

HIGHER LEARNING COMMISSION

**Assurance Argument
2019**

NORTHLAND
COMMUNITY & TECHNICAL COLLEGE

Assurance Argument

Northland Community and Technical College - MN

8/29/2019

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1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

College Mission Statement

REVISED 2018; BOARD APPROVED March 2019

Mission: Northland is an innovative leader in higher education, preparing all learners with work and life skills that advance personal well-being and regional prosperity.

College Vision Statement

REVISED 2018; BOARD APPROVED March 2019

Vision: Northland will be highly valued for providing exceptional education that transforms lives and strengthens the communities we serve.

Institutional Values

- Meet students where they are at
- Focus on student success
- Provide a high value learning experience
- Work collaboratively and build relationships
- Advance diversity, equity & inclusion
- Promote global competency
- Encourage innovation and creativity
- Pursue quality and continuous improvement
- Meet community and workforce needs
- Practice financial stewardship

Foundational Goals

1. Foster Student Success

- Improve institutional performance for student success as demonstrated by outcomes related to:
 - Transfer, graduation, training certificates, job placement and career advancement.
 - Communication skills, critical thinking skills, social engagement, information and applied technology, and personal development.

2. Advance the Development of the College

- Increase student enrollment
- Cultivate high quality faculty and staff
- Develop new programs and delivery methods to engage more effectively with learners and communities in the region
- Increase revenues from entrepreneurial and philanthropic sources

The above mission is developed and approved in accordance with our state system governing board (Minnesota State Colleges and Universities System), outlined in [Minnesota State: Policy 3.24 Mission](#) and [Minnesota State: Procedure 3.24.1 Mission](#). The mission and vision statements included above are reviewed with each update to the college's strategic planning process and applied to the specific planning areas of the college. The mission was last reviewed when developing the strategic plan for fiscal years 2019 thru 2021 and formally approved by the Minnesota State Board of Trustees in [March 2019](#).

The [strategic planning process](#) solicited input from multiple groups and individuals. The College brought in a consultant from The Praxis Strategy Group in the spring of 2017 to help gather our ideas and develop the revised mission and vision statements. The consultant assembled community and internal groups for brainstorming sessions that resulted in a [number of new ideas](#). Those ideas were [further refined](#) through group discussions and revisions culminating in the final mission and vision and included identifying institutional values and priorities.

The mission statement is articulated to our internal or external constituents through the college website [Northland: About Northland](#) and on posters throughout the campuses.

Northland's new mission more succinctly describes our focus on students and their success not only in career pathways, but through personal growth as well. We believe that this restated mission will provide a more global aspect of who we are and the impact on those around us. As the communities, businesses, and industries surrounding us have changed, so has our focus. We are compelled to look at the people and disciplines we teach with that same thought process.

Northland's wide variety of curricula meets the focus of the mission by offering multiple career programs covering a range of occupations that provide high skill/high wage employment opportunities in our service area. These programs are featured on Northland's website [Northland: Academic Programs](#).

Northland's student base has changed over the last several years and continues to evolve as the region develops new industries and the service area experiences major demographic shifts. This is primarily due to the significant increase in the immigration of Somali nationals, commonly referred to as "New Americans". Out-migration and the general aging of our working population have also had an impact on our enrollment, therefore our academic programming. The mission and vision helped generate strategies such as the [New American Initiative](#) to assist immigrant populations in their assimilation into the region with ESL and basic technical skill courses. Northland's enrollment profile reflects the increasing diversity of our service area as evidenced in enrollment data Minnesota State Performance Metrics.

We have also introduced new or modified existing student intake processes, student services, and student support services to better accommodate the needs of these populations. A prime example is a 2016 project named "Operation Data Clean Up", where we culled through our website and edited all of our promotional materials, policies and procedures, financial aid information, and intake forms to minimize the use of higher educational jargon that may be confusing to students. Recently, in June of 2019, we eliminated the application fee to reduce a step in the admissions process and remove any financial admission's barrier.

Northland's mission supports institution planning and budgeting processes as described in Criterion 5.C. Examples include Northland's [Academic Master Plan](#), [Facilities Master Plan](#), and [Strategic Plan](#). The budget process is developed each year in concert with the [Strategic Plan](#) and academic priorities are established with the faculty and academic deans. New program planning and sustainability are focused on where the College needs to be headed according to its strategic and academic plans.

As stated in the Institutional Values, Northland practices exemplary financial stewardship as evidenced in the maintenance of a reserve fund valued at approximately 39% of the annual operating budget. The reserve fund is only accessed for one-time spend strategic investments and physical plant emergencies.

Sources

- About Northland Web Page.pdf
- Academic Programs - Northland Community Technical College
- BOT Minutes approving Northlands Vision Mission
- Final Master Plan Appendix
- FLYER-NewAmericansManufacturing-June292016-V2
- Master Plan Final Document
- Minnesota State System Policy 3.24
- Minnesota State System Procedure 3.24.1
- NCTC Strategic Plan Timetable
- NCTC Strategic Planning PC Retreat
- NCTC-AcademicMasterPlan-Final
- Question Summaries 053017
- strategic_plan

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

Northland's Mission Statement clearly articulates the college purpose and vision, as well as supporting statements of goals, values, and priorities. The strategic planning process is designed to remain open and fluid, incorporating a rolling three-year priority, revisiting year three every year. This means that we established initial goals for the first three years of the plan, review these goals at the end of each year, make modifications to the remaining goals (previously labeled years two and three), re-designate those goals as years one and two, add a goal for the new year three. Flexibility is engineered into the process, recognizing the changing and ever-evolving nature of our circumstances and environment. Any modifications that occur to the strategic plan will be done within the scope of the mission and aligned with the vision and values, preserving the integrity of the process and outcome agreed to and embraced by employees.

Given the current enrollment trends and the significant impact enrollment has on the viability of the institution, it was not surprising to have increasing enrollment rise to our single highest priority for both years one and two of the strategic plan. Since just about everything we do impacts enrollment, it was somewhat predictable that we would spend considerable time in narrowing a massive list of suggested strategies into specific goals for the 18-19 and 19-20 academic years. In fact, it was so encompassing that a large committee of enthusiastic faculty and staff failed to reach consensus and were only able to make progress by reducing a list of several hundred strategies to a few dozen this past year. As is often said however, sometimes the journey is the most valuable part of the mission. There is little doubt that the ensuing discussions have helped not only raise awareness of the critical nature of this work, but incremental changes have already occurred as well as a renewed commitment to recruit and serve students. We are encouraged by the approach and will continue working on selecting a few high priority strategies, identify, and secure necessary resources and move to implementation in our 19-20 and 20-21 academic years.

The Mission and Vision statements are displayed to all of its constituents through a variety of means, including but not limited to:

- [Northland Website](#)

- [Strategic Plan 2009 \(in place 2009-2017\)](#)
- [Strategic Plan 2018](#)
- [Academic Master Plan](#)
- [Diversity Plan](#)

It is worth noting, that within the planning cycle, our Diversity and Academic Master Plans are slated to be renewed in 2020. Both of these plans include statements of our former mission statement (prior to 2018). This realignment is a part of the reworking of these plans. We should further note that while there was a gap between our 2009 Strategic Plan (originally slated to sunset in 2014) and our 2018 Strategic plan, during this time both the Academic Master Plan and Diversity Plan were renewed. Further, Northland transitioned presidents and development of a new Strategic Plan was delayed. The delay reflects time for the transition of the President's office so that the new president would be involved in the planning process. But it also reflects shifts within the institution through the brief composition of the "Institutional Outcomes Committee." See "Inactive and Archived Committees," from our "[College Committee](#)" page. During these transitions, a renewal of the commitment to the Institutional Research work group, as well as the forming of the new Fiscal Committee, and the new Strategic Planning Committee occurred.

Northland also articulates its mission through opportunities within the community through activities such as public forums. Presentations have been made at the Grand Forks/East Grand Forks Chamber "State of the College" and the Thief River Falls Chamber "State of the City" events, Rotary and Lions Clubs in both EGF and TRF, the TRF Golden Eagles Club, the TRF Azalians, and through Northland's program advisory committee meetings. The mission statement is also featured on each campus via displays in high traffic areas. These documents are also made available on our social media accounts such as Facebook, Twitter, and Instagram. Alternative resources are available through our student support services office for those who have language or visual impairments.

The new mission clearly reflects that the primary purpose of the institution is teaching and learning with an intended outcome of advancing the individual student, ultimately and significantly impacting the broadly defined communities that we serve in a positive way. The term "all" learners was not adopted casually and is intended to communicate diversity and inclusiveness. Consideration was given to naming specific populations that could potentially be served, as well as using terms such as 'inclusion and equity,' however we determined a single inclusive term was more prudent within a succinct mission statement. Commitment to advancing diversity, equity and inclusion is evident in our value statements and Institutional Learning Outcomes, specifically addressing the 2010 Assurance Evaluation Report which noted the college mission and vision statements did not specifically address a commitment to multiculturalism.

The mission and vision statements are intentionally succinct to facilitate communication, sharpen the focus, and highlight the positive impact the college has on our constituency. The corresponding goal and value statements better communicate the considerations used to make operational decisions, including the development of the college's programs, services, policies, procedures, and processes.

Reflecting both the depth and breadth of Northland's purpose, the mission broadly defines its constituency as the communities we serve geographically, inclusive of education, business, industry, government, non-profit organizations and perhaps most notably, all individuals that come to Northland to further their education. All certificate, diploma, and degree programs offered at Northland include program learning outcomes that ensure graduates are receiving a high-quality education that is relevant and valued by prospective employers. Northland's collaboration with other higher education institutions is demonstrated through the various articulation agreements that are in place with other Minnesota State colleges and universities as well as the University of North Dakota, the University of Minnesota, Mayville State University, and others.

Sources

- About Northland Web Page.pdf
- College Committees · Northland Community Technical College
- NCTC Diversity Plan 2017-2020 Final
- NCTC-AcademicMasterPlan-Final
- Northland Strategic Plan 2014
- strategic_plan

1.C - Core Component 1.C

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

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

Argument

Northland fully understands and accepts its role in a multicultural society, and more so views it as both a moral and ethical responsibility. Much of this institutional commitment is reflected in our [Diversity Plan](#), where specific policies, procedures, protocols, activities, and strategies are detailed. The plan addresses the broad areas of curriculum and instruction, human resources, and student affairs. There are explicit goals with respect to recruitment, retention, and student success with an expectation that reducing the achievement gap for underrepresented populations will be the outcome. This aligns with system-wide strategic initiatives to close the achievement gap as well.

One specific program worth highlighting is a program that was developed for our immigrant Somali and Nepalese population. In 2016, Northland pursued and was awarded a Department of Labor grant to train students for entry level positions in manufacturing, the target population being underrepresented students. The [New American program](#) was a non-credit program and key part of this grant work. The program included ESL and basic manufacturing skills such as hand tools, ergonomics, measurement, blueprint reading, and quality assurance. Even though the program struggled to enroll the numbers we had hoped to achieve, 100% of those that did complete the program were employed in local industry. The grant also built institutional capacity in providing us with great insight into more effective recruitment and retention strategies for Somali and Nepalese students, as well as deepening our understanding of the support services necessary for retention of this population.

Additional evidence that Northland is committed to establish a culture that fosters student understanding and appreciation for our existence in a multicultural society include student clubs and organizations tied to diversity, the establishment of a veterans center on each campus, and faculty in-service sessions dedicated to teaching students from diverse backgrounds. Faculty and staff in-service topics have included presentations from featured expert speakers who provided specific focus on Native American Culture, Understanding the Muslim Religion, Poverty, Working with Learning Disabilities, and Civility.

Support Staff In-Service Agendas

[September 2013](#)

[September 2014](#)

[September 2015](#)

[August 2016](#)

[March 2017](#)

[August 2018](#)

[May 2019](#)

Faculty In-Service Agendas

[August 2015](#)

[August 2016](#)

[January 2017](#)

[August 2017](#) + [Strayhorn, Speaker Biography](#)

[January 2018](#)

[August 2018](#)

[January 2019](#)

Northland's Diversity Plan features four major goal areas that serve as the guiding principles for the various departments of the college as they develop their operational policies, processes, and initiatives for each fiscal year:

1. Recruit and retain a diverse student population providing equitable access and opportunity to be successful in higher education.
2. Attract and retain employees who embody and reflect diversity and inclusion.
3. Foster academic success of a diverse student body.
4. Ensure leadership commitment and accountability to diversity efforts at all levels of the institution through an aligned strategic effort.

From an outcomes perspective, Northland has performed well with our diversity metrics established by the Minnesota State system over the past 6 years as shown in our [Strategic Performance Measures](#). We have increased enrollment and maintained student success for our students of color. We are particularly proud that, given the geographical and cultural challenges of recruiting underrepresented employees to Northwest Minnesota, we have again increased the diversity of our faculty and staff in the past couple of years to better reflect the populations we serve.

We do face a challenge in persistence and completion for our students of color and Pell eligible students. Our first generation students, in comparison, have strong persistence and completion results. The latter group's persistence and completion improved as we implemented mandatory registration access codes and program specific advising. We are now working to improve persistence and completion for our students of color and Pell eligible students. In particular, we are ramping up retention and completion strategies. Examples include our implementation of our multiple measures for course placement and our preparation to submit a TRIO request for proposal (2020). For the 2019-20 academic year, we have hired a new faculty coach who shares a commitment to these strategies and integrated diversity, equity, and inclusion work into this coach's assignment load. This work is planned to include activities like study tables and intrusive advising with the intent of increasing success for these groups of students. We are

greatly encouraged with the work we have experienced so far and are hopeful to see significant improvement in our institutional metrics this year.

In addition to ethnic diversity, the college has sought to bring understanding of social and economic differences as well. In recent years our underrepresented student body has been approximately 46-56% of our overall student body. Within this context, poverty is a global issue that is prevalent in Northwest Minnesota and it impacts rural areas dramatically, as evidenced by approximately one third of Northland students qualifying for Pell grants. Approximately 87% of full-time beginning Northland students in 2017-2018 qualified for some type of [financial aid](#). Lengthy commutes combined with often difficult road conditions, limited public transportation, and minimal resources result in unreasonable challenges for students. Northland's response is to provide free busing between campuses and to conduct temporary food pantries during peak times of the semester, recognizing the strain school can have on the tight budgets students often endure.

It's also important to acknowledge the efforts and successes of our student support services. In addition to advising, financial advising, counseling, early alert program, and tutoring, we host a wide variety of campus activities that are designed to promote inclusion, such as "Feast of Nations" dinners, club activities, field trips, and presentations/speakers that feature relevant topics. One of the intentional benefits of Northland's service learning graduation requirement is to further expose students to communities with which they have little or no familiarity.

Sources

- August 2018 Fall InService
- August 2018 Fall InService
- College Mission Statement
- Fall 2014 Faculty In-service
- Fall 2015 Inservice
- Fall 2017 Inservice Agenda
- Fall Inservice 2016-17
- Fall Inservice Aug 17.2016
- FLYER-NewAmericansManufacturing-June292016-V2
- IPEDS UNDERGRADUATE STUDENT FINANCIAL AID
- January 3 2018 Inservice Agenda
- January 9_2019 -InService
- NCTC Diversity Plan 2017-2020 Final
- SPM Report
- Spring 2017 Staff Inservice agenda - Both Locations
- Spring inservice agenda 2017
- Strayhorn_ShortBio050317
- Support Staff In Service Agenda 9.26.2014
- Support Staff In-Service 9-24-15
- Support Staff In-Service Agenda 9.27.2013
- Support Staff Inservice May 2019

1.D - Core Component 1.D

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

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

Argument

Northland takes its commitment to serving the community seriously as reflected in multiple activities, partnerships, and programs:

[Service Learning Graduation Requirement](#)

All students intending to graduate with an Associate Degree are required to complete eight hours of community service prior to graduation. This requirement has engaged our students, faculty, and staff with the non-profit sector of the communities we serve, benefiting the student, public service agencies, and the people served by these agencies. The graduating class of 2019 was the first student cohort that was obligated to meet the requirement and we were very pleased to report that only a small handful of students (.08%) were not able to meet the requirement on time, but made arrangements to complete the assignment.

