from 60 percent on the pre-test to 80 percent on the post-test. In their description of actions to be taken in response to the findings, faculty members did not simply state that the goal had been met and no further action was required. Instead, they resolved to review both tests to ensure that it accurately measured program learner outcomes.

For indirect measures, faculty members administer employer and student surveys. They have also included their program advisory boards as part of their assessment process, an indication of how they seek and value input from professional electricians in evaluating and improving their curriculum.

The *Early Childhood and Paraprofessional* program assessment is another plan that has been in place since FY2007. This assessment plan includes two direct measures (a student portfolio rating and an internship evaluation) and two indirect measures (a student survey near graduation and an employer survey). One notable feature of this assessment plan is the high performance targets that have been set. For example, the target for the internship evaluation is that 95 percent of students will receive a rating of 3.5 or higher from the site coordinator, on a scale of 0.0 to 5.0. The target is similarly high for how graduating students rate their ability to perform program outcomes. Here, the expectation is that 95 percent of students will rate their ability at a 3.5 or higher on a scale of 0.0 to 4.0. These high expectations appear to have been communicated effectively to students, as results from FY2007 through FY2009 indicate students are most often meeting or exceeding the targets set.
One other area worth noting on this assessment plan is how the portfolio scoring was changed to align more closely with professional standards in the field. In FY2007, student portfolios and student internships were rated on different scales. Beginning in FY2008, however, the program director revised the rubric for portfolios to match the five-point scale used for the internship evaluation after consulting standards suggested by the National Association for the Education of Young Children.

In addition, the program director also included notations about considering the possibility of increasing target rates or revising measurements to reflect changes in the profession rather than simply including a notation that a target goal had been met and no further action was needed.

**REMAINING CHALLENGES IN ASSESSMENT**

Northland is continuing to revise its assessment process to address the remaining challenges, including:

- Plans with only one direct and no indirect measures, or only one direct and one indirect measure
- Plans with limited details on assessment findings and/or actions taken in response to the findings
- Plans for programs that have met goals set without including details about ways to revise performance targets for higher expectations
- Plans with heavy reliance on survey data in light of low return rates and/or difficulty in administering surveys
- Plans that reference supporting documents such as rubrics and survey results that are not included with the submission

**REFLECTING ON THE CURRICULUM ASSESSMENT PROCESS**

The college’s assessment process has evolved from a planning stage in FY2006-FY2007 to an implementation stage in FY2008-FY2009. As outlined above, the majority of the college's programs have submitted at least two annual plan assessment reports, indicating their findings and actions taken in response. The vice president and representatives from the Assessment and Program Review committee have collaborated with program faculty members on developing and revising assessment plans. In an analysis of the program assessment reports submitted, work still needs to be done to better align program targets, findings, and action plans. In response to these needs, division chairs are now part of the committee, creating a larger pool of faculty members and deepening the level of expertise available to assist programs with assessment efforts.

One area that is not fully implemented is the Liberal Arts assessment plan and reporting. As in many other institutions, this program poses difficulties in identifying a uniform approach to assess learning outcomes. Due to the nature of the program offerings, the students have a wide variety of choices in their academic coursework. Northland's approach is to identify program learner outcomes for the Liberal Arts program and ask disciplines within the program to assess different outcomes. Many disciplines have attempted direct assessment of learner outcomes with varying degrees of success.
Indirect measures are being assessed more uniformly in Liberal Arts through its Program Exit Survey of graduates, discussed later in this chapter. Results of this survey are generally positive and indicate that students feel they understand and have achieved the program learner outcomes.

**Academic Program Review**

As noted earlier, the program review process was designed in conjunction with the college's assessment process. Programs are generally reviewed on a five-year cycle, except in the case of programs identified as "at risk" through the program sustainability process, where the review may occur more often. Northland's program review schedule and results from the program review process are available at Northland: Assessment and Quality.

Program review is designed to document and evaluate student achievement of learning outcomes. First, program faculty members are asked to demonstrate how their programs meet the stated mission and are tied to strategic directions of the college. They also document how students achieve institutional and program learner outcomes within the program's integrated technical and general education curriculum. Faculty members can access resources to help them in the process from System: Academic Program Resources. Results are used to improve the program and validate outcomes for business and industry partners, such as members of the program's advisory committee. The net effect of the process is that programs are able to demonstrate their accountability and value to the college and other constituents.

Faculty members in the program generally collect and evaluate qualitative and quantitative data in collaboration with other members of the program review team, typically the academic dean, the division chair, and members of the program's advisory committee. The process begins in the fall, with the draft report completed before the end of the semester. During the spring semester, the report is reviewed and revised before being presented to academic deans and the Assessment and Program Review committee near the end of the semester. The report is also made available to the appropriate constituent groups such as members of the program advisory board.

The Assessment and Program Review committee provides a template and guidelines for programs, as well as advice, including the reminder that the goal is improvement rather than punishment and the importance of identifying data to be gathered early in the process so it will be available when needed. Previous program review documents are also available for the faculty to consult, and committee members encourage the program faculty to contact them for clarification or questions. Information about the most current program reviews can be found at Northland: Assessment and Quality under the "Program Review" tab.

To illustrate the process, the ten components of a program review plan are summarized below, along with examples of how two programs undergoing review in FY2008 (Occupational Therapy Assistant) and FY2009 (Architectural Technology) have addressed them.
Component 1
Program Overview

Architectural Technology

Mission and Goals: The Architectural Technology and Design Program is dedicated to creating a quality learning environment, through partnerships with students, businesses and other educational institutions. The graduates from our program are able to function at an entry-level position in Architecture related jobs. Our program exists because there is a demand for highly trained drafters and CAD operators. Our program philosophy is to develop graduates that are able to be flexible and function independently by using critical thinking skills for problem solving tasks in the workplace. Decisions are made based on whether the students receive quality jobs and are able to perform; we look for weaknesses and re-adjust. We also respond to employers and advisory boards.

Occupational Therapy Assistant

Mission and Goals: The mission of the program is to prepare competent entry-level occupational therapy assistants preparing for practice environments at the associate in applied science degree level. The department provides quality occupational learning opportunities to learners in partnership with local and regional health care facilities. Students participate in academic and experiential learning experiences, which provide lifelong learning skills needed in the changing health care industry. Graduates are prepared to provide quality care to clients and families and to engage in professional and ethical relationships within the health care community. The mission and vision of the program reflects the broader mission statement of Northland Community and Technical College. The primary mission of the OTA program is to provide a quality learning environment in partnership with local and regional facilities.

Comments on Program Overview: Both programs emphasize key elements of the college’s mission, particularly with the references to creating quality learning environments and collaborating with partners. They also clearly state their programs are designed to prepare students for entry-level employment in their respective fields. Of particular interest are the references to the importance of "soft-skills" like critical thinking and lifelong learning.
Architectural Technology: Student to Faculty 16.09 to 1

Occupational Therapy Assistant: Student to Faculty 15.03 to 1

Comments on Performance Indicators: Although the student to faculty ratio is the only performance indicator summarized here, it is a key indicator. While Northland's overall goal for Student to Faculty ratio is 17 to 1, these lower numbers reflect the specialized technical nature of both programs, with considerable hands-on instruction.

Architectural Technology: 100 percent related field placement rate, 77 percent retention rate

Occupational Therapy Assistant: 100 percent related field placement rate, 79 percent retention rate

Comments on Student Effectiveness Components: While the 100 percent placement rate in both programs is impressive, the retention rate is also worth noting, particularly when the college's overall retention rate has generally ranged between 45 to 53 percent, as noted in Chapter 1. Clearly, these students have been advised into programs where they can be successful, and a significant number of them choose to remain in the program until graduation.
(Note: Qualifications and Professional Affiliations are the only areas summarized here; other areas are available in the complete report in the Virtual Resource Room)

**Architectural Technology:** The department head has an associate's degree in architectural drafting and has experience as a professional draftsman. The other faculty member has a bachelor's degree in architecture and is a registered architect as well as a construction manager. Both faculty maintain memberships in the American Institute of Architects and have been published in their field.

**Occupational Therapy Assistant:** Both faculty members have master's degrees in their field and have been at the college an average of 10 years, with over 40 years of combined experience as Occupational Therapists. Both are also members of their state and national professional associations.

**Comments on Faculty and Staff:** The Higher Learning Commission's Guidelines for Determining Qualified Faculty would indicate these faculty members are qualified to direct and teach in their program areas. While faculty members who are providing general education courses in community colleges are expected to have a master's degree or higher, technical faculty are not. The fact that both OTA faculty have acquired master's degrees in their field and that at least one faculty member in the Architectural Technology program has a bachelor's degree would indicate they have surpassed the minimum expectations for technical faculty.

(Note: Innovations, Outlook for the Future, and Institutional Learner Outcomes are the only areas summarized here; other areas are available in the complete report in the Virtual Resource Room)
Architectural Technology: Innovations in the Architectural Technology program have often come about in response to suggestions from program advisory board members. They have developed multiple 2+2 agreements with system four-year institutions as well as with North Dakota State University. The program now includes a mentoring program for area high school students. Although the outlook for the profession is slower than normal growth in employment, according to the latest Bureau of Labor Statistics projections, Northland students are clearly going against the trend, in light of their 100 percent related field placement in recent years. Program Learner Outcomes have been aligned with Institutional Learner Outcomes as follows:

- Foundation Skills: Read, review, and interpret construction documents.
- Thinking Skills: Use detailing and sketching techniques to solve a variety of architectural problems. Use appropriate reference material and code checklist to analyze applicable building codes, zoning ordinances, and accessibility requirements. Use a preliminary sheet index list to determine drawings necessary to complete a project in correct sequential order. Use various methods of documentation to determine team member effectiveness. Schedule appropriate use of time using drawing sheet index and preliminary deadlines. Use timesheet to document professional use of work time.
- Global and Civic Responsibility: Use appropriate reference material and code checklists to analyze applicable building codes, zoning ordinances, and accessibility requirements.
- Personal Development: Use various methods of documentation to determine team member effectiveness. Schedule appropriate use of time using drawing sheet index and preliminary deadline dates. Use timesheet to document professional use of work time.

Occupational Therapy Assistant: Innovations include new educational standards and a commitment to active learning teaching strategies. The outlook for the future is excellent for OTA graduates, a profession that is expected to grow much faster than average, according to the Bureau of Labor Statistics. The program has aligned all of its Program Learner Outcomes directly to Institutional Learner Outcomes as follows:

- Foundation Skills: Communicating effectively with consumers, families and other service providers requires that students have strong foundational skills in reading and writing.
- Thinking Skills: Performing entry-level competencies, based on occupational therapy practice standards requires students to apply critical thinking and problem solving skills.
- Global and Civic Responsibility: Demonstrating ethical and professional behavior while displaying respect for diversity of culture, age, and gender correlates with global and civic responsibility by requiring cultural and political awareness and social sensitivity.
• Applied and Information Technology: Performing entry-level practice competencies safely and proficiently in traditional and emerging areas of practice requires the use information technology as student’s access information that provides evidence for practice.

• Personal Development: Implementing occupation-based interventions in collaboration with consumers, families, and other service providers requires students to develop professional behaviors.

Comments on Curriculum: Both OTA and Architectural Technology have effectively aligned their outcomes with those of the institution and infused them throughout their programs. While the national employment outlooks for both programs vary considerably, the fact that both program’s graduates have no difficulty finding employment upon graduation indicates the curriculums are relevant and rigorous.

Component 6
Facilities and Equipment

• Adequate space, access
• Adequate equipment security
• Technology needs
• Other needs to maintain currency

Architectural Technology: The program director characterizes the space as excellent, with three large classrooms, a loft for storage, a model building/blueprint room, and a student lounge. Two disadvantages were noted: no outside light for classrooms and the fact that one classroom acts as a hallway to the other two classrooms, which can be disruptive. Program students have access to 50 networked computer stations, replaced on a three-year rotation. The issue with a classroom acting as a hallway has been resolved in FY2010, although the need for more natural lighting still exists and will be examined as part of the next capital bonding request.

Occupational Therapy Assistant: The program director reports that classroom space and equipment is adequate for the student-to-faculty ratio required by their accrediting body (12 to 1). The program is not seeking to increase the number of students it accepts at present, as students are restricted to a one-to-one student to supervisor ratio during their clinical experiences. Increasing lab space to accommodate a second cohort of students would also significantly increase the number of clinical sites and supervision, which is not economically feasible.

Comments on Facilities and Equipment: As noted in its mission, Northland has worked with program faculty members to provide quality learning environments for both program areas.
Architectural Technology: As a part of the program review process, faculty members determined to renew their focus on in-person advising for FY2010, which had been minimized when students initially began to enroll in courses online. Faculty members felt they had been fully supported by the college in previous years but were concerned about the impact of potential budget cuts in FY2010 and beyond, given the need to maintain and update equipment and infrastructure. At present, the college has no plans to address these needs with limited federal stimulus funds, although it has recognized the need for a dedicated grant writer, which has been incorporated into the duties of the new Director of Institutional Research.

Occupational Therapy Assistant: Faculty members were continuing to adjust to new advising procedures concentrated in Student Services rather than residing with the program faculty. The primary budget concern was that the supply budget had not kept pace with inflation and that the program was no longer able to absorb the increase without requesting additional funding.

Comments on Support for Program: Like most programs undergoing review in the next two to three years, budget issues loom large for OTA and Architectural Technology. Both programs depend on highly specialized equipment and software, which will need to be a priority for the college if the programs are to sustain current enrollment and grow in the future.
Architectural Technology: The program is involved with area high schools and institutions of higher learning through the design and review of articulation agreements and 2+2 agreements. Faculty members also visit high school drafting classes to discuss students’ future in the profession, future software demands, Energy and Environmental Design requirements, and new directions for the profession. They work with local lumberyards for needed materials and updated costs, and students in the past have volunteered their services, creating a 3D animated walkthrough of downtown Thief River Falls, showing proposed tree placements for a beautification enhancement project, and documenting area buildings on auto cad to provide the owners with a set of existing plans. Community issues include minimal employment in the immediate vicinity but more opportunities identified by program faculty members within the region, including Red Lake Falls and Warroad (MN) and Fargo and Grand Forks (ND). Architectural Technology faculty members note that projections for Leadership in Energy and Environmental Design (Green Buildings) indicate an increased need for the program’s graduates.

Occupational Therapy Assistant: The OTA program is involved in a number of community efforts, including the health career day, Marketplace for Kids, local high school college fairs and individual high school presentations. Students from the program have participated in service learning projects involving a local middle school, the Northland Rescue Mission, and Head Start. Students collaborate with University of North Dakota OT students in developmental screening of babies, learning about technology and OT/OTA role delineation. The program has also sponsored workshops for students and local occupational therapy practitioners in sensory integration, driver training, occupational therapy practice framework, and physical agent modalities. The occupational therapy assistant students are involved in the campus community through the OTA club and volunteering to support other programs such as the Early Childhood and Paraprofessional program's Children's Day. Community issues have changed for the better in the past three years. Previously, jobs in the greater Grand Forks area were difficult to obtain, but more graduates are obtaining employment in North Dakota and Minnesota.

Comments on Community: Both programs are heavily involved in their communities, where they not only offer a service but also advocate for their profession and the college. Their identification of community issues also indicates they are advocating for their students as well, putting them in the best position to advise students on future employment opportunities and areas of specialization.
(Note: Strengths and Challenges are the only areas summarized here; other areas are available in the complete report in the Virtual Resource Room)

**Architectural Technology:** Strengths include instructors with significant backgrounds and credentials in the field, a curriculum focused on design and problem solving that allows students to be more self-sufficient in the workplace, strong transfer agreements with four-year institutions, and faculty members dedicated to student success outside of the classroom. Challenges include lower enrollment in recent years. Faculty members have begun to address the issue with more intensive and intentional one-to-one recruiting and advising, focusing on the increased opportunities available due to "green" construction initiatives.

**Occupational Therapy Assistant:** Program strengths included ongoing commitment to the program from administrators (particularly during the periods of low program enrollment), experiential learning opportunities and hands-on experiences, the flexibility of the fieldwork coordinator in accommodating the needs of the students, considering both the challenges and circumstances that are encountered in a rural area, and the graduates themselves, who are supportive representatives of the college, the program, and the profession. These students are recognized for their problem-solving skills and professionalism. Program faculty members also point to their collaborative relationship with the University of North Dakota Occupational Therapy department, which affords opportunities for shared activities between OT and OTA students. Students are provided opportunities to learn and practice role delineation, supervision, and collaboration.

Program challenges include the need for the faculty to find time to enhance their knowledge base in pediatric practice courses and more closely align professional development plans with the strategic plan. Another challenge is to find time in the schedule for more evaluative methods to better prepare students for the certification process.

**Comments on Summary:** Both programs take a realistic approach to outlining their strengths and challenges, while focusing on the positive aspects for student contact and enrollment growth.

**Component 10 Action Plan**

- Identify 2-3 goals
- Identify objectives
- Determine time frame and responsible party
- Describe action to be taken

**Architectural Technology:** In its action plan for the coming year, program faculty members identified three goals: raising the level of student responsibility by raising the level of classroom focus, implementing a Leadership in Energy and Environmental Design component in existing or new courses, and evaluating credit loads to align with industry standards. They have already begun to work on the first goal area by collaborating with the IT department to block outside internet access during class periods to increase student focus. They are also reviewing whether LEED components
could be infused in existing courses or if a new course would need to be proposed, with a deadline of FY2011 to have the component in place.

**Occupational Therapy Assistant:** In their action plan, the OTA faculty members will implement redesigned curriculum based on current Accreditation Council for Occupational Therapy Education standards and current/future trends in occupational therapy. They will also increase their knowledge in current treatment, techniques, and application of occupational therapy in pediatrics.

**Comments on Action Plans:** Both programs identify specific objective tied to goals, and each objective has a reasonable timeline and responsible party assigned in their respective program review plans. Both programs are also focused on not only reviewing their curriculum for compliance with professional standards boards but also for anticipating training and education that future graduates might need in the field.

**Reflections on the Program Review Process**

Program review, like assessment, has evolved over the last few years. In the early years of the plan, the analyses in the program reviews were limited. The Assessment and Program Review committee has refined the process and communicated expectations more specifically to the programs going through review, resulting in a more comprehensive self-analysis. The review process has been further strengthened by the incorporation of sustainability measures to standardize data reporting and analysis.

**From Program Review to Program Sustainability**

The focus of program review is three-fold: to allow faculty members to reflect on the achievements of students in their programs, to identify strengths and challenges, and to plan for future challenges while continuing to grow. While many challenges can be met largely through the efforts of the program faculty alone, there may be other cases where the college could offer targeted support in key areas. Knowing when that support might be needed and how best to provide it is the impetus behind Northland’s Program Sustainability process.

In order to provide the highest quality educational opportunities for students, the college offers a number of program and course options based on anticipated demand in a variety of career paths. To maintain the standards students and employers have come to expect, the college has developed a process for evaluating academic program efficiency in light of program sustainability. The intent of the sustainability process is to act accordingly to the needs of the students, college, and academic programs.

Previously, Northland used a combination of measures to review program sustainability on each campus, with the chief focus being program enrollment. During FY2007, however, Northland began developing a college-wide sustainability process through the efforts of the Shared Governance Council. The process was designed to focus on proactive strategies in response to the faculty’s request for more information earlier in the process and for greater faculty participation in developing the review and sustainability criteria. These strategies were used to identify the strengths and
challenges of all programs while offering targeted assistance to programs considered most at risk for continued viability. In conjunction with the program review process described earlier, the program sustainability process enhances the college’s ability to balance the needs of students, communities, and employers with available financial resources.

**Program Sustainability Process**

Near the beginning of the fall semester each year, program faculty members now receive a Program Sustainability Report that includes ratings in the same areas used as part of the program review process as outlined below.

**Program Effectiveness Criteria**

1. **Program FYE**: The number of full year equivalent students generated by program courses, derived by multiplying the number of students in the program courses by the credit value and dividing the result by 30 credits (representing a full-time equivalent student).
2. **Graduate FTE**: The total FYE generated by the declared major, including general education and core courses completed by program students.
3. **Cost Ratio**: FYE multiplied by $4,000, divided by total instructional costs, used to compare revenues and expenditures. A number greater than 1.0 means that revenue exceeds expenditures.
4. **Student FYE/Faculty FTE**: The ratio of full-time students to full-time instructors.
5. **Instructional Cost Study Report**: Comparison of Northland programs to similar programs across the state by funding level, based in part on a positive comparison of the cost effectiveness of the college’s academic programs to other like programs in the state. The number represents the college’s average costs per program divided by the system average costs per program.
6. **Percent Full by Section**: The number of students enrolled in program courses divided by total capacity in the courses.

Each criterion is evaluated and assigned a positive or negative ranking, based on the benchmarks and measurements outlined in the rubric below.

**Sustainability Rubric**

1. **Program FYE** is measured using a three-year trend. A plus is recorded if FYE is stable or upward, a minus if the trend is downward.
2. **Graduate FYE** is measured against a benchmark of 10 graduates. A plus is recorded if the number is equal to or greater than 10, a minus if it is fewer than 10.
3. **Cost Ratio** is measured against a benchmark of 70 percent, achieved by multiplying FYE by $4000 and dividing the result by the instructional cost. It is expected that the program is able to cover at least 70 percent of the instructional cost. A plus is recorded if the rate is 70 percent or greater, a minus if it is less than 70 percent.
4. **Student FYE to Faculty FTE** is measured against a benchmark of 10, with the caveat that specific program requirements will be considered with the benchmark, including (but not
limited to) class/lab size, section numbers, and any clinical requirements. A plus is recorded if the number is equal to or greater than 10, a minus if it is less than 10.

5. **Instructional Cost Study** is based on the system’s Instructional Cost Study\(^{78}\) peer program comparison, with a rating of 1.0 indicating the program is on par with peers. A plus is recorded if the program's rating is less than or equal to 1.12, a minus if it is greater than 1.12.

6. The **Percent Full by Section** criterion is based on a benchmark of 60 percent full and is used in combination with trend data. A plus is recorded if the percentage is equal to or greater than 60 percent, with an upward trend, and a minus is recorded if the percentage is less than 60 percent with a downward trend.

Finally, each program is color-coded.\(^{79}\) Green represents a program that has received positive rankings in at least five of the six categories. Yellow indicates the program is in need of improvement, having received positive rankings in three to four categories. Orange indicates the program is considered at risk and has received positive rankings in two or fewer categories. Faculty members whose programs fall into the green category are asked to continue with self-assessment as indicated in their assessment plan and/or program review process to maintain their status. Faculty members whose programs are in the yellow category are asked to review their assessment process and target assessments towards noted deficiencies to achieve a green level status by the next reporting period. Programs in the orange category are considered at risk and in need of immediate supportive action. Faculty members in these programs meet with members of the Program Sustainability committee to develop a plan.

**ADDITIONAL INFORMATION INCLUDED IN PROGRAM SUSTAINABILITY REPORT**

While the rubric measures significant trends for each program, the sustainability report also includes information on other areas that program faculty members may wish to use as they review their progress, including:

- **Advisory Committee**: Current state of the program as seen by advisory committee
- **Assessment and Program Review**: Current plan in place
- **Current Industry Needs**: Current demand for graduates, using Minnesota's ISEEK: Career, Education, and Job Resource
- **Current Technology**: Status of existing technology, changes that might make the program more relevant and attractive
- **Curriculum**: Conforms with anticipated needs
- **Employment placement rate/Continuing education**: Placement rates for program graduates, which will show some lag time as it requires follow up and reporting requirements from the placement office
- **Integration with Other Programs**: Extent of coring with other programs, impact on those programs, general education courses taken by majors

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\(^{78}\) See Virtual Resource Room

\(^{79}\) See “Program Effectiveness Coding FY2007-FY2009” in Virtual Resource Room for most recent report
- **System Cost Study**: Comparisons with similar programs in the state
- **Number of Sections and Average Section Size**
- **Program Fill Rates**: Based on accreditation issues, maximum class/lab size, faculty/student ratios
- **Program History**: Historical Data
- **Student Enrollment**: FYE by Program, FYE by Major, FYE/FTE
- **Student Success**: Job placement rates, transfer rates, graduation rates, and related data.
- **Tuition/Cost Analysis**: Estimated tuition earned divided by the estimated costs, goal of more than 100 percent.

**Designing and Initiating a Sustainability Plan**

After reviewing the rubric ratings and additional information, faculty members whose programs are considered at risk meet with administrators within the first two weeks of the fall semester to discuss the report and to form a Program Sustainability committee. The committee creates and facilitates a plan that will improve the program’s health over the next two years. Members of the committee include:

- Administrators (academic deans, vice president)
- Program Representative(s)
- A member of the Academic Affairs and Standards Council
- Marketing Director
- A representative from the advisory board (if applicable)
- Public Relations Director
- Recruiters
- Faculty representatives (a division chair and member not teaching in the program)
- Advisors
- Counselors

The Program Sustainability committee collaborates to improve the program using a variety of methods. One focus is consultation, through the recruiting of additional advisory board members and seeking input from current and former students. Another focus is on expanding recruitment efforts to enlist current and former students. Finally, the committee reviews successful programs in other areas and current marketing efforts. College-level efforts to promote the programs have included showcasing them on a scrolling banner on the college web page and producing testimonials featuring faculty members and students from the programs, available at [Northland: Academic Program Video](#).
In FY2009, for example, Northland's Creative Services department created an impressive array of materials for programs in all three categories, as summarized below:

**Green List** (14 programs): 3 radio ads and 1 flyer

**Yellow List** (17 programs): 6 videos, 7 radio ads, and 1 Google ad

**Orange List** (4 Programs): 4 videos, 4 homepage slides, 1 dedicated website (Aviation Maintenance Technology), 2 Google ads, 1 blog, 1 Facebook page, 2 brochures, 2 banners, 1 flyer, and 1 HTML e-mail

Once the committee has had an opportunity to design a sustainability plan, it is reviewed at the beginning of the spring semester by academic deans, program faculty members, and a member of the Academic Affairs and Standards Council to assess the effectiveness of the committee's actions for possible revisions. Program faculty members meet again with academic deans the following fall semester after receiving the new sustainability report. If the program is still considered at risk, the plan is reviewed for possible changes. At the end of a two-year cycle, the program may be suspended or closed if it has not been able to make sufficient progress in the sustainability categories.

**Efforts to Improve Program Sustainability**

While a significant focus of program sustainability efforts has been on marketing efforts to recruit students, it should be noted that each program going through the sustainability process also undertook a careful review of curriculum to ensure that it aligned with current expectations in the field based on national trends analysis. The Paramedic program in particular revised its curriculum considerably, with effective results, as noted below. Faculty members in all affected programs also spent considerable time in person-to-person contacts with prospective students and with members of their advisory boards.

**Aviation Maintenance Technology** celebrated its 50th anniversary in 2009. The program had been identified as at risk, due to low enrollment and high costs. However, in response to the concerns expressed by residents, civic leaders, and business owners in the Thief River Falls and surrounding areas, the college worked with students and other constituents to find a means to evaluate the program more deeply. One way Northland sought to evaluate the program's impact on the community was to hold a community forum80 to provide a briefing on the proposed suspension and offer possible alternatives to keep the facility and the program open. The floor was opened to gather ideas on how the college and the community could work together to revitalize the Aviation Maintenance Technology program.

The program also received a boost from the Office of the Chancellor in the form of a $100,000 grant to promote the program regionally and nationally. This was the first time the Office of the Chancellor had funded an initiative such as this, a testament to the efforts of the college and the

80 Details on the Community Meeting and letters of support can be found in Virtual Resource Room, under "Aviation Program Report"
community. In order to fill unique programs like Aviation Maintenance Technology, students from around the country are needed for sustainability. While word-of-mouth continues to be an effective method for recruiting, its range is limited. Through program sustainability efforts, one key finding of the sustainability committee working on Aviation Maintenance Technology was that the program had the potential to appeal to a national audience. Convinced of the program’s viability, the college took another leap of faith and hired a full-time Aviation Maintenance Technology Program Director with significant industry experience to spearhead marketing and recruiting efforts. In order to promote a diverse student population, advertising included student testimonials in audio and video formats. The college also used internet social networking opportunities to promote the program, particularly Google™, to enhance how the program would appear in user search lists, extending its reach beyond the region.

Northland’s Aviation Maintenance Technology program has also worked to build stronger relations with existing partners and cultivate new partners. Current partners include Grand Forks Air Force Base, University of North Dakota, Customs and Border Patrol, General Atomics, and Northrop Grumman. The program is pursuing partnerships with civil services and local economic developers. The program director credits the college for supporting its efforts to develop partnerships, not only financially but also with a high level administrative presence at roundtable discussions. One result of this partnership is a $5 million grant proposal to educate Unmanned Aircraft Systems mechanics that the college recently submitted under the federal American Recovery and Reinvestment Act of 2009, as detailed earlier in Chapter 3: Unmanned Aircraft Systems Grant Proposal.

The college’s efforts to promote the program have been successful, as the program has rebounded to 41 students as of the fall semester in FY2010, up from a low of nine students prior to the marketing and recruiting efforts. The eventual goal is 100 students. Those students will have access to an impressive range of equipment, including two Boeing 727s, a DC-9, and numerous general aviation aircraft. The facility is state-of-the-art with a 35,000 square foot hangar. In the words of the program director, There is no other A&P [Airframe and Power Plant] program like ours. We take great pride in the fact that our students are at a 100 percent placement rate upon graduation. We have been extremely successful placing our students with viable, healthy companies, allowing them to get off to a great start in their new career.

The Cardiovascular Invasive Technology program in East Grand Forks is another program that has successfully initiated an improvement plan between 2007 and 2008, one that moved the program from orange to yellow. The college hired a new faculty member to direct the program at the beginning of the sustainability process. The most rewarding aspect, according to the director, was the marketing assistance. The program now has two professionally designed brochures that can be distributed on both campuses and sent to prospective students. The program director also worked with the marketing director to create a radio advertisement and a program video to be featured on the college site. The college web designer is also working with the program director to redesign the program’s homepage at the college site. The sustainability committee was also able to provide a $500
grant for marketing. Through the efforts of the marketing staff, the local newspaper interviewed the director about the program.

These efforts raised community awareness of the program. When prospective students now contact the admissions office, their names are quickly forwarded to the director, who sends each prospect a personal letter that includes a copy of the newly designed brochure and an invitation to tour the campus. The program director has made a concerted effort to be available for visits with prospective students and to educate them and their parents about new opportunities in the field, based on her extensive experience: *I have a passion for this career, and I would like to think that it comes across when I visit with students about it. I am very forward and upfront about the pros and the cons of the job. I have conducted surveys to some of the cardiac catheter labs in North Dakota, Minnesota, and South Dakota to keep current on the pay for this job.*

Area high schools have also been contacted to arrange visits to health classes, and the college hosts a Career Expo each year where the director is available to answer questions and provide information. In addition to recruiting new students into the field, the director has also started a Cardiovascular Club on campus for current program students and for those who might be considering the field.

The efforts have paid substantial dividends, as the program moved from the orange category, with zero out of six criteria rated positively, to the yellow category, with three of six categories rated positively, within the first year of the sustainability process. The program has been full since the sustainability process began, so the director expects it to be rated green within the next two years. In her own words: *This is proof that things are working!*

The director shared one concern about the process, however. Her initial impression about the process, based on the way it was presented, was that its focus was on shutting programs down rather than building them up. The initial negative feelings and stress took some time to resolve, time that might have been spent on rebuilding the program. The director was thankful, however, that the college gave the program a chance to improve and was willing to work with her to get results.

The **Intensive Care Paramedic** program in East Grand Forks also took quick action to modify the program content to meet the emergency medical needs of area employers. The revised program began accepting students in the fall of 2009. Through the efforts of the faculty in the program, the number of declared majors rose from 18 to 32, with a prospect list of 50. Faculty members attended area career fairs and regional conferences and held informational meetings to recruit students. Program faculty members attribute their success to two main factors: their use of internet marketing with priority Google™ search terms and curriculum modifications, which included collaborating with the Firefighter program to design an Associate in Applied Science Firefighter/Paramedic degree and revising the Paramedic curriculum to reflect industry demands.

**Program Suspensions and Closures**

A complete list of program closures, suspensions, and redesigns for Northland is available from [System: Academic Program Application Summary (FY2009)](System: Academic Program Application Summary (FY2009)). Programs suspended prior to the
development of the sustainability process include Clinical Laboratory Technology, Mass Communications, Computer Service Networking (diploma only), and the Health and Fitness Specialist program. In FY2010, guided by the sustainability process, the college plans to suspend two programs: Cosmetology and Administrative Services (Thief River Falls campus only).

**Programs Closed:** Computer Networking/Support (certificate programs only), Medical Assisting, Industrial Electronics, and Pharmacy Technology (Thief River Falls campus only)

**Reflections on Program Sustainability**
The program sustainability process has proven to be a useful tool to analyze the efficiency and effectiveness of Northland's academic programs. Additionally, the process has contributed to the resurgence of some programs with declining enrollments. While program faculty members have expressed some concerns about the accuracy of data being used in the sustainability rubric, college administrators note that all programs are analyzed against the same data categories at the system level while also acknowledging that the data-gathering system is not perfect. This is an area where the faculty and administrators will be consulting with the newly-hired Director of Institutional Research.

**Assessing Student Services**
Curriculum is not the only area being assessed at the college. Beginning with the merger in 2003, Student Services has maintained a course for continuous improvement and assessment of services. The goals of the department for 2010 were developed in conjunction with the Vision 2010 strategic plan adopted in FY2005: to increase accessibility, improve communication, improve e-services, encourage professional development, develop a continuous improvement process, and increase student life opportunities. As part of the process, it was important to evaluate the current state of those services and begin the process of benchmarking. Prior to the 2005 visit from the Higher Learning Commission, an inventory of assessments used within the college was gathered. At that time, assessment within the student services area was minimal.

To address this concern, Northland's Assessment and Program Review committee invited a student services representative to the September 2006 meeting to discuss the assessment process and initiate the internal review process. Each office began the process of self-reflection and writing purpose statements. The process was interrupted due to a departmental continuous improvement project shift. One of the major projects undertaken during the continuous improvement process was the college-wide approach to assessment, orientation, and registration. The process was implemented spring 2008. It has been refined to make it work more smoothly for students and to align with the goals of the college's new strategic plan (Inspire Student Success, Cultivate High Quality Programs, Services and Employees, and Revolutionize Growth). The assessment process has been incorporated into the FY2009 Academic and Student Affairs Work Plan (available in the Virtual Resource Room). A draft version of the Student Affairs Assessment plan can be found in the Virtual Resource Room and will
be completed in FY2010. A look at how student advising would be assessed under the proposed plan illustrates the scope of the assessment process to date.

The draft assessment plan outlines purpose statements, goals, strategies, and key performance indicators for student advising. In addition, an assessment grid is included, outlining the functional area, the responsible supervisor, the assessment focus, the key performance indicators and assessment method, the frequency of the assessment, and how the results will be distributed.

**ASSESSING ADVISING**

Advising functions are under the Registrar’s office, with student visits and satisfaction as the key focus areas. Under the proposal, satisfaction would be measured annually by the Graduate Exit Survey (a local instrument) and bi-annually by the nationally-developed Community College Survey of Student Engagement and the Survey of Entering Student Engagement. The draft plan also outlines how results will be shared: in Student Affairs meetings and in presentation to the President’s Cabinet. A key part of the process was to develop a purpose statement for advising: *The purpose of advising services is to provide accurate and timely guidance toward individual educational goals.* A table outlining the goals, strategies, and key performance indicators that Student Affairs expects to use in its assessment of advising is summarized below.

**ADVISING GOALS, STRATEGIES, AND KEY PERFORMANCE INDICATORS (DRAFT)**

**Guide students toward academic reward/personal goal**

- Enhance Self-Advising Tools (DARS, catalog, website) using reports on student usage as key performance indicator

**Provide academic guidance**

- Increase advising knowledge in all areas using increased advisor use/satisfaction and annual advising training as key performance indicators

**Integrate quality academic services**

- Continue to improve communication with constituents using annual advising training and increased web registration as key performance indicators

**Assist students in developing/implementing educational plans**

- Develop self-sufficiency and self-direction in students with timely e-mail alerts about deadlines as key performance indicator

**Serve as a resource for academic programs/requirements**

- Continue to improve communication with constituents using annual advising training as key performance indicator
Foster student-centered environment focused on excellence

- Enhance self-advising tools (DARS catalog, website) using increased advisor use and satisfaction measures through CCSSE and the Graduate Exit Survey as key performance indicators.

While the assessment plan is not in its final form, Student Affairs has already begun to implement changes based on identifying areas for improvement, including the new Northland: Financial Aid Checklist.

QUALITY SERVICES BY ENGAGEMENT

<table>
<thead>
<tr>
<th>Core Components in This Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Core Component 5a</strong>: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.</td>
</tr>
<tr>
<td>2. <strong>Core Component 5b</strong>: The organization has the capacity and the commitment to engage with its identified constituencies and communities.</td>
</tr>
<tr>
<td>3. <strong>Core Component 5c</strong>: The organization demonstrates its responsiveness to those constituencies that depend on it for service.</td>
</tr>
<tr>
<td>4. <strong>Core Component 5d</strong>: Internal and external constituencies value the services the organization provides.</td>
</tr>
</tbody>
</table>

SATISFIED STAKEHOLDERS

Northland engages its students, employees, area employers and communities, and partner institutions in a variety of ways and evaluates feedback from those constituents to serve them more effectively in the future.

SATISFIED STUDENTS

Northland measures student satisfaction in many ways, including national surveys like the Noel-Levitz Student Satisfaction Inventory, the Community College Survey of Student Engagement, and the Noel-Levitz/System Priorities Survey of Online Learning. Northland also administers locally-developed surveys, such as the Survey of Enrollment Experiences, Program Graduation Exit Surveys, and the Graduate Exit Survey. The system also compiles a Graduate Followup Report. Finally, the college gathers satisfaction data through other methods, such as student focus groups.

STUDENT SATISFACTION INVENTORY

The Noel-Levitz Student Satisfaction Inventory is an instrument used by the college to measure student satisfaction and priorities prior to the fall of 2007, after which the system office encouraged colleges to begin using a common instrument that would be tracked through its accountability dashboards. The SSI reports student satisfaction in a variety of areas and how important those areas

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81 See Virtual Resource Room for the FY2007 Noel-Levitz SSI report
are to the students’ overall college experience. Results were shared at faculty and support staff in-service meetings. The most recent SSI was conducted in April 2007.

Students are asked to rank areas by importance and satisfaction, using a scale of 1-7. Individual ratings for categories were reviewed for importance and satisfaction and for any performance gaps, areas that were ranked as important to students but where their satisfaction level was ranked considerably lower.

Areas of strength for Northland included the quality of instruction and instructors, ease of registration, knowledgeable and approachable advisors, clear program requirements, a safe and welcoming campus, and up to date computer and library facilities. Areas that were classified as having significant performance gaps included course scheduling, financial aid, faculty understanding of students’ situations, parking, and concern shown by the college for individual students, areas the college is now reviewing for improvement.

Overall, Northland ranked higher than its cohort group in ease of registration, knowledgeable and approachable advisors, helpful registration and financial aid staff, a well-maintained campus, and the availability of internships or other practical experiences. There were only two areas where Northland was ranked lower than its cohort group: ease of paying bills and faculty member availability after class and during office hours.

While the college has worked to maintain its edge in areas where it was rated highly by students, it has also made efforts to address areas of concern for students. The results of those efforts can be seen in student responses to the Community College Survey of Student Engagement survey, discussed in the next section.

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT
In the fall of 2007, the college moved from the Noel-Levitz Student Satisfaction Inventory to the Community College Survey of Student Engagement\(^2\) with the expectation that it would be administered every other year. The results were presented to the faculty and staff through in-service presentations. A copy of the presentation can be found in the Virtual Resource Room.

While specific student responses to CCSSE questions appear elsewhere in this report as a measure of student satisfaction in a variety of areas, this section includes a brief summary of Northland’s results in the five benchmark areas: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.

The table below illustrates the comparison benchmark scores for Northland, its Minnesota Consortium comparison group of 11 colleges, and a national cohort group of 585 colleges. According to CCSSE guidelines, benchmark scores are the result of averaging the scores of items in each benchmark category and standardizing them along the mean of the three-year cohort.

\(^2\) See Virtual Resource Room for "CCSSE Report" and "CCSSE Benchmarks Summary"
Respondents’ scores have a mean of 50 and are weighted based on full-time and part-time status, with a standard deviation of 25. A positive score in the gap column means Northland scored higher than the comparison group, while a negative score indicates Northland scored lower.

**CCSSE 2008 Benchmarks Summary Table**

*Source: CCSSE Benchmarks Summary Report*

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Northland</th>
<th>Minnesota Consortium</th>
<th>Minnesota Gap</th>
<th>National Cohort</th>
<th>National Gap</th>
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<tr>
<td>Active/Collaborative</td>
<td>51.4</td>
<td>51.6</td>
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<td>Student Effort</td>
<td>46.6</td>
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<td>50.0</td>
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<td>+0.9</td>
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<td>Student-Faculty Interaction</td>
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<td>51.6</td>
<td>+3.7</td>
<td>50.0</td>
<td>+5.2</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>50.4</td>
<td>49.0</td>
<td>+1.4</td>
<td>50.0</td>
<td>+0.4</td>
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</tbody>
</table>

Northland scores significantly higher than both comparison groups in student-faculty interaction and in support for learners, an indication of how the college has addressed concerns raised in the previous Noel-Levitz Student Satisfaction Inventory. In related items for student-faculty interaction, respondents noted the ease of contacting faculty members electronically, reflecting the college’s effort to infuse technology. In items related to the support for learners category, Northland scored highest in providing academic and financial resources for student success. The result for student effort, however, continues to be a challenge. Student responses indicated they prepared multiple drafts of written assignments less often and prepared less for classes than did students responding in the consortium or cohort groups. On the other hand, they were more likely to seek peer tutoring or use computer labs than students in either comparison group, which may also be reflected in the higher benchmark scores under Support for Learners.

One way Northland is addressing the challenges is through its assessment of students in Composition 1, a course taken by students pursuing associate degrees. As a part of the assessment rubric, students are evaluated on evidence and quality of multiple drafts for assignments. Another way Northland is looking at ways to improve student effort is by participating in a system-wide Student Engagement Institute in FY2010, involving faculty members and administrators.

**Online Student Satisfaction**

As a member of the Distance Minnesota consortium, Northland receives data each semester from the Noel-Levitz Priorities Survey of Online Learners. This survey is benchmarked nationally against more than 57,000 online completers, system-wide, against more than 5,700 completers, and regionally within the consortium institutions. Ongoing results are available at [Distance Minnesota: Quality System](#). The survey measures priorities and satisfaction in five areas (access, engagement, support for learners, student-faculty interaction, and academic challenge).

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See Virtual Resource Room
learning, satisfaction, and affordability). The survey also measures factors influencing enrollment and overall perceptions. The following results from FY2008 (the most current available) are from students who listed Northland as their home campus. It is important to note that Northland instructors also teach online courses that might include non-Northland students and that Northland students may have non-Northland instructors for their online courses.

By category, 80 percent of respondents were female, 89 percent identified themselves as White, and 67 percent identified themselves as 25 or older. Northland scored at or above consortium, system, and national norms in the following areas: reliable platform, ability to stay on track with educational goals through online education, appropriate instructional materials, sufficient offerings, and convenient registration, billing, and payment procedures. Areas where Northland scored below consortium, system, and national norms included faculty responsiveness to student needs, usefulness of interactions with online instructors, quality of instruction, timely feedback, program advisor availability, and adequate financial aid.

Although there were areas where Northland students rated their online experiences below established norms, ratings were trending upwards in program advisor availability, timely feedback, and adequate financial aid.

In its action plan for FY2009, the consortium focused on three areas: improving the online learning and teaching experience, further developing online library access, and providing more readily accessible information about student services and contact information for a variety of concerns. Online faculty workshops were held in the fall of 2008, and other efforts included extensive library promotion through brochures and e-mail, upgrading Distance Minnesota: Online Student Support services, and instituting Distance Minnesota: Online Staff Support services.

SURVEY OF ENROLLMENT EXPERIENCES
The Survey of Enrollment Experiences is a locally-developed survey that asks new students about their experiences learning about and becoming a student at Northland. The survey also asks students about their listening, viewing, and reading of various media. The responses are aggregated and used to improve services and for targeted marketing efforts.

Before 2008, the Survey of Enrollment Experiences was administered during orientation and registration sessions. In the fall of 2008, the survey was administered electronically in the middle of the semester, via e-mail notification to students after they had an opportunity to experience the services being examined. The survey was also placed in an electronic format by using the online GroupLink process to make it easier to administer and calculate results. The results for FY2008 and FY2009 are summarized below.

Students were asked to rate their satisfaction in various categories on a four-point scale. Of particular interest to the college was the ease of finding information about available services.

84 Complete results available in Virtual Resource Room
Students agreed that Northland was successful here. In FY2008, over 95 percent of respondents said it was easy or very easy to obtain information from the college, compared with 96 percent in FY2009. When assessing the helpfulness of information found at the website, 73 percent chose *helpful* or *very helpful* in FY2008, which increased significantly in FY2009, to 94 percent. While there are a number of possible explanations for the increase, it should also be noted that during the same time, the college website underwent substantial redesign, based in part on feedback from students and employees.

Once students made the decision to apply, they rated the acceptance process as *easy* or *very easy*, at over 98 percent in FY2008 and FY2009. Services provided by academic advising and planning staff members were also highly rated, with 89 percent selecting *satisfied* or *very satisfied* in FY2008, and 90 percent in FY2009. While results for financial aid services were slightly lower, with 71.5 percent stating they were *satisfied* or *very satisfied* with services provided in FY2008 and 72 percent in FY2009, the college is encouraged that such a high percentage of students expressed satisfaction, given the current economic climate. Finally, the ratings for faculty members were encouraging. These employees play a key role in the enrollment process, often making personal contacts, giving tours, and discussing the program with prospective students and their families in addition to their roles as instructors. This was one of the highest rated areas in the survey, with 93.8 percent of respondents stating they were *satisfied* or *very satisfied* with the instruction provided in FY2008 and 94 percent in FY2009.

**Survey of Entering Student Engagement**

Beginning in the fall semester of 2009, Northland began administering the *Survey of Entering Student Engagement* in place of the locally developed Survey of Enrollment Experiences. The survey is a companion piece to the CCSSE survey, a tool that *helps community and technical colleges focus on the "front door" of the college experience*, according to its creators. The data can be used to help colleges understand students’ critical early experiences as well as improving institutional practices affecting student success in the first year of college. SENSE is grounded in research in successful components of retention and support for students. Northland administered the survey during the fourth and fifth weeks of the fall term in 2009 to students in randomly selected courses from those most likely to enroll entering students, with results expected in the spring of 2010.

**Program Exit Surveys**

Northland surveys program graduates using a variety of formats. A list of questions for programs can be found at [Northland: Exit Surveys](#). Copies of these redacted program exit surveys from FY2007 through FY2009 are available in the Virtual Resource Room. This section highlights results from the Liberal Arts survey. The Liberal Arts Program Exit Survey[^85] was first administered to Liberal Arts graduates in the spring of 2008 and has continued each spring as part of the application for graduation. This locally-developed survey provides an indirect measure of student achievement.

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[^85]: Results are available in the Virtual Resource Room
of institutional learner outcomes and Liberal Arts program learner outcomes. In this capacity, the survey plays a role in the assessment and program review process for Liberal Arts. The survey also measures student satisfaction with the Liberal Arts program through its final question, where students are asked to comment on their experience as Liberal Arts majors at Northland, particularly in light of program outcomes that they rated highly or poorly.