Community Partnerships

Our Thief River Falls campus houses a State of Minnesota Workforce Center, Adult Basic Education, Head Start early education and a college-owned radio station. The East Grand Forks campus houses Adult Basic Education and is partnered with the East Grand Forks Public Schools to provide food service to our students and employees. A specific noteworthy partnership in East Grand Forks is with the Forx Builders Association that provides the lot, building materials and supplies, and the concrete work for our construction and building trades programs so that they may build a new home each academic year. Our student government in East Grand Forks also partners with the Grand Cities Transit Authority to provide free city bus transportation for Northland students, as well as partnering with the Occupational Development Center (ODC) for custodial support services on the campus.

[Program Advisory Committees](#)

Representatives from local employers populate our technical and career program advisory committees, meeting twice a year to provide feedback on graduate performance, relevance of curriculum, and adequacy of program equipment.

Workforce Development Solutions (formerly Center of Innovation)

Northland partners with local employers to provide customized training to their incumbent workers utilizing multiple modalities of learning, both on and off site. We've recently expanded our curriculum and our outreach by partnering with three other State Colleges and one University, establishing a collaborative that operates as a single entity that covers a nearly 200 mile radius of our service area.

Community Activities

The East Grand Forks campus hosts an annual Chamber of Commerce event called [State of the College](#), where we are privileged to make a presentation about our college and its donors. Correspondingly, the Thief River Falls campus hosts a [State of the City Chamber](#) event that has a themed focus each year that involves representatives of an entire sector. This year, for example, we featured speakers from the public service sector. Local police, fire, and EMT made formal presentations and around 20 public service entities set up informational booths, which was open to the general public.

K-12 Partnerships

Examples such as our engagement with high school students through College in High School, Online College in High School, and Post Secondary Enrollment Options contribute to this effort. In addition, we host middle and high school events at both our campuses, including VEX Robotics, reading and math competitions, and high school athletic tournaments. We also boast a unique partnership where we have a shared use agreement of our football and baseball stadiums with the City of Thief River Falls and Thief River Public Schools.

University Partnerships

Examples include our ADN to BSN transfer pathway with Bemidji State University, [Northern Connect](#) joint admission programs with the University of Minnesota Crookston and Bemidji State University, and multiple [articulation agreements](#) with university partners. The [University of North Dakota](#) lists the articulation agreements with Northland per their institutional practice.

Northland is one of 30 public two-year colleges in the Minnesota State College and University System, therefore there are no private investor obligations or concerns. Northland does have obligations however to the parent Minnesota State College and University system with respect to adherence of system policies, processes, and procedures, as well as fiscal obligations for what are deemed as shared services. Examples of shared services include a system-wide contract for a Customer Relationship Management (CRM) tool, centralized payroll transactions, common accounting software, capital bonding project assistance, and legal support. The system, with Board approval, also negotiates employee bargaining unit contracts and determines administrative compensation plans as well. Shared services are viewed as a partnership for which there is tangible return in services rendered for payment.

Northland does not support external interests financially, however as an exception, we support organizations that are aligned with our interests, such as professional organizations like the American Association of Community Colleges (AACC), Higher Learning Commission (HLC), and the National Institute for Staff and Organizational Development (NISOD) through membership dues, conference and workshop attendance, and the purchase of professional development materials. Professional organizations that exist to promote and further specific occupations and academic disciplines are also supported in a similar manner.

We believe that it is relevant to highlight the overall economic impact that Northland has on the greater community we serve. This includes the direct impact of our operating budget in local labor, supplies and materials purchased; employee compensation and benefits that generate tax and business revenue; capital equipment and facilities improvements that benefit local contractors and vendors; and student traffic that generates income through transportation, housing, and purchase of school supplies. A recent [economic impact study](#) conducted by the Minnesota State system office reported an estimated annual economic impact of \$85 million to the communities we serve. This figure is not inclusive of the labor force that benefits from employing our graduates, who represent a significant percentage of the total workforce in our area. These facts are not lost on our local Chambers of Commerce, Grand Forks Economic Development Corporation, and both city and county governments.

The career and occupational programs at Northland have active program advisory committees that provide guidance on the relevance of curriculum and equipment, as well as current employment trend data, along with feedback on our graduates. Our Workforce Development Solutions provides customized training for business and industry, giving us excellent information on employers' current needs along with real time experience working with incumbent workers. The Farm Business Management Program is classified as a customized training program for good reason, as it provides invaluable instruction to farmers on an individual basis at their farms, again providing us with current data on the area's agricultural needs. Northland's health related programs incorporate a clinical experience in their program which provides both students and faculty access to the very latest career relevant information which can then be incorporated into their respective curricula.

Sources

- Advisory Board · Northland Community Technical College.pdf
- Articulation Agreements
- Camus Impact Statement 2016-17
- Chamber State of the College Flyer
- NCTC-AcademicMasterPlan-Final
- Northern Connect · Northland Community Technical College
- Service Learning · Northland Community Technical College
- SOTC-flyer-2019-2
- UND Articulation Agreements - NCTC

1.S - Criterion 1 - Summary

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

Summary

Northland Community & Technical college's mission statement clearly articulates the college purpose and vision, as well as supporting statements of goals, values, and priorities. The mission and vision guide the operations of Northland, as evidenced above. Through our mission we serve our dynamic and diverse communities; and are committed to advancing the overall good of our communities.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

Northland is one of 37 public colleges and universities in the Minnesota State system. Minnesota State is governed by a 15-member Board of Trustees appointed by the governor and established through legislation, [Minnesota Statute Section 136F.02](#). The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. Additional details of the Board function are addressed in 5.B.

The Minnesota State system policies, procedures, and guidelines ensure system institutions operate with integrity in financial, academic, personnel, and auxiliary activities, under the laws and statutes of [Minnesota Management and Budget](#). Also, through the [Office of Equity and Inclusion](#) the system provides consultation, advisement, training, and policy development in the areas of equity, inclusion, diversity, equal opportunity, and affirmative action to ensure the learning and working environments actively promote equity and inclusion.

Northland adopts Minnesota State system policies directly, or with adjustments through consultation with the Office of General Counsel (OGC). Northland may adopt additional policies to meet specific college needs.

Key board-approved system policies and procedures are available at [Minnesota State: Board Policy and System Procedure Index](#). Northland policies and procedures are at [Northland: Policies and Procedures](#). As Northland is also a state agency, it follows guidelines established through legislative mandates and [collective bargaining agreements](#). Specifically, policies and procedures regarding integrity and ethical behavior include: [Code of Conduct](#) and [Northland Policy 1050 Code of Ethics, Respectful Workplace, Fraudulent or Other Dishonest Acts, Copyright, Intellectual Property, Equal Opportunity and Nondiscrimination in Employment and Education policy and procedure](#), and [Sexual Violence policy and reporting procedure 1080P](#).

The Board has also adopted a [Student Conduct policy and procedure](#) which was used to develop the [Northland Policy 2110 Student Code of Conduct](#) with guidance from the OGC. The OGC provides guidance and resources including templates on topics which enforces institutional integrity and ethical practice, such as, academic integrity, academic misconduct, first amendment FAQs, classroom management sample policy language, and sample suspension letters.

Besides the OGC division, the Minnesota State system provides additional support and resources for various groups to share documents and best practices.

At the institutional level, Northland engages in activities to enhance transparency and integrity with faculty, staff, and students. The internal constituent groups are invited to participate in college committee work. A [College Committee web page](#) has been developed to house all approved committee work. The Northland committee structure has evolved over time to current state to address the needs and clearly communicate with constituents. Faculty members meet with administration through Shared Governance Council (SGC) and support staff through the Staff Advisory Council to address issues of mutual concern. The college has reinstated a college [Fiscal Committee](#) for discussion and review of college financial information. Students meet with administration through Student Senate for consultation on various items of mutual interest and concern, such as tuition and fee consultation. Besides involving various constituents in activities and planning, the student affairs department has initiated a system to document practice through the development of Standard Operating Procedures (SOPs) in order for offices to maintain integrity and consistency in practice. Northland also has a contractually mandated safety committee to address safety matters.

The system Finance Division is comprised of four major units - [financial planning and analysis](#), [facilities](#), [financial reporting](#), and [procurement](#). In regards to administrative and financial management, through [Minnesota State Policy 7.1](#) the Board delegates authority to the chancellor to develop procedures and guidelines to implement the Minnesota State Board policies for administrative and financial management of the system, including all colleges and universities and allows the system institutions sufficient autonomy to administer the resources under their control to achieve their mission and to have accountability for their decisions. Also, through [Minnesota State Policy 5.9](#) which requires system colleges and universities to prepare balanced budgets consistent with board policies and system procedures and [Minnesota State policy 5.10](#) and [5.10.1](#) which outlines that system colleges and universities maintain an appropriate portion (5-7%) of general fund balances designated as a reserve in order to show commitment to long-term stewardship of state fiscal resources.

The system office provides direction to institutions regarding Tuition and Fees through [policy 5.11](#) and [procedure 5.11.1](#) in order to balance five values - affordable access to higher education, sustainability, equity, transparency, and flexibility for innovation and emerging markets.

Ultimately through system policy and procedure, it is the president's responsibility to ensure fiscal integrity of the local college and is accountable for administrative and financial management of the institution as delegated by the Chancellor through the Board of Trustees. Locally, Northland operates within system policy and procedure to develop the college budget according to college mission and values. Under [Board policy 7.4](#), the college files financial reports and statements, subject to audit, on an annual basis. Details of budget development are discussed in 5.A.

[Minnesota State policy 7.3 Financial Management](#) was adopted to provide sound financial administration to safeguard State resources and the constituents they serve and to preserve long

term viability of the system as a whole. [System procedure Auxiliary Operations 7.3.2](#) and operating instruction [7.3.2.1 Auxiliary Multi-Year Financial Planning](#) provide guidance and recommended practices for auxiliary operations for activities obtained through contracted services at Northland including food services which are contracted through the EGF School District in EGF, the Grand Cities bus service in the East Grand Forks community, UND TRIO Advising services at the EGF campus, the Tri-Valley Bus contracted service between the campuses, and student life contracted services such as flu shot clinics.

The Business Office, Financial Aid, and Registrar ([BOFAR](#)) staff members meet after financial aid is disbursed each term in order to discuss what went well and what needs improvement. Also, the student life coordinator and dean of student affairs have developed and maintained student life approval forms for [activities](#) and [fund raisers](#) that require fiscal adherence.

As noted above, [Minnesota Statute 136F.06 Powers and Duties, Subdivision 1](#) affords the Board to possess all powers necessary to govern the state colleges and universities, including approving programs of study and requirements for completion of programs, and approving the awarding of appropriate certificates, diplomas, and degrees. The system has a number of [Educational policies and procedures](#), under Chapter 3 on the Minnesota State policy site, including policy [3.36 Academic Programs](#) which outlines the purpose, goals, definitions, authorized academic awards, approval authority of the chancellor to establish academic program locations, new academic programs, changes to existing programs, suspension of academic programs, and closure of academic programs. In order to maintain integrity in activities and process, the system invokes the guidance of an Academic and Student affairs (ASA) Policy Council which provides constituent advice and consultation on proposed BOT academic and student affairs policies and chancellor's procedures.

[Procedure 3.36.1 Academic Programs](#) provides guidance to Northland in developing programs and curriculum that are consistent with its mission. Assessment of student learning and program review process information, curriculum development and integrity, meeting faculty minimum qualifications, supporting faculty professional development is reported and further discussed in Criterion 3.

The system office provides many resources to ensure guidance and integrity in the realm of human resources, i.e. a [Human Resources](#) website, the [Equity and Inclusion](#) Office, and the system [Human Resources policies and procedures Chapter 4 series](#). As noted above, the Board has specifically adopted Codes of Conduct & Ethics for system employees and the [Board of Trustees Code of Conduct](#).

Northland also takes part in personnel training through the [Enterprise Learning Management \(ELM\)](#) link within the State of Minnesota Self Service web-based system to ensure policies, procedures, and expected behaviors are communicated and reinforced to employees through managed and scheduled annual training, with topics such as Data Privacy, Personal Empowerment Through Self-Awareness (PETSA or what is now referred to as Sexual Violence Prevention Training (SVPT), and Campus Security Authority training. New supervisors are required to complete the Art and Science of Supervision, thereby meeting the [Minnesota Statute requirement](#). Supervisors are notified by the HR office to conduct annual performance reviews

with staff members. The HR office maintains non-faculty employee performance evaluation and position description documents. Faculty members submit professional development plans annually to their respective supervising dean per contractual requirements.

Within the area of administrative operations, the system office has [policies and procedures](#), (Chapter 5. Administration policies and procedures, Chapter 6. Facilities Management, and Chapter 7. General Finance Provisions) and Northland has ([5000 Administration](#), [6000 Facilities](#), and [7000 Finance](#)) developed policies and procedures to assist in maintaining institutional integrity and guide ethical practice.

In the various student service areas, Standard Operating Procedures (SOPs) have been developed and maintained in order to conduct business according to policy or procedure with accuracy, consistency, and continuity.

Areas of concern or student complaints are gathered and logged through the internal online Student Complaint Log. Supervisors have access to the log and enter the complaint and other required fields. [Northland Policy 1085 Institutional Record of Student Complaints](#) and [Northland 1085P Institutional Record of Student Complaints Procedure](#) guide the practice of the supervisors entering the complaints on the student complaint log.

Sources

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- fund_raiser_request
- Minnesota State - Accounting
- Minnesota State - Board of Trustees
- Minnesota State - Board Policies and System Procedures
- Minnesota State - College Faculty Credentialing
- Minnesota State - Employee and Labor Relations
- Minnesota State - Equity and Inclusion
- Minnesota State - Facilities
- Minnesota State - Financial Planning and Analysis
- Minnesota State - Human Resources Division
- Minnesota State - NextGen
- Minnesota State - Office of General Counsel
- Minnesota State - Policies and Compliance
- Minnesota State - Procurement
- Minnesota State - Reimagining Minnesota State
- Minnesota State 01JanuaryPacket Mis-Vis Approval

- Minnesota State 01JanuaryPacket Mis-Vis Approval (page number 3)
- Minnesota State 1B1 Equal Opportunity and Nondiscrimination
- Minnesota State 1B11 Procedure Report-Complaint of DiscriminationHarassment
- Minnesota State Policy 1B.2 Affirmative Action in Employment
- Minnesota State Policy 1B.4 Access and Accommodation
- Minnesota State Policy 1B3 Sexual Violence
- Minnesota State Policy 5.10
- Minnesota State Policy 5.11
- Minnesota State Policy 7.3
- Minnesota State Policy 7.3.2. Auxiliary Operations
- Minnesota State Policy 7.4 Financial Reporting
- Minnesota State Procedure 1B.0.1 Resasonable Accomodations in Employment
- Minnesota State Procedure 1B31 Response to Sexual Violence
- Minnesota State Procedure 5.10.1
- Minnesota State Procedure 5.11.1
- Minnesota State Procedure 7.3.2.1 Auxiliary Multiyear Financial Planning
- Minnesota State System Policy 1C.0.1 Codes of Conduct - Ethics Procedure
- Minnesota State System Policy 1C.0.2 Respectful Workplace Procedure
- Minnesota State System Policy 1C.2 Fradulent or Other Dishonest Acts
- Minnesota State System Policy 3.24
- Minnesota State System Policy 3.26 Intellectual Property
- Minnesota State System Policy 3.27 Copyright
- Minnesota State System Policy 3.36 Academic Programs
- Minnesota State System Policy 3.36.1 Academic Programs Procedure
- Minnesota State System Policy 3.6 Student Conduct
- Minnesota State System Policy 3.6.1 Student Conduct Procedure
- Minnesota State System Policy 5.9
- Minnesota State System Policy 7.01
- Minnesota State System Policy 7.3 Financial Administration
- Minnesota Statutes 136F.02
- MN Management and Budget Minnesota Management and Budget
- MN Statute Sec. 135A.052
- My Learning
- Northland 1020 Equal Opportunity and Nondiscrimination in Employment and Education
- Northland 1020P Equal Opportunity and Nondiscrimination in Employment and Education
- Northland 1080 Sexual Violence
- Northland 1080P Sexual Violence Procedure
- Northland 1085 Institutional Record of Student Complaints
- Northland 1085P Institutional Record of Student Complaints Procedure
- Northland 2110 Student Code of Conduct
- Northland Policy 1050 Code of Ethics
- Policies Procedures · Northland Community Technical College
- student_life_request
- Training Sec. 43A.21 MN Statutes

2.B - Core Component 2.B

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

Argument

Northland maintains a comprehensive website with digitally accessible information that can be reviewed onscreen or printed, in addition to informational material that can be mailed to individuals upon request. Northland also uses [print materials](#) developed by the marketing and communications department for distribution at special events, college fairs, high school visits, campus visit guests, and mailings.