Results from the survey with respect to student satisfaction show an overwhelmingly positive response. Of 24 comments received on the 2008 survey, 22 were positive while only two offered what could be viewed as constructive criticisms (more quiet space to study, more upper level course offerings). Of 16 comments received on the 2009 survey, none of the comments were wholly critical, although a few offered constructive criticisms. Overall, positive comments from both surveys run a wide range, from general comments about small class sizes or studying at Northland being an enjoyable experience to specific comments such as courses helping develop communication skills or the experience at Northland being superior to prior experiences at other institutions. It should be noted that specific references to instructors were removed from the surveys analyzed for this report.

With respect to attainment of learner outcomes, both surveys demonstrate largely positive results. For the eleven questions related to a program learner outcome, only one question had more than 10 percent of respondents reporting their attainment of the outcome was either poor or not applicable, and that occurred in only one year. This question (Question 10, 2008 Survey) pertains to evaluating appropriate social institutions and processes across a wide range of historical periods and cultures.

As the Liberal Arts program goes through its program review process in FY2011, these surveys will be analyzed more closely for strengths and weaknesses in students' perceptions of having met program learner outcomes.

**GRADUATE EXIT SURVEY**

The Graduate Exit Survey is a locally-developed instrument administered by the Retention committee to measure exiting student satisfaction with student services, such as advising, admissions, bookstore, business office, counseling, learning services/disability services, financial aid, intramurals, student organizations/clubs, and technology. Redacted comments from FY2008 and complete results from FY2009 will be available at the time of the site visit. Other results are presented below:

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86 A comparison of results from FY2006 to FY2008 can be found in the Virtual Resource Room
**SURVEY RESULTS FY2006-FY2008**

68 GRADUATE EXIT SURVEY OVERALL SATISFACTION

69 GRADUATE EXIT SURVEY SATISFACTION BY SERVICE AREA
In comparing results from FY2006 through FY2008 shown above, several trends emerge. One of the most significant is that over 80 percent of students rate their overall experience as a 4 or 5 on a 5-point scale. The percentage of students rating their overall experience as a 1 or 2 has been
consistently under 5 percent. When looking at specific categories related to services, there has been an upward trend in the satisfaction ratings for the bookstore, counseling, intramurals, learning services, student organizations, and technology, perhaps reflecting the impact of the college's focus on student life activities through grant-funded positions and other initiatives discussed in this report.

There are areas where the results are trending downward (academic advising, financial aid, and orientation), which will be part of the ongoing focus of the Retention committee and the college as a whole. The college recently revised its online advising, orientation, and registration procedures (see Northland: Online Orientation), one way Northland is responding to student concerns.

**Graduate Followup Report**

Northland receives an annual Graduate Followup Report from the system detailing where the institution's graduates are going, whether into the workforce or on to other colleges. The information is sent to administrators and the faculty to review and respond. A closer look at the results for students graduating in FY2008 (the most recent year for which data is available) demonstrates why Northland is exceeding system guidelines for related placement of graduates. Of the 87 certificate/diploma/degree program areas reporting, 61 reported 100 percent related field placement for graduates, while only 8 reported having no graduates. Of the remaining 18, only 4 reported related field placement rates of 75 percent or less.

The success of Northland's graduates has also been noted by the Minnesota Office of the Legislative Auditor in its most recent report (2009) available at the Minnesota Office of the Legislative Auditor: System Occupational Programs. In the report, the auditor's office noted the college's related employment rate for graduates in occupational programs ranged from 97.3 to 98.0 percent in 2006 and 2007, and related employment for all graduates from 2004-2006 ranged from 97.1 to 98.0 percent.

**Student Focus Groups**

In addition to surveys, Northland also gathers input from students through focus groups. The first Student Forum/Student Dialogue on student retention took place in April 2005 and continues annually. Students are invited by e-mail and through posters displayed throughout the college to attend small group sessions with food provided, where they are asked to respond to four questions:

1. What do you need as a student at Northland?
2. Do you feel that the faculty and college employees are understanding of your personal and educational needs? Why or Why not?

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87 Results for 2003-2007 in Virtual Resource Room
3. If you could change two things about Northland, what two areas would you change and why?
4. What suggestions do you have to help Northland help you achieve your educational goals?

A qualitative approach is used to record responses, noting areas of concern and analyzing those areas for trends and themes. The Student Affairs office then analyzes ways in which it can respond or apply action strategies. The Retention Committee recently publicized its responses in the *Northland: Pioneer News* in a series of articles, *You Came, We Listened*. Some of the concerns expressed and actions taken in response to the FY2008 dialogue are summarized below, as well as concerns from the FY2009 dialogue, which are presently being reviewed.

**Updated Grades**

- More faculty now using D2L for grades
- Some grades may be cumulative (participation), so not entered until end of semester
- Also important to communicate with instructor

**Courtesy from Fellow Students/Employees**

- Respect for learning styles
- Be aware of possibly offensive language
- Listening non-judgmentally
- Compassion for student's life outside school

**Quiet in the Commons**

- Commons is a public area
- Consider library or study lounges

**Paying for Printing**

- First 400 copies no additional charge
- Promotes less waste

**Prepaid Meal Plans**

- Now available

**More Scholarships**

- East Grand Forks now part of Northland Foundation
- Approximately $100,000 awarded FY2008

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89 See Virtual Resource Room
Portal Logins for D2L/Netmail

• Not allowed under the license agreement with D2L

D2L Orientation

• In person classes first week
• ORI1001 course in D2L
• Northland web tutorials

Career Counseling

• Kuder Career Planning System online
• Individual Appointments available
• Group sessions announced in Pioneer Newsletter

STUDENT DIALOGUES: FY2009 RETENTION DIALOGUE SUMMARY AND RESPONSES

Student comments from the FY2009 dialogue sessions\(^\text{90}\) have been grouped into three categories: Academic Resources and Assistance, Community Life and Future Building, and Social Engagement and Involvement Experiences. Within each category, a summary of student comments appears. Northland's plan to address the concerns appears at the end of the three categories.

Academic Resources and Assistance

• Lack of (and need for) Infant/Child Care was noted extensively
• Expand Library Hours and Testing Center hours
• Fitness Center (Weight Room) open more during the weekend
• Having a gym/workout area for students
• Returning Student Scholarships be disbursed in January instead of March
• More hours for facilities access on weekends
• More regular e-mail contact with some faculty
• More tolerance of laptop usage in classrooms
• Have a student-given award for teaching excellence voted on by the student body
• Have a live-chat feature in D2L
• When discussions take place dealing with academic honesty, make sure the discussions are discreet and private

Community Life and Future Building

• More cultural exchange and cultural interaction activities between students
• Vote for which intramurals will be offered rather than selecting from a list
• More activities that are child/family accessible

\(^{90}\) The complete text of comments is available in the Virtual Resource Room
- Be aware of age issues and barriers as well as valuable experiences those students bring to Northland

**Social Engagement and Involvement Experiences**

- Continuity and carryover of leadership, advisors, mentors for 1-year technical clubs to make it easier to recruit members, generate interest
- Lists of whom to contact in clubs for help and guidance
- Promote clubs through the website as a leadership opportunity, interactive club that promotes networking and developing relationships
- More investment in scholarships
- Step by Step Financial Aid guide
- Have a group Financial Aid application day at the computers with facilitators to help

**Northland’s Response to FY2009 Student Dialogues**

In examining the suggestions from the Student Dialogues, it became apparent from the analysis that several of the suggestions are similar to those received in past dialogues, such as a simplified financial aid process. The financial aid checklist that has already been incorporated into Northland: Financial Aid is one way the college is addressing concerns. Other suggestions could be easily incorporated into existing recruitment/admissions materials and are being considered as the college redesigns those materials. Creating a list of clubs and student organizations has been incorporated into the redesign of the Northland: Student Life web page. Some suggestions, such as the disbursement times of Northland's Foundation Scholarships, have been forwarded to the Northland Foundation Director for consideration.

Several of the suggestions would require additional resources (either administrative or financial) or the reorientation of resources. During lean budget times, it may not be feasible for the college to act on some suggestions such as providing infant/child care, expanding library hours, or expanding access to facilities.

Because student dialogues collect qualitative data from students who chose to attend, and because several of the suggestions would require a significant reallocation of resources, the college would prefer not to base significant capital decisions on the dialogues alone. It should also be noted that because the dialogues drew a self-selected group of students, the results themselves are not based on a random sampling. This is an area where the college will be looking to the new Director of Institutional Research for suggestions, particularly in analyzing results gathered from the fall 2009 SENSE survey discussed earlier in this chapter. As a randomized survey, SENSE provides quantitative data that may increase its validity when used as a basis for revising the array of student services offered by Northland.

**Satisfied Employees**

Northland employees find satisfaction in the workplace, as indicated by survey data included in this section.
**INSTITUTIONAL PRIORITIES SURVEY**

The Noel-Levitz Institutional Priorities Survey\(^1\) was an instrument used prior to 2008 as the parallel to the Student Satisfaction Inventory. The IPS gave employees the opportunity to reflect on college climate issues as well. The college expects to offer a survey again in FY2010 but has not made a final determination. The interruption is due to the system's decision to begin using the Community College Survey of Student Engagement to gather student responses to climate issues. In the past, the Noel-Levitz Institutional Priorities Survey was administered at the same time as the Student Satisfaction Inventory.

The results summarized on the Strategic Planning Overview (see page 1 of the Noel-Levitz IPS in the Virtual Resource Room) indicate that Northland employees believe faculty members, counselors, staff members, and advisors are knowledgeable and caring about students as individuals, that the campus is a safe and welcoming place, and that tutoring services are readily available. Areas that respondents felt were challenges for the institution included perceptions of fair treatment of students, financial aid concerns, and concerns about course scheduling creating conflicts for students.

Areas where Northland was ranked higher than its cohort colleges included knowledgeable and approachable advisors, counselors, and admissions staff, all of whom were also ranked higher than their cohort peers in caring about students. In addition, laboratory equipment, tutoring services, and the condition of the campus were also rated higher than those of cohort schools. The only area where Northland was ranked lower than its cohort colleges was in the amount of financial aid available for students. The results of the survey were also presented to the faculty and staff at in-service meetings, in conjunction with the Student Satisfaction Inventory results.

There has been extensive discussion during the strategic planning process about how to measure campus climate/employee satisfaction. The college has struggled with the issue of whether satisfaction can be positively correlated with quality. There has been discussion about strategies to utilize a net promoter score, a statistic used frequently by Northland's Center for Outreach and Innovation, as noted in the previous chapter, where participants are asked to respond to a prompt, such as "How likely would you be to recommend Northland as a place to work or go to school?" with a rating between 0 and 10. The NPS is achieved by calculating the percentage of 9-10 ratings and subtracting the percentage of 0-6 ratings. Ratings of 7-8 are eliminated and the result is the Net Promoter Score.

**SATISFIED COMMUNITY MEMBERS**

Northland has a strong presence in the communities it serves and is a valued partner as indicated by the examples below.

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\(^1\) See Virtual Resource Room for the Noel-Levitz IPS for FY2007
PROGRAMS AND STUDENTS SERVING THE REGION

In addition to the service learning projects discussed in Chapter 5: Service Learning at Northland, the college also participates in outreach efforts to area employers and community members through various programs on each campus.

MANAGEMENT EDUCATION: SERVING AGRIBUSINESS

Management Education, one of Northland's largest programs, has been serving farm producers in the region and state for over 50 years, since the establishment of the Thief River Falls Area Vocational School in 1949. Management Education became credit-based in FY1992. In FY2008, the program enrolled an average of approximately 600 students per semester, delivering 6693 credits. The program covers all aspects of agribusiness management from strategic goal setting, production, employee relations, commodity marketing, decision-making, record keeping/accounting, and all aspects of financial management. Instruction is tailored to the individual needs of the farm or agribusiness, with 14 instructors working from 11 management sites throughout northwestern Minnesota. Details about the diplomas and certificates offered can be found in Chapter 2: Programs.

The Minnesota State Colleges and Universities system recently entered into an arrangement with Worldwide Instructional Delivery Systems in an effort to upgrade curriculum to meet the anticipated needs of agribusiness. The WIDS process began with a two-day event involving current farm business owners and Management Education faculty members from around the state. The focus was farmers' current business duties, responsibilities, and activities in relation to existing curriculum. Participants then considered how curriculum might be revised to meet those needs. This extensive, broad-based process will help to align the statewide curriculum with current and anticipated agribusiness needs. Northland faculty members are currently evaluating and revising curriculum to meet those needs for FY2010, with the expectation that the system will be operational in FY2011.

Another example how the college serves area agribusiness is the expanded use of technology through WebEx delivery systems for faculty professional development as well as student course delivery of more broad-based topics. Management faculty members also compile annual state, regional, and local financial database averages used for benchmarking production and a wide variety of farm financial ratios. This database is not only a valuable research resource locally; it is also used statewide, nationally, and globally. Minnesota's database has a reputation as the standard for providing farm financial information that can be used for potential economic development and other agribusiness calculations.

ANNIE’S PROJECT

Annie's Project is an example of Northland's service to area agribusiness with a focus on women. In 2007 and 2008, the college hosted a series of sessions, collaborating with farm extension agents from the University of Minnesota and North Dakota State University. Annie's Project was funded with a grant from the United States Department of Agriculture Risk Management Agency. Other sponsors
included Ag Country Farm Credit Services and the Minnesota Association of Wheat Growers. The mission of Annie's Project is to empower women in agribusiness to be more effective business partners through networking and managing critical information. With many of the college's Management Education students being male, Annie's Project also served as an excellent way to educate many spouses of Northland's Management Education students.

The project involved six sessions, covering topics such as land leases, crop insurance, goal setting, and balance sheets. The program relied primarily on Northland's faculty members, but other agribusiness professionals also contributed their expertise, including crop insurance agents, elevator managers, and Farm Service Agency county directors. The program trained approximately 40 women over the course of two years. Class sizes were restricted to be able to utilize computer labs and to encourage discussion and networking. Based on feedback from participants, members of the Management Education faculty are considering adding new sessions in the future if funding can be secured.

**HEALTH FAIRS**

Practical Nursing students assist local health care providers with flu shot clinics and with hearing and vision screening in area elementary schools. Each fall, approximately 1,000 flu shots are administered by approximately 250 Northland students in clinical settings and at a drive through clinic. Members of the community are also invited to campus activities for demonstrations on car seat safety, smoking cessation, hypertension, and gluten-free diets. Free blood pressure screening and pulse oximetry to measure oxygen saturation levels are available during these demonstrations. Blood drives have also been held in conjunction with the Health Fair.

**SATISFIED PARTNER INSTITUTIONS**

As part of a five-year marketing study, Northland surveyed its transfer partners in the region in 2004 to determine how well its students were prepared for transfer to four-year institutions. Institutions that responded were:

- University of North Dakota
- Bemidji State University
- University of Minnesota Crookston
- Minnesota State University Moorhead
- North Dakota State University
- St. Cloud State University

The institutions had a positive impression of Northland's abilities to prepare and advise transfer students appropriately. *Very knowledgeable, well prepared, excellent job, good to work with, go the extra mile, and more than willing to cooperate* were phrases that occurred most often in the respondents' comments about their experiences with Northland students and transfer staff. One

92 See "DH Research" in the Virtual Resource Room
comment in particular is worth noting in its entirety: *They view us (UND) as a partner, not just a competitor. We are constantly expanding the types of agreements we have between the two institutions and NCTC is always more than willing to cooperate in the best interests of the students.* As noted elsewhere in this report, Northland continues to nurture its relationship with University of North Dakota, not only in the partnership being developed for training Unmanned Aerial Systems/Unmanned Aerial Vehicles mechanics in the Aviation Maintenance Technology program but also in the college's plan to invite a UND transfer representative to have a full-time presence at the institution.

Two areas raised by respondents where they felt Northland could enhance the transfer process were the development of more articulation agreements and the preparation of guide sheets for each transfer institution. In response, the college has made a number of resources available on its website and has informed students about how to access the information, as noted in Chapter 2: Transfer Information.

**REFLECTIONS ON SHARING RESULTS**

While Northland gathers significant pieces of institutional effectiveness data, it has lacked a systematic review, analysis, and planning process for improvement. In response to concerns over the disjointed data collection and analysis process, the college appointed volunteer faculty, staff, and administrators to form a college-wide institutional research work group in FY2009 to begin the process of identifying college survey data and developing mechanisms to catalogue results. A second aim of the work group was to make information available to the entire college community in an electronic environment through Northland’s GroupLink system and through the self-study report and Virtual Resource Room, available to all employees through Northland's online learning management system, Desire2Learn. The initial work of the committee made it easier to report results to the community and laid a foundation for approval of an important leadership position, the Director of Institutional Research, who will lead Northland's efforts in effect data collection, cataloguing, analysis, and planning for improvement, beginning in FY2010.

Survey results are also shared with Cabinet members at the annual summer planning retreat. In addition, action strategies for institutional research and key benchmarks will be identified and reported on a regular basis as progress checkpoints of institutional effectiveness.

The college also uses its website to inform constituents about programs, opportunities, and activities as well as to collect feedback and suggestions. In addition, graduates and current students can visit Northland: Placement Services for information on job openings and career advice.
QUALITY EMPLOYEES BY COMMITMENT

Core Components in This Section

- Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- Core Component 1e: The organization upholds and protects its integrity.
- Core Component 3b: The organization values and supports effective teaching.
- Core Component 3c: The organization creates effective learning environments.
- Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
- Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

COMMitted to Collegiality

As a merged college, Northland continues to explore ways to foster a one-college identity. To that end, a number of forums have emerged to encourage collegiality.

College-Wide In-Services

Northland holds college-wide in-service days in the fall and spring for the faculty and in the fall for support staff members to provide opportunities for programs, disciplines, and departments to meet and for senior administrators to present state-of-the-college addresses. Issues that have been the focus of recent in-service days include curriculum, assessment, and strategic planning. Professional development is another focus of in-service days, providing an opportunity for mandatory training as well as emerging opportunities such as dealing with the large influx of immigrant students and returning veterans.

Coffee and Conversation with the President

When President Temte assumed the presidency of Northland in 2006, she initiated a new means of encouraging informal, open communications with employees and students. She has offered monthly Coffee and Conversation with the President opportunities on both campuses. These hour-long events are held in conference rooms or the Commons area, coinciding with each campus's regular All-Employee

93 Copies of agendas for faculty and support staff in-services from 2005 through 2009 are available in the Virtual Resource Room
meetings. The times are published in the weekly Pioneer News and publicized in posters placed around the campus. The president has found this method of open communication to be beneficial. Employees and students visit with President Temte about a variety of issues such as campus improvement ideas or concerns about class scheduling. The president forwards these issues to staff members for response or action when necessary.

**ALL-EMPLOYEE MEETINGS**

The president also conducts monthly meetings for all employees on each campus. The meetings are typically one hour during the academic year and usually scheduled for morning and afternoon on the same day to allow more employees to attend. Recently meetings have been scheduled over the college's interactive video network to allow employees on the other campus to participate if they were not able to attend the meeting on their own campus. The purpose of the meetings is to discuss and communicate issues such as funding, legislation, board of trustees' actions, statewide initiatives, bonding project updates, enrollments, and planning activities. The meetings are also an opportunity for the president to highlight accomplishments of employees. Due to the length of the meeting, much of the communication is one-way, but President Temte encourages employees to contact her if they have ideas and opinions they wish to share with her, including the Coffee and Conversation sessions described earlier.

Attendance at the meetings typically varies from 20 to 40 employees per session. Agendas are distributed several days in advance and are posted at the college site for review.

**WEEKLY COMMUNICATIONS**

**PIONEER NEWS**

Employees and students are able to stay informed about college activities through the Northland: Pioneer News, a weekly online publication of news and events, including college-wide and campus-based items of interest.

**WEEKLY BULLETINS/PRESIDENT'S BLOG**

Beginning in the fall of 2009, President Temte also began updating the Northland Community on issues of interest through a weekly e-mail bulletin, also available at Northland: President's Blog. In her initial e-mail, President Temte encouraged employees to suggest future topics of interest. The first bulletin celebrated key milestones for the college, including a significant increase in FYE, from 1233 to 1318, with numbers expected to grow even further when the Management Education students began enrolling after the fall harvest. The president also noted that during her time in the Minnesota State Fair booth she had the opportunity to talk to many more parents about the opportunities available at community and technical colleges, a marked change from previous years when parents were more likely to focus on the system's four-year partners.
COMMITTED TO INTEGRITY
Northland is committed to integrity at all levels. The college maintains its integrity through faculty credentialing and program advisory boards, through its participation in the Minnesota Transfer Curriculum, through its expectation of ethical conduct, and through outside audits.

CREDENTIALING AND INDUSTRY STANDARDS
The college follows the Minnesota State Colleges and Universities system credentialing standards for faculty members in both the technical and general education areas. Technical program curriculum is developed and revised with the use of program advisory committees drawn from business and industry and approved by the Academic Affairs and Standards Council. Curriculum is generated by the faculty in consultation with college administration and is approved by the Academic Affairs and Standards Council.

MINNESOTA TRANSFER CURRICULUM
Transfer courses in the MNTC: Minnesota Transfer Curriculum are clearly identified at Northland: Transfer and in the degree requirements available in printed form for students. Northland’s transfer curriculum review report outlines the process used by the college to determine eligible Minnesota Transfer Curriculum courses, available in the Virtual Resource Room and at Northland: MNTC Review Report. Completion of a defined transfer curriculum in an associate degree program at one institution enables a student to receive credit for all lower division general education upon admission to any other institution.

Students who complete the curriculum are certified in the ten areas of competency by the faculty at the sending institution as noted in Chapter 3: Working with Area Institutions. Students who do not complete the degree before transferring have their courses evaluated for transfer by existing lists of course equivalencies. Legislation such as the Minnesota Statutes: Higher Education Bill 2001 provides a framework for how the Minnesota Transfer Curriculum is governed. In addition, MNTC: System Memorandums and Best Practice Guidelines are used to evaluate and improve the transfer curriculum.

SYSTEM CODE OF CONDUCT
An important element of a quality learning environment is having employees who behave in a professional and ethical manner. All employees are required to complete ethics training, which includes orientation in the System: Employee Code of Conduct (also available in the Virtual Resource Room) based on Minnesota Statutes: 43A.38 Code of Ethics. This statue is reprinted verbatim as Northland's Policy 1050: Code of Ethics. This code applies to all employees of the Minnesota State Colleges and Universities system. Employee training takes place and is tracked through the college's Desire2Learn learning management system.
AUDITS TO MEASURE INTEGRITY
Northland’s expectation of the highest professional standards in its employees has been validated by external sources as well. The college is audited regularly by a number of agencies for compliance with established standards. One such audit is conducted on a three-year cycle by the Minnesota Office of the Legislative Auditor, the system Financial Audit Report. The objective of the audit is to evaluate college internal controls and legal compliance. The table below summarizes findings from FY2007 through FY2009.

SYSTEM FINANCIAL AUDIT REPORT SUMMARY

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<th>Status</th>
<th>Critical</th>
<th>Important</th>
<th>Limited Impact</th>
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<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Items resolved since 7/2/2008</td>
<td>1</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Unresolved items as of 6/30/2009</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Critical items merit immediate attention and remedy; Important items may develop into serious problems but do not show evidence of immediate, adverse consequences; Limited Impact items indicate a problem has limited consequences and low risk.

Critical Finding 1: The college did not ensure that access to the computerized business systems was adequately restricted and did not define mitigating defective controls.

Northland addressed this finding by making several improvements in restricting rights, although this continues to be an issue for many system institutions. Of the eight campuses audited by the Office of the Legislative Auditor in FY2009, all of them were cited for security rights issues. Part of this is due to flaws in the design of the Integrated State Record System with some security modules being too expansive and in conflict with other modules needed by one individual. The follow up report from the auditors noted Northland had made significant strides over the past year reducing the number of employees with incompatible or inappropriate security rights. Further restrictions, the auditors noted, would make it likely that employees would not be able to perform necessary duties. Northland has defined and implemented mitigating controls, according to the report, with just a few conflicts remaining.