Northland's website includes a page on accreditation which includes the Higher Learning Commission and a link to [Accreditation Documents](#) which includes Higher Learning Commission Accreditation Status, 2010-2020 final reports, and other pertinent documents. Northland also has many technical programs that have received third party accreditation or certification, for example, nursing, architectural technology, physical therapist assistant, and surgical technology, to name a few. The comprehensive list is found on the [Accreditation web page](#).

Examples of the comprehensive information found on the web include:

[Academic Program Pages](#) - include links to a program descriptions or overviews, learner outcomes, employment outlook and salary information, required courses, program specific requirements, any program specific accreditation, approximate costs, articulation agreements, any specific program related materials such as program manuals, activities, stories, or videos.

[Virtual Academic Catalog](#) - Northland maintains an online Academic Catalog with links to archived catalogs.

[Virtual Tours and Campus Visit opportunities](#) - the college provides prospective students with information on the program web pages but also provides opportunities to experience the college atmosphere through Virtual Tours of the East Grand Forks campus, Thief River Falls campus and the Aerospace site. Those interested in coming to campus are able to [schedule a campus](#) visit by completing an online request.

[Northland: About](#) – includes links to a college Welcome, Accreditation, Administration, Campuses, Diversity, Facts & Statistics, History, Policies & Procedures, in addition to other links to Academics, Admissions, Athletics, Student Life, My NCTC, College History, Working at Northland, and Meet Our Faculty and Staff. The [Institutional Research \(IR\) web page](#) is found under the About tab on the website or in the A-Z index on the main web page under Institutional Research. The IR site houses information in a public-facing web page including information on the Institutional Research work group Mission, College Reports, Institutional Review Board

information, Facts and Statistics, including annual Fact Books, Accreditation information, and a link to request a report.

[Northland: Admissions & Aid](#) - includes links to the online application for various audiences such as new students, returning students, PSEO students, international students, the enrollment checklist, assessment testing, [Financial Aid](#), scholarships, tuition and fees, and the federally-mandated [Net Price Calculator](#).

[Northland: Office of the Registrar](#) - includes links for class registration, class schedules, graduation, transcript requests, verification of enrollment, academic calendar, transfer resources, and other highly requested tools and resources such as Appeals, President's and Deans' Lists, Drop/Add, Refund & Withdraw, Degree Status, Grade Appeals, Satisfactory Academic Progress, Student Forms, Student Right-to-Know, Graduation and Transfer Out Rates, View My Final Grades, and Degree Audit Report (DARS).

[Northland: Tuition and Fees](#) - includes cost of attendance in effect at the time a student takes a desired course, plus any associated fees. The link also provides information on Personal Property or Service Charges and Athletic Charges. Students may print out statements of costs per term from eServices after registering for each term to get immediate feedback on costs associated with attendance. The [Net Price Calculator](#) is also found on the [Tuition and Fees web page](#) in addition to the [Financial Aid web page](#).

Control, Structure, and Communication: Every web page includes a notation that Northland is part of the Minnesota State system, with a link to the system website. Information about the college's organizational structure can be found on the [Office of the President](#) web page at Northland: [Organizational Chart](#). Email is the official form of communication for students and employees per [Northland Policy 2205 Use of Email](#) and [Northland Policy 5015 Use of Email for the Official Correspondence with Employees](#) - which is part of the Official Policy Notice to all students and employees, reinforced through Student Orientation, Advising, and Registration (SOAR) and individual advising sessions, orientation sessions with new employees, and advising forms for clear communication with students.

Every term an [Official Policy Notice](#) and [Information for Pregnant and Parenting Students](#) is sent to all students and employees for compliance with the Clery Act, Drug Free Schools and Colleges, Title IX, Gainful Employment, [Student Right-to-Know](#) and other State mandates such as sexual assault awareness training (for employees found in the ELM system and students in D2L Brightspace platform) and respectful workplace training (in the employee ELM learning management system).

Sources

- 2019 INFORMATION FOR PREGNANT AND PARENTING STUDENTS
- About Northland Web Page.pdf
- Academic Catalog · Northland Community Technical College
- Academic Programs · Northland Community Technical College
- Accreditation Documents · Northland Community Technical College

- Admissions Home – Northland Community Technical College
- Financial Aid Northland Community Technical College
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- Institutional Research IR Northland Community Technical College
- NCTC Org Structure
- Net Price Calculator
- Northland 2205 Use of Email
- Northland 360 Virtual Campus Tour · Northland Community Technical College
- Northland 5015 Use of Email for Official Correspondence with Employees
- Northland Notice-Summer19
- Office of the President · Northland Community Technical College
- Office of the Registrar · Northland Community Technical College
- Program Accreditation · Northland Community Technical College
- Schedule a Campus Visit · Northland Community Technical College
- Student Right-To-Know Graduation Transfer-Out Rates · Northland Community Technical College
- Tuition Fees · Northland Community Technical College

2.C - Core Component 2.C

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

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

Argument

As noted in 2.A., the Board's required mission is to provide programs of study that meet the needs of students for occupational, general, baccalaureate, and graduate education. In order to pursue that outcome, the Board is directed to make possible the efficient use of the facilities and staff of the technical colleges, community colleges, and state universities so that students may benefit from improved and broader course offerings, ease of transfer among schools and programs, integrated course credit, coordinated degree programs, and coordinated financial aid.

In order to accomplish that mission, the legislature granted the board specific governing authority in [Minnesota Statute 136F.06](#). In particular, the Board has the general authority to govern the state colleges and universities and all related property. The Board also has the governance authority. The board also has authority to operate and govern the state colleges and universities unless otherwise directed or prohibited by law. For specific examples of how the work of the Board relates to strategic planning and implementation of strategic initiatives, see 5.C.

The Minnesota State Board of Trustees meets at least 7 times per year and all board meetings are open to the public in compliance with the Minnesota Open Meeting Law. The meeting dates, location, and times are posted on the [Minnesota State web site](#) along with board policies, roster of trustees, calendar, committee assignments, [meeting materials](#), and [meeting minutes](#). Comments and discussion from the general public are permitted at the discretion of the chair of the board, subject to approval of the board. Meetings are recorded and live streamed on the Minnesota State web site.

The Board of Trustees submits a biennial budget request to the state legislature reflecting its commitment to provide an extraordinary education to students at an affordable cost. The board submitted its request for [FY2020-FY2021](#) by passing a resolution stating in part:

The FY2020-FY2021 legislative request strengthens the state's commitment to access and affordability, invests in critical technology infrastructure, and supports student success. The Board of Trustees approves the 2020-2021 biennial budget request in the amount of \$817,919,000 in FY2020 and \$870,919,000 in FY2021 for a total of \$1,688,838,000. The Board strongly urges the state of Minnesota to support Minnesota State's biennial budget request.

In recent years there have been two major Minnesota State Board of Trustees influenced initiatives undertaken by system colleges and universities. The first was titled Charting the Future, which resulted in the identification of over 30 policies, procedures, processes, or programs tagged for specific improvements, all of which were addressed to varying degrees of success system wide. One example was the development of Transfer Pathways, designed to streamline transfer between State colleges and universities for specific programs of study.

The most recent Board led initiative is called Re-Imagining Minnesota State, which has involved several phases of study and implementation that include identifying market forces and highlighting best practices from across the country. The current phase which is aimed at identifying specific strategies to be adopted by system colleges and universities. A fourth phase will naturally be the implementation of these strategies, but of course will likely require an intermittent phase of identifying and securing resources determined necessary for the implementation.

It is common for the Board of Trustees to interact with student associations, particularly in dealing with economic concerns such as tuition increases, cost of textbooks, and housing. Occasionally, they field a complaint about a specific policy or administration. College Presidents make various presentations to the Board regarding capital improvements, major partnerships or collaborations, and program initiatives.

Membership of the board is defined in [Minnesota Statutes 136F.02, Subdivision 1](#) as follows:

The board consists of 15 members appointed by the governor, including three members who are students who have attended an institution for at least one year and are enrolled at the time of appointment at least half time in a degree, diploma, or certificate program in an institution governed by the board. The student members shall include one member from a community college, one member from a state university, and one member from a technical college. One member representing labor must be appointed after considering the recommendations made under section 136F.045. The governor is not bound by the recommendations. Appointments to the board are with the advice and consent of the senate. At least one member of the board must be a resident of each congressional district. All other members must be appointed to represent the state at large. In selecting appointees, the governor must consider the needs of the board and the balance of the board membership with respect to labor and business representation and racial, gender, geographic, and ethnic composition.

A commissioner of a state agency may not serve as a member of the board.

Removal of a member of the governing board may only occur upon cause after notice and hearing, or after missing three consecutive meetings (Minnesota Statute 15.0575).

The Trustees must also comply with [Minnesota State Policy 1C.1 Board of Trustees Code of Conduct](#) which prohibits the use of the position to secure personal benefits, to disclose confidential communications or to exert influence in hiring or awarding contracts and must disclose potential conflicts of interest. All meetings of the board comply with the Minnesota Open Meeting Law.

The Board of Trustees is required to appoint a chancellor, who shall perform duties as delegated by the board (Minnesota Statutes 136F.07). Each college or university shall have a president appointed by the board upon recommendation of the chancellor. Policy 4.2, part 1. provides:

The president is the chief executive officer of the college or university. The president shall report to the chancellor and is responsible for leading the college and/or university faculty, staff, and students in developing and implementing the college or university mission, consistent with the board mission and goals. The president is the primary spokesperson for college or university interests and shall consult regularly with students, faculty, staff, and members of the community. The president shall advise the chancellor, the staff of the system office, and the Board of Trustees on matters of system policy as appropriate, and otherwise administer and support all Minnesota State Colleges and Universities policies and programs. The president shall also lead in generating and sustaining the university/college vision as an integral part of the Minnesota State Colleges and Universities system. The duties and responsibilities of the president shall include, but not be limited to, adhering to board policies and system procedures, employing personnel, providing innovative educational leadership, allocating campus resources, and implementing the board's strategic plan.

Minnesota State faculty are represented by a collective bargaining unit and the respective agreement assigns responsibilities for academic matters to the faculty. Faculty at the colleges are represented by the Minnesota State College Faculty (MSCF). The MSCF Master Agreement 2017-2019, [Article 8: Shared Governance and Academic Affairs](#), assures that faculty are central to academic decision-making through an Academic Affairs and Standards Council.

Sources

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- 136F.06
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- 2017-2019-MSCF-Contract-Signatures (page number 25)
- BOT Minutes November 14 2018 Final
- Minnesota State - Board of Trustees
- Minnesota State - Meeting Materials and Minutes
- Minnesota State System Policy 1C.0.1 Codes of Conduct - Ethics Procedure
- Minnesota State System Policy 7.01
- Minnesota Statutes 136F.02
- OLA_MnSCU_Audit_2-1010
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2.D - Core Component 2.D

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

Argument

The commitment to freedom of expression and the pursuit of truth in teaching and learning is codified through both contracts and policy at Northland. For faculty, the [Master Agreement for the Minnesota State College Faculty \(MSCF Contract\)](#) addresses academic freedom in [Article 23, Section 3](#). Further related items are address in Article 23, [Section 1](#) and [Section 4](#). These sections outline not just that faculty "shall maintain and encourage full freedom, within the law, of inquiry, teaching and research," but also identifies that faculty have control over selection of teaching materials ([Article 23, Section 1](#)), and identifies that while Course Outlines (the Common Course Outline that is approved by the college Academic Affairs and Standards Committee) belong to the college, course syllabi are "scholarly work" and the "sole property of the faculty" ([Article 23, Section 4, Subd.4.](#)) The college does have ownership of the Common Course Outline, these are developed by faculty within departments, and faculty have the "right to choose teaching methods consistent with available resources" ([Article 23, Section 3](#)) for their courses.

A recent example that reflects the value of freedom of expression within the classroom for faculty, as pertains to adoption of course material, is tied to the work the college has done with Open Educational Resources (OER). While many faculty are supportive of OER, as it became clear that the initial grant received through Achieving the Dream required faculty to place material developed through the grant on the Lumen's platform, concern about academic freedom and control of course content rose to the surface. Participation in the grant project was voluntary for faculty, and this addressed the immediate concern. But to further support work within OER, the college sought and was awarded two additional rounds of Minnesota State grant dollars to support OER development. This state funding did not place expectations or requirements on how faculty published or shared their OER material.

In addition to the faculty contract, freedom of expression is addressed through several policies. [Northland Policy 2012: Student Rights and Responsibilities](#) assures that students and student organizations are "free to examine and to discuss all questions of interest to them and to express opinions publicly and privately." Students are further "free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion." This policy further covers student-sponsored forums and publications.

[Northland's policy 1020: Equal Opportunity and Nondiscrimination](#) also addresses academic freedom and freedom of speech. In particular, while assuring "full freedom, within the law, of expression, inquiry, teaching and research," this policy outlines the responsibility that all members of the Northland community benefit from freedom of inquiry without "intimidation, exploitation or coercion."

In addition to the points outlined above, Northland's commitment and value of the free expression in the pursuit of truth in teaching and learning is reflected in [Institutional Learner Outcome 4: Information and Applied Technology](#). Students will be able to access and analyze appropriate information and/or resources using technology to solve problems. While the practices of assessment are covered in detail in Criterion 4, it is worth noting here that the [rubric](#) used for assessing ILO 4 includes as one of the four primary cognate areas: "Use information effectively, ethically, and legally to accomplish a specific purpose."

Through our faculty contract and policies, as well as our institutional learning outcomes, Northland assures freedom of expression and the pursuit of truth in teaching and learning.

Sources

- 2017-2019-MSCF-Contract-Signatures
- 2017-2019-MSCF-Contract-Signatures (page number 132)
- 2017-2019-MSCF-Contract-Signatures (page number 133)
- InformationAppliedTechnologyRubric2012
- MN State Program Change Approval
- Northland 1020 Equal Opportunity and Nondiscrimination in Employment and Education
- Northland 2012 Student Rights and Responsibilities
- northland_institutional_learner_outcomes 4 _fy20

2.E - Core Component 2.E

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

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

Argument

As discussed in Core Component 2.D, the Minnesota State College Faculty contract outlines [Academic Freedom](#). Within this not only are the rights of faculty with respect to freedom of expression identified, but also the responsibility that comes with this freedom. [Northland Policy 1050: Code of Ethics](#) addresses concerns relating to potential conflict of interests, use of confidential information, and acceptance of gifts or favors. [Northland Policy 1020: Equal Opportunity and Nondiscrimination in Employment and Education](#) also addresses the responsible use of knowledge through assuring that members of the community are free from "intimidation, exploitation or coercion."