The Limited Impact finding referred to the need for improved oversight of program advisory boards. Northland’s response to this finding can be found in Chapter 3: Program Advisory Boards.

SYSTEM CONTRACTS
Northland also operates with integrity regarding its relationships with external constituents. The college uses standard system contracts available at System: Contracts, as required by Minnesota

94 See Virtual Resource Room for reports from FY2003-FY2009
statutes to outline expectations for each party. These contracts include purchasing, clinical and internship agreements, professional and technical services, and consortium agreements. Any contracts may be reviewed by the system’s general counsel if either party requests changes to language that might change the scope or intent of the contract.

**COMMMITTED TO PROFESSIONAL DEVELOPMENT**

Northland offers professional development opportunities to all administrators, faculty, and staff members, another way the college demonstrates its commitment to quality employees. Prime examples include professional development and grant funds available for faculty members and tuition reimbursement for employees and immediate family members, along with a variety of other methods of supporting teaching and learning.

The net result is a strong culture of learning at the college. However, there are also areas for improvement. These include the sharing of knowledge among groups and areas where Northland has not yet come into a common practice and procedure, such as the process for disbursing professional development funds as part of the ongoing merger process.

One area where the college does observe a common practice and procedure is through its adherence to the contracts that the Minnesota State Colleges and Universities maintain with the various collective bargaining units, including Minnesota State College Faculty, Minnesota Association of Professional Employees, American Federation of State, County, and Municipal Employees, Middle Management Association, Commissioner’s Plan, Managerial, and System Administrators. These contracts support the life of learning through tuition reimbursement for employees and institutional tuition waivers for family members.

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95 Copies of the most recent contracts in Virtual Resource Room
TUITION REIMBURSEMENT AND CONTINUING EDUCATION

The two tables below show the use of this resource by the respective groups.

UNDERGRADUATE CREDIT: NORTHLAND OR (SYSTEM INSTITUTION)

*Source:* Human Resources

<table>
<thead>
<tr>
<th>Classification</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>29 (3)</td>
<td>34 (0)</td>
<td>48 (14)</td>
<td>95</td>
</tr>
<tr>
<td>Faculty</td>
<td>55 (79)</td>
<td>121 (96)</td>
<td>79 (52)</td>
<td>168</td>
</tr>
<tr>
<td>Administration</td>
<td>3 (0)</td>
<td>18 (6)</td>
<td>2 (12)</td>
<td>16</td>
</tr>
<tr>
<td>Employee Family</td>
<td>332 (180)</td>
<td>358 (106)</td>
<td>229 (137)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>419 (262)</strong></td>
<td><strong>531 (208)</strong></td>
<td><strong>358 (215)</strong></td>
<td><strong>479</strong></td>
</tr>
</tbody>
</table>

GRADUATE CREDIT: OTHER SYSTEM INSTITUTIONS

*Source:* Human Resources

<table>
<thead>
<tr>
<th>Classification</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty</td>
<td>98</td>
<td>131</td>
<td>144</td>
<td>113</td>
</tr>
<tr>
<td>Administration</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Employee Family</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>137</strong></td>
<td><strong>147</strong></td>
<td><strong>113</strong></td>
</tr>
</tbody>
</table>

It is worth noting that the reimbursement applies to only Minnesota State Colleges and Universities, so data reported here does not reflect all of the continuing education employees may pursue outside of the system. As a case in point, the System Administrators Plan allows for 50 percent reimbursement of tuition for non-system colleges. Currently, two college administrators are taking advantage of this benefit in order to complete their doctoral degrees through the University of North Dakota.

The tables above reflect an environment in which continuing education is valued by employees and their families. In addition to the tuition reimbursement process, faculty members receive support for continuing education through professional development dollars.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

An important way to demonstrate that an institution values the acquisition of knowledge and skills and the exercise of intellectual inquiry is through support of faculty/staff professional development.

96 For FY2009, new system procedure for reporting this data means other system institution comparison data is not available.
**Faculty Development**

One way faculty members can fund their professional development is through designated bargaining unit funds. These funds ($250 per each faculty FTE) are referred to as Skills for Teaching and Technical Updating Funds in East Grand Forks and as Professional Development Funds in Thief River Falls. Funds are used for a variety of professional development activities. It is important to note that each campus has elected to remain a separate faculty chapter in order to have two votes at the delegate assembly. As separate chapters, they receive and distribute professional development funds according to established practices. Since not all faculty members use their individual funds each year on either campus, faculty members may be able to access more than the $250 annual allotment. The tables below show how these funds were distributed on each campus for the past several years. It should be noted that chapters are allowed to carry over no more than one-third of their professional development fund allotment, which accounts for the difference in the total budgeted and the total awarded, as some funds are carried forward.

**East Grand Forks Professional Development Funds**

*Source: MSCF Chapter Financial Officer and Campus Business Manager*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budget</td>
<td>$23,167</td>
<td>$23,283</td>
<td>$30,160</td>
<td>$33,380</td>
<td>$28,520</td>
</tr>
<tr>
<td>Total Awarded</td>
<td>$16,612</td>
<td>$13,788</td>
<td>$19,134</td>
<td>$21,270</td>
<td>$28,295</td>
</tr>
<tr>
<td>Number Awarded</td>
<td>NA</td>
<td>NA</td>
<td>41</td>
<td>30</td>
<td>47</td>
</tr>
<tr>
<td>Tuition</td>
<td>$1,164</td>
<td>$603</td>
<td>$1,089</td>
<td>0</td>
<td>$3,893</td>
</tr>
<tr>
<td>In State Travel/Lodging</td>
<td>$6,989</td>
<td>$5,832</td>
<td>$1,223</td>
<td>$5,599</td>
<td>$5,184</td>
</tr>
<tr>
<td>Out State Travel/Lodging</td>
<td>$7,463</td>
<td>$4,784</td>
<td>$10,922</td>
<td>$12,331</td>
<td>$11,609</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$888</td>
<td>$1,300</td>
<td>$5,777</td>
<td>$3,070</td>
<td>$6,731</td>
</tr>
<tr>
<td>Dues/Memberships</td>
<td>$80</td>
<td>$498</td>
<td>0</td>
<td>$160</td>
<td>$325</td>
</tr>
<tr>
<td>Misc (supplies, books, etc)</td>
<td>$28</td>
<td>$771</td>
<td>$123</td>
<td>$110</td>
<td>$553</td>
</tr>
</tbody>
</table>

**Thief River Falls Professional Development Funds**

*Source: MSCF Chapter Financial Officer and Campus Business Manager*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budget</td>
<td>$33,667</td>
<td>$30,063</td>
<td>$29,319</td>
<td>$33,341</td>
<td>$29,957</td>
</tr>
<tr>
<td>Total Awarded</td>
<td>$28,854</td>
<td>$28,484</td>
<td>$22,043</td>
<td>$21,942</td>
<td>$28,166</td>
</tr>
<tr>
<td>Number Awarded</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Tuition</td>
<td>$4,144</td>
<td>$2,545</td>
<td>$883</td>
<td>$1,036</td>
<td>$686</td>
</tr>
<tr>
<td>In State Travel/Lodging</td>
<td>$8,729</td>
<td>$14,168</td>
<td>$11,563</td>
<td>$10,034</td>
<td>$7,055</td>
</tr>
<tr>
<td>Out State Travel/Lodging</td>
<td>$12,425</td>
<td>$7,972</td>
<td>$3,951</td>
<td>$6,088</td>
<td>$12,637</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$2,652</td>
<td>$2,807</td>
<td>$4,272</td>
<td>$3,173</td>
<td>$5,543</td>
</tr>
<tr>
<td>Dues/Memberships</td>
<td>0</td>
<td>$597</td>
<td>$470</td>
<td>$515</td>
<td>$488</td>
</tr>
<tr>
<td>Misc (supplies, books, etc)</td>
<td>$904</td>
<td>$395</td>
<td>$904</td>
<td>$1,096</td>
<td>$1,757</td>
</tr>
</tbody>
</table>
In addition to the professional development funding noted above, Northland also dedicates approximately $500,000 annually to professional development through several funding sources, disbursed via different methods, such as credit card and payroll advances. This makes it difficult to track specific funds by specific accounts. Tracking funds by object code, which indicates the purpose for which funds are spent, fails to isolate whether in-state travel funds are spent on professional development or attending in-state mandatory meetings. The table below, however, estimates the amount Northland spends for professional development and other in-state travel in academics, in addition to the above professional development dollars. Furthermore, it estimates the amount spent for professional development and other in-state travel for support staff members and for staff members at the Center for Outreach and Innovation. All of these estimates may include some in-state travel that is not directly related to professional development.

While a comprehensive list of the conferences and events that this money goes to each year would be difficult (if not impossible) to compile, it is possible to cite several examples of the types of events these funds support. Within academics, examples include the Higher Learning Commission Annual Conference in Chicago, the National Institute for Staff and Organizational Development annual conference, the annual Minnesota School Health Educators Conference, Electrical Inspectors Association Annual Conference, and a variety of regional and national conferences not covered by faculty professional development dollars.

Within the support staff area, some examples include Deans/Chief Student Affairs Officers Conference, National Association of College and University Business Officers Conference, Chief Financial and Facilities Officers Conference (system), Minnesota College Athletic Conference General Assembly, Student Affairs Conference, the Annual Accuplacer Coordinators meeting, the annual Underrepresented Students Conference (system), and the ESL Conference (system). Within the Center for Outreach and Innovation, examples include the National Council for Continuing Education and Training Conference, Minnesota Council for Continuing Education and Customized Training, and Rural Health Association conferences.

### College Funding for Professional Development

*Source: System Integrated Statewide Records System*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>$394,102</td>
<td>$277,439</td>
<td>$191,498</td>
<td>$213,683</td>
<td>$225,829</td>
</tr>
<tr>
<td>Support Staff</td>
<td>$171,183</td>
<td>$192,215</td>
<td>$166,512</td>
<td>$203,048</td>
<td>$186,191</td>
</tr>
<tr>
<td>Center for Outreach and Innovation</td>
<td>$126,251</td>
<td>$103,742</td>
<td>$127,294</td>
<td>$113,575</td>
<td>$129,370</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$691,536</strong></td>
<td><strong>$573,492</strong></td>
<td><strong>$485,304</strong></td>
<td><strong>$530,306</strong></td>
<td><strong>$541,390</strong></td>
</tr>
</tbody>
</table>

77 COLLEGE FUNDING FOR PROFESSIONAL DEVELOPMENT
Faculty Professional Development Plans

In FY2007, Northland began a process of having the faculty complete professional development plans, as outlined in Policy 3450. Faculty members are asked to develop plans in conjunction with their academic deans. Program faculty members may also consult with their program directors. Plans may focus on broadening content knowledge and skill in the discipline/program, teaching methods and instructional strategies, related work experience, study appropriate to the higher education environment, and/or service to the college and the greater community, all designed to maintain a faculty member's currency in the field. Plans were initially collected in FY2007 and again in FY2009. While not all faculty members completed their FY2009 plans at the time that data for this report was collected, the table below reflects the result of a review of these plans.

Faculty Professional Development Plans for FY2009

Source: Academic Deans

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>EGF Faculty</th>
<th>TRF Faculty</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Attendance</td>
<td>11</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Conference Presentation</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Other Presentation</td>
<td>2</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Continuing Education (for-credit)</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Continuing Education (non-credit)</td>
<td>10</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Publications (professional)</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

From the table, it can be seen that Northland faculty members use conference attendance and continuing education (both credit and non-credit options) as primary ways to maintain currency within their credential fields. A smaller segment of the faculty also engages in conference presentations and publication.

Faculty Awards of Excellence

Through the Minnesota State College Faculty bargaining unit agreement, funding for Awards of Excellence was provided to college faculty members between 2005 and 2009. Qualifications for the award included:

Performance objectives to be achieved during an identified period of time that are above and beyond the normal requirements of the individuals position(s), and a method of assessing the outcome; or b) special project goals during an identified period of time, and a method of assessing the outcome.(Article 13, Section 4.A.)

In FY2007, $138,140 was awarded to 27 projects, and 22 recipients. In FY2008, $135,440 was to 34 projects and 27 recipients. In FY2009, $63,350 was awarded to 14 projects and 16 recipients. The

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97 See Virtual Resource Room
remaining $50,000 was frozen and returned to the general fund as part of Northland's strategy to deal with budget concerns arising from the unallotment of funds at the state level.

Prior to collecting Excellence Award reports\(^98\) for the self-study, they were not generally available within the college. One benefit of the process has been that any faculty member can now access the reports. These projects have also been shared in a variety of ways since the beginning of the Awards of Excellence program, as noted in reports\(^99\) for the college's Center for Teaching and Learning. In FY2007, awards were shared during a series of CTL sessions according to the annual reports filed by each campus.

During the first year that Excellence Awards were available, there was general sharing of the project results in a forum that was open to all campus faculty members and formally announced. However, the FY2008 reports do not reflect any sessions dedicated to sharing these projects on either campus, even though there were more awards made.

A review of the final reports does show that many projects are shared within discipline groups or other smaller faculty groups within the college. Occasionally, some results have been shared at conferences. Indeed, it is part of the design of many of these projects that they are shared within specific sub-groups of the faculty. An example of this is the development of curriculum to be used by all the instructors within a specific course such as the laboratory manual prepared for Anatomy and Physiology.

One of the FY2007 projects fostered a positive teaching and learning environment by its very design. This project created a Teacher Retreat that focused on active learning. This two-day event had 36 faculty members in attendance, on their own time, giving up a Friday evening and Saturday morning. This particular project is unique in that its very nature was to bring the faculty together to share and learn about teaching across disciplines and across the two campuses.

While it may be the case that more could be done to share some of these projects within the college, between discipline and program groups, and even across the two campuses, many of these projects are shared and do, as a result, serve to develop a strong culture of learning on the campuses of the college.

**Faculty Sabbaticals**

Another way in which a value of the life of learning is demonstrated among the faculty is through sabbaticals, authorized by the faculty bargaining unit contract. The total number of sabbaticals for FY2005 through FY2009 is summarized in the chart below.

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\(^98\) See Virtual Resource Room for final Excellence Award reports from FY2006-FY2008  
\(^99\) See Virtual Resource Room
SABBATICALS BY TYPE

Sources: Human Resources and Academic Deans

<table>
<thead>
<tr>
<th>Type</th>
<th>FY2005</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Year</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Half Year</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

79 SABBATICALS

Faculty sabbaticals cover a range of activities as described in the Sabbatical Reports. The majority of activities fall into four categories:

1. Continuing education or obtaining additional credentials in field
2. Conducting research in order to maintain currency or expand areas of competency for purposes of teaching
3. Expanding expertise in the area of teaching pedagogy in traditional classroom, hybrid, or online settings
4. Research or work done related to the vocation of teaching such as research on academic integrity

An important part of sabbatical work is the sharing of the results of these projects. This is done to some extent by Northland’s faculty. For example, during FY2007, one faculty member shared the results of her sabbatical at Center for Teaching and Learning open session on the Thief River Falls campus. None of the other reports reflected similar activities, however. While it is true that certain sabbatical activities may not lend themselves to such sessions, it is also true that several of the sabbaticals would lend themselves in this way, but they were not shared through such sessions.

In some cases, the sabbaticals may be shared through faculty discipline groups but not as part of a formal activity aimed at the full college faculty (such as a CTL event). These activities are harder to track within the college. However, one example of this, occurring November 11, 2008, is a symposium held by the college nursing faculty during which several of the nursing faculty shared results from their graduate research. One faculty member used a sabbatical to complete research, while the remaining six nursing faculty members completed theses or dissertations without the extra support a sabbatical provides. This event took place on Veteran’s Day, an official school holiday, with almost half of all nursing staff in attendance (11 of 24) as well as President Temte.

Here again is a prime example of dedicated faculty members from both campuses giving up their own time to meet and share the knowledge they have gained through graduate level work in their field. This event reflects the value for the life of learning among the college’s nursing faculty. It also serves as an example in how one sabbatical project was shared within a discipline group. In context, however, this event is mentioned here only by serendipity. One of the presenters was a member of

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100 See Virtual Resource Room
the self-study steering committee and mentioned the event during the drafting process of this report. In the end, both the difficulty of tracking the informal sharing of sabbatical work among faculty members and the need of the college to provide a better means for the sharing of sabbatical work within the institution can be seen.

The effect of more intentional sharing of sabbatical work has the potential to create an even stronger culture of learning. While sabbatical work done by faculty members is certain to impact their individual classrooms, the college will need to explore ways to encourage the faculty to present their work to students, staff, or other faculty members in formal or semi-formal venues, such as brown-bag lunches, in-service sessions, and CTL sessions.

**STAFF DEVELOPMENT**

Northland has allocated budget resources for staff development for non-faculty employees, as outlined earlier in this chapter. Annual in-house staff workshops are offered to provide opportunities for staff to engage in professional development. Staff development funds of $8,000 are included in the annual budget, funds that can be used by support staff to attend workshops and seminars. During FY2009, Northland secured $10,000 in grant funding from the system to provide Strengths Finder personal development training for 39 staff members and technical skills workshops in Microsoft Office 2007 Microsoft Office Specialist training for 29 staff members.

Objectives of the *Strengths Finder* sessions, as identified in the final grant report (available in the Virtual Resource Room), included:

- Breaking down the silos and help people work more effectively together
- Helping individuals develop greater self awareness around their own areas of talent
- Helping engage the talents of individuals toward increased team performance
- Learning how to increase productivity and team effectiveness through leveraging team strengths
- Deepening participants' understanding of fellow team members’ strengths and how to maximize those strengths
- Teaching team leaders how to sustain and maintain effective team performance by leveraging the strengths of individual team members

These training sessions were voluntary and participation of new employees in Level I was lower than expected. Level II, however, had improved participation as the supervisors who recommended participants also strongly supported and encouraged those employees to attend. Strengths-based leadership is a growing trend in leadership development, and the college will continue to integrate it into its professional development planning.

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101 See "Professional Development Grants FY2009" for a copy of the final report for each $5000 grant
The focus of Microsoft Office Specialist training sessions was to teach Microsoft Office 2007 program applications, measure proficiency, and identify opportunities for enhancement of skills in preparation for the college's upgrade to Microsoft Office 2007. Employees who completed the certification exams received a Microsoft Office Specialist certification credential recognized worldwide as documentation of the computing skills needed to work productively and efficiently. The training sessions also enabled employees to use advanced features and enhanced their ability to integrate those features with other software applications.

After reviewing feedback from the sessions, administrators realized additional training was needed for staff members in Microsoft Office 2007 software applications. Out of the 50 feedback responses received for MOS, 37 participants rated the value of the training at a 9 or 10 on a scale of 1 to 10, while the remaining 13 rated their experience between six and eight, with eight being the most common (10 participants). When reviewing all of the ratings, 14 participants included comments about the complexity of the material in relationship to the amount of time allowed for the session, evenly split between those who rated the presentations a nine or higher or between six and eight.

The short overview sessions were an effective way to evaluate current skills and abilities and to introduce new features, but it became clear to those planning future professional development for staff members that more in-depth training would be needed to move these employees to the next level of Microsoft Office 2007 software applications. This has become a significant focus of planning for FY2010. In place of the one three-hour session per application, the college will now offer four three-hour sessions for each topic to give participants an opportunity to develop and refine advanced skills. The professional development opportunities planned for FY2010 will be the result of facilitated brainstorming sessions, a format that will also be used in the sessions themselves, to create a safe environment for people to share and explore diverse ideas as they develop trust and deeper professional relationships.

In addition to the MOS training, topics that will be explored include Hyperion Database training and Lean Office training, focused on continuous improvement processes such as process mapping, flowcharting, and Gantt charting. The Lean Office training is closely tied to another possible option for staff members, Workplace Organization. If implemented, this training will allow employees to review the theory of and value behind workplace organization and complete a workplace organization project that would be presented to colleagues in their work area and to the President's Cabinet. Employees who completed and presented projects would be invited to apply for a grant to attend a national seminar related to their area of focus.

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102 See "Professional Development Staff Feedback FY2009" in the Virtual Resource Room, redacted
103 See "Professional Development Initiatives FY2010" in the Virtual Resource Room
104 A form of bar charting to indicate a project schedule
**Reflections on Professional Development**

Overall, Northland has a strong culture of professional development and activity among employees. The college has made a strong financial commitment for travel, conferences, membership dues, tuition, sabbaticals, and Awards for Excellence. While the recent budget crisis has eliminated some of these dollars and may limit future spending on professional development, many of these opportunities will continue through the existing contractual agreements (professional development dollars, sabbaticals, and tuition reimbursement).

Equally important, however, is nurturing of a culture of learning. Here again, there is evidence of a strong culture at Northland. While there are areas where more might have been done to share research and discuss ideas, it can be clearly seen through the above discussion that Northland supports and promotes professional development. The ultimate proof of Northland's commitment to quality programs, services, and employees is in the success of its students, the focus of the next chapter.
CHAPTER 5: INSPIRING STUDENT SUCCESS

SUCCESS IN THE CLASSROOM

RAISING THE BAR

Northland students are expected to achieve at a high level, and many programs have licensure or certification exams requiring students to draw from all their learning experiences (see Chapter 1: Pass Rates by Discipline). The programs and services highlighted below are a sample of the level of excellence and commitment that area employers have come to expect of a Northland graduate.

PRACTICAL NURSING

The Practical Nursing program is raising the bar for its students, literally and figuratively, to give them the best chance for success in their nursing careers. The program has long been a popular one for students, growing by almost 300 students between 2003 and 2008. At the start of the fall term in 2009, Northland had over 750 students enrolled in either the diploma or associate degree Practical Nursing programs. Program faculty members had already started to make some curriculum changes during that time, aligning courses for the diploma and associate degree programs as part of the merger process. When the dust finally settled, they were able to begin planning for the future of Practical Nursing at Northland.

One impetus for change was pass rates for students, particularly in the introductory nursing course. After analyzing over 140 transcripts from a cohort group of students, faculty members expected to find some correlation between failure or attrition rates and remedial courses students had been required to take. The fact that they were not able to detect any correlation, nor a correlation between

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105 See "Practical Nursing Curriculum Changes" in the Virtual Resource Room
student success and previous transfer credits, encouraged them to look in other directions. After researching standards and practices in practical nursing programs across the nation, they made the difficult choice to implement a series of program eligibility requirements. In the past, the program had been an open-enrollment option for any student admitted to the college. Now, to ensure that students entering the program were prepared for the rigorous demands, the faculty presented their case to the Academic Affairs and Standards Council in FY2009, who agreed with their reasoning. Thus, beginning in the spring of 2010, students must apply for admission to the program and meet the following requirements to be considered (see also Northland: Practical Nursing AAS and Northland: Practical Nursing: Diploma):

- Complete any remedial courses based on Accuplacer scores
- Complete all general education requirements for practical nursing with a C or better
- Complete a medical terminology course with a C or better
- Complete the nurse assistant course with a C or better or document certification within the last five years
- Have current CPR certification
- Achieve a satisfactory score on the Test of Essential Academic Skills

The TEAS assessment\(^{106}\) is of particular interest here as its selection is an example of how the program faculty members have applied best practice standards. The TEAS is a nationally-developed instrument designed to measure student preparedness for nursing curriculum in reading, mathematics, science, and English language usage. The faculty will be working with a psychometrician from Assessment Technologies Institute, the test creator, to establish cut off scores beginning with students taking the test in the spring of 2010. The high-stakes test will be offered on campus, in a proctored environment. Students will be allowed to take the test once per semester. In an effort to serve students better, program faculty determined that students who fail to reach the minimum score after two attempts would be required to provide documentation of remediation efforts before being allowed to retake the assessment. Faculty members expect to be proactive in this regard, encouraging students to review their initial results carefully for areas that might need remediation. Students will also be encouraged to visit Learning Services to develop a plan to strengthen their skills in those areas before attempting the assessment again.

**Reflections on Northland’s Practical Nursing Program**

Faculty members will be monitoring the eligibility process closely and expect to work with the new Director of Institutional Research to determine the effect of the new requirements on success rates. They also plan to review the cut off scores set for the TEAS test after the first full year of implementation. Their goal is to graduate competent, caring nurses who will be successful in passing their national licensing exams and in serving their communities.

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\(^{106}\) See “TEAS Assessment Guide” in the Virtual Resource Room for more details
WELDING TECHNOLOGY
Like Practical Nursing, Northland’s Welding Technology program is another long-standing program on both campuses. Program faculty members have developed strong ties with area employers and are involved in professional associations at the national level, such as the American Welding Society. Moreover, since 2004, students on the East Grand Forks campus have also opted to join this professional society, a strong demonstration of commitment to professionalism. Northland has collaborated with AWS to provide students with a variety of resources and opportunities unparalleled in the industry. Northland’s library also has an AWS membership, which allows it to update its collection of video and print materials from the organization. Welding students have reported that they find the resources very useful in complementing classroom discussions and textbook material.

Another way in which the welding program collaborates with AWS is through the AWS: SENSE program (Schools Excelling through National Skills Standards Education). The East Grand Forks campus has participated in the program since 1995, the Thief River Falls campus since 2006. The SENSE program was designed by AWS in 1995 to develop guidelines for welder training. The program established three levels: Level I (Entry Welder), Level II (Advanced Welder), and Level III (Expert Welder). Students who complete the requirements at each level are awarded a completion certificate from AWS. While not all of Northland’s students decide to test for the SENSE program, several do complete Levels I and II each year.

Northland is certified by AWS as a Level I and Level II education facility, with instructors who have received Certified Welding Inspector and Certified Welding Educator ratings from AWS. The AWS Certified Welding Inspector certification is widely recognized in the welding industry, both nationally and internationally. Successful companies have come to rely on AWS certification as a benchmark of the highest skill level.

Northland's designation as a Level I-II facility has allowed it to provide testing and training for area welders. The program faculty members are looking beyond that designation, however, as outlined in the most recent program review. Their next goal is to secure the capital bonding required to become an AWS Test site on the East Grand Forks campus. As a certified test site, Northland would be able to test and qualify welders in the AWS Certified Welder Program. Presently there are no AWS Test facilities in Minnesota or North Dakota, so gaining this status would not only add value to the program for future students but also help the industry to meet its goals in the region.

Students are also instrumental in promoting and recruiting for the program. Each spring, current students visit their former high schools to give presentations on their experiences in the program. Faculty members report that this has been an excellent recruiting tool. The programs on both campuses reported they were at capacity at the start of the fall term in 2008 and 2009, for example.

Another recruiting tool is the Behind the Mask welding contest and job fair, an annual event that rotates among several locations in Minnesota and North Dakota, including Northland campuses. The
event, sponsored by the Northern Plains section of the American Welding Society, includes a competition for high school and college students and a job fair with local companies on hand to talk to students about opportunities in welding.

**REFLECTIONS ON NORTHLAND’S WELDING PROGRAM**

The Welding Technology program exemplifies one of the ways that Northland strives to help students succeed. Through its affiliation with the AWS, Northland works to ensure that students will meet national standards, thereby helping them find employment upon graduation, with a 100 percent placement rate from 2003 to 2008, the most recent years for which statistics are available. While impressive, it is also important to recall that this placement rate is not unique to welding but characteristic of many Northland programs (see Chapter 4: Graduate Followup).

**LEARNING SERVICES**

One factor in Northland’s high placement rates may be the academic support available to them through **Northland: Learning Services**. Centers on each campus are staffed with a supervisor/coordinator and college lab assistants who provide instructional support. Small group areas and study tables are set up for students to work individually, together, or with tutors on common courses. Individual tutoring is also available by appointment. In addition to professional tutors, the college also provides peer tutors. All tutoring services offered at Learning Services are available to any student free of charge, without the need for a documented disability or an accommodation request.

**Northland: Disability Services** outlines accommodations offered through Learning Services at no cost when provided with documentation. Accommodations can range from testing options (extended times, private rooms, test readers), to classroom options (large print, alternative tests, adaptive equipment, note takers), to individual case management and advising.

Learning Services centers on both campuses are well used by students. The East Grand Forks Learning Service center, for example, has had between 300 and 360 students (unduplicated headcount) take advantage of its services in each academic year since 2005. Moreover, approximately 40 to 50 percent of those students qualify for disability services in any given year. The Thief River Falls campus began tracking individual student contact data in FY2009 and served 275 students (unduplicated headcount) from November 2008 to May 2009. Northland has also seen a steady increase in new immigrant students using Learning Services on both campuses.

Some college-wide data can be extracted from Northland’s Graduate Exit Surveys conducted between FY2006 and FY2008. For example, more than 95 percent of respondents who used either Disability Services or Learning Services were either satisfied or very satisfied in the FY2006 report, with fewer than 5 percent expressing dissatisfaction in the FY2007 and FY2008 reports. The FY2006 through FY2008 Graduate Exit Survey reports also reflect a slight increase (3 to 5 percent)  

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107 See Virtual Resource Room
in the use of learning services each year, while the use of disability services varied during this same period. Northland compares favorably to other community colleges in student use and satisfaction for tutoring and study labs, as noted in the Community College Survey of Student Engagement Report.108

### CCSSE Services Used/Satisfaction

<table>
<thead>
<tr>
<th>Service Used/Satisfaction</th>
<th>Northland</th>
<th>Consortium</th>
<th>Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Tutoring</td>
<td>1.41</td>
<td>1.39</td>
<td>1.46</td>
</tr>
<tr>
<td>Use of Skill Labs</td>
<td>1.67</td>
<td>1.67</td>
<td>1.71</td>
</tr>
<tr>
<td>Satisfaction with Tutoring</td>
<td>2.16</td>
<td>2.12</td>
<td>2.15</td>
</tr>
<tr>
<td>Satisfaction with Skill Labs</td>
<td>2.26</td>
<td>2.20</td>
<td>2.26</td>
</tr>
</tbody>
</table>

The combined data from Northland’s Graduate Exit Survey and the CCSSE Report demonstrates student satisfaction with Learning Services. Northland is in the process of developing a systematic analysis and planning process for further improvement based on the data. While this is a general area for improvement for Northland, the college also responds to other data collected to improve student success, such as its response to a writing center project.

While tutoring (particularly in math and writing) has always been one of the services offered by Learning Services staff members at both campuses, the East Grand Forks campus also offered a dedicated writing center in the spring of 2008 as part of a faculty Award for Excellence project,109 with volunteer faculty and paid college lab assistants from Learning Services. Student use of the center was closely tracked. During the semester, 40 students visited the center for 92 visits. Of the 31 students who completed an exit survey, 28 indicated they left the writing center with an increased knowledge and understanding of their writing process, strengths, and weaknesses. All of respondents indicated they were satisfied with their experience and with the amount of time spent with the tutor to answer their questions and concerns. Students using the center were from across disciplines. In addition to those taking composition courses, there were also students from Business, Auto Mechanics, Cardiovascular, Computer Networking, Early Childhood and Paraprofessional, Financing, Heating Ventilation Air Conditioning, Liberal Arts, Nursing, Pharmacy, Psychology, Radiology, Sales Marketing, and Surgical Technology.

Due to the positive input from students who used the Writing Center, its functions have been incorporated into the services provided by college lab assistants, providing an excellent resource for students of all disciplines to learn effective writing skills for their respective professions. This example demonstrates one way in which the college has used data in an effort to improve student success.

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108 See Virtual Resource Room
109 See Virtual Resource Room, "Excellence Awards" under Jennifer Dahlen
**Access, Opportunity, and Success Initiative Challenges and Results**

In addition to traditional tutoring described above, students can take advantage of several targeted programs to stimulate their interest and competency in subject areas, in partnership with Learning Services staff members, counselors, and faculty members.

An ongoing challenge the college faces is related to the sharp increase in the number of students with Limited English Proficiency requesting services through Learning Services. As part of the system's Access, Opportunity, and Success Initiative,\(^{110}\) Northland implemented a multifaceted approach to improve retention and success rates for underrepresented students, beginning in FY2008.

The Access, Opportunity, and Success Initiative provides funds for a Success Coordinator on each campus. Coordinators are responsible for coordinating and providing supplemental instruction, peer tutoring, and college lab assistant tutoring in conjunction with Learning Services and advising staff. Success Coordinators also plan and coordinate social integration efforts for underrepresented students. This population includes students of color (American Indian, Asian or Pacific Islander, Black, and Hispanic students), low-income students (Pell-eligible), and first generation students. Many of Northland's students with Limited English Proficiency fall under these guidelines and are specifically addressed in the system initiative, as outlined in the college's annual report.\(^{111}\) In summarizing the results from their first year, both Success Coordinators noted concerns with this population:

- Failing to understand the time commitment needed to master college-level work
- Considering attendance to be the primary criterion for grading
- Being underprepared for the studying, researching, and writing requirements of college-level work
- Failing to take advantage of resources that might help them improve their classroom performance
- Ongoing issues related to affordability and financial aid

During the same time, faculty members began discussing whether to require English as the only language spoken during clinical experiences and tutoring sessions and whether prerequisites for writing competencies should be added to health courses. These issues presented challenges, as Northland is an open enrollment institution. Members of the group also grappled with the realities of many health programs that require successful completion of clinical experiences and certification exams without accommodations such as extended time for testing and test readers.

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\(^{110}\) See Virtual Resource Room

\(^{111}\) See "Access, Opportunity, Success Reports" and "System Access, Opportunity, and Success Initiative FY2008" in Virtual Resource Room

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The system office also provided guidance, including the assurance that any prerequisite skills could be determined by program faculty members, such as a requirement to complete remedial courses before being allowed to register for program-specific courses. Members of the faculty group felt this requirement might not serve students as well because of their belief that people learn more quickly if they are already learning other material in English while going through specific courses.

The Success Coordinators also outlined strategies they would continue to employ in FY2009, based on their success in the previous year, including intrusive advising (discussed in the next section), financial aid advising, and in-classroom presentations promoting their services on both campuses. As noted in Chapter 1: Student Retention and Program Productivity, Northland’s retention rate for underrepresented students has improved slightly, and the coordinators are hopeful that numbers in FY2010 will begin to show greater effects of the initiative, which will have been in place for two years by that time. A key feature of the initiative is the practice of intrusive advising.

INTRUSIVE ADVISING

Intrusive Advising is targeted advising for students considered at risk for academic or other reasons. Intrusive advising is initiated by advising staff members rather than in response to a student’s request for service. This form of advising has been documented as effective in a number of publications, including the National Academic Advising Association Journal (see Adding Insight to Intrusive Advising and Its Effectiveness with Students on Probation), the College Student Journal (see Advising At-Risk Students in College and University Settings), and the Association for Institutional Research (An Intrusive, Comprehensive Advising and Career Planning System: Eastern Michigan University).

Intrusive advising is designed for students who might not seek assistance otherwise. Students may be referred to members of the Early Alert team through several methods. The Early Alert process has been in place since 2005, with counselors, advisors, Learning Services staff members, and student success coordinators serving as team members. Faculty members have the option to refer students early in the semester. Typically, students are referred because of academic or other problems that could affect their success. Since many of these students may not be attending class, instructors can use the forms to let members of the Early Alert team know of potential problems and provide another way to contact students.

Team members review the forms to determine who might be best suited to contact the student to offer assistance. Academic concerns are generally referred to advisors or staff members in Learning Services, while personal concerns would be referred to one of the counselors. Counselors also coordinate efforts with the faculty members, such as in the case of a student who had previously been attending and submitting assignments but suddenly stops showing up in class. Occasionally, counselors will get more than one referral for the same student. In such cases, they deal with the more serious situation first. As a part of the Early Alert process, students may also fill out an

112 See Virtual Resource Room for a copy of the Early Alert form
Academic Improvement Plan. Students work with Early Alert team members to design a plan that will improve their chances of success. The form also contains a self-assessment for students to complete with a checklist of factors they think might be hindering their progress. In all communications with students and faculty members, Early Alert team members stress that they are a resource rather than a replacement for instructors.

In many cases, students welcome the help, particularly first generation college students who may not be aware of available resources when they find themselves in academic difficulty or have personal issues that prevent them from being successful in the classroom. Students on academic probation are also directed to meet regularly with counselors to determine whether they are following the Academic Improvement Plan they designed as part of their probation. These students are also informed about the requirements of probationary status as part of their Satisfactory Academic Progress Contract. The contract outlines the reason(s) for probationary status per Policy 3070 on Academic Progress and describes the conditions students must meet to remain on probation or to be removed from probationary status. A Tenessen warning (see Minnesota Statutes: 13.04 Subdivision 2, also available in the Virtual Resource Room) is also included to inform students about their rights regarding confidential or private information that might be requested or stored related to the probationary period.

Overall, the Early Alert team views the process as providing positive and worthwhile support for students experiencing difficulties. Over the past three years, the student response rate has hovered between 30 to 40 percent, which, while not optimal, is an improvement over previous years when students simply disappeared from courses without an attempt to discover their reasons.

One of the common frustrations for staff members working with early alerts is the number that are submitted due to lack of attendance. However, in some cases, the outreach to these early alert students has resulted in an opportunity to provide services. The college is also aware that students have rated their own classroom efforts lower than have other students in national and regional comparison groups in the most recent Community College Survey of Student Engagement (see Chapter 4: CCSSE 2008 Benchmarks Summary).

The Access, Opportunity, and Success Initiative has already shown positive results in a number of areas, demonstrated in the report submitted for FY2009. Those results are summarized in the table below.

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113 See Virtual Resource Room
114 See Virtual Resource Room
115 See Virtual Resource Room
116 The Access, Opportunity, and Success reports for FY2008 and FY2009 are available in the Virtual Resource Room
**Retention Results for FY2009**

<table>
<thead>
<tr>
<th>Academic Support/Retention Measurements</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td># Underrepresented students provided with services</td>
<td>720</td>
<td>528</td>
</tr>
<tr>
<td># Students of color provided with services</td>
<td>125</td>
<td>179</td>
</tr>
<tr>
<td>Retention rate of underrepresented students receiving services fall to fall</td>
<td>53%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Grade point average of underrepresented students receiving services fall to fall</td>
<td>2.8</td>
<td>2.6</td>
</tr>
<tr>
<td>Retention rate of students of color receiving services fall to fall</td>
<td>44%</td>
<td>56.9%</td>
</tr>
<tr>
<td>Grade point average of students of color receiving services fall to fall</td>
<td>2.3</td>
<td>2.46</td>
</tr>
<tr>
<td>Events offered to support community/social integration</td>
<td>NA</td>
<td>93</td>
</tr>
</tbody>
</table>

81 Retention Results for FY2009

Northland significantly exceeded targets set in all of the areas listed above with the exception of the total number of underrepresented students provided with services and the grade point average of all combined underrepresented students. These are accomplishments worthy of celebration and serve as an incentive to focus additional efforts in areas where targets were not reached. One of the ways Northland is working to improve service and GPA rates is through its efforts with English Speakers of Other Languages, as outlined below.

In the past, Northland had not tested students using ESOL standards. This decision was based on Northland's status as an open enrollment institution. Since the college does not have an ESOL curriculum, students have been placed into developmental courses when indicated by assessment test scores. In an effort to track ESOL populations more accurately across the state, the system is now requesting that all institutions begin testing students for ESOL. Northland has begun ESOL testing when appropriate for students enrolling for the fall term in 2009 to establish a baseline for the college, administering 39 tests. Students are screened for the ESOL Reading Skills test through three background questions and a score below 55 on the Reading Comprehension test. The testing criterion for ESOL was adopted with input from other system colleges in the Minneapolis-St. Paul metropolitan area that have a long history of serving ESOL students.

The college plans to monitor the success of those students and develop a plan to enhance academic achievement of ESOL students overall. At this time, the information gathered from the test is used only for identification purposes to assist students that may benefit from the services provided by the college, including supplemental instructional sessions, content tutoring by Learning Services, study skills sessions, and intrusive advising from Northland's Success Coordinators.

The supplemental instructional sessions (open to all students) are the result of concern voiced by health division instructors and the students themselves in the spring and fall of 2008, as students were failing class work and/or clinical practice due to language deficiencies. College administrators met with the faculty and students to discuss their needs. A committee of administrators and health faculty members was formed to address the needs discussed in the meeting. This committee developed a plan for tutoring and study sessions. The plan was implemented after the second week of meetings and included a feedback loop for instructors and students.
With the realization that students might have other concerns beyond language needs, the committee expanded to include other academic disciplines as well as Learning Services staff. This resulted in Supplemental Instruction labs presented by faculty members in specific program areas, such as the Practical Nursing and Respiratory Therapist Study Groups, which the students responded to positively as indicated by the table below:

### Supplemental Instruction/Tutoring FY2009

*Source:* Dean of Student Development from Access and Opportunity Report FY2009

<table>
<thead>
<tr>
<th>Course</th>
<th># Sessions</th>
<th># Students</th>
<th># Students Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neonatal/Pediatrics</td>
<td>9</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Nursing I</td>
<td>22</td>
<td>37</td>
<td>27</td>
</tr>
<tr>
<td>Nursing II</td>
<td>22</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>PN Nursing</td>
<td>3</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Diagnostic Procedures</td>
<td>22</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Maternal Child Health</td>
<td>10</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>10</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>99</strong></td>
<td><strong>131</strong></td>
<td><strong>109 (83.2%)</strong></td>
</tr>
</tbody>
</table>

### Supplemental Instruction/Tutoring Fall 2009

*Source:* Dean of Student Development

<table>
<thead>
<tr>
<th>Course</th>
<th># Sessions</th>
<th># Students</th>
<th># Students Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neonatal/Pediatrics-EGF</td>
<td>40</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Nursing I-TRF</td>
<td>10</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>Nursing II-TRF</td>
<td>14</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>PN Nursing-EGF</td>
<td>28</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Maternal Child Health-EGF</td>
<td>28</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Maternal Child Health-TRF</td>
<td>18</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>138</strong></td>
<td><strong>123</strong></td>
<td><strong>95 (77.2%)</strong></td>
</tr>
</tbody>
</table>

*Note:* Maternal Child Health and Nursing I sessions in EGF were held jointly.

### Reflections on the Access, Opportunity, and Success Initiative

With the aid of ESOL testing and timely intervention, student success rates will be able to be tracked more effectively in the future. This data will be used to serve this growing student population by evaluating the effectiveness of the tools now in place. Given the still relatively small number of ESOL students at Northland, the college does not currently have plans to implement an ESOL curriculum, although better tracking of this student population will allow Northland to determine at what point the college may need to consider such a curriculum.
Northland’s efforts to support a growing ESOL student population indicate its responsiveness to student needs. While Northland may not identify these needs as systematically as it would like to, the college does respond quickly to student needs when they are identified. Moreover, the college is improving its implementation of such responses in ways that allow it to measure the success of the steps taken and improve its responses to identified student needs. One such step is a proposed review process for applicants specifying a health program major in order to better identify and serve students who will need to develop proficiency in English and in the specialized language of health care at the same time.

Some salient things can be learned from Northland’s efforts to increase access and opportunity. First, increasing student persistence is a team effort, involving coordination and collaboration among counselors, financial aid and learning services professionals, the faculty, and colleagues in Student Services. Second, student needs rarely present themselves in simple ways. It did not take long for members of the team to learn through intrusive advising that Northland students grapple with unique, multiple responsibilities. In order to address academic concerns or struggles, team members have had to assist students in developing healthy and productive study skills while also helping them learn to balance competing responsibilities. In this way, students might be better equipped to excel in their studies and achieve their personal goals.

Finally, members of the Access, Opportunity, and Success team confirmed their theory of retention efforts as cumulative. There is no magic formula that increases student persistence. In order to see success, the work must be envisioned as a long-term partnership. The ability to develop and forge strong relationships with Northland students is critical. These relationships come from frequent, regular dialogue and honest communication, something for which there is no substitute. To continue guiding and steering the college’s underrepresented students toward academic success and increasing access and opportunity, Northland will need to continue to provide these resources for students.

**DEVELOPMENTAL EDUCATION**

Another way in which Northland is serving students, including those with Limited English Proficiency, is through its developmental education offerings. Northland’s developmental education courses also offer remediation for native English speakers who may be underprepared for college-level work.

In order to identify students who need to complete developmental education courses, Northland has used the College Board Accuplacer College Placement Test since 1997, when the system adopted it as the official placement test for incoming students. Accuplacer was originally designed as a network-based test but eventually migrated to an internet-based test, allowing more flexibility in test administration. Prospective students can schedule their placement test online at Northland: Assessment Testing and view information about how to prepare for the test.

The original cut-off scores for placement were set using data supplied by the system and by other two-year comprehensive colleges throughout the nation. Prior to the merging of the two campuses, slightly different scores were used for placement. After the merger, discussions were held with the
faculty and staff members in Learning Services to determine a single set of scores to be used across the college. The following scores were adopted:

*English (Sentence Skills):* A score of less than 78 would require Fundamentals of English; 78 or above would exempt a student from developmental courses.

*Reading (Reading Comprehension):* A score of less than 66 would require Critical Reading; 66 or above would be considered college ready in reading.

*Math (Arithmetic):* A score of less than 50 would require Math Foundations.

*Math (Elementary Algebra):* A score of less than 85 would require a developmental algebra course if a college-level math course was required for the major.

The scores represented a negotiating process with faculty members at both campuses rather than an external validation of the test scores or a review of the proficiency statements from the College Board. It should be noted that the original scores from both campuses not far apart at the outset. The chief concern of the faculty and staff on both campuses was to arrive at consensus. This effort was soon superseded, however, by efforts at the system level.

The statewide Assessment for Course Placement committee solicited assistance from the system office and College Board to conduct a study, available at **System: Validity Study**. The study, published in February 2007, was conducted to determine student success in college-level courses based on their Accuplacer test scores. After reviewing the results, the system recommended the following cut scores for placement into college-level courses:

*English (Sentence Skills):* A student who scores 77.50 or higher on the Reading Comprehension test may be placed in college-level writing courses. However, if a system college or university chooses to use the Sentence Skills test as an additional placement measure, a student who scores 77.50 or higher on the Reading Comprehension test and 85.50 or higher on the Sentence Skills test may be placed in college-level writing courses.

*Reading (Reading Comprehension):* A student who scores below 77.50 on the Reading Comprehension test may be placed in developmental reading courses.

*Math:* Placement into College Algebra will be based on two test scores. A student must score 75.50 or higher on the Elementary Algebra test and must score 49.50 or higher on the college-level Mathematics test. A student attaining the minimum scores may be placed in College Algebra. A system college or university may establish lower minimum score(s) for placement into introductory college-level mathematics courses other than College Algebra and for developmental mathematics courses.
Northland agreed to use the new scores beginning in FY2009 with minor changes. The college adopted the new standard for college-level math, while continuing its practice of allowing students who scored an 85 in the Elementary Algebra test to register for a college-level math course.

The recommendation to use the Accuplacer Reading Comprehension test as a predictor of success in college composition rather than the Sentence Skills Test was initially met with skepticism by some English faculty members. However, a review of the statewide study indicated that the reading score had been a higher predictor of success in writing than the sentence skills test, so the college decided to eliminate the sentence skills test.

Northland’s program faculty members are also able to set developmental prerequisites for their college-level courses, such as a requirement that students meet a reading skill requirement through placement testing or successful completion of the developmental course, with the approval of the Academic Affairs and Standards Council. As of FY2009, however, no program faculty members had made such a request.

The following table compares course placement for the last two years with the previous placement levels determined by the college for FY2008 and the current system levels for FY2009:

**Placement Test Comparisons for FY2008 and FY2009**

*Source: Placement Test Center*

<table>
<thead>
<tr>
<th>Placement Level</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Foundations</td>
<td>552</td>
<td>535</td>
</tr>
<tr>
<td>Introductory Algebra</td>
<td>198</td>
<td>223</td>
</tr>
<tr>
<td>Pre-College Algebra</td>
<td>330</td>
<td>322</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>319</td>
<td>338</td>
</tr>
<tr>
<td>College-level Math</td>
<td>195</td>
<td>179</td>
</tr>
<tr>
<td>Fundamentals of English</td>
<td>665</td>
<td>799</td>
</tr>
<tr>
<td>College-level English</td>
<td>690</td>
<td>595</td>
</tr>
<tr>
<td>Critical Reading Skills</td>
<td>467</td>
<td>485</td>
</tr>
<tr>
<td>College-level Reading</td>
<td>836</td>
<td>909</td>
</tr>
</tbody>
</table>

As shown in the table above, there has been a significant increase in the number of students placed into Fundamentals of English (799 students in FY2009 compared to 665 students in FY2008). However, in discussions with English faculty, it appears the students are being placed appropriately. Many faculty members complete a secondary assessment of their students’ writing abilities during the first week of class with few changes in placement suggested, indicating the Reading Comprehension test has been effective in placing students into the Writing Curriculum.