Northland implemented an Institutional Review Board (IRB) in 2010. [Northland Policy 3470: Institutional Review of Human Subject Research Conducted at Northland](#) and Northland 3470P Institutional Review of Human Subject Research Conducted at Northland Procedure (PDF) define the scope and process for the operation of the IRB. In November, 2015, the two faculty co-chairs on the IRB attended the Advancing Ethical Research (AER) Conference as well as the Institutional Review Board 101- Pre-conference course in Boston, Massachusetts. Additionally, one of our chairs for the IRB participated in a training by Allina Health, Minneapolis, MN in March, 2018, on revisions to the Common Rule. Our IRB regularly reviews and verifies requests for surveys and studies of Northland students, and does also work with Northland employees and area partners in developing research projects that involve human subjects.

Guidance for research and development of original works and inventions by both faculty and students is provided by [Northland Policy 3230: Intellectual Property](#) and [Northland 3230P: Intellectual Property Procedure](#). In addition, Northland has an institutional lead for Intellectual Property. This role is currently fulfilled by the Associate Dean of Aerospace, due in part to the role played in grant work by this individual. Additionally, Northland's librarian serves as the lead for questions pertaining to copyright.

Unlimited faculty (full and part-time tenured or tenure track) submit professional development plans on an annual basis, in accordance with [Northland Policy 3450: Faculty Professional Development](#). Plans are reviewed annually with the faculty and supervisor (typically, an academic dean), per [Northland 3450P: Professional Development Procedure](#). The [forms that are used by faculty](#) and academic deans to document and review professional development plans were revised through a work group in 2015, and implemented that Fall semester. Faculty

complete these forms each Fall semester, and may consult either with the supervisor of the Faculty Professional Development Coordinator during that process. These are submitted in a common D2L Brightspace shell used by the college in November. During the Spring term faculty schedule a one on one meeting with their supervisor to review these plans, discussing progress as well as what is working well and what my need to be changed.

[Northland Policy 2012: Student Rights and Responsibilities](#) assures that students and student organizations are "free to examine and to discuss all questions of interest to them and to express opinions publicly and privately." Guidance and education on the responsible use of information is assured throughout our curriculum. Minimally, all Northland syllabi are expected to include a statement on Academic Integrity. This is included in the syllabus template provided to faculty in the [Faculty Handbook](#). Further, class observations include a review of the course syllabus and the checklist used for this process includes verifying that a statement on Academic Integrity is present.

In addition to this baseline, Northland includes appropriate use of information within Institutional Learning Outcome 4 (as discussed in 2.D). In addition to the integration of the appropriate use of information throughout our curriculum and in all of our degree programs through this institutional learner outcome, [Northland's Student Handbook](#) includes our Northland Policy [2210 Student Code of Conduct](#), which addresses the ethical use of information, including plagiarism and cheating.

Faculty are primarily responsible for the enforcement of [Northland Policy 3072: Academic Dishonesty](#), and determine appropriate measures within their course when policy violations occur. Many faculty will combine a punitive element with a teaching element in order to develop the understanding of academic integrity within our students. Our procedure supports this by requiring students to address objections or concerns regarding charges of academic dishonesty first with their instructor. The procedure does then allow for an appeal process. In following [Northland 3072P: Academic Dishonesty Procedure](#), faculty additionally report instances of policy violation through an electronic process. This process allows the college to track whether any particular student violates our policy on academic integrity in multiple courses and with different faculty members. This procedure allows academic deans to identify such students and determine whether, in addition to academic penalties administered by faculty within their classes, a student's behavior warrants additional action in accordance with [Northland Policy 2210 Student Code of Conduct](#). It is worth noting that, since this specific method of tracking was put into place in 2016, the institution has not had a case where student misconduct rose to the Student Code of Conduct level pertaining to academic integrity. All such cases have been sufficiently addressed academically by faculty.

Northland has a proctor policy for online courses: [Northland Policy 3290: Distance Education Proctor](#) and [Northland 3290P: Distance Education Proctor Procedure](#). This policy and procedure provides faculty teaching online courses with the means to assure the academic integrity of these courses.

Sources

- 1-Academic Integrity submission
- 1-Flowchart
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- 2-Academic Integrity summary7-8-15
- Faculty_Handbook
- Faculty_Handbook (page number 13)
- NCTC PDP Template
- Northland 3230P Intellectual Property
- Northland 3290 Distance Ed Proctor
- Northland 1020 Equal Opportunity and Nondiscrimination in Employment and Education
- Northland 2012 Student Rights and Responsibilities
- Northland 2110 Student Code of Conduct
- Northland 3072 Academic Dishonesty
- Northland 3072P Academic Dishonesty
- Northland 3230 Intellectual Property
- Northland 3290P Distance Ed Proctor
- Northland 3450 Faculty Professional Development
- Northland 3450P Faculty Professional Development
- Northland 3470 Institutional Review of Human Subject
- Northland Policy 1050 Code of Ethics

2.S - Criterion 2 - Summary

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

Summary

Northland operates under the direction of the State of Minnesota, the Board of Trustees, the Minnesota State system, and local internal and external constituents. In doing so we follow State statutes, policies, procedures, practices, guidelines, and legislative mandates that ensure the college acts with integrity, demonstrates its commitment to freedom of expression, and conducts itself ethically and responsibly to all parties. Northland is transparent with students and the public regarding the college and what it offers and is led by a Board-appointed president, who is responsible for leading the college according to the established system policies, procedures, and work plan ensuring ethical and responsible practice.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Argument

Northland offers over 80 degree, diploma, and certificate programs of study. The full program offerings are available on our college web page [Academic Programs](#). Many of these are "stacked" so that a student can earn a certificate, diploma, or associate degree within a single area of study, with the certificate and/or diploma serving as shorter and more focused program of study. [Minnesota State System Procedure 3.36.1: Academic Programs](#) defines undergraduate certificate programs as short in length, at least nine credits, but not exceeding 30 credits, and able to be completed in one year or less. Programs of this nature can consist of entirely technical-related course work. They may be shorter than nine credits, or longer than 30 credits when required by an employer, a licensing body, or other regulatory agency, accrediting association, or board. An example of certificate of shorter length at Northland is the three credit Nurse Assistant certificate. This program of study prepares students to be a Certified Nursing Assistant and meets the requirements of the Minnesota Department of Health.

Diploma programs consist of technical course work and exceed 30 credits. These can typically be completed within two years of full-time study. A minimum of 24 credits must be in the occupational or technical field of study. Associate of Applied Science (AAS) degrees consist of 60 credits (or more, provided a waiver to exceed 60 credits based on industry standards is granted), and at least 15 of the credits must be from the Minnesota Transfer Curriculum (MNTC), and include at least three of the ten MNTC goal areas. Associate of Science (AS) degree consists of at least 30 credits from the MNTC, and include at least six of the ten goal areas. AS degrees may also exceed 60 credits if a waiver based on industry standards is granted. Finally, the Associate of Arts degree must contain at least 40 credits of MNTC and cover all ten goal areas, with requirements of more than one course in several of the goal areas. For example,

seven to 11 credits must be completed within Goal Area 1: Communications. Four to eight of these must be in the area of composition and three credits within speech communications. At Northland, this means that students must complete both Composition I and Composition II, as well as a speech communications course. Full detail of the transfer curriculum is available at [Minnesota Transfer, Transfer Resources for Educators](#). Specifically, for Northland's AA, see [Liberal Arts and Transfer Programs](#).

The stacking of certificate, diploma and associate degrees allows students the opportunity to be work ready in a short time frame, as well as the ability to advance their skills beyond that basic level. For example, within our auto service program students can pursue a certificate in Electronics and Driveability (18 credits) or in Engine Repair, Suspension, and Brakes (21 credits), or they can stack these (along with additional coursework) for our Automotive Service diploma (64 credits in length). Additionally, a student can pursue an AAS in Automotive Service (73 credits), and develop additional skills through required coursework in English Composition, mathematics, and the humanities.

All programs meet with advisory boards at least twice annually. See [Policy 3330: Advisory Committees](#). The college supports this activity through scheduling an evening banquet on each campus one to two times a year. Programs not able to participate in these events schedule meetings individually, outside of this format. The role of advisory boards are characterized within the [Minnesota State Career Advisory Board Handbook](#). These boards are a key part of assuring currency as well as appropriate level of performance of skills by graduates. Whether in developing a new program or revising an existing program, advisory board input is a required part of curriculum development, and documentation of this through inclusion of advisory board minutes is required at both the college and system level. At the college such changes are approved by the Academic Affairs and Standards Council (AASC); these changes are also reviewed and [approved by the Minnesota State system](#) office. Minutes from college advisory board meetings are available on our [College Committees](#) web page. It is worth noting that with so many boards, submission of minutes is sometimes incomplete even though boards have met. Our AASC minutes are also available on our college web page.

For many of our programs, particularly those in nursing and allied health career fields, independent national accrediting agencies play a key part in assuring programs remain current with industry standards as well as assuring graduates of the programs attain qualifications and are prepared for entry level professional positions. In addition to our many programs accredited by national agencies, several of our technical programs maintain national or regional industry certification. Examples of these include auto-mechanics, aviation maintenance, construction electricity, and others. To see a full list of these programs visit this resource: [Northland Program Accreditation List](#).

We further have several programs that use other national or regional standards to assure currency. For example, many Northland programs require national or state licensure, such as surgical technology, commercial vehicle operation, practical nursing, and mobility (registered) nursing. Our business and building trades programs use testing from the National Occupational Competency Testing Institute (NOCTI) to measure student learning outcomes compared to regional and national peer programs. The following programs use NOCTI: Heating, Ventilation,

and Air Conditioning; Plumbing; Administrative Assistant; Carpentry; Construction Electricity; Sales, Marketing, and Management; Computer Networking; and Accounting.

A further key element in assuring our academic programs maintain a high quality occurs through our Five Year Program Review Process. A more detailed presentation of this process is provided in 4.B. In addition to the Five Year Program Review, and annual assessment (as discussed in 4.B), Northland conducts annual program sustainability reviews. This process is outlined in our [Program Sustainability Review Procedures](#). While the process was initiated in May of 2010, it was most recently updated in September of 2014. Through this process each program area is analyzed by six criteria. The annual report further includes key employment trend and wage data, licensure or exam results (as relevant). Here is an example of the form used, from our [Radiologic Technology Program](#). The [Evaluation Rubric](#) is used in scoring these six areas. While this tool looks at enrollment related metrics (Program FYE and student/faculty ratio), it also looks at student success and maintenance of annual assessment and program review. Additional examples of these reports are available upon request.

As a part of our assessment process, Northland conducts [employer surveys](#) annually. These are reviewed annually, with many programs using these as an indirect measure within their annual program review. Further, these are reviewed and analyzed in detail as part of the five-year program review process.

Northland defines a credit hour in [Northland Policy 3350: Awarding of College Credits](#). In addition to identifying the expectation that a lecture credit includes one scheduled hour - typically, fifty minutes of scheduled class time - and 2 hours of out of class preparation time, this policy defines a laboratory credit as consisting of 2 hours of scheduled class time - typically, one hour and fifty minutes - and one hour of out of class preparation time. An on the job credit hour (used, for example, in clinical rotations and internships) consists of three hours of class time. The expectation of student time and engagement is equivalent regardless of the course delivery format.

All Northland courses have a [Common Course Outline \(CCO\)](#). These can be found on our college home page, under Employee and Common Course Outlines. In addition to the CCO, the [Faculty Handbook](#) has a detailed checklist of the elements of a course syllabus. Course syllabi are reviewed as part of class observations. Additionally, we request faculty to submit course syllabi each term, and we store these electronically for reference. These practices align with [Minnesota State Board Policy 3.22: Course Syllabi and Course Outlines](#) and [NCTC Policy 3060: Syllabus and Common Course Outline](#).

The MNTC assures quality and transfer for the AA degree. In addition to assuring transfer within Minnesota State, including the 37 State Colleges and Universities, the MNTC is accepted in transfer with the University of Minnesota system, the University of North Dakota, Mayville State University, and other key transfer partners in the region. Within each of the ten transfer areas, there is a detailed set of student learning outcomes identified. Within area six, The Humanities and Fine Arts, for example, students must take three courses (for a total of 6-9 credits) to earn the AA degree. This transfer area identifies five specific learning outcomes. Any particular course, to qualify for transfer, must meet at least 51% of the goal area outcomes (three of five in Area

Six). Additionally, Northland requires that a MNTC course must align with a like course at a Minnesota State system institution. The Common Course Outline for MNTC courses includes a detailed outline of how these outcomes are met prior to approval by AASC. See [MNTC Area 6 outcomes](#) and [MUSC 1102: Rock History](#). The transfer curriculum allows courses a theme area (areas 7, 8, 9 or 10) as a second area within the course. These theme areas may also stand alone within a transfer course. In this way, general education outcomes related to the environment, ethics, diversity, and global perspectives are explicitly identified within associate degrees.

A recent Minnesota State initiative for [Transfer Pathways](#) results in review and alignment of learning outcomes for transfer courses. For example, within the [History transfer pathway](#), a specific set of courses are required to be taken within the AA degree, thereby assuring students that they can attain a bachelor degree in History in four years and 120 credits. In addition to the course alignment, however, the pathways project reviews course learner outcomes in key pathway courses to assure alignment of these learner outcomes from the associate to the bachelor degree.

Northland assures also that credit it accepts in transfer meets sound academic standards. [Northland Policy 3120: Transfer of Credit](#) and [Northland 3120P: Transfer of Credit Procedure](#) guide our practices. As outlined here, courses must be submitted on official transcripts and must be at least 75% comparable in content. Our procedure outlines the process for accepting courses from non-regionally accredited institutions, as well as an appeal process for students.

Northland further assures that credit it accepts for prior learning meets sound academic standards through [Northland Policy 3150: Credit for Prior Learning](#) and [Northland 3150.1P: Credit for Prior Learning Procedure](#), [Northland 3150.2P Credit for Prior Learning Procedure](#), and [Northland 3150.3P Credit for Prior Learning Procedure](#). This policy and procedure identifies several standard assessments of prior learning, including Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB). This policy and procedure further outline standards for accepting military experiential learning.

All programs have program learner outcomes identified on the program page in the online catalog, including certificate, diploma, Associate of Applied Science, Associate of Science, and Associate of Arts. Program learner outcomes are unique to each program and are clearly differentiated from both Institutional Learner Outcomes and course learner outcomes. In Academic Year 2014-2015, the [template for the five-year program review](#) report was significantly revised and piloted. In Academic Year 2015-2016, this template was fully implemented. As a part of the five-year review, each program maps course learner outcomes, program learner outcomes, and institutional learner outcomes—demonstrating differentiation of program learner outcomes—while also [mapping](#) the assessment of learning from the course level throughout the program and to the institutional level.

Learning goals for certificate, diploma, and associate level programs are also differentiated by program length and inclusion of general education courses within the programs. As identified above, [Minnesota State Policy 3.36: Academic Programs](#), and [Minnesota State Procedure 3.36.1 Academic Programs](#) identifies program length and distribution of technical and general

education course work for certificate, diploma, and associate degree programs of study. Program learning outcomes are on each of our program pages. To find these, from the program page, one can follow the "Learner Outcomes" tab. Take, for example, our [Accounting Clerk-Microcomputer Application Diploma](#) outcomes and our [Accounting AAS](#) outcomes. While there is some overlap in specific content within the outcomes for these two degree options, the AAS degree clearly articulates the more advanced level and breadth of attainment over the diploma. This is similar in each of our certificate, diploma, and degree programs.

Northland offers courses and programs on campus and online. Several courses are delivered in a hybrid modality as well replacing some contact time with online activities, following our [standard operating procedure for hybrid courses](#). Additionally, we offer dual-credit courses taught by qualified high school faculty members at regional partner high schools. Our common course outlines are used for all for all delivery modes. Similarly, program learning outcomes, program assessment, and program review process are consistent across all modalities.

Our concurrent enrollment program (aka, College in the High School) complies with [Minnesota State Procedure 3.5.1](#) and has been accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) through 2019. We are currently working to renew our accreditation with NACEP. Our program was initially [accredited](#) in 2012. Minnesota State requires all programs within the system to [adopt and implement NACEP standards](#) by the 2020-2021 academic year.

Our partner high school faculty members are all on track to comply with the requirement of 18 credits within the credential field and a Master's degree. Minnesota State sought and was granted an [extension](#) from the Higher Learning Commission to meet this requirement no later than September of 2022. At Northland, the vast majority of our partner faculty currently meet the credential requirement. Those who do not will meet it within the required time frame. Northland no longer accepts new concurrent faculty to our program who do not meet the credential.

Our concurrent syllabi are reviewed annually to assure the same level of rigor are required in courses. Additionally, each high school instructor is paired with a college faculty mentor. The college faculty visit the high school instructor at least each semester. We also hold an annual Fall conference for our concurrent faculty to provide training and ongoing guidance. Credentialing for the program is discussed in 3.C.

Northland has many ongoing activities to assure course and program quality across all delivery modes. Online courses are observed with supervisors temporarily enrolled in the course for the purpose of evaluation, similar to onsite classroom evaluation with campus-based courses. The [online course observation process](#) was adopted in its current form in 2013. The campus based [course observation process](#) was significantly revised and readopted in 2016. Both forms were developed with faculty through the college committee structure - the former through the eLearning Committee and the latter with the College Division Chairs. These were then reviewed for adoption by Shared Governance Council on [May 8, 2013](#), and [September 1, 2016](#). Institutional [student course surveys](#) are completed by students in both online and campus-based courses. Changes or issues in these surveys are also reviewed and addressed by the Shared Governance Council, for example on [February 14, 2013](#). Both of these process follow standard

guidelines: For example, probationary faculty and all adjunct faculty have students complete course surveys in all of their courses each term. Non-probationary faculty (i.e., tenured), must have students complete course evaluations in at least one course each term, though many elect to do several or all of their courses. Probationary faculty are observed at least annually, while non-probationary faculty are observed at least once every three years.

The integrity of online courses are maintained through required student login authentication. Additionally, [Northland Policy 3290: Distance Education Proctor](#) and [Northland 3290P: Distance Education Proctor Procedure](#) provide clear guidelines for instructors in assuring quality and integrity is maintained for online courses.

Northland strives to assure quality resources are available for online students as well. Examples include: Permitted use of [ProctorU](#) to provide online proctoring services for remote students; available online database resources through our [library](#); available online and campus-based [tutoring resources](#) and appropriate [accommodation services](#) for online and campus students.

Northland does not deliver programs through formal consortia or contractual arrangements. In particular our dual enrollment program monitors course delivery to assure less than 50% of courses required for a degree are offered within partner high schools.

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3.B - Core Component 3.B

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

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

Argument

General education components for Minnesota State institutions are outlined at [Minnesota State Procedure 3.36.1 Academic Programs](#). As defined here, General Education is "a cohesive curriculum defined by system college or university faculty to develop general knowledge and reasoning ability through an integration of learning experiences in the liberal arts and sciences" (Subpart T), and includes the Minnesota Transfer Curriculum (Subpart X). Procedure 3.36.1 further characterizes Liberal Arts and Sciences as including "the humanities, mathematics, natural sciences, and social sciences" (Subpart V).

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.

The [Liberal Arts](#) area has a three-fold focus:

1. It is designed to provide students with the coursework necessary for transfer to four-year institutions throughout the nation.
2. It has at its basis the universal principle that the liberal arts teach people how to think and, consequently, how to learn.
3. It enables students to develop critical thinking skills that they can use to formulate their own ideas and, thus, become actively engaged in the learning process.

The Associate of Arts program at Northland has twelve [program learning outcomes](#). The first ten of these align to the ten MNTC goal areas. Program learner outcomes eleven and twelve align to Northland ILOs four and five. This curricular alignment assures the the general education and institutional learning outcomes are met for Northland.

As discussed in 3.A., the general education component required for AA degree is at least 40 general education credits that fulfill the [Minnesota Transfer Curriculum's ten goal areas](#). Associate of Science (AS) degrees require at least 30 general education credits taken from at least six of the ten MNTC goal areas. Associate of Applied Science (AAS) degrees require at least 15 general education credits taken from at least three of the ten MNTC goal areas. In this way, all degree programs at Northland have a required general education component.

In addition, diplomas and certificates may include general education courses. In some instances these courses are part of the MNTC. But additional general education courses frequently included within diplomas and certificates at Northland include: [SSCI 1101: Human Relations](#). Examples of this include our [Welding Technology Diploma](#), our [Pharmacy Technology Diploma](#), and our [Automotive Service Technology Diploma](#).

All programs, regardless of which general education courses they may include, are required to assess [Northland Institutional Learner Outcomes \(ILOs\)](#). While assessment of ILOs at Northland is addressed in detail in Criterion 4, a couple of points are worth noting here. All Certificate and Diploma Programs of 20-45 credits must assess ILO 1: Communication; ILO 2: Critical Thinking, and at least one additional ILO (either ILO 3: Social Engagement; ILO 4: Information and Applied Technology; or ILO 5: Personal Development). Diploma programs of 45-59 credits in length must assess four ILOs, including ILO 1 and ILO 2. All diploma programs of 60 or more credits, and all degree programs assess all five ILOs.

This ILO stepped approach for certificate and diploma program assessment, and the MNTC curriculum included within all associate degree programs, assure that Northland graduates meet general education outcomes, gaining the skills and attitudes expected in relation to the award earned. Further, the general education requirements as represented within the MNTC and Institutional Learning Outcomes support our mission through "preparing all learners with work and life skills that advance personal well-being."

In addition to traditional teaching and learning methods to meet these outcomes at Northland, many of our technical programs engage students in internship and other experiential learning, helping to hone these skills, but also assuring that students develop the skills necessary to adapt and work within the changing professional environments for which they are training. A few key examples of this include: Our building trades programs, including Architectural Technology and Design, Carpentry, Construction Electricity, Construction Plumbing, and Heating, Ventilation, and Air Conditioning (HVAC) all participate in the building of the "project house" each academic year. This unique partnership with the Forx Building Association results in each of these programs practicing their skills within the building of the house, which is owned and sold by the building association. Not only does this experience provide students real-world hands on application of the technical skills they are developing, they also often work within the house setting simultaneously, thereby developing the cross-discipline skills required in real world job

settings. Several programs, ranging from our Welding Technology Diploma to our Digital Marketing AAS either require or offer students the opportunity for internships within the program. Additionally, all of our nursing and allied health programs have required internship or clinical coursework, as do our Law and Public Safety programs. The one exception within the health and public safety areas is our Medical Administrative Assistant and Medical Coding degrees.

Our most recent [Community College Survey of Student Engagement Results FY2018](#) (CCSSE) reflects that our institution is on a four year upward trend in the area of Academic Challenge. One of the five aspects of [highest student engagement](#) in our 2018 survey results is "Using information you have read or heard to perform a new skill," where Northland has a 72.5% positive response rate, compared to the cohort rate of 66%. Similarly, this survey reflects that Northland has a high rate of assigned course materials, and that our students also exceed the cohort significantly in preparing for class.

In addition to the above, students beginning in Fall 2017, or later, must meet the non-credit [Service Learning Experience](#) graduation requirement. This graduation requirement assures that all students who receive an associate level degree write a reflection on their eight hour experience within the community. These reflections require the student to assess either personal development (ILO 5) or social engagement (ILO 3) through their volunteer service experience using the [Reflection Paper Rubric](#).

Human Diversity and Global Perspective are both a focus of courses fulfilling Minnesota Transfer Curriculum, through Goal Area 7: Human Diversity and Goal Area 8: Global Perspective. These elements are also present in courses used to fulfill the college's Institutional Learner Outcome 3: Social Engagement. See [Minnesota Transfer Organization: Ten Goal Areas](#) and [Northland: Institutional Learner Outcomes](#). Minnesota Transfer Courses regularly scheduled are organized by goal area on the [Transfer by Goal Area](#) advising sheet. Within our technical program curriculum, many courses also address these areas directly. A few examples include [PTAS 2125: PTA Ethics and Issues](#), [NURS 2133: Professional Role](#), and [CRJU 1107: Law Enforce & Community](#).

In addition to direct curricular elements, Northland focuses on professional development for faculty through administrative in-services. As discussed in 1.C, we seek through these trainings to raise the awareness and understanding of our underrepresented student population, and to provide strategies for supporting teaching and learning of these students. Further, as discussed in 1.C, through Goal 1 and Goal 3 of the Northland [Diversity Plan](#), we work to recruit and retain a diverse student population and to foster the academic success of a diverse student body. Training our faculty through the above mentioned in-services has been a key element of this. Another element of the Diversity Plan developed a process that assures program revisions and new programs address equity and inclusion goals for Northland through our [Curriculum Handbook](#). As the handbook is a recent addition to the practice of developing curriculum at Northland, elements of the process within it may not be explicitly recognized by all members of the college community. That said, it is a long-standing process at Northland to assure that all degree programs (AA, AS, and AAS) include all five Institutional Learner Outcomes within the

program, and in particular in the present context, that ILO 3 is included and assessed within every Northland degree.

Northland supports the exercise of intellectual inquiry and broad based learning and skills through support of research by faculty as well as students. As a comprehensive two-year college, our focus is primarily on teaching and learning, and not on research. Nonetheless, Northland supports faculty sabbaticals and professional development extensively. Through this support, we do have faculty and students contribute to scholarship. But much of our support goes to research and work by our faculty aimed at improving teaching skills and providing positive learning environments.

Over the past nine years, Northland has supported, on average, over three sabbaticals a year. Sabbatical eligibility and reimbursement is defined by [Article 17, Section 4](#) in the MSCF Master Agreement 2017-2019, and faculty may elect either a one semester or full-year sabbatical. Of the 29 sabbaticals since FY11, ten were for the full academic year. Faculty from our full-range of academic programs take advantage of sabbaticals to further their education, pursue research specific to their program or discipline, or advance skills related to teaching within their program area (whether online or in a traditional classroom setting).

In addition to sabbatical support, a faculty professional development fund exists, and is budgeted each fiscal year (see 3.C below).

For the past several years Northland has recognized up to four faculty, staff, or administrators through the National Institute for Staff and Occupational Development (NISOD) excellence award. As part of receiving this award, faculty and staff are supported in traveling to the annual NISOD conference. Additionally, Northland works to nominate a faculty member for the Minnesota State Board of Trustees Educator of the Year Award. We have been fortunate to have two faculty awarded in recent years: [Dr. Justin Berry](#) and [Dr. Jeffrey Bell](#). Both of these faculty are not only exceptional teachers, but they incorporate their research into their classroom and regularly publish and present their research. While these two are easily highlighted here as a result of receiving this award, they are representative of the type of work Northland faculty engage in everyday.

In addition to our faculty, many of our students attend and even present at professional conferences. A prime example of this is our Northland Physical Therapist Assistant (PTA) students, who are annually provided the opportunity to work on a research study with a program faculty member. This has resulted in PTA students having had research accepted for presentation at national physical therapy conferences each of the past six years. Presenting research at a national level has been a very positive opportunity and each year they have been the only PTA students who have had research accepted.

Many of our student clubs hold fundraisers to attend similar events or to support field trips that extend their learning beyond the classroom, lab, or clinical and internship site. Here are a few examples:

- **Annual AOTA (American Occupational Therapy Association) Conference:** This conference, held typically in April, brings current practitioners, students, and instructors together to learn about new research and techniques in the OTA field. Students attend workshops and seminars during this conference and meet prospective employers as well.
- **Behind the Mask:** This event is part welding competition, part job fair, part workshop. This event is cosponsored by the American Welding Society. 2018's competition, held in Fargo ND, saw 6 Northland Welding students compete in gas and shield metal arc welding, in front of current instructors and representatives from prospective employers in manufacturing from the Dakotas and Minnesota.
- **VEX Robotics:** This student organization spans the college and draws students from the Electronics Technology program in TRF and Manufacturing Process program in EGF. In 2016, this student organization advanced to the VEX World Championship in Louisville, Kentucky. Students who participate must have their competition robots judged by engineering and industry professionals; the teams must construct two robots that work in concert using their knowledge gleaned from their coursework and instruction.

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3.C - Core Component 3.C

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

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

Argument

Northland maintains a strong student-to-faculty ratio. As published, in the 2017-18 edition of the [Northland Viewbook](#), the student-to-faculty ratio is 17:1. This ratio is strong as you look at the latest [National Center for Educational Statistics](#) numbers for two year institutions. It shows the national average for two year institutions at a ratio of 18.7:1. The Minnesota two year institutions average ratio is 22.4:1.

Northland classes are taught by full-time unlimited faculty, as well as part-time unlimited, temporary and adjunct faculty. The full-time unlimited faculty in FY17 accounted for 104.22 FTE of the total faculty FTE of 150.04 or 69.3%. The faculty are part of the Minnesota State College Faculty (MSCF).

The faculty not only contribute in the classroom, in a lab, or on a field experience, but they are active on [committees](#), advisory boards, and with student performance.

Two key committees that faculty serve on that play a vital role in the shared governance process at Northland are the Shared Governance Committee (SGC) and the Academic Affairs and Standards Council Committee (AASC). The process and structure for these two committees are outlined in the [Northland committee structure for 2018-19](#).

The purpose statement for the Shared Governance Council as defined by [Article 8, Section 1](#) in the MSCF Contract states "Topics may include, but not limited to, long & short range planning,

priorities in the deployment of financial resources, acquisition and use of existing physical and human resources, institutional self-study, marketing, public relations, recruiting activities. Make recommendations to the College on personnel, student affairs, facilities, fiscal matters, and general matters." This committee is a real strength of the MSCF-Administration relationship and governing process. A sample of [SGC minutes](#) and all SGC minutes are located on the [College Committees](#) web page.

AASC provides the direction for all the academic affairs at Northland as defined in [Article 8, Section 2 in the MSCF Contract](#). As listed in Subd. 2. Purpose of the Council, "The purpose of the council is to provide direction for the college president in all matters included in academic affairs, including course outlines, award requirements, academic standards, course and program components and the inventory of course and program offerings. A sample of [AASC minutes](#) and all AASC minutes are located on the [College Committees](#) web page.

The faculty provide their expectations for student performance through their course syllabus. Every faculty member provides students with a course syllabus within one week of their first class meeting. This is a requirement of [Northland Policy 3060 Syllabus and Common Course Outline](#). A key aspect of the syllabus are the common course outlines (CCOs) The [CCOs](#) for all Northland courses are located on the College web site. The faculty control the content of the CCOs and these are approved through the AASC committee.

One of the other important ways that faculty assist in student performance is the ability to use the [Northland Early Alert System](#). "This (system) is to refer students who may be experiencing academic difficulties or other problems that are affecting their performance in your courses." This process is outlined in the [Faculty Handbook](#). The identifying of issues or problems early-on increases the chances of students being successful in completing and passing the course by changing behaviors or getting the help that they need.

The faculty also are an integral part of the Assessment and Program Review (APR) Committee that coordinates the Assessment and Program Review for individual courses through program assessment. Faculty assess at the course level to verify that the course, program, and institutional level outcomes are being met. Currently, additional faculty members involved with the HLC Assessment Academy jointly meet and work with the APR Committee.

All faculty meet the credential requirements as outlined by our state system at [Minnesota State Policy 3.32 College Faculty Credentialing](#). A list of credential fields can be found at Minnesota State: [Credential Fields](#).

In 2015, Minnesota State policy was revised to require instructors in Liberal Arts and Sciences to have a master's degree in field or a master's degree with at least 18 graduate level credits in field. This new standard was required to be met by all faculty no later than September 1, 2017. Our Northland faculty meet this standard currently. Minnesota State sought and was granted an extension from the Higher Learning Commission to meet this requirements no later than September, 2022. At Northland, the vast majority of our partner faculty [currently meet the credential requirement](#). Those who do not will meet it with in the required time frame. Northland no longer accepts new concurrent faculty to our program who do not meet the

credential. The [College in the High School program](#) has been granted a five year waiver to be in compliance with HLC requirements by 2022. See also, 4.A.