The overall effectiveness of testing students for proper course placement is only one piece of measuring student success, however. For more discussion of student success relating specifically to student commitment to learning (attending class regularly, engaging in classroom discussions,
SUCCESS IN THE "REAL WORLD"

Northland students have many opportunities to learn and to be successful in settings outside of the traditional classroom. Service learning projects help them to apply classroom learning and contribute to their communities at the same time. Opportunities abound for students to work with area employers in informal settings and through more formal internships and clinical experiences. Students can also learn from each other and contribute to the institution through student life activities. All of these experiences help to nurture a culture of lifelong learning built on clear outcomes and ethical practices. When students leave Northland for the next step in their journey, they are well prepared for the road ahead.

SERVICE LEARNING AT NORTHLAND

A concerted effort to make Service Learning part of the curriculum began in FY2005 through the efforts of the academic dean in Thief River Falls, who received a system Center for Teaching and Learning grant117 to explore service learning at the college. During the grant period, the number of students involved in Service Learning on the Thief River Falls campus went from two in FY2004 to 75 in FY2005. One goal of the project was to include service learning as part of the college’s strategic plan, by creating Service Learning Coordinators, forming community advisory boards for service learning, and providing incentives to faculty members to incorporate service learning into their courses. The program was expanded to include both campuses in FY2006.

Many of these goals were successfully initiated on both campuses. For example, coordinator positions were created on each campus. The coordinators were faculty members who were provided

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117 See Virtual Resource Room, "Quality Education through Service Learning"
two credits of release time per term. Both campuses also had community advisory boards for service learning. Finally, while service learning was not explicitly identified in Vision 2010 (the strategic plan in place at the time), it was a natural fit, especially Strategic Direction 4: Innovate to meet current and future educational needs efficiently.

The table below shows the number of faculty members and students using service learning during FY2006 and FY2007.

**SERVICE LEARNING IN FY2006 AND FY2007**

*Sources: Service Learning Coordinators and Academic Deans*

<table>
<thead>
<tr>
<th>Level of Involvement</th>
<th>FY2006</th>
<th>FY2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Courses</td>
<td>36</td>
<td>28</td>
</tr>
<tr>
<td>Number of Faculty</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>Number of Students</td>
<td>513</td>
<td>346</td>
</tr>
</tbody>
</table>

**REFLECTIONS ON SERVICE LEARNING**

While Service Learning has been continued by some faculty members since the spring of 2007, reliable data is no longer available because the funding for the Service Learning Coordinator positions was eliminated. As a result, the responsibility for Service Learning fell back to the respective academic deans. This change has resulted not only in the failure to track data but also in the failure to maintain the community advisory boards or to provide support for faculty members interested in bringing service learning to their courses.

The above data shows a downward trend from FY2006 to FY2007. It is difficult to know why this is the case, as the issue was not addressed by the service learning coordinators before elimination of their positions. Anecdotal evidence suggests that one issue faced by some faculty members was the failure of the service learning program to link the faculty directly to community partners with specific needs or projects, although this task was not an explicit part of the directive given to service learning coordinators. While there was still more work that could have been done to support service learning at the college, the primary reason for eliminating the positions was the lack of available funding.

In an effort to gather information on the status of service at Northland for the purpose of this report, an e-mail was sent to all faculty members in the spring of 2009. Further, there was some follow-up with specific program faculty members for clarification. While this method of data collection is not fully reliable, it does provide some information on the status of service learning today at Northland. Only a few programs reported using service learning, including Associate Degree Nursing, Respiratory Therapist, Administrative Support, Carpentry, and Sales, Marketing, and Management. Within Liberal Arts, only one chemistry class reported using service learning. Each of the instructors contacted, however, planned to continue using service learning in their classes.
The following table is based on the responses received to the e-mail request. While the table maintains the format of the above table on service learning, several qualifiers are important to mention. First, the term is identified as Ongoing since all respondents included indicated that they plan to continue to use service learning. Second, the number of faculty members involved is an approximation. In the nursing program in particular, the number of different faculty members teaching sections of the clinical course that includes service learning will vary from one year to the next. Next, the Number of Students data is, at best, an average number of students per year since there are variations from one year to the next with the number of students in a given program or class. Finally, to maintain consistency of reporting from the earlier years, only the Associate Degree Nursing program is counted here, not the Associate in Applied Science Practical Nursing program numbers, as those numbers were not counted in earlier years.

**ONGOING SERVICE LEARNING**

*Source: E-mail responses from faculty members*

<table>
<thead>
<tr>
<th>Level of Involvement</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Courses</td>
<td>12</td>
</tr>
<tr>
<td>Number of Faculty</td>
<td>17</td>
</tr>
<tr>
<td>Number of Students</td>
<td>236</td>
</tr>
</tbody>
</table>

These numbers reflect a significant drop in the overall number of faculty members who report incorporating service learning in their classes. As a result, the overall number of courses and students participating also decline, when compared to the years during which Northland had a Service Learning Coordinator for each campus. At the same time, the numbers in this table represent the ongoing commitment of several Northland faculty members to service learning.

Finally, if nursing students were subtracted from the total number of students, the result would be 146. Approximately 90 Associate Degree Nursing students participate in service learning each year. A similar observation can be made for FY2006 and FY2007, when 80 of the students who participated in service learning were Associate Degree Nursing students. (The nursing number increased by 10 due to the addition of a clinical section.) While the use of service learning has diminished significantly outside of nursing, the nursing program continues to be consistent.

Service learning is perceived as important by both the faculty and administration. It is highly ranked in interest surveys done by the directors of Northland's Center for Teaching and Learning on each campus, for example. However, the failure to continue funding has resulted in an apparent setback for service learning at Northland. Without the support of a coordinator to promote service learning and educate faculty members about how to use service learning, the level of service learning at the college has undoubtedly declined. All of those reporting ongoing service learning projects had service learning in their courses when coordinators were available for initial assistance.

Despite these setbacks for service learning at Northland, the college fares well with respect to peer institutions. In the Community College Survey of Student Engagement Report, in response to the
question *Participated in a community-based project as a part of a regular course*, the college received a 1.38 on a 4-point scale. Northland is comparable here to other consortium colleges in the report, who received a 1.36 average ranking and to cohort colleges, who were ranked at 1.30.

In addition, with respect to the development of Knowledge, Skills, and Personal Development, Northland students responded with a 2.04 rating to the question, *Contributing to the welfare of your community*, comparable to other consortium colleges in the report, who received a 1.92, while the cohort ranking was 2.00. Of course, given that the data collected here was from students attending in the spring of 2008, there may be some overlap for student responses with those years when coordinators were in place.

While Northland appears to fare well in comparison with peer institutions with respect to service learning, it also seems evident that this aspect of Northland’s programs could be stronger if it were possible to fund coordinators. Budget constraints, in this case, may have resulted in a lost opportunity to continue the work that was begun.

**BRINGING STUDENTS AND EMPLOYERS TOGETHER**

Northland students have a number of ways to gain job-related experience while still in college, including internships and clinical experiences, discussed later in this chapter. The focus of this section is on program-initiated activities to bring employers and students together in less formal settings.

Northland’s welding program, for example, has been active in creating these opportunities. Faculty members have extended invitations to area companies to conduct demonstrations for current students, including demonstrations of oxy-fuel cutting equipment and other related equipment by area welding professionals. Students also have the opportunity to discuss local employment opportunities during these sessions. Students have toured local auto dealers to view demonstrations on metal forming, welding, and fabrication, as well as an airplane hangar, where a former student is using his welding skills to build airplanes. After each tour, students are asked to submit a reflection on the experience. All of the students’ reviews have been overwhelmingly positive according to the welding faculty. In addition, students commented that they wished the presentations could have gone on even longer.

**PROGRAM INTERNSHIPS**

As a comprehensive community and technical college, many of Northland's programs contain program internships. These opportunities are directly related to the college's mission, as employers collaborate with students and the college to create quality learning environments, allowing students to gain critical hands-on skills.

The table below details some of the internship experiences students have completed between FY2006 and FY2009.
STUDENT INTERNSHIP EXPERIENCES

Source: Academic Deans, Integrated State Record System (ISRS)

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Course #</th>
<th>Credits</th>
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<th>FY2007</th>
<th>FY2008</th>
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<td>Farm Operations</td>
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<td>Auto Body</td>
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<td>Early Childhood</td>
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<td>Sales-Marketing II</td>
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<td>25</td>
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<td>Plumbing</td>
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<td><strong>Total</strong></td>
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<td><strong>158</strong></td>
<td><strong>154</strong></td>
<td><strong>158</strong></td>
<td><strong>117</strong></td>
</tr>
</tbody>
</table>

STUDENT INTERNSHIP EXPERIENCES

Students are able to intern with local employers to gain valuable experience. For example, Northland has agreements with 11 automotive dealerships, 15 law enforcement agencies, 11 manufacturers, and over 30 retail establishments for students in Sales, Marketing, and Management.

While the nature of an internship is considerably different from service learning (the internship directly develops skills related to the profession, whereas service learning seeks to bring out course or program outcomes through volunteerism for community organizations), both play a key role in structuring curriculum for students to make the transition from the classroom to working in complex, contemporary workplaces.

In the Early Childhood and Paraprofessional program, which has both internship and clinical experiences for students, the internship serves as a capstone course. Students complete the 144-hour internship as a transition from student learner to student professional. The internship provides students the opportunity to network with other professionals in the field. It also often gives the student the advantage when seeking employment, preparing them educationally and through experience.
**PROGRAM CLINICAL EXPERIENCES**

While several of Northland’s programs have internship opportunities, most of Northland’s health programs require clinical course work. The college maintains over 250 contracts with clinical locations. Clinical courses and internships are similar in the sense that they are on-the-job work experiences taken for credit. However, in contrast to internships, clinical experiences involve significant onsite faculty supervision. Students involved in clinical learning experiences are evaluated individually on their performance during the learning experience by faculty members. The sources for the data below are the program faculty, academic deans, and the Integrated State Record System.

**ASSOCIATE DEGREE NURSING**

The clinical settings for students in Associate Degree Nursing are located throughout northwestern Minnesota and in Grand Forks, North Dakota. With the exception of Altru Hospital in Grand Forks, all of the facilities are Critical Access Hospitals, facilities providing acute care in rural settings and are certified to receive cost-based reimbursement from Medicare. These facilities provide students with a variety of rural clinical experiences. Altru Hospital is the largest hospital in the area and is not considered a critical access facility.

In all of the settings, students experience medical/surgical acute care nursing, surgery, emergency nursing, intensive care nursing, obstetrics, and pediatrics. In some facilities, there may be limited intensive care, obstetrics, and/or pediatric patients. In those areas, the nursing faculty members are in the process of providing simulations that can bridge the gap for students in their ICU, obstetric, and pediatric experiences. At this time, if students are unable to care for pediatric patients at their facilities, the clinical instructor will arrange for alternate experiences such as hearing and vision screenings in the grade schools.

Student clinical experiences reflect best practices and nationally established patient health and safety goals. Students are taught to follow patient health and safety goals throughout their clinical practice. The 2009 National Patient Safety Goals identifies the following patient safety standards that students are required to use throughout their clinical experience:

- Improving the accuracy of patient identification, using at least two patient identifiers when providing care, treatment or services: Students are required to use two patient identifiers when providing patient care.
- Implement a standardized approach to “hand off” communications, including an opportunity to ask and respond to questions: Students are taught to use the Situation-Background-Assessment-Recommendation communication system for hand off.

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A list of clinical contracts can be found in the Virtual Resource Room

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• Improving the safety of using medications: Students are instructed and observed using the five "rights" of patient medication administration (right patient, right time and frequency of administration, right dose, right route of administration, and right drug).

• Reducing the risk of health care associated infections: Students are instructed and evaluated on safe hand washing techniques.

• Best Practices: Students are required to complete the Hartford Best Practices Elder Assessment tools in NURS2125 Clinical I.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Credits</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN Clinical I</td>
<td>NURS2125</td>
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<td>89</td>
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<tr>
<td>RN Clinical II</td>
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<td><strong>Total</strong></td>
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<td><strong>240</strong></td>
<td><strong>208</strong></td>
<td><strong>204</strong></td>
<td><strong>176</strong></td>
</tr>
</tbody>
</table>

**STUDENT CLINICAL EXPERIENCES: AD NURSING**

**CARDIOVASCULAR TECHNOLOGY-INVASIVE**

Clinical education is a vital component of the Cardiovascular Technology program. Students complete four clinical courses. Clinical experience begins after students have completed the first year of the program. Clinical I includes 144 hours of clinical experience spread over a number of areas. During this clinical, the emphasis is in the Cardiac Catheter lab, but students’ rotations also include time in Cardiac Stress lab, Echocardiography, Telemetry, Cardiac Clinic, Cardiac Rehab, Electrophysiology lab, and EKG. Clinical II, III, and IV consist of 40 hours per week, where the majority of the students’ time is spent in the Cardiac Catheter lab. Students may also spend time in an Electrophysiology lab or Cardiac Stress lab.

Guidelines from the Commission on Accreditation of Allied Health Education Programs for cardiovascular programs state that a student should have approximately 1000 hours of clinical education throughout the program. Northland's cardiovascular students graduate with 972 clinical hours. Annual graduate and employer surveys have given the cardiovascular technology program high marks for this aspect of the program and have consistently expressed satisfaction.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Credits</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
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<td>Cardiovascular Clinical I</td>
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<td><strong>16</strong></td>
<td><strong>16</strong></td>
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<td><strong>28</strong></td>
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</tbody>
</table>

**STUDENT CLINICAL EXPERIENCES: CARDIOVASCULAR TECHNOLOGY-INVASIVE**

**CERTIFIED NURSE ASSISTANT**

This course is intended to prepare for students for practice at the Nursing Assistant level. The competencies achieved are a prerequisite for the Practical Nursing and the Occupational Therapy Assistant Programs. The clinical experience provides students with the opportunity to interact with
residents and to apply the concepts and skills learned in the laboratory setting to the daily life activities of residents in skilled long-term care.

The course uses curriculum developed by the Minnesota Department of Health, using state and federal Omnibus Budget Reconciliation Act guidelines adopted by the system. These guidelines mandate that students complete 3 orientation hours and 24 clinical hours of directly supervised care of the residents in a skilled long-term care facility. While providing care for residents, student competencies are assessed according to pre-established skill performance criteria. Completion of the course allows the student to be eligible to take the National Nurse Aid Assessment Program examination to become a Certified Nursing Assistant.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Credits</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
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<td>CNA Nursing Assistant</td>
<td>HLTH1110</td>
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<td>68</td>
<td>75</td>
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<td><strong>82</strong></td>
<td><strong>68</strong></td>
<td><strong>75</strong></td>
<td><strong>70</strong></td>
</tr>
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</table>

**Early Childhood and Paraprofessional**

Field experience is an integral part of the Early Childhood and Paraprofessional Associate in Science degree in addition to the capstone internship experience described earlier in this chapter. Students complete 144 hours of field experience, allowing them to expand their learning environment from the classroom to the field. By participating in field experience, students have the opportunity to interpret, analyze, apply, and demonstrate their understanding of information received in the classroom.

Students rotate through a variety of settings: Public School, Head Start, Childcare Center, and Family Childcare. Students work with a mentor teacher in each field experience, often creating lifelong partnerships. Student assessment for field experience is completed in several ways: general exams, instructor observation/assessment, mentoring teacher observation/assessment, and student self-evaluation.

The combination of the clinical work, on-campus course and lab work, and internship experiences within this program is a significant factor in the program's 100 percent placement rate for graduates.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Credits</th>
<th>FY2006</th>
<th>FY2007</th>
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<th>FY2009</th>
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<td>34</td>
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<td>Early Childhood-Observing &amp; Assessing</td>
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<td>Early Childhood-Infant/Toddler Lab</td>
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<td><strong>90</strong></td>
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</tbody>
</table>

**90 Student Clinical Experiences: Certified Nursing Assistant**

**91 Student Clinical Experiences: Early Childhood and Paraprofessional**
**Fire Technology**

The Fire Technology program no longer utilizes clinical courses in its curriculum, beginning in FY2010. This move is the result of changes to the program curriculum, reducing the number of program credits from 72 credits to 60 credits. Some of the courses removed to meet this credit reduction were the clinical courses. While the program did place a value on these courses, other courses needed to be included in the program based upon national consensus standard recommendations and advisory committee input. With a limited number of credits available, the program faculty decided to remove clinical courses from the program curriculum. The net effect of this change will be assessed through the normal assessment and program review processes to determine if modifications are necessary. The table below summarizes clinical experiences through FY2009.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
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<th>FY2007</th>
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*STUDENT CLINICAL EXPERIENCES: FIRE FIGHTING*

**Intensive Care Paramedic**

The clinical courses for the Intensive Care Paramedic Associate in Applied Science program are completed primarily at one facility (Altru Health Systems in Grand Forks, ND) for the in-house areas, with the exception of Emergency Room experiences. If enrollment dictates the need for an additional site, the program has utilized Riverview Health Hospital (Crookston, MN). Clinical courses are scheduled for the students by the course instructors to ensure adequate experiences and to meet the course requirements. During the clinical rotations, the clinical instructor is not required to be with the student at all times, although the instructor makes regular visits to all sites that have students where possible.

Instructors keep in close contact with the students and the clinical staff members that act as preceptors to ensure the learning experiences of the students are being fulfilled. The clinical staff members that act as preceptors receive training for their role that includes what the expectations are for students as well as the expectations for preceptors. The preceptors validate and verify the clinical experiences of the students at the completion of each shift and complete an evaluation of the student for that shift. In certain areas, the students will also complete an evaluation of the preceptor and his or her effectiveness for that shift. For all clinical areas, the students will complete an evaluation of that area to provide feedback to the program faculty as to the strengths and benefits of the rotation and any areas that could be improved or strengthened.

The Intensive Care Paramedic program had experienced a period of declining enrollment as noted in the Program Sustainability discussion in Chapter 4, which was the impetus for retooling the curriculum and the development and introduction of a new combined profession degree.
(Firefighter/Paramedic Associate in Applied Science). Enrollment has rebounded to the point where the program is now at capacity with a waiting list. This has led to the need to begin investigating a competitive selection process for admission into these programs.

<table>
<thead>
<tr>
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93 STUDENT CLINICAL EXPERIENCES: INTENSIVE CARE PARAMEDIC

**Occupational Therapy Assistant**

Fieldwork is integrated throughout the Occupational Therapy Assistant program curriculum. Students participate in six fieldwork experiences. Level I Fieldwork is completed during the second year of the OTA program and consists of four 40-hour placements, two in mental health settings and two in physical health settings. The students participate in Level II fieldwork after completion of all academic course work. Level II fieldwork consists of two 320-hour fieldwork experiences. Occupational Therapy Assistant students complete 800 hours of fieldwork by the end of their program. The OTA program has approximately 72 fieldwork sites across the United States, as the program is required by its accrediting body to have a student to supervisor ratio of one to one.

The OTA program has met its goal of 100 percent pass rate for Level II fieldwork for the past four years. Students indicated satisfaction with the fieldwork courses. The student evaluation of the fieldwork experience indicated most students felt very comfortable in their student therapist roles and found that all of the aspects in mental health and physical health academic classes were well covered. The evaluation of student performance completed by supervisors at the fieldwork site indicated areas of strength in the safety, intervention, professional behavior, and communication categories. Students had strong documentation skills and the ability to assist in providing occupation-based, client-centered treatment. Students also showed a high ability to access research online to assist in the research process at facilities.

Each clinical site is reviewed after each clinical experience. The field coordinator is in contact with each site three to four times a week during each student's eight-week clinical rotation. Students are also able to stay in contact with instructors and fellow students spread across the country through a Desire2Learn site set up for discussion and information sharing. Supervisors and students review
each other’s performances as a part of the clinical experience. How the clinical experience is
conducted is a key topic of discussion in the profession, according to the program director. Some
possibilities being discussed at the national level include having Occupational Therapy students serve
as supervisors for Occupational Therapy Assistant students and devising a certification process for
site supervisors.

<table>
<thead>
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<th>FY2008</th>
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**PHARMACY TECHNOLOGY**

Pharmacy Technology students are required to complete 320 hours during experiential courses in 40-
hour weeks over an 8-week period. The experiential rotation is divided so students spend half of the
time in a retail pharmacy setting and the other half in a hospital pharmacy setting during the summer
semester.

<table>
<thead>
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<th>Course #</th>
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**PHLEBOTOMY CERTIFICATE**

The Phlebotomy program is a one-semester certificate program. Students spend 144 hours during the
last eight weeks of the semester gaining clinical experience at an affiliated hospital or clinic in
Minnesota or North Dakota. Students average 18 hours per week during this time. Their
performance is evaluated throughout the internship experience using worksheets, biweekly
evaluations by the site coordinator, periodic visits by the program faculty members, and a final
exam.

<table>
<thead>
<tr>
<th>Course Title</th>
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</table>
**Physical Therapist Assistant**

Clinical education in the Physical Therapist Assistant program is integrated throughout the two years of academic instruction. Students participate in four clinical experiences. In the program’s second semester, students participate in a 40 hour/10 week clinical. In the summer between the first and second years of the program, students complete a 176 hour/22 day clinical experience. During the last semester of the program, there are two 240 hour/six-week clinical experiences, for a combined 696 clinical hours.

The clinical education component of Northland’s PTA Program was designed to complement the didactic portion of the program’s curriculum and provide a variety of clinical settings for students to develop knowledge, skills, and professional behaviors further. The variety of clinical experiences and settings also reflects a key element of the program's mission: to prepare graduates to meet the diverse needs of employers and the community while providing high quality patient care under the direction and supervision of a physical therapist. The sequencing of the clinical education components assists in meeting several PTA Program Objectives: having graduates work under the supervision of a physical therapist in an ethical, legal, safe, and effective manner; implementing a comprehensive treatment plan developed by a physical therapist; demonstrating effective oral, written, and non verbal communication; interacting skillfully with patients across the lifespan, and demonstrating a commitment to professional growth and lifelong learning.

After successfully completing the clinical education portion of the curriculum, graduates will be able to practice as a generalist physical therapist assistant capable of performing interventions and data collection techniques, in a legal, safe, ethical, and competent manner. They will also be able to practice in a variety of settings with patients across the lifespan and be able to implement a plan of care under the direction and supervision of a physical therapist.

<table>
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**Practical Nursing**

Students in the Practical Nursing Associate in Applied Science and Diploma programs participate in three clinical experiences. The clinicals take place during the second and third semesters of practical nursing courses. Various clinical sites are utilized so students may observe and practice in different settings where they may be employed after graduation. Long-term care, acute care (hospitals), clinics, and daycares are examples of the variety of clinical settings. The program director verifies with the facilities that there is an adequate patient/client census and a broad range of patient/client
conditions before students are placed at the facility. Students will complete approximately 350 clinical hours throughout the 11 credits offered. Students are evaluated daily in the clinical setting by onsite faculty members.

Due to feedback from students, alumni, and faculty members, the program will be revising the clinical structure in the near future as part of the redesigned curriculum noted earlier in this chapter. Previously, students visited various departments throughout the hospital and/or community as observer experiences for several days in each clinical course. These days provided the students a glimpse of other departments and what the patient/client experiences in each area. With the upcoming changes, these observer experience days will be eliminated and the clinical courses will be condensed to two courses for a combined nine credits. Students will be encouraged to accompany their patient/client to the various departments for appointments scheduled during their clinical day.