Northland partners with Alexandria Technical and Community College (ATCC) (Alexandria, MN) and Northwest Technical College (NTC) (Bemidji, MN) through our [Distance Minnesota](#) partnership. The Distance Minnesota partnership allows all three colleges to offer a greater variety of course offerings through our seat sharing of online classes. Both of the partners are Minnesota State institutions as well, and abide by the same faculty credentialing requirements as Northland does with HLC and Minnesota State credentialing.

Northland offers online courses to high school students through the [Online in the High School](#) program. The OCHS program is run in conjunction with Distance Minnesota, but is guided by a steering committee made up of partner members and area representatives of the Carl Perkins program. The OCHS courses, differ from College in the High School, in that all the courses are taught by Northland, NTC, or Alexandria MSCF faculty.

Assessment of faculty follows the college's guidelines for faculty performance evaluation [Northland: Procedure 4030P Employee Evaluation](#) faculty evaluation includes the supervising dean observing faculty members every semester in the classroom while they are in their probationary period and every three years after the three-year probationary period has ended. This process is discussed in 3.A.

In the fall of 2015, Northland implemented a new process for development and review of faculty Professional Development Plans (PDP). The [PDP](#) template is outlined within the current faculty contract. It has been used for several years at Northland as a part of the ongoing process of assuring faculty remain current in their disciplines as well as in their roles as instructors.

The plan incorporates five components: (1) content knowledge and skills, (2) teaching methods and strategies, (3) related work experience, (4) further appropriate study, and (5) service to the college and community. The process implemented for the 2015-2016 school year incorporated two new elements: First, faculty members are now encouraged to take the opportunity to visit with their plans for professional development with the Faculty Professional Development Coordinators in the fall semester. Second, all faculty members are expected to visit directly with their supervisor about their plan and progress on it during the spring semester. Following this meeting, faculty members update and revise their plan for the following academic year. The [Northland Professional Development Plan Template](#) is provided for review. Three sample PDP's are provided, one each from a [Liberal Arts](#), [Allied Health](#), and [Technical](#) faculty member.

Professional Development funds are contractually set aside each year to support faculty professional development. In [Article 17, Section 1](#) of the MSCF Master Agreement 2017-19, each college allocates professional development funds at the rate of two hundred fifty dollars per each full-time equivalent faculty position at the college during the preceding academic year. Each MSCF Chapter gets to determine the procedure and distribution of the development funds. There are also stipulations for carrying over funds, if there is a balance to the next year's pool of funds. For FY19, Northland has a MSCF Professional Development fund balance of \$18,573 for our East Grand Forks MSCF Chapter and \$17,262 for our Thief River Falls Chapter. Examples

of how such funds are used include state and national travel, reimbursement for educational expenses, and purchase of learning materials for faculty.

Northland also has two lead faculty, one from each of our campuses, who receive release time to lead professional development efforts for our faculty. As summarized on the [Professional Development](#) web page, these efforts work to support faculty learning and growth in teaching. Attached is a [Faculty Development Coordinator RCE sample](#).

Another key example of support of professional development includes our ongoing involvement with Quality Matters through Minnesota Online Quality Initiative (MOQI), including not only support of course reviews, but supporting several of our faculty to be peer reviewers and master reviewers for QM course certification. Northland has 28 courses that are Quality Matters Certified. Fifty-three faculty have attended training on Improving Your Online Course (IYOC) or Applying the Quality Matters Rubric Workshop (APPQMR). We have six QM Peer Reviewers and four QM Master Reviewers. In addition to this, NCTC also supports faculty involvement in the annual D2L Brightspace Ignite Conference, and the MOQI supported Star Symposium (a virtual day long conference supporting online learning).

The faculty have the opportunity to take classes at Minnesota State Colleges and Universities as outlined in [Article 24, Section 3](#) of the MSCF Master Agreement 2017-19. Faculty have used this tuition-waiver benefit to take 108 credits in FY17, 114 credits in FY18 and 141 credits in FY19. This is the number of credits taken by the faculty and does not include any credits taken by other eligible members in their plan. Faculty have finished their master's degree in Nursing, Practical Nursing and Child Development utilizing this waiver, to give a few examples.

The implementation of the Leveraged Equipment program by the Minnesota State Legislature (see Leveraged Equipment details in criterion 3D) has aided in the professional development of our technical faculty. The Leveraged Equipment program has enabled our technical faculty to be able to purchase and be trained in state-of-the-art equipment for use in their courses and programs. Some examples of the equipment purchased that faculty were trained on include the Virtual Dissection Tables for biology and health programs, PXYISIS Automated Medication Dispensing Unit for Pharmacy Tech and health programs. In addition, CNC Plasma Cutters for welding programs, and a Paint Simulator used by Auto-Body have all aided in keeping faculty and equipment current in their programs.

Per [Article 11, Section 2, Subdivision 5](#) of the MSCF Master Agreement 2017-19, all faculty members are required to hold at least one office hour per week per three-credit course. This equates to five hours a week for full-time faculty. Student concerns about the availability of faculty are addressed directly by the supervisor. In fact, one of the points of pride for Northland faculty members is their approachability. In addition to standard office hours, many faculty make themselves available through online office hours. Those faculty that teach online, set up online office time, so that their online students have the same access to them that the onsite students do. Email is also used to address many student questions regardless of course delivery mode. There are also many informal meetings with students interacting with faculty and asking them questions in the hallways or cafeteria.

All Northland staff members in student support services have a position description and met the minimum qualifications upon hire to their positions as established by Minnesota State and Northland Human Resources.

Northland offers internal trainings for support staff, such as advisor training. All employees are supported in their professional development in several ways:

1) A number of cost centers support employees in student support services in their travel and registration expenses to conferences and trainings. Some areas include financial aid, student affairs, College in the High School, and Academic Success Center. Specific examples include:

- Multiple Measures Workshop
- Annual PSEO Meetings (2017, 2018, 2019)
- Support Staff Development Days/In-service
- Annual Advisor Training
- Academic Advising Summit June 2019
- EMP 11 training July 2019
- Online Training for Minnesota State Employees
- MSCA (Minnesota School Counselor's Association) Conference (2017, 2018, 2019)
- NWMSCA Meetings (NW Minnesota School Counselor's Association)
- College in the High School Fall Conference (2016, 2017, 2018)
- NACEP (National Alliance of Concurrent Enrollment Partnerships) Conference (2016, 2017, 2018, 2019-will attend in October 2019)
- Course Placement Summit
- North Dakota Counselor's Conference (2017, 2018, 2019)
- Student Affairs Equity & Inclusion Conference
- Transfer Specialist Training @ MN State System Office, St. Paul
- Art of Supervision Training @ Quarry Center, Waite Park
- ARSA/ISRS Training @ Quarry Center, Waite Park
- Science of Supervision Training @ MN State – Mankato
- LeadMN Advisor Trainings (all three years)
- Enrolled in online NCTC classes to experience the online learning model to better advise students considering distance classes
- Equity-Oriented Leadership Institute at U of M, 2017
- Association on Higher Education and Disability (AHEAD) Pre-Conference and Conference in Minneapolis, Minnesota
- A Math tutor attended a regional summit on developmental math education
- An academic dean attended the Minnesota State Developmental Education Pre-Conference

In addition, to the many student support services opportunities, Northland Administration also have taken part in HLC Conferences annually, CAO/Dean Leadership and Minnesota State Executive Leadership training, HLC Assessment Academy, and Minnesota State Academic and Student Affairs Annual Fall and Spring Conferences.

2) One way administration helps to promote upcoming professional development opportunities is having a standing agenda item indicating upcoming professional development opportunities for employees at their [monthly meetings](#). The Faculty Professional Development newsletter highlights opportunities for faculty.

3) Professional Development funds that *MAPE, MMA and Commissioner's Plan Employees* can [apply](#) for and request, include, but are not limited to:

1. Workshops – professionally relevant
2. Conferences – agenda must include trainings sessions that are professionally relevant
3. Industry-sponsored training events
4. College courses
5. Books required for approved staff development activities
6. On-Campus Speakers/Workshops
7. Northland also provides tuition waivers for employees.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

Northland provides student support services to meet the needs of the student population, as outlined here:

Admissions: The college maintains an [Admissions web page](#) which outlines specific information for New Students, Returning Students, Transfer Students, Distance Students, PSEO Students, Veterans, and International Students, in addition to information on How to Apply, the Enrollment Checklist, Assessment Testing, Financial Aid, Scholarships, Tuition & Fees, and the Net Price Calculator. The Northland Admissions office provides feedback through the application process on application status and required documents after application submission. Admissions and pre-enrollment staff respond to student inquires and follow-up as questions arise. The staff also provide guidance in acquiring required documents.

Distance Minnesota Services: Northland accesses the resources of the Distance Minnesota Service Center to provide prospecting, admissions, and retention services to students who apply to online majors or who enroll in online courses. Pertinent consortium partners gather once per year to edit and update the [eCommunications plan](#). The Distance Minnesota Management Council meets throughout the year to guide and approve the work of Distance Minnesota. Recently, Northland was awarded funding for a [Student Retention Outreach project](#) through a system competitive collaborative request for proposal process to help increase the percent of prospects to applicants and applicants to enrolled students.

International Admissions/Designated School Officials (DSOs and PDSO): Northland has developed a [web site](#) which outlines the international student process for admission and issuance of the I-20 (student visa). The college has designated certain staff members as Primary Designated School Official (PDSO) and Designated School Officials (DSOs) to assist prospective students through the international student admissions process and issuance of I-20s.

The college maintains a membership with the Association of International Educators (NAFSA) in order to assist in the determination of international credential equivalency and refers to evaluation services as needed.

Adult Basic Education (ABE): Northland refers students who do not meet the admissions criteria to the ABE center that is located on the respective campuses, which are organized and managed through public school district consortia. Prospective students who are referred to their centers are seeking assistance typically for GED Prep, Standard Adult Diploma, or prep for the Accuplacer assessment.

Financial Aid: The Northland Financial Aid office maintains a [web site](#) that has information regarding how to apply for financial aid, a financial aid checklist, information on disbursement, grants, scholarships, loans, applicable forms, student employment, FAQs, and helpful videos on student aid. The staff provide assistance by answering questions regarding the financial aid process and sending verification correspondence if applicable. The staff members guide students as needed. The financial aid director and staff schedule and lead Financial Aid Nights as requested by area high school staff to provide information on financial aid and completing the Free Application For Federal Student Aid (FAFSA). The office schedules and conducts approximately 10 Financial Aid Night sessions per year.

Counseling: Northland Counseling services are described on the [Counseling web page](#). The counselors are available on each campus to assist students with academic, career, and personal counseling. The counselors serve students to address their identified needs by reducing the barriers that they encounter.

Veterans Affairs: Northland provides a variety of options to support students who are veterans or dependents of veterans. Northland houses a Veteran Resource Center at each campus per Minnesota Statute. A Higher Education Veterans Programs Regional Coordinator is on campus once a week in each center to discuss or answer specific veterans higher education questions. The Veteran Resource Centers also provide a place for study and to socialize with fellow veterans. The college also assigns duties to staff members in the financial aid department on each campus to serve in the role as Veterans Certifying Officials. The Veteran Certifying Officials acquire certification through online training and attend annual updates. The Veteran Certifying Officials or the Higher Education Veterans Programs Regional Coordinator are available to guide veteran students to apply for their military education benefits or other assistance such as, disability services, counseling, tutorial assistance, financial aid or VA funded work-study.

Health and Human Service Program Student Assistance: The college employs an individual who provides service and assistance to students who are enrolled in health and human service programs which require additional immunizations, background studies, and finger printing to help with tracking of the health and background study information database and guidance for students who need to keep their information entered and up-to-date.

Diversity Plan: Specific student support services align with Goals 1 and 2 of our [Diversity Plan](#). In particular, activities led by our Student Life Coordinator, such as Welcome Wednesday, our current work on submitting a TRIO grant (in 2020) to support intrusive advising for TRIO

qualified students, and including equity and inclusion work within a key faculty assignment, that of our football coach (as outlined in 1.C).

Northland's Academic Success Center (ASC) provides disability services as well as tutoring services. In addition, the ASC Director serves as the assessment testing director for Northland.

Entering students are able to demonstrate adequate academic preparedness through several mechanisms, as outlined in [Policy 3340: Assessment for Course Placement](#) and procedure [3340P: Assessment for Course Placement Procedure](#). In particular, ACT, SAT, and MCA (Minnesota Comprehensive Assessment) scores are identified for course placement into college level English and Math courses. Students who do not place into college ready courses through these mechanisms take the Accuplacer assessment, and are placed into appropriate developmental or college level courses.

Developmental coursework at NCTC includes the following courses for reading and writing: ENGL 0085: Intermediate Reading and Writing. ENGL 0095: Advanced Reading and Writing. The redesign of our reading and writing curriculum was part of our Commit to Complete Quality Initiative. As identified in that report, the [redesign](#) improved student success at the course level from 58% on our previous model to 69% on the present model. Within mathematics, we offer four developmental courses. The first is MATH 0080: Math Foundations. This basic math course is needed by several of our students, even though it is not aid eligible. Students do have the alternative of studying this material through Adult Basic Education, though many elect to take the credit based course. Additionally, we offer MATH 0090: Introductory Algebra and MATH 0098: Intermediate Algebra. Each course is three credits, and students can advance through this two course sequence to be prepared for College Algebra. Alternatively, completion of just Math 0090 prepares the student for Contemporary Math, which meets Minnesota Transfer requirements. A fourth developmental course in our mathematics area is MATH 0094: Pre-College Algebra. This four credit class prepares those students with strong enough placement scores for College Algebra in a single four credit course rather than two three credit courses. One result of our work to track success for our developmental English courses, is that we developed parallel reports for mathematics, and track success in these courses as well. These results can be seen here [Developmental Math Persistence and Success Rates](#) and [English Success and Persistence Summary](#).

In addition to developmental courses to assure students are prepared for the academic requirements within their programs, Northland provides [free study resources](#) to prepare for the Accuplacer assessment. Many of our students qualify to work with our Adult Basic Education partners on each campus as well. Students who wish to retake the Accuplacer Assessment, in accordance with 3340P, may work with tutors in our ASC in preparing for the assessment. During the summer of 2019, our ASC also offered a Math Boot Camp, led by one of our math tutors, to assist students in reviewing and refreshing their skills.

Minnesota State is transitioning to the use of multiple measures for course placement. Within this process, Northland has begun recording high school GPA in the admission process. At this point, Minnesota State will provide further guidance on specific GPA scores, and other measures, including non-cognitive measures. ([Minnesota State DESR grant](#)) Northland is ready

to implement multiple measures for course placement as guidance from Minnesota State is provided, and resources permit. Key members for the transition attended a [workshop](#) in June, 2019, as we continue to prepare.

Qualified students receive disability services through the ASC. [Northland Policy 2035: Students With Disabilities](#) and [Northland procedure 2035P: Students with Disabilities Procedure](#) govern this activity. Both the ASC Director and ASC Access Specialist are able to determine appropriate accommodations, and assure students on either campus and online are able to receive timely assistance. The ASC has served over 100 students with disabilities in each of the last four academic years. The ASC has made efforts over the past several years to improve the use of [assistive technology](#) in meeting student accommodation needs. Examples include a site wide license of Kurzweil, the purchase of large-print keyboards, and Dragon. Northland students are also provided guidance on additional [accessibility resources](#) available to them.

All Northland students have access to tutoring through the ASC. The ASC fully implemented WC Online scheduling software for scheduling any tutoring and accommodated testing appointments. This tool allows us to better track student use in these areas. During 2018-2019 academic year over 275 students scheduled over 4400 appointments with both professional and peer tutors as shown in the [WC Online Report for 2018-2019](#). In addition, we provide free online tutoring to Northland students through Tutor.com. This specific service is supported by Minnesota State. In order to meet the needs of all Northland students, the ASC has made the effort to increase peer tutoring, growing the use of peer tutors from just five in the 2017-2018 academic year to 14 in the 2018-2019 academic year. Included within the peer tutors are tutors who serve as peers to our refugee and New American student population. In addition to peer tutors and four professional tutors that work up to 38 hours a week, the department employs intermittent tutors in content areas such as accounting and math.

While Northland strives to provide quality tutoring for our students, our [2018 CCSSE Key findings](#) reflects a mix for student engagement in this area. In particular, frequency of use for peer or other tutoring is an area of lowest student engagement compared to the Cohort. In contrast, with respect to Student Effort: Frequency of Skill labs in writing and math, Northland out performs the cohort and is an area of highest student engagement. While these elements have some tension, they may represent what we do see through the WC Online report -- which is that many of our students make multiple appointments. So while we have a high level of engagement by those who use these services, we may need to work to expand the number of students we reach and serve through the ASC. We anticipate being able to do this through better tracking of specific services with WC Online, the actions by the ASC, such as recently implemented outreach through Open House events, and continued efforts to increase interaction between ASC tutors and faculty.

Northland provides academic advising suited to its programs and needs of its students. Key elements of academic advising at Northland are as follows.

Academic Advising: As discussed in the [C2C Quality Initiative Report](#), Northland implemented a comprehensive program-specific advising model which links an advisor in student affairs with an enrolled student by program. The model incorporates required opportunities for advisors and

advises to connect regarding progress to completion of objectives. One mandatory practice that has been long standing has been the acquisition of access codes from their program-specific advisor for registration each term. The advisors also developed an Advising Rights and Responsibilities document, Access Code form, and other documents to guide their practice with students. The college has adopted an Academic Advising policy [Northland Policy 3071 Academic Advising](#) to articulate its philosophy and importance. The registrar's office provides advisor training annually to improve processes and assist with consistency of practice, in addition to establishing [Standard Operating Procedures](#) (SOPs) for process consistency.

Faculty Advisors: Program directors and identified faculty members are assigned as faculty advisors to students enrolled in their respective technical programs. Faculty advisors serve students in the roll of advising on matters pertinent to the field of study and employment options and leads. Faculty members also are assigned to students in order for them to access their assigned students' Degree Audit Reports (DARS) so they may advise in academic matters as needed.

International Advising/Designated School Officials (DSOs and PDSO): Even though Northland has a relatively small number of international students attending the college on student visas (15-20 each year), Northland has identified staff members to serve in the roles of Primary Designated School Official and Designated School Officials, in addition to providing a systematic approach to providing information to international students through the dedicated [website](#), international student forms, international student processes, and international student expert contacts for consult.

Intrusive Advising: Through Access and Opportunity funding from the system office based on underrepresented student population, Northland has augmented their advising staff with advising staff members and counselors who identify specific needs (academic and nonacademic) of students and link them to resources on and off campus. The staff members seek out the students to connect them to the needed resources.

Northland provides libraries at its two main campus locations for use by campus and online students. The library supports faculty and students with a full-time librarian, two full-time seasonal library technicians, and work-study staff. The librarian offers in-class [instructional sessions](#) in classes, by the request of faculty, as well as other training and support such as [guides](#) to assist faculty in incorporating library usage within their courses.

Wired classrooms assure secure, reliable access for testing within several program areas. In addition, our campuses offer wireless access in all areas. Information technology literacy is supported by the college's onsite professional development opportunities, including breakout training sessions for faculty members, including the spring 2016 in-service and the spring 2015 eLearning Summit. Northland also supports a faculty mentoring program specific to eLearning and standard classroom techniques and participates in Quality Matters™ training and certification for course curriculum design and delivery.

Additional examples of technology infrastructure include computer labs and kiosk areas, a virtual dissection table in the Anatomy and Physiology laboratory on the East Grand Forks

campus to support health and liberal arts programs, microscope cameras with HD TVs in biology labs, and digital image equipment in the radiologic technology lab. The pharmacy technology program has added a Pxyxis automated medication dispenser to better prepare program graduates for work in the acute care setting. This equipment also serves other programs areas, such as respiratory therapy and nursing, who utilize this equipment in professional settings, allowing students to practice with the equipment in our campus lab space.

Both campuses offer simulation labs with mobile ability to off-site locations via mobile simulation trailer, including adult, junior, and baby simulation manikins. The college supports the simulation labs through a half-time Seasonal Clinical Lab Assistant II position, who works with faculty using these labs for student training.

A few highlights of additional recent infrastructure and equipment additions to keep labs current include: Addition of a fire hydrant by fire training area (2015) and a new fire truck (2016); updated computers and video conference equipment at the Rosseau site in 2016; \$826,000 bonding project to remodel EGF science and radiologic technology laboratories (completed 2018); \$5.86 million addition and remodel of the Aviation site in 2016-2017; avionics simulation trainers in aviation; simulated ag equipment trainers in precision agriculture; Torchmate CNC cutting table in welding; wheel alignment machine auto service; Fanuc robot in electronics technology and manufacturing; and a Puritan Bennet ventilator for our respiratory program.

As discussed above, in Section 2.E, Northland supports the responsible acquisition and use of knowledge by faculty, staff, and students. As indicated there, with respect to providing students guidance on the effective use of research and information systems, Northland provides this guidance in part through [Northland Policy 3230: Intellectual Property](#). Additionally, all Northland syllabi are expected to include a statement on Academic Integrity. Further, our librarian serves as the lead for questions pertaining to copyright.

Most critically, guidance for the effective use of research and information resources is built into our curriculum within Institutional Learning Outcome 4: Information and Applied Technology, which requires that students are able to access and analyze appropriate information or resources to solve problems. Our current [rubric](#) for assessing this outcomes includes the ability to “Use information effectively, ethically, and legally to accomplish a specific purpose”.

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3.E - Core Component 3.E

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

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

Argument

Northland students participate in a number of extra-curricular activities, such as VEX Robotics competitions for our Electronics Technology Automated Systems students, Behind the Mask Welding competitions for our Welding students, and fire competitions for our Fire Technology students. Additionally, many students participate in intercollegiate athletics on one of our following teams: volleyball, baseball, basketball, softball, football, wrestling or clay target.

One area of growth is the region's VEX Robotics footprint, where student teams design robots to compete and perform that year's robotic game against other competitor's robots. This growth and footprint in the high schools is in no small part due to Northland and one of our industry partners, Digi-Key Corporation, a \$3 billion dollar company, located in Thief River Falls. Through Northland's hosting of VEX Robotics Competitions, an ETAS Instructor mentoring and providing leadership to high school teachers and students, we are introducing STEM type skills to students as early as their elementary and junior high years. The Northland VEX Robotics team, as well as local high school teams have advanced as far as the World Vex Robotics Competition held each year in Louisville, Kentucky.

Competitions like these are a part of the [student club opportunities](#) that students have. While many of our clubs are academic or program-based, such as Phi Theta Kappa, RN Nursing, and Professional Aviation Maintenance Association (PAMA), others like EPIC Pride are student interest based.

Student participation on our athletic teams and student clubs is something that Northland values and encourages. Extra-curricular activities, such as these, enhance the overall student experience at Northland. While such activities may help students learn life-long skills, such as team building, organization, and time management skills, these activities are voluntary. As such, we do not identify these activities as supporting curricular outcomes and do not define learning outcomes for extracurricular activities.

In contrast, co-curricular activities at Northland are required activities that directly support institutional learning outcomes. Co-curricular activities, while required of students, are non-credit based.

In the Fall semester of 2017 Northland initiated a co-curricular [Service Learning](#) program required for graduation. This program requires students to complete a Service Learning

experience in order to be eligible for graduation from any Associate Degree program. The Service Learning program experience is comprised of a cumulative eight hours of volunteer service with an approved agency, institution, or non-profit organization. This requirement is a non-credit based, non-fee based graduation requirement.

In addition to the eight hours of service, students submit a paper reflecting on the Service Learning experience. A faculty member evaluates the paper on a pass/no pass basis to ensure it meets the graduation requirement. The evaluation rubric for this reflection requires the student to reflect on the experience in a way that connects to either Institutional Learner Outcome 3: Social Engagement, or Institutional Learner Outcome 5: Personal Development. Results of this assessment are available in the most recent [Annual Assessment Report](#).

There are exemptions to the requirement. A prime exemption is for students that already have service learning embedded in their degree programs. A number of the Northland allied health programs, such as Nursing A.S., Physical Therapist Assistant A.A.S. and Surgical Technology A.A.S. have had a service learning component built into their curriculum, prior to the start of the new co-curricular graduation requirement. For example, the RN Nursing program has done things like packing food backpacks at the Mission in Grand Forks, ND and helping out at the Share and Care shelter in Crookston, Minnesota.

In addition to such exemptions for embedded curricular service learning, Northland student-athletes often contribute to the community through a Rake-a-Thon fundraiser where student athletes rake and clean-up community members yards before winter, by raking leaves, collecting brush, etc. This has been a very popular event and many community members really appreciate the help. In Fall 2018, the Northland football team qualified for the Red Grange Bowl at the College of DuPage (IL) and one of the bowl activities was that each team participated in local volunteer opportunities. In these examples, the student-athletes complete the required eight hours of service as well as the required reflection papers, thereby meeting the co-curricular graduation requirement.

While we assess the co-curricular service learning requirement as it relates to our Institutional Learner outcomes, the requirement itself also aligns with our vision of strengthening the communities we serve as well as our mission of providing all students with life skills that advance personal well-being.

Sources

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3.S - Criterion 3 - Summary

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

Summary

The way Northland delivers our offerings to students is certainly changing, but our goal is not changing. Whether it is a traditional on-campus offering, a purely online offering or a hybrid offering, Northland is preparing all learners for their next stage in life. These students help to fulfill workforce needs, especially regionally, or are preparing to continue their education for a bachelor's degree and beyond. The support and professional development for faculty and staff helps to ensure that as delivery of offerings continues to change and evolve, they are ready to successfully teach and support students in this environment.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

Northland reviews each academic program to ensure that it: meets the needs of students, business, & industry, meets the requirements of transfer institutions, provides high quality instruction, avoids unnecessary duplication, is cost effective, and is consistent with the college's mission. The college's practice of program review is in alignment with [Minnesota State Policy 3.36 Part 7](#) that specifies each institution regularly review its academic programs for planning and improvement purposes. Northland has a five-year comprehensive program review process that is in alignment with its policy [Northland Policy 3080 Program Assessment](#). The primary outcome of this process is the assurance of quality academic programs that meet student and community needs in an efficient and effective manner. The program review process provides the opportunity to identify and plan for curricular development that meets changing workforce needs and anticipates future programming opportunities. In addition, regular review and improvement demonstrates program accountability and value to our stakeholders.

As mentioned in 3.A, Northland's [five year program review report](#) was updated during the Academic Year 2014-2015, and fully implemented during the 2015-2016 year. The updated version of the five-year review calls upon each program to focus on six main areas; program alignment and overview, efficiency, students, curriculum, resources & support, and community. The updated version of the review provides each program the opportunity to map course learner outcomes, program learner outcomes, and institutional learner outcomes, allowing them to [map the assessment of learning](#) from the course level to the institutional level. Faculty are provided support from the Assessment and Program Review Committee, as well as their academic dean, as they complete their five-year program review. The Provost goes through each completed program review and provides the program faculty with feedback. The Assessment and Program Review Committee has an identified schedule for each academic program to complete the comprehensive five-year program review, available at [Program Review Schedule 10-2016](#).

In addition to the five-year program review, each academic program must submit an [annual program assessment](#) at the conclusion of the academic year, and [Northland Policy 3080 Program Assessment](#) involves collecting data that measures the achievement of course and program outcomes, as well as an analysis of direct and indirect data. By collecting and quantifying the data for the program assessment plan, faculty are assisted in determining how well their graduates achieve the programs' stated outcomes.

Along with the annual program review and the five-year program review, the College encourages additional means of program assessment. Both the Sales Marketing and Management and the [Unmanned Aerial Systems Maintenance Technician](#) programs have gone through the DACUM (Developing a Curriculum) process in recent years. This is a very extensive process that involves the incorporation of a focus group to capture the major duties and related tasks involved in a specific occupation. The group also identifies the necessary knowledge, skills, and traits for that occupation. The program faculty have been able to utilize the information generated through the DACUM process to enhance/revise program curriculum.

Northland does evaluate and award credit for prior learning and also accepts transfer credits students have earned at other institutions, the College follows [Minnesota State policy 3.21, procedure 3.21.1](#), and operating instructions [3.21.1.1](#), [3.21.1.2](#) and [3.21.1.3](#) in the transfer of credit. The College evaluates college-level credits completed that have been submitted by the student on an official transcript. The process is outlined at [Northland: Policy 3120 Transfer of Credit](#), and involves three considerations: (1.) Educational quality of the learning experience which the student transfers; (2.) Comparability of the nature, content, and level of the learning experience offered by Northland; (3.) Appropriateness and applicability of the learning experience to the programs offered by Northland in light of the student's educational goals. Some credits may be accepted only as they pertain to the student's program of choice at Northland. Courses or credits that apply to general elective, general education, or Minnesota Transfer Curriculum (MnTC) shall be accepted in transfer regardless of the date earned, unless there is a conflict with specific program, graduation, or accreditation requirements.

The College also grants credit for prior learning for previously gained knowledge and skills that are equivalent to coursework at Northland, outlined at [Northland: Policy 3150 Credit for Prior Learning](#) and [Northland: Procedure 3150P Credit for Prior Learning - External](#)

[Assessment, Northland: Procedure 3150P Credit for Prior Learning - Internal College Assessment](#), and [Northland: Procedure 3150P Credit for Prior Learning - Military Courses and Occupations](#). The following are means of assessing credit for prior learning:

Credit by Examination: College Level Examination Program, Advanced Placement, International Baccalaureate, National Occupational Competency Testing Institute, DANTES Subject Standardized Test, Thomas Edison College Examination Program, New York University Foreign Language Proficiency, Excelsior Examinations, Assessment Certification Examination-endorsed examinations, and course-specific examinations/test outs.

Other Methods: Credit for military experience, credit for experiential learning, and technical preparation articulation.

The College has established clear policies and procedures that outline the processes and assure the quality of the credit that is accepted in transfer. We have consistently exceeded the [Strategic Framework Measure for successful transfer](#). Northland policies are reviewed and updated yearly (or more often if needed), there is a wide representation of both faculty and staff involved in the policy review. Any changes are submitted to one of the college governance committees for review prior to implementation and approved by President's Council.

Northland, in alignment with Minnesota State policies and procedures, exercises authority over prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, faculty qualifications, and quality of dual credit offerings. In accordance with the collective bargaining agreement with the [Minnesota State College Faculty, Article 8 Section 2](#), Northland recognizes that faculty have fundamental and unique responsibility in matters affecting the academic well-being of the college. The parties agree that the faculty hold the critical role in academic decision-making at the college. In order to ensure such a role, the institution has established an Academic Affairs and Standards Council (AASC) as the venue for all proposals regarding academic affairs and standards from faculty members and administrators. The purpose of AASC is to provide direction for the college president in all matters included in academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings. AASC has responsibility for oversight of curriculum and academic standards for courses and programs. Any proposals for new courses/programs as well as significant changes to existing course/programs are first reviewed by the AASC committee. During this review the committees assesses content, requirements for prerequisites, course and program specific learning outcomes, and institutional learning outcomes. Minutes for the Academic Affairs & Standards Council are posted to our [Committees web page](#).

Prerequisites for a course are specified in the course proposal submitted to AASC. Once the course is approved, the prerequisites are stated in the course description which is published in the academic catalog. If faculty wish to modify course prerequisites, a proposal must be submitted and approved by AASC.