Students have commented on clinical evaluation forms that the clinical experience is where the light comes on. They are able to apply the theory content of previous courses to their clinical patient/client. Clinical experiences below are separated for students in the associate of applied science and diploma programs.

### STUDENT CLINICAL EXPERIENCES: PRACTICAL NURSING AAS

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### STUDENT CLINICAL EXPERIENCES: PRACTICAL NURSING DIPLOMA

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### RADILOGIC TECHNOLOGY

Students in the Radiologic Technology program average approximately 1800 hours of clinical in 24 months. They rotate through three Altru facilities (ND and MN), Riverview Health in Crookston (MN), Innovis Health in Fargo (ND) and Meritcare in Thief River Falls (MN). Students work one-on-one with technologists until they reach exam competency and then are able to work under indirect supervision.

Students have opportunities to rotate through specialty areas of CT, MRI, ultrasound, radiation therapy, interventional radiography, and mammography. They do a variety of general exams as well as going to surgery and assisting with performance of more invasive exams.
### Radiology Clinical Courses

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<td><strong>85</strong></td>
<td><strong>87</strong></td>
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### Respiratory Therapist

Clinical course work in the Respiratory Therapist program is designed to provide a sufficient variety of essential clinical tasks and procedures to allow for student mastery of the program's required clinical competencies. Student and faculty surveys are used to assess the program, including clinical courses. While the program's clinical resources have been rated highly by students and faculty on these surveys, the most recent assessment results showed that students felt they needed the clinical instructors to be more readily available to assist them. In response to this need, the program faculty members have restructured the student rotation in the fall and spring semesters to allow intense, instructor-led supervision. The two program outcomes affected by these adjustments are improved instructor-guided critical thinking skills related to patient assessment and communication skills related to reporting the results to physicians to modify and improve the patient's care plan.

### Surgical Technology

The clinical experience for the Surgical Technology program is designed to ensure that students can acquire expertise and proficiency in a wide variety of surgical specialties and operative procedures by applying classroom theory to actual practice of technical skills in the clinical setting. The primary clinical affiliate partners of the program are: Altru Hospital (Grand Forks ND), Meritcare Hospital (Fargo ND), Riverview Hospital (Crookston MN), and the Mayo Clinic: St. Mary’s and Rochester Methodist Hospitals (Rochester, MN). The Surgical Technology clinical experience is divided into two rotations, Clinical I followed by Clinical II/III, and is approximately 24 weeks in length. The student will spend approximately 28-35 hours per week at the clinical site.
The main clinical objective is for the student to be able to develop entry-level competency in the performance of duties as a surgical technologist and effectively demonstrate technical skills in various clinical situations that may be encountered. Clinical objectives are listed in each syllabus as course goals for SURT2216, SURT2220, and SURT2224. The objectives are the measurement used to evaluate performance and competency. In addition, program outcomes are assessed based upon the student clinical experience and are tracked via a web-based database. The level of student proficiency is assessed on a daily, case-by-case basis. Each student in the program must achieve 140 cases at 70 to 90 percent proficiency overall within prescribed Core or Specialty Areas of Surgery. Program outcomes are reported annually to the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting. The program director is responsible for all aspects of the program, including organization, administration, continuous review, planning, development, and general effectiveness of the program.

The interaction between the affiliate staff and the surgical technology student provides the clinical site with the opportunity to evaluate the student as a prospective employee. In turn, the student is able to evaluate the affiliate site as a prospective employer. Northland’s graduates have been successful in finding the best fit for employment because of the variety of clinical surgical experience the college provides, with a 100 percent placement rate for students graduating between 2003 and 2008, the most recent data available.

<table>
<thead>
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<td><strong>68</strong></td>
<td><strong>52</strong></td>
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**Reflections on Internships and Clinical Experiences**

Clinical course work and internships play a crucial role in Northland’s curriculum. This is also reflected in CCSSE results. In answer to the question, Have you done, are you doing, or do you plan to do an internship, field experience, co-op experience, or clinical assignment? 28 percent of Northland’s students answered that they had done one of these while 42 percent indicated they planned to complete an internship, field experience, co-op, or clinical assignment. Only 30 percent of Northland’s students either had not or did not plan to complete any of the experiences. According to the 2008 CCSSE report, Northland’s use of these kinds of learning experiences is comparable to its peer institutions. Internships, clinicals, and service learning experiences are all ways that Northland’s students directly engage in learning outside of the traditional classroom setting.

Assessment of clinical and internship sites is an ongoing process. Faculty members interact with supervisors and staff at the sites to gather information on how the learning experience is organized, managed, and evaluated. They also seek input from students who have completed these courses and from their advisory committees on ways to improve the learning experiences.
While the collection of formal minutes from Advisory Board Meetings is a new process at Northland, the minutes that are available at **Northland: College Committees** reflect the important role of feedback from advisory boards in the success of clinical sites. Whether verifying that the clinical sites are meeting the program needs or providing direct feedback on modifications to the clinical course work (credit load, outcomes, conduct), advisory boards play a vital role in ongoing assessment of this type of coursework.

**STUDENT LIFE**

While a life of learning is ideally the life of the student, all too often students fail to engage in learning outside of their specific courses. The commuter nature of the college further adds to the challenge of engaging students. Yet, it has been found in at least one significant study by Linda Stauss and J. Fredericks Volkwein (2004) that social integration and growth is second only to academic integration and growth with respect to student institutional commitment. That is, social integration and growth may be a stronger predictor of student institutional commitment than factors like pre-college characteristics and financial aid variables.\(^{119}\)

This finding is particularly significant as the study included non-residential two-year institutions as well as residential four-year institutions.\(^{120}\) While the classroom experience is the primary determining factor, particularly at two-year institutions, this study shows how important student life activities are for any college. The social networks and opportunities they afford for personal growth are a central part of the learning environment of a college.

Student life also plays an important role in developing lifelong learning and civic responsibility beyond college. For example, Ernest Pascarella and Patrick Terenzini (2005) conclude:

> Studies suggest that any form of community service has beneficial effects on students’ civic attitudes and orientations. By as much as a two-to-one margin, students who participate in some form of community service (compared to those who do not) are more likely to report an increase in their sense of responsibility and obligation to contribute to their communities, and participants are more than four times as likely to say they plan to volunteer in succeeding semesters and years.\(^{121}\)

This sense of civic engagement clearly carries on after college graduation, as the authors also conclude that research indicates the *college’s effects on graduates’ involvement in their communities endure well beyond graduation.*\(^{122}\) While the studies cited by Pascarella and Terenzini are primarily


\(^{121}\) Ibid., 308.

\(^{122}\) Ibid., 330.
focused on bachelor's degree attainment, with holders of bachelor’s degrees being as much as 80 percent more likely to be committed to community leadership and to be involved in community groups, they also note that even with wide variation across education attainment levels, with few exceptions...the association between educational level and community service is positive, linear, and consistent.123

Student life activities at Northland offer not only social interaction among students with similar interests but also opportunities to apply the knowledge they gain in the classroom, as many student clubs are tied to educational programs. In addition to clubs with a focus on programs, both campuses have active intercollegiate and intramural athletic programs and Student Senates. Clubs and groups that have been active within the college are listed below. A complete list of athletic and student life activities can be found at Northland: Athletics and Northland: Student Life.

- All Nations
- Auto Technology
- Cardiovascular
- Carpentry
- Construction Electricity
- Craft
- Criminal Justice
- Environmental
- Heating Ventilation Air Conditioning
- Intercollegiate Athletics
- Intramural Athletics
- Medical Administrative Assistants
- Multicultural
- Nursing
- Occupational Therapy
- Plumbing
- Physical Therapy Assistant
- Professional Aviation Mechanics
- Radiology Technicians
- Soccer
- Phi Theta Kappa
- Thought
- Visual History Club
- Welding

123 Ibid., 278.
The table below reflects the frequency of student life activities at the college from FY2005 – FY2008. Data for FY2009 will be presented separately, as explained below.

Before turning to these tables, however, two notes on interpretation are in order. First, each of the categories could be further subdivided. There are representative examples of the types of activities that would be included in these categories. Performing and fine arts includes both student performances as well as displays of student artwork. These performances and displays occur both on and off campus. Club Events include a range of activities from fundraisers (where funds may be used for club trips, field trips, or a combination of, for example) to vocation-specific activities (the Occupational Therapy Assistant Club helping students and the faculty learn to properly adjust backpacks, for example). Moreover, this category includes club-sponsored trips and other off campus activities, such as community volunteer activities. Notably, regularly scheduled club meetings are not included in this category. Student Senate activities include campus and off campus activities specifically sponsored by the student governments, including regularly scheduled Senate meetings. Athletics includes both intercollegiate and intramural activities. Finally, college-sponsored campus events include displays and events tied to events such as Women’s History Month, which may not be sponsored by individual clubs. These events are often sponsored by a college committee, such as the Diversity committee.

The second note on interpreting these tables is this: The data sources for these activities are not consistent or fully reliable. For the East Grand Forks campus, the primary source is through tabulation of activity request forms that are filed for all activities. A secondary source for East Grand Forks includes faculty contacts. For the Thief River Falls campus, the primary source is through tabulation of activities listed in the Northland: Pioneer News for FY2005 through FY2007. In FY2008, the primary source is a tabulation done by Dean of Student Development as part of the duties assigned to the new position. Faculty contacts also served as a secondary resource for Thief River Falls. None of these sources would be considered fully complete. There are certainly activities that took place that were not recorded (or recalled) by these sources, and there may have been activities scheduled that were canceled.

These problems with the collection of data for student life within the college are addressed in discussion of FY2009 activities, but they are the result of different practices prior to the 2003 merger, as well as continuing differences in how the student governments on each campus operate. This point is addressed in more detail below.

Despite the problems with these data sources for student life activities, the hope is that they are reliable enough not only to reflect the level of student life at the college but also to reflect trends in student life on each campus. This information will be useful to the college as it continues to make improvements in the area of student life.
STUDENT LIFE ACTIVITIES

Sources: Activity Request forms, Faculty contacts, Northland: Pioneer News, Dean of Student Development

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<tr>
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<td>23</td>
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<td>353</td>
<td>404</td>
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REFLECTIONS ON STUDENT LIFE ACTIVITIES

While the above table reflects student life activity within the college, it does not fully reflect the uniqueness of the two campuses with respect to student life. For example, while there are performing arts events on both campuses, this area is clearly a strength of the Thief River Falls campus. This reflects, in part, the difference in focus of the Liberal Arts division within the college. While music and art courses are available on both campuses, these programs are more developed with a longer history in Thief River Falls, which also offers more likely venues for performances in the theater/auditorium.

This difference in the history of Liberal Arts within the college extends further. The performing arts offerings of the Thief River Falls campus play a vital role for the Thief River Falls community, where the college serves as a cultural center of activity. In contrast, the East Grand Forks campus has not traditionally filled the same role for the Greater Grand Forks community, and given the proximity of the University of North Dakota, the campus may not be able to serve such a central role. Nonetheless, Liberal Arts on the East Grand Forks campus is deeply integrated with the technical programs, particularly through general education components required in program degrees through the Minnesota Transfer Curriculum, as noted in the previous chapter.

The table above also reflects steady activity of the student clubs as well as student governments within the college. There is evidence of variation from year to year, which is to be expected as the activity levels of student groups will change over time. However, the increase between FY2005 and FY2006 is due, in part, to a change in the process for sponsoring activities at the East Grand Forks campus. This change, the implementation of Activity Request Forms, has allowed for fuller and more accurate tracking of events sponsored by student groups.

124 As of the date the report was compiled. Late fall term and spring term data not included.
FY2006 also marks the first year the East Grand Forks campus offered intramural sports. This is reflected in the overall increase in athletics in FY2006. The increase in FY2008 is likely due to better tracking of intercollegiate athletics by the new Dean of Student Development.

While the tables reflect active student governments locally, Northland's student government officers are also active at the state and national level. Involvement at the state level includes holding office within Minnesota State College Student Association, attending statewide meetings, and participating in the annual state lobby day in St. Paul. Involvement at the national level primarily includes attending national conferences for student leadership and visiting United States Senators and Representatives in Washington, D.C. In general, during a given academic year, four to eight Northland students travel at least four times a year for state events, while up to four will travel for two national events annually.

There are other important aspects of student life not included within the above discussion of student activities, such as the student newspaper, *The Northern Light* and the student literary arts journal, *Inkwell* (available at [Northland: Inkwell](#)). The *Inkwell* was first published in FY2006 as the result of a faculty Award for Excellence grant. The college has continued to publish an annual issue, funded by Student Life fees. The newspaper had been published three times a semester and generally included eight to twelve pages an issue. Publication of the student paper was suspended in FY2009, however, due to budget constraints. Whether and how the student newspaper will continue to be published and in what format is still under discussion. It could be reconstituted as an online publication as part of the New Media program, set to begin in FY2011.

Alternatively, the college’s weekly newsletter, *The Pioneer News*, is available as a venue for student submissions. At this time, however, the status of a student run newspaper has not been determined. Campus activities and events continue to be publicized in *The Pioneer News*, however, and are publicized throughout the college with posters and other announcements.

The 2008 Community College Survey of Student Engagement Report also provides relevant insights to student life at Northland in comparison to students’ experiences at peer institutions. In answer to the question, *About how many hours do you spend in a typical seven day week doing the following for college sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, as examples)*, Northland students estimated they spent less than one hour per week, with a rating of 0.20. Northland is comparable to the consortium group in the CCSSE report, which has a score of 0.26. The larger CCSSE cohort score was 0.27. Therefore, while the college is slightly lower, it is not significantly lower than other two-year colleges.

When it comes to looking at the frequency of use, as well as satisfaction and importance of Student Organizations from the Student Services section of the CCSSE Report, Northland is again comparable to its consortium peers, as well as the entire cohort. With respect to the question of how often Northland students use student organizations, the college is comparable (though slightly lower).
Northland received an overall rating of 1.28 on a 4-point scale, while the consortium group was a 1.32 and the cohort was a 1.34. With respect to the question of how satisfied students are with student organizations, Northland is again comparable, though slightly lower. Northland received a 1.86, the consortium group a 1.95, and the 2008 cohort a 1.97.

Finally, with respect to the question of whether students see student organizations as important to them, Northland students are again comparable, with a 1.86, compared to the consortium, which had a 1.76, and the cohort, which had a 1.83. The fact that Northland students value student organizations at a slightly higher rate than peer two-year institutions, yet are slightly less satisfied than students at those same peer institutions, suggests that Northland could improve here. At the same time, for purposes of the CCSSE Report, a variance of 0.20 is needed for these differences to be considered significant, and the differences that the report demonstrates fall well within this range.

Turning to a final measure of student satisfaction with student life at Northland, the 2006 Northland’s Graduate Exit Survey\textsuperscript{125} (a locally-developed instrument aggregated for both campuses) shows that 81 percent of the responding graduates did not use Student Organizations or Clubs. Of those who did use these groups, 75 percent were very satisfied or satisfied, while the remaining 25 percent were dissatisfied or very dissatisfied. With respect to Northland’s intramural programs, 89 percent of responding graduates did not participate, although 100 percent of those who participated said they were either satisfied or very satisfied.

In the 2007 Northland Graduate Exit Survey,\textsuperscript{126} the overall participation in student organizations and groups went down slightly to 21 percent, yet satisfaction was significantly higher with 82 percent of those involved indicating they were either satisfied or very satisfied and only 18 percent indicating they were dissatisfied or very dissatisfied. Use of intramurals went down, with 93 percent of responding graduates stating they did not use intramurals. Of responding graduates for the 2007 survey, 67 percent using intramurals were satisfied or very satisfied, while 33 percent were dissatisfied or very dissatisfied. Data from the 2008 survey is being redacted. It will be made available to the evaluation team at the time of the site visit along with data from the FY2009 survey.

A review of past student life activities, the CCSSE Report, and Northland’s Graduate Exit Survey indicate that Northland could improve in the area of student life. Northland is addressing issues within student life in four key areas. First, in recognition of the importance of student life, the college created the position of Dean of Student Development in FY2009, as noted in Chapter 4, to oversee student life activities on both campuses. Due to differences between the campuses and the lack of a coordinated co-curricular strategy in the past, the Dean of Student Development is seen as crucial to the operations of the college. During the college’s recent reorganization (see Chapter 4: Designing Organizational Structure, a single athletic coordinator position was also developed, a position that had previously been shared by two faculty members. The college expects these changes to strengthen student life at Northland.

\textsuperscript{125} Available in the Virtual Resource Room
\textsuperscript{126} See Virtual Resource Room for complete results
Second, the new Dean of Student Development has been working to bring consistency to how student groups sponsor and report their activities. More importantly, this office is also working to increase access to and participation in student life events such as sports, entertainment, club activities, educational speakers, and other activities. Much of the data for FY2009 in the table on student life at Northland was left unreported, as the initial effort made by the dean’s office to collect this data for FY2009 was determined to be too unreliable to provide accurate reporting data. Rather than being seen as a negative, however, this can be seen as a step forward in the development of a reliable process for the college, since data for the previous years was gathered largely by hand counts based on reports in the Pioneer News, Activity Request Forms, or from individual recollections.

A third way in which Northland is making strides in Student Life is through Access and Opportunity funding, which Northland received in the fall of 2008 from the system office, discussed earlier in this chapter. In addition to the academic assistance provided by the college's Success Coordinators, the grant has also provided funding to improve social integration activities for students at each campus. While the college currently does not have data to demonstrate whether these efforts will result in greater satisfaction with student life at Northland, it is hoped that the 2010 CCSSE Report and future Graduate Exit Surveys will shed some light on these efforts.

Finally, the college remains committed to student life as evidenced by a college-wide functional approach to oversight of student life. For example, Student Senate advisors, student life coordinators, intramural coordinators, club advisors, and multicultural student life coordinators are members of the Minnesota State College Faculty or Minnesota Association of Professional Employees bargaining units, compensated according to provisions in the respective contracts. In addition, student services staff members also support student life in a number of ways, including:

- Participation in student engagement/life activities
- Cross-functional positions such as Academic Advisor/Multicultural Club Advisor
- Academic advisement on eligibility requirements
- Early intervention strategies for personal and academic mentoring
- Referrals to areas of student life interests

While this section has included a discussion of some of the challenges facing student life at Northland and how the college has responded to these challenges, one important difference in student life on both campuses remains to be addressed. Student government and funding for student life and student clubs are still distinct processes on the two campuses in keeping with practices established prior to the merger. The student government on each campus functions as an autonomous organization. Within this context, the Thief River Falls campus uses a model for student life funding whereby funding is determined through an annual budget request process. The strength of this process is the flexibility in club budget request. Clubs can request different-sized budgets to fit their needs or to support special activities. The East Grand Forks campus uses a model whereby a fixed amount of $1000 is initially awarded to active student clubs, with an additional $1000 allocated if those clubs include one annual community service-centered activity. Community service is broadly
defined to include an activity that adds to the value and life of the college community or the broader civic community.

Despite these differences in student government structure, the roles these organizations fill remain similar on each campus. Through the various student life clubs and activities, Northland strives to help students value a life of learning while also developing social networks and skills and fostering a sense of civic responsibility. Students serving in the Student Senate, for example, are able to consult with the Dean of Student Services or the Dean of Student Development at meetings on issues such as budgets and tuition, giving students a voice in decisions that affect them.

Student Senate advisors on each campus are also asked annually to solicit volunteers from the student body to participate in several college-wide and campus committees. Student membership on committees is an area where the college needs to be more proactive. While Northland welcomes and invites student representation, it is often difficult to convince students how important their input is. The lack of participation may be due to several reasons: lack of time for students to fit additional meetings into their class schedule, lack of interest in the committee’s purpose, or a conflict with student’s schedule and that of the committee.

The college strives to encourage student participation and continues to invite students to join committees where their perspectives and ideas are important. In the Associate Degree Nursing program, for example, student representatives are voted upon by their fellow students, and they meet at least once per semester with the faculty members to discuss issues in the program. Support for student inclusion in committees is also evident at the state level in System: Board of Trustees Policy 5.11.1 (Subpart H), directing institutions to structure their Student Technology Fee committees with students forming the majority of the membership.

It is evident that as a two-year commuter college, Northland faces challenges with student life. However, on each campus there is evidence of active student participation at a variety of levels and efforts on the part of the college to have an active and engaged student body. It can also be seen that Northland takes steps to improve student life. Perhaps the most important factor to consider is that students who are active members of their college communities continue to be active and engaged when they leave the college, as part of a culture of lifelong learning.

127 See Virtual Resource Room, "Student Committee Involvement" for details on efforts to recruit students to serve on committees
SUCCESS IN LIFELONG LEARNING

Core Components in This Section

- **Core Component 1b**: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- **Core Component 1d**: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- **Core Component 1e**: The organization upholds and protects its integrity.
- **Core Component 3b**: The organization values and supports effective teaching.
- **Core Component 3d**: The organization’s learning resources support student learning and effective teaching.
- **Core Component 4a**: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- **Core Component 4b**: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- **Core Component 4d**: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

A CULTURE OF INTELLECTUAL INQUIRY

In looking at intellectual inquiry and the breadth of knowledge and skills for Northland’s students, the 2008 Community College Survey of Student Engagement Report provides insight into how Northland compares to other community colleges.

For one set of questions in the *Character of Mental Activities* section, students are asked how much their coursework has emphasized memorizing, analyzing, synthesizing, making judgments, applying theories or concepts, and using information to perform a new skill. In most of these areas (with just one exception), Northland is comparable to both the consortium institutions and the 2008 cohort. The mean for responses runs from 2.58-2.93 for Northland, while the consortium range runs from 2.49 to 2.88. Thus, in general, Northland is strong in this area.

However, in the area of using information to perform a new skill, Northland scores a 2.93, in comparison to the consortium, which scores a 2.88, while the 2008 cohort was only 2.75. In this category, Northland’s score approaches the level of significant difference (0.20) relative to cohort group and is strong relative to peer consortium institutions, demonstrating the strength of Northland’s educational programs when it comes to the application of knowledge outside of the classroom.

In another set of questions from the CCSSE Report, it is also evident that Northland students do well in developing independent learning skills. In response to the question of how their experience at Northland has contributed to the knowledge, skills, and personal development in the area of *Thinking Critically and Analytically*, Northland students responded with an average of 2.88, in comparison to the consortium group (2.85) and the cohort (2.87). In the same group of questions, Northland students responded to the prompt, *Learning effectively on your own*, with an average of 2.98, in comparison to the consortium group (2.90) and the cohort (2.89).
As a measure of student engagement in developing intellectual inquiry at Northland, students can be compared with respect to asking questions or contributing in class as well as discussing class material with instructors outside of class, as well as with family, friends, or coworkers. In each of these three areas, Northland’s students were comparable to students in both the consortium and the cohort.

Finally, when considering the reading Northland students complete, the college is comparable with peer consortium group for the number of assigned textbooks, manuals, books, or book length packs of course readings (Northland, 3.12; Consortium, 3.06). Perhaps more importantly, Northland students read significantly more than the 2008 cohort as a whole (2.86). With respect to reading on their own for personal enjoyment or academic enrichment, Northland students, while slightly lower (1.92), are comparable to both the consortium colleges (2.01) and the cohort (2.08).

Throughout this discussion, it is clear that the students of Northland fare well in comparison to their peers in areas that relate to the development and use of skills relating to intellectual inquiry.

A CULTURE OF RESPONSIBLE LEARNING

LEARNING DRIVEN BY OUTCOMES
One way in which Northland works to ensure the responsible use of knowledge by students is through its Institutional Learner Outcomes, specifically through Personal Development:

PERSONAL DEVELOPMENT: Students will develop professional attitudes and habits of punctuality, honesty, respect, accountability, leadership, professional and personal integrity, and self-directedness while contributing to personal and group goals.

As with all its Institutional Learner Outcomes, Northland strives to ensure that all graduates attain competency in this area. Programs assess their success at meeting these outcomes on a five-year program review cycle. The Sales, Marketing, and Management program is one of the programs to have completed a program review\(^{128}\) in 2008.

Personal Development is assessed in a series of courses at various levels in Sales, Marketing, and Management. In the first course, Marketing 2116, this outcome is assessed through working alone or in team environments that include self-grading and grading counterparts. In a second course, Marketing 2304, assessment of this learner outcome is through the display of proper ethical and professional behavior. In both of these assessments, a rubric is provided to indicate the method of assessment. In Marketing 2116, assessment is formally through more than one major activity as well as through other informal and formal assessments at Learning and involves the level of application, habit, or integration. In the Marketing 2304, assessment is through at least one formally evaluated activity, or 3-4 minor activities at Learning, and involves the level of explanation, practice, or distinguishing.

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\(^{128}\) See "Program Review—Sales, Marketing, and Management" in Virtual Resource Room
Assessment of this institutional learner outcome is also present in another program review from the same program review cycle (2008) for Construction Electricity. In contrast to the Sales, Marketing, and Management program, the assessment of Personal Development is accomplished by Construction Electricity faculty members encouraging professional attitudes and habits by keeping attendance records, evaluating student work quality, and efficiency. This is a useful comparison of how the level of assessment may differ between an associate degree program (Sales Marketing) and a diploma program (Construction Electricity).

As with other Institutional Learner Outcomes, a program may also rely upon courses from the Liberal Arts Program for Personal Development. Within the Liberal Arts program, three program outcomes are relevant here:

*Outcome 6*: Students will evaluate a variety of human responses to cultural conditions.

*Outcome 9*: Students will apply appropriate civic and moral principles to a variety of civic and moral problem-solving situations.

*Outcome 11*: Students will assess, analyze, and develop personal goals towards optimal health and wellness throughout their lives.

These program learner outcomes are outlined in the Liberal Arts Program Matrix. Liberal Arts Outcome 6 deals directly with understanding the human condition, what it means to be human. While in some respects this may only be indirectly related to Northland’s institutional learner outcome on Personal Development, an understanding of the human condition is, for many, central to personal development, and particularly to the development of personal integrity. Through the study of literature and art, people can develop a stronger understanding of what integrity means for their decisions and actions. Liberal Arts Program Outcome 9 deals directly with the development of personal and professional moral problem solving, as well as the development of civic responsibility. Here again, students taking relevant courses have the opportunity to develop the habits of respect and ethical behavior, whether they take these courses to fulfill the requirements of the Liberal Arts program or other programs. Finally, Liberal Arts Outcome 11 addresses personal goals for health and wellness, another important aspect of personal development, particularly the ability to develop and work toward personal and group goals.

Northland’s 2009 Liberal Arts Program Exit Survey (available in the Virtual Resource Room) provides some evidence that students achieve these outcomes. While the survey relies on self-reported data, students completing the survey overwhelmingly indicate having met each of the above three outcomes adequately, proficiently, or with excellence, with ratings of 94 percent or higher in each category.

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129 See "Program Review—Construction Electricity" in Virtual Resource Room
130 See Virtual Resource Room
131 See Virtual Resource Room
There is also evidence that Northland students develop a sense of personal and professional integrity from the 2008 Community College Survey of Student Engagement Report. Within the section on the development of Knowledge, Skills, and Personal Development, Northland students responding to the question, *Developing a personal code of values and ethics*, with a 2.41 rating, comparable to other consortium colleges in the report (2.28) and the cohort (2.34). While the variance is not great enough to be considered significantly higher in the report (0.20), it is worth noting that the results for Northland here are comparatively strong.

**Learning Driven by Integrity**

**Policy Guidelines**

Turning from program outcomes to policy, Northland’s policy and practice on academic integrity encourages students to develop responsibility in the acquisition and application of knowledge. The full text of the college’s academic policy can be found at [Northland: Student Handbook](#) and [Northland: Policies—Academic 3072](#). As indicated in the policy, all reports of student academic dishonesty or misconduct are to be reported to the campus Dean of Academic Affairs. The deans are then able to track whether individual students are reported for more than one case of academic dishonesty. In addition to the above academic policy, Northland’s Student Code of Conduct also addresses academic integrity at [Northland: Policies—Student 2110](#) and in the student handbook. The Student Code of Conduct allows action up to expulsion. Academic deans report that no students have been cited for academic dishonesty more than once. As a result, student academic dishonesty has remained an academic matter at Northland, being dealt with by Academic Policy 3072 with reporting rather than through the Code of Conduct with expulsion.

**Reflections on Policy and Practice**

While Northland has strong policies in place for academic dishonesty, one weakness lies in adherence to the policy. In particular, while faculty members may find and address cases of academic dishonesty within their own classrooms, not all faculty members necessarily report such cases to their respective deans. This may be due to many reasons, including the possibility that some faculty members may feel it is within the realm academic freedom to let the issue remain within their classroom, or they may not be aware of the reporting requirement. This is a weakness in consistency of practice that was discussed during the fall and spring faculty in-service meetings in FY2010. It is hoped that awareness of the policy and a willingness to report incidents will increase, allowing the college to track incidences of academic dishonesty more accurately.

As important as the tracking and reporting of academic dishonesty is, discussion among the faculty and work done to address academic integrity within the classroom is equally important. A review of the Center for Teaching and Learning Reports for both campuses reflects a positive culture for addressing concerns about academic integrity. For example, the FY2006 report for Thief River Falls shows a formal session addressing plagiarism. The FY2007 report for East Grand Forks contains...

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132 Available in the Virtual Resource Room
results of a survey that reflects a moderately strong interest in academic integrity among faculty members on both campuses. In addition, the January 2007 faculty in-service contained a discussion of academic integrity, with a follow up discussion on intellectual property rights at the January 2010 session. These sessions have focused on how to address academic integrity in the classroom rather than on reporting requirements.

Finally, many in-service sessions cover a range of related topics, such as developing a syllabus, writing clear course outcomes and policies, and infusing active learning practices, all issues central to academic integrity. Insuring a secure testing environment and developing activities and assignments that encourage students to develop their own ideas are other efforts the college has focused on during in-service days.

Looking beyond academic integrity, Northland’s Student Code of Conduct (Policy 2110)\textsuperscript{133} strives to encourage a quality learning environment by ensuring commitment, dedication, and respect toward individuals. The purpose of the policy is to hold every student accountable for his or her behavior. This is especially true in cases where a person's behavior imposes on the freedom, rights, and safety of other individuals or negatively affects the learning environment. Students are expected to practice the code in a manner that encourages a non-hostile and comfortable learning environment. The code is designed to support the mission’s directive to create quality learning environments and to allow all students to be successful academically.

The appeals and grievance processes also honor the dignity and worth of individuals, as previously outlined in \textbf{Chapter 2: Student Grievances and Complaints}. Students are afforded due process rights as well as confidentiality rights. If students find themselves in a dispute over conduct, financial, or academic issues, they have the right to appeal any decisions made and are afforded every opportunity to be heard.

In addition to the Student Code of Conduct and the Appeals and Grievance processes, the college has adopted policies and procedures on nondiscrimination in employment and educational opportunity, Policies 1020 and 1020P,\textsuperscript{134} in accordance with \textbf{System: Board of Trustees Equal Education and Employment Policy}. The college is committed to nondiscrimination in employment and education opportunity:

\begin{quote}
\textit{No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation.}
\end{quote}

The college has dedicated officers who conduct inquiries and make determinations about whether to proceed with an investigation. College administrators have received training in investigation and

\textsuperscript{133} Available in the Virtual Resource Room
\textsuperscript{134} Available in the Virtual Resource Room
decision making related to allegations of discrimination and harassment. It should also be noted that during the college's most recent Civil Rights audit, detailed in Chapter 2: Civil Rights Audit, no adverse findings were reported.

LEADERSHIP FROM THE INSTITUTIONAL REVIEW BOARD

Northland's Institutional Review Board was established in the fall of 2007 in order to promote and provide oversight of human-subject research conducted at the college. Initially designed for research conducted with students, the scope of the review board has expanded to include all human-subject research conducted at Northland. The college policy regarding institutional research is as follows:

*All research involving human subjects at NCTC must have prior approval of the Institutional Review Board. This includes research conducted by employees and students of NCTC and outside researchers. The scope of the Institutional Review Board's charge is broad. Generally, any college research that uses humans, human tissue, surveys of human subjects, or human subjects' records requires review from the board, irrespective of its funding source.*

Any employee interested in conducting research must complete the application form outlining the scope and purpose of the research, methodology, and hypothesis of the research. Copies of the application and informed consent forms are available in the Virtual Resource Room. Student researchers must have a faculty sponsor who assumes ultimate responsibility for the protection of the subjects in any research conducted as part of a course of study. Researchers are also required to submit their consent form outlining the purpose, risks, and participant rights. Applications that do not involve research with children, human tissue, or controlled materials receive an expedited review by the chair of the review board or a designee. Five studies were approved in FY2008 and seven in FY2009. Membership on the review board consists of faculty members from each campus with training in research methods or ethics, and one college-level administrator. The board has also approached local community leaders from East Grand Forks and Thief River Falls about serving on the committee in FY2010.

INTEGRITY IN ONLINE LEARNING

Another aspect of responsible use of knowledge for Northland’s faculty members is in the use of the college’s learning management system (*Desire2Learn*) in both traditional and online courses. From 2004 to 2007, Northland supported faculty members through release time for a faculty D2L Mentor on each campus.

Mentors were experienced users of D2L software who assisted the faculty with the mechanics of using the software, but more importantly with the often subtler task of applying the software in an instructionally sound and useful manner. This assistance took the form of regular meetings and one-on-one tutoring on both campuses. A D2L Faculty Support resource center was also created within the learning management system and continues to be maintained by the college's Emerging Technology Specialist and the *Desire2Learn* site administrator.
While funding for the coordinator position was eliminated after FY2007, a faculty-driven D2L Users Group began meeting on the East Grand Forks campus in FY2009. This group of faculty members generally meets bi-monthly to share pedagogical uses of D2L for both online and hybrid courses. In addition, the college has also committed funds for two Online Learning Facilitators for FY2010, as discussed in Chapter 3: Positions Funded through Stimulus Suggestions. While this demonstrates a value for learning, it also demonstrates a faculty concerned with preserving the integrity of their classroom, not only in the sense of academic honesty but in the more central area of classroom pedagogy, working together to bring about a positive learning environment for their students.

Another resource available to faculty members using D2L includes a workshop course through the Distance Minnesota consortium, Online Teaching 101 Workshop, developed and facilitated by a Northland faculty member and former D2L mentor. This workshop has been offered several times a year since 2004 in partnership with Distance Minnesota. This 12-hour online workshop offers faculty members the opportunity to interact with other online teachers, while also introducing them to the basics of online teaching. In addition, the consortium group has offered Build Your Online Course Workshop, also designed and facilitated by a Northland faculty member and former D2L mentor, on a regular basis since 2007. This 30-hour workshop focuses on course design, using the Online Course Peer Review Standards rubric adopted by the consortium.

The Distance Minnesota consortium sponsored its first Online Faculty Workshop in December 2008 and repeated the workshop in 2009 based on the positive feedback, as a series of WebEx meetings to allow for greater participation. The series, Come as You Are, was designed for participants at all levels of experience. Faculty volunteers presented their own instructional experiences for discussion and feedback during the sessions. The consortium has also designed a survey to gather feedback about other workshop topics of interest to faculty members and course designers and solicit faculty volunteers for presentations.

Other online resources are available from Minnesota Online: Resources for System Campuses, a system collaborative established for serving the online learners in the system. Resources include e-curriculum highlights with innovative courses from system instructors, the e-assessment center with best practice guidelines, and library services with Desire2Learn and other reference materials.

The college also supports Technology Sessions for D2L and other technology applications including Microsoft Office, Novell, and Web 2.0. While the Technology Sessions are generally more focused on the technical aspects of using the software programs and integrating technology, they serve an important role in helping faculty members use software for both traditional and online classes in ways that preserve the integrity of the course and helping the faculty extend their knowledge within their discipline.

135 See Virtual Resource Room
136 See "Technology Training Topics" in the Virtual Resource Room
INTEGRITY AND FACULTY MENTORING

Northland’s faculty mentoring program is yet another example of how the college has supported instructors in further developing their knowledge and skills in ways that maximize the benefit to students. The East Grand Forks campus had the same Faculty Mentor since before the two campuses merged in 2003, although the position was not funded in FY2010 due to budget constraints. On the Thief River Falls campus, two faculty members have served as mentors, beginning in the fall of 2005. In addition, instructors in Management Education programs also have access to a designated faculty mentor. While there is variation between the programs on each campus, such as the amount of release time available and semesters the services are offered, the two programs were united in their efforts to provide the faculty with guidance in areas such as managing the classroom, syllabus information, lesson plans, methods of teaching adults, working with diverse students, effective instruction, and principles of learning. On the East Grand Forks campus, the program had been available both semesters, while the focus in Thief River Falls was in the fall semester.

Mentoring sessions typically occurred in one-on-one settings and group session, with several faculty members meeting together. During the sessions, participants might review the design of course documents or how to incorporate active learning methods. Faculty members also had the opportunity to observe the mentor in a classroom setting and be observed in return. The results of these sessions were suggestions, helpful tips, and praise in a non-threatening environment, as reported by the faculty mentor.137

While funding for Northland’s faculty mentors was cut for FY2010, the college immediately began discussions on how to replace this mentoring structure, including a round table discussion during the faculty in-service in the fall of 2009. At the time of this report, three faculty members from each campus were working on ways to revamp Northland’s mentoring program.

A targeted form of mentoring is Northland’s New Faculty Orientation sessions held at the beginning of each fall semester. In addition to giving new faculty members important information on topics ranging from payroll to purchase orders, these sessions address campus safety issues, grade reporting, learning services, and policies such as data privacy, right to know information, and the employee code of conduct. In addition, adjunct faculty members are able to review session information in subsequent semesters online, through the Northland: Adjunct Faculty Handbook, created by a faculty member as part of an Award for Excellence grant. While a formal, compensated mentoring program no longer exists, many experienced faculty continue to mentor junior faculty informally.

INTEGRITY AND INTELLECTUAL PROPERTY

All faculty members are provided orientation and ongoing education in copyright issues by the college’s librarians, as the copyright compliance representatives for each campus. The librarians make presentations to the

137 See Virtual Resource Room, "Mentoring Report"
faculty and staff, and field individual questions regarding fair use and compliance. The college has established policies (Policy 3200 on Copyright and Policy 5010P on Acceptable Use\textsuperscript{138}) with input from the campus librarians. The Acceptable Use policy focuses specifically on computers and other information technology resources. Librarians also regularly update college employees on copyright issues through e-mail, through the\textit{ Northland: Library Homepage}, and through a series of orientation materials.\textsuperscript{139} The Office of the Chancellor also provides periodic webinar sessions on copyright and Recording Industry Association of American guidelines that apply to higher education.

Copyright compliance is a complex issue in the digital millennium, and the librarians attempt to address any concerns and questions faculty and staff members may have. They have several resources to consult when questions arise, including print reference materials, resources from the American Library Association, and a variety of copyright guidance pages at major universities. When an inquiry is beyond the scope of their knowledge, the librarians also have the opportunity to consult the system library liaison and members of the system’s legal staff. Intellectual property was also a topic of the January 2010 faculty in-service meeting.

**UNDERSTANDING CONFIDENTIALITY ISSUES**

All Northland employees are required by the system to complete training in managing private data, using \textit{Desire2Learn} for content review and tracking purposes. Topics addressed included private data, student data, financial data, human resources data, employee right know, data security, and the state employee code of conduct.

Northland also regularly includes training during in-services that help train staff and faculty members. A review of staff and faculty in-service events\textsuperscript{140} since 2004 shows that regular training takes place covering the proper handling of personal and private information. Northland strives to keep employees informed about issues that surround their access to and use of data.

This section has described a number of ways in which Northland strives to maintain the integrity of the student learning experience. Whether it is through training to maintain confidentiality of private data, awareness and compliance to copyright law, faculty mentoring and active learning strategies, or academic integrity, Northland strives to inspire student success. The next section will focus on another measure of inspiring student success: student transfer rates.

**MOVING IN AND MOVING ON**

Many Northland students leave the institution to enter the workforce, and an increasing number are moving on to other institutions to continue their education. Northland is attracting its own share of transfer students as well. For however long, and for whatever purpose, these students are an integral part of what makes Northland a place to build futures. Information about graduate placement in the

\textsuperscript{138} See Virtual Resource Room
\textsuperscript{139} See "Copyright Orientation" in Virtual Resource Room
\textsuperscript{140} See Virtual Resource Room, "In-service Orientation"
workforce can be found in Chapter 4: Graduate Followup. This section focuses on transfer students, those coming to Northland as well as those leaving to continue their education.

**Students on the Move**

Students from other institutions are transferring to Northland in greater numbers. The table below indicates Northland's transfer activity between FY2006 and FY2008, although the FY2008 data is preliminary. A number of factors may account for the growth, including economic conditions that may make a bachelor's degree more attractive, but transfer numbers also spiked significantly after the college began offering transferable Liberal Arts courses and degrees as noted in the discussion in Chapter 4: Minnesota Transfer Curriculum.

**Students Transferring to Northland**

*Source: System: Transfer Student Profile, also available in Virtual Resource Room)*

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<td>All Other</td>
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<td>833</td>
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<td><strong>704.4</strong></td>
<td><strong>1117</strong></td>
<td><strong>875</strong></td>
<td><strong>995</strong></td>
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**Northland Students Transferring to Other Institutions**

*Source: System: Transfer Student Profile*

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<td>NA</td>
<td>339</td>
<td>NA</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>178.7</strong></td>
<td><strong>714</strong></td>
<td><strong>210</strong></td>
<td><strong>597</strong></td>
<td><strong>180.9</strong></td>
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The Transfer Student Profile also provides information about age, gender, and ethnicity of students transferring in and out of Northland and information about the percentage of Northland credits accepted in transfer by receiving institutions. From FY2006 to FY2008, students aged 15-24

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141 Transcripts from each sending institution. There is not a one-to-one correspondence between records and students, as a student could submit transcripts from several institutions.

142 Credits equal total # credits earned/accepted in transfer from sending institution divided by 30 for one FYE credit

143 University of Minnesota, border state schools, and all other colleges or universities

144 Border states (primarily North Dakota) accounted for 49 percent in FY2006, 44 percent in FY2007, and 47 percent in 2008 (preliminary data)

145 Data for FY2008 is preliminary and subject to change

146 Data not reported from non-system receiving institutions

147 Border states (primarily North Dakota) accounted for 41 percent in FY2006, 36 percent in FY2007, and 34 percent in FY2008 (preliminary data)
(including high school students transferring under Minnesota's Post Secondary Enrollments option) comprised the largest group of students transferring into Northland, accounting for more than 65 percent of all transfers in any given year. The gender split has remained relatively constant at about 65 percent female, 35 percent male. In terms of ethnicity, students transferring to Northland reflect the ethnicity of the region, with at least 85 percent classifying themselves as White in any given year between 2006 and 2008.

In FY2006, 72 percent of Northland's credits were accepted by receiving institutions overall, with the highest rate, 89.5 percent, being accepted by four-year institutions. In FY2007, the overall transfer credit acceptance rate rose to 75.3 percent, while the four-year rate remained the same. Data for 2008 transfer acceptance rates was not available at the time of this report.

Northland students who transfer to other institutions maintain or improve their grade point average after transfer, which may include a maturation effect. In FY2006, for example, the average GPA for a Northland student transferring to another institution was 2.85, and the average final grade recorded at the receiving institution was 2.95. In FY2007, the most current year for which data is available, Northland's exiting average was 2.79, and the average final GPA recorded at the receiving institution was 2.91. While the average GPA dipped slightly in FY2007, students still maintained or improved their GPA after transfer. As this transfer data demonstrates, Northland students do well after transferring to other institutions, an indication of how successfully the institution has helped them build bridges to the future.
CONCLUSION: ON THE HORIZON

Northland’s horizon stretches out in all directions, much like its surrounding prairie landscape. Opportunities and challenges abound, as outlined in this report. Northland’s capacity to seize those opportunities and meet those challenges is limited only by its willingness to embrace change and move forward. This capacity is something the college has consistently demonstrated as it requests continued accreditation from the Higher Learning Commission.

The college is embedded in both the national and state economic landscapes. The national recession and deep statewide deficits have stimulated a sense of crisis, with growing insecurity about maintaining the qualities of the college that are central to its history and identity. It has had to absorb tremendous reductions in its state allocation while at the same time concentrating on developing a strategic plan that focuses its resources on student success, quality and growth. The strategic plan has provided guidance as the college has made reductions and invested in new initiatives.

The merger of 2003 was initiated by the Minnesota State Colleges and Universities as a move that would bring about economy of scale, reduce unnecessary duplication in services and programs, and unite a portion of northwestern Minnesota that has strong regional similarities. The financial benefits of mergers are often overestimated, however, and rest on assumptions that may not be valid. Reducing various offices from two campuses to one may reduce the number of employees, but it increases inconvenience for employees and students. People may have to drive frequently between the campuses to serve students and employees adequately, incurring both travel costs and lost productivity. On the other hand, being one strong, mid-sized college within the system strengthens the voice and influence of the college within the state.

There has been phenomenal progress in the technical aspects of merger. Administrative Services (Fiscal Services, Facilities, Human Resources, Technology, and Safety) plans and operates for one institution. Student Services (Recruitment, Admissions, Registration, Financial Aid, and Advising) has achieved common standards and practices and shares responsibilities across the college. Student Development has unified policies, expectations, and processes, while recognizing the different character and histories of the student bodies at the two main campuses. Academic Affairs has taken major strides toward aligning the curriculum, producing a common catalog, adopting institutional and program learner outcomes, and promoting assessment across all academic programs.

While the college is one institution, it retains unique campus identities. These identities grew out of differing histories and communities. Because the Thief River Falls campus was an independent
college for many years and the sole higher education presence in its community, it had a comprehensive mission, offering a broad array of student life opportunities. Its state allocation was intended to support a college, and the administration maximized tuition revenue to ensure that the college contributed to the community quality of life. The East Grand Forks campus began as an individual technical institute and became part of the five campuses of Northwest Technical College, located in a community with a university that provided community enhancement. It did not have autonomy in decision-making about tuition and budget development. Its mission was focused on career and technical programs, and it was not funded in a manner that supported broad student life opportunities or community involvement. The merger has allowed the comprehensive mission of Northland Community and Technical College to infuse both campuses and communities.

Since the merger, there have, of course, been pains of adjustment. While technical aspects of merger have progressed, the marriage of the campuses was not necessarily rooted in love and mutual admiration. Each campus has had to adapt to many changes in the way it had previously done things, and there have been fears on both campuses that strengths of the past might be lost or diminished. Had the college enjoyed the fruits of an expanding economy, demographic growth, and greater public investment, these fears might have been ignored. However, with the challenges Northland faces, underlying stresses sometime crack the surface of collaboration and unity.

Clearly, the communities of northwest Minnesota and northeast North Dakota look to Northland's two main campuses, its educational sites, and its online offerings as essential elements of regional health and economic growth. Students report deep satisfaction with their educational opportunities and with how they are treated by the faculty and staff. Employers report that they would not be successful without the institution's graduates. Increasingly, Northland is included at the table when important regional initiatives are being developed and decisions are being made.

As the college moves into the future, Northland will mandate similarity throughout the college where it must and promote campus autonomy and uniqueness where it can. These efforts will be guided by the college's strategic plan, with decisions made based on how they inspire student success, cultivate quality in every aspect of the institution, and revolutionize growth strategies. Northland will face the challenges of budget insufficiency head on, acknowledging that some things that have been held dear may be lost in the short run. The college will be prepared for future times of abundance by becoming a lean institution focused on continuous improvement and good stewardship of all its resources.

Northland Community and Technical College meets the criteria for continuing accreditation in the opinion of its constituents, as demonstrated in this report. The college welcomes the opportunity to consult with its Higher Learning Commission colleagues as it plans the next steps on its journey.
## WEBSITE URL LIST

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### CHAPTER 1

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