Northland does assess incoming students to determine if they are eligible for college level courses. If students do need to strengthen their skills, they are enrolled in the appropriate course

within our Developmental Education curriculum to assure the students have the skills necessary to be successful at the college level and allow us to maintain high standards throughout all of our courses. See 3.D. for details.

The rigor of courses is maintained and monitored by the course analysis/annual faculty evaluation process. Northland upholds high standards for the specific student learning outcomes for each program which are developed by the program-specific faculty. Additionally, the institution's Assessment and Program Review Committee coordinates the Assessment and Program Review Plan by assisting faculty in identifying student outcomes and linking Institutional Learner Outcomes and program review. Minutes for the Assessment and Program Review Committee can be found on our [Committees web page](#). Northland's specialized accredited programs follow the expectations outlined by their accrediting associations when developing both program and student outcomes. The rigor of courses is reviewed through the above-mentioned program review process. When a new program is developed, it is expected that it will follow the process outlined in the curriculum handbook to ensure the feasibility of the program and that it maintains academic standards.

As discussed in criterion 3.C and 3.D, Northland has a wide array of learning resources available to students and staff. The College offers wide ranging student support services, academic support services, and learning support resources to all students, both campus based and online learning. Students have access to a wide variety of learning resources through the [Northland library](#) located on both the EGF and TRF campuses. The libraries offer print, media and electronic database collections to assist in research. Goals in the library mission include: (a) providing information resources to support and supplement the programs and curriculum of Northland; (b) teaching students the skills which allow them to access the materials themselves; (c) evaluating information critically and selecting and utilizing the information obtained; (d) meeting the information needs of the college community; and, (e) providing for independent study and research. The librarian at Northland welcomes the opportunity to instruct users on the variety of resources available from the Northland libraries, as well as on pertinent topics, such as American Psychological Association (APA) formatting, plagiarism, copyright laws, resource evaluation, and information literacy. In addition to the traditional collection of library materials, the Northland community has access to a variety of subscription databases. These databases offer 24/7 remote access and include full-text content of thousands of magazines and journals and entries from reference materials, newspapers articles, and image files. The Northland library is part of a statewide consortium, allowing users to search catalogs of dozens of libraries simultaneously. Northland's libraries provide access to virtually any published work through the Interlibrary Loan program. The [Academic Success Center](#) provides services to all Northland Students and includes accessibility resources, tutoring, assistive technology, and various other services. The ASC has a location on both the EGF and TRF campuses. Northland has extensive technology resources and up-to-date laboratory facilities across the college.

Also discussed in 3.C., Northland ensures that all faculty members (unlimited, temporary, or adjunct) have education and/or professional credentials that meet or exceed Minnesota State credentialing requirements. Minnesota State standards and processes for establishing degree qualifications for faculty members are outlined in [Minnesota State Policy 3.32](#) and [Procedure 3.32.1: College Faculty Credentialing](#). An individual offered employment as a faculty member or

any individual assigned to perform faculty work shall meet established minimum qualifications. Minimum qualifications shall include the educational requirement and the teaching and learning competency requirement; they may also include related occupational experience, state and/or national industry licensure/certification, and other requirements as appropriate for each assigned field, license field, or credential field.

Dual credit programs are governed by [Minnesota State Policy 3.5](#), [Procedure 3.5.1 Post-Secondary Enrollment Options \(PSEO\) Programs](#) and the College's policy regarding Post-Secondary Enrollment Options ([Policy 3050](#) and [Procedure 3050P](#)). PSEO and PSEO concurrent enrollment credits are evaluated on an individual basis. Official transcripts from each post-secondary institution issuing college credit are required for credit evaluation. Northland has a robust College in the High School (CHS) Program. CHS is accredited by [National Alliance of Concurrent Enrollment Programs](#) (NACEP) and we are currently working to renew this accreditation. All PSEO concurrent enrollment courses offered by Northland are taught by experienced high school instructors who meet the same credentials as Northland's faculty or will meet it as outlined by the Minnesota State extended date (September, 2022). See 3.C. Each high school instructor is assigned a college faculty mentor that they meet with on a regular basis to assist in monitoring assignments, exams, projects, student academic achievement, and instructional effectiveness to ensure that the course meets the learning outcomes contained in the course outline and that students are held to college-level standards. For students to be eligible to take a Liberal Arts or General Education course (Transfer Education) they must be a junior or senior and have a cumulative 3.00 G.P.A. Students must also take the Accuplacer exam. High school students who wish to take Career and Technical Education courses must be a sophomore, junior, or senior. The student must have a cumulative 2.5 G.P.A. and have the permission of their guidance counselor and teacher. Students must also take the Accuplacer exam. Examples of the paired syllabi from the college in the high school courses include [Northland ENGL 1111: Composition 1](#); [HS ENGL 1111: Composition 1](#); [Northland AGRG 1110: Introduction to Animal Science](#); and [HS AGRG 1110: Introduction to Animal Science](#).

For Northland's other PSEO programs, such as Online College in the High School (OCHS), the content is delivered by Northland's own instructors. OCHS is a unique approach to concurrent enrollment opportunities, offering transfer opportunities in technical and general education. High school students earn dual-credit while participating online in the high school setting. The same CCO, syllabus, and course materials used for teaching our college level students are used in these courses. Students who complete a PSEO concurrent enrollment course receive both high school and Northland credit. In order for students to be eligible to enroll in OCHS courses, they must meet the following:

- Senior (12th grade): A student who will participate as a senior must meet minimum ACCUPLACER®, ACT®, SAT® or MCA scores and is recommended to have at least a 2.8 cumulative GPA.
- Junior (11th grade): A student who will participate as a junior must meet minimum ACCUPLACER®, ACT®, SAT® or MCA scores and is recommended to have at least a 3.2 cumulative GPA.
- Sophomore (10th grade): A student who will participate as a sophomore must meet or exceed the 8th Grade MCA Reading assessment standard minimum score of 850. If the

MCA test was not taken, the student could take the ACCUPLACER® Reading Comprehension if accepted by the post-secondary institution. A 3.2 cumulative GPA is recommended, and the student must complete the Intro to Online Learning workshop.

Many of our Allied Health and Technical programs have national accreditation in their specialized field. The college understands the importance of program specific accreditation and understands that it provides for the following:

- Serves to set minimum standards for quality and learning outcomes/competencies
- Required for post-graduate student licensure in certain programs
- Required for program approval/mandated by state law
- Recognized in the profession as indicative of quality.

The list of Northland programs that are accredited by specialized accrediting agencies, as well as those that are approved by other governing bodies are located on our [Accreditation web page](#). Additionally, each program page lists the exact status of that program's accreditation, one example is found here on the [Radiologic Technology Page](#).

Northland is in compliance with [Minnesota State Policy 3.31 Graduate Follow-Up](#), by completing an annual survey of graduates within one year of their graduation. Items included on the survey are employment rates, continuing education, job title, and salary. The information collected from our graduates provides valuable data for faculty, administrators, and employers to better serve students in their career-planning activities. The [2017-2018 placement report](#) includes total number of graduates, full-time and part-time related employment, seeking employment and unrelated employment. In 2015, there were 43% of Northland graduates working in a related field and 39% of graduates continuing their education. In addition to the graduate follow-up survey, many students in Career and Technical Programs at the college take state, national, or industry certification and licensure exams. The table below highlights the pass rates for those students.

Certification and Licensure Exam Pass Rates*	13-14	14-15	15-16	16-17	17-18
Automotive Service Technology – 8 ASE Areas	99%	92%	94%	94%	96%
Commercial Vehicle Operation – Class A CDL	85%	85%		87.5%	69%
Criminal Justice – Minnesota POST Exam	100%	92%	100%	65%	
Fire Technology – MN Fire Cert Board: FFII	92%	No Data	100%	90%	83%-5/6
HVAC – EPA Refrigeration License Exam	20%	30%		90%	90%
Nursing – NCLEX-PN (1 st attempt)	88.7%	86.4%	86.1%	88.2%	

Nursing – NCLEX-RN (1 st attempt)	80%	86.3%	84.4%	73.75%	
Occupational Therapy Assisting - NBCOT	91%	90%	100%	92%	
Pharmacy – PTCB Certification	92%	91%	92%	77%	
Phlebotomy – NHA Exam	100%	100%	100%	88% (1 st)	100%(1 st)
Physical Therapist Assist - NPTE (1 st attempt)	100%	100%	86.7%	92.9%	
Radiologic Technology – ARRT (1 st attempt)	79%	77%	91%	93%	
Respiratory Therapy – CRT (3 year median)	92%	90%	90%	96%	
Surgical Technician – National Certification		100%	100%	83%	100%

Many of these lag one year in reporting on the Annual Program Assessment Reports. Hence, not all areas are reported for the 17-18 academic year. In some instances, the 17-18 year reflects first attempt only in programs that typically report overall pass rate. Program areas that only report the first attempt pass rates indicate this by the program name.

A couple of areas are worth emphasizing, as outlined in the [2017-2018 Annual Assessment Report](#):

- The significant improvement in the HVAC EPA Refrigeration License Exam pass rate is the result of adjustments in instruction with the classroom and lab within the program to address the low pass rates.
- Practical Nursing experienced a significant increase on the 1st attempt National Council Licensure Examination - PN (NCLEX) pass rate from 12-13 to 13-14. This is likely attributable to the implementation of ATI for students in preparing for the NCLEX.
- Within the Physical Therapist Assistant program, the TEAS V scores for admissions have been adjusted. This is in part in response to performance on the NPTE and should help address the drop in 15-16 scores (see 16-17 report).
- Radiologic Technology began administering a mock test in the 2nd Fall term between 14-15 and 15-16. This appears to have resulted in a significant improvement in the pass rate on first attempt for these students.
- Criminal Justice – Minnesota POST Exam result for 16-17: These scores are first attempt and reflect a significant drop in performance from prior year's results (also first attempt). Many in this cohort retook and passed. Others in this cohort went into other related fields (e.g., dispatch, corrections officer, etc.) and did not retake. Review showed that students with low course grades were also those unsuccessful on the POST exam. To address this, a minimum of a 2.0 GPA for required program courses was added within the program, as well as an attendance requirement in required program courses.

Northland's most recent [2018-2019 Annual Assessment Report](#) is now available.

Sources

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4.B - Core Component 4.B

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

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

Argument

Northland's goals for student learning and assessment are articulated through the college's Common Course Outlines, [Institutional Learner Outcomes \(ILO's\)](#), through individual program learning outcomes, and through the college's assessment processes. Each course offered at the college has a common course outline (CCO) that has been approved by the college's Academic Affairs and Standards council. The CCOs include the course title, course description, prerequisites, total credits, lecture/lab breakdown, student learner outcomes, and methods of assessment. The CCOs for any course can be found on the [Course Descriptions and Common Course Outlines web search tool](#). Every CCO identifies one ILO and those are listed by their number as the last learning outcome for that course, for example [ENGL 1111](#). Each year two of the five ILOs are assessed by faculty using the [Northland ILO Assessment Schedule](#).

The Institutional Learner Outcomes were revised and adopted through AASC as part of the merging of the EGF and TRF campuses. Originally referred to as "core competencies" ([AASC Minutes November 10, 2003](#)), they were revised by faculty work groups, and adopted and worked into assessment processes in 2004 ([AASC Minutes September 08, 2004](#)). The designation of "Institutional Learner Outcome" occurred during the 2004-2005 academic year ([AASC minutes November 10, 2004](#)). The specific wording that was developed in 2003-2004 is now in the process of being revised through our HLC Assessment Academy work. As part of the College's participation in the HLC Assessment Academy, Northland developed a goal of revising our comprehensive assessment plan. A large piece of this revision includes taking a look at the ILOs to determine if they are meeting Northland's needs and make any updates. During the 2018-2019 academic year members of the colleges Assessment and Program Review (APR) committee worked in collaboration with members of the Assessment Academy team on reviewing the current ILOs. During this work it was determined that we have a solid foundation upon which our initial ILOs were built, yet we felt that some of the ILOs were quite wordy and difficult to assess. We wanted to look at the assessment schedule to ensure that all five ILOs are assessed in a two-year period, the standard program of study for a full-time student. Additionally, we have been able to gather a great deal of data from the assessments that have

occurred, yet we need to find a more user-friendly way of utilizing that data to affect change. Therefore, the group went about revising the two ILOs that have presented the greatest problems for faculty in assessing. This work focused on ensuring the ILOs have accurate language to facilitate a clear understanding of the ILO and ensuring that we have assessment tools that are measurable and have meaning. While this is in the works we are continuing to collect data on our regular rotation schedule so that we will not have a lapse in our assessment cycle. The remaining three ILOs will be revised during the 19-20 academic year. The approved ILOs for the college are:

- **Communication Skills:** Students will be able to communicate effectively with a variety of audiences using verbal, non-verbal, listening, writing, interpersonal and team skills.
- **Critical Thinking Skills:** Students will gather information, develop solutions, and apply a viable plan of action. ***new language adopted in the 2018-2019 academic year, implemented in the 2019-2020 academic year***
- **Social Engagement:** Students will be prepared to practice social engagement that addresses environmental responsibility, civic engagement, and global diversity. ***new language adopted in the 2018-2019 academic year, implemented in the 2019-2020 academic year***
- **Information and Applied Technology:** Students will be able to access and analyze appropriate information and/or resources using technology to solve problems.
- **Personal Development:** Students will develop professional attitudes and habits of punctuality, honesty, respect, accountability, leadership, professional, and personal integrity, and self-directness while contributing to personal and group goals.

At the program level there are program learning outcomes associated with all certificates, diplomas, and associate degrees, these can be found by clicking on the Learning Outcomes tab on each program page. For example:

[Accounting Clerk - Microcomputer Applications Emphasis - 45 credit diploma](#)

1. Student will demonstrate application of a variety of business software programs including integrated accounting software.
2. Student will apply appropriate accounting theories to service and merchandising organizations.
3. Student will prepare and process payroll records and reports in compliance with state and federal requirements.
4. Student will prepare financial statements in accordance with Generally Accepted Accounting Principles.
5. Student will apply the Internal Revenue Code as it relates to individual, partnership, and corporation income taxes.
6. Student will demonstrate effective written and oral business communication skills.

As stated in 4.A., Northland conducts annual program review and five-year program assessment to ensure maintenance of excellent programs. The annual program assessment for [career programs](#) identifies three main areas of assessment. The first is direct and indirect assessment; direct assessment areas include items such as capstone projects, pre-and/or post tests,

certification/licensure exams, etc. while indirect may consider academic surveys administered to graduating students, alumni, and employers, as well as information received from external reviewers such as accrediting agencies. The other two areas that make up the annual assessment for career programs include graduation/transfer rates and placement rates. The liberal arts program annual review includes two parts, the first part is an [assessment plan](#). The specific discipline identifies program learner outcomes, the direct assessment method utilized, and the performance target. The second portion of the review is an effectiveness report. The discipline reports their findings and compares if there are any significant differences to prior years. They identify any action needed to improve the instructional program. Northland also assesses the achievement of learning outcomes through the curriculum map each program completes as part of its five-year program review and through its annual assessment process. The purpose of five-year program review is grounded in the recognition that the needs of students, the methods of teaching and learning, and the needs of business and industry constantly shift and change. The five-year comprehensive program review cycle is one of the ways we assure we fulfill this responsibility and continue to serve our primary stakeholders. The primary purpose of program review is threefold:

- Ensure that the program meets its stated mission and addresses the strategic directions of the college.
- To continuously review the validity of our assessment process for course, program and institutional learner outcomes with the goal of providing meaningful information and reliable data in meeting business and industry needs.
- To identify and plan for curricular development that meets changing workforce needs and anticipates future programming opportunities.

The primary outcome of this process is the assurance of quality academic programs that meet student and community needs in an efficient and effective manner. In addition, regular review and improvement demonstrates program accountability and value to our stakeholders. Here are examples of five year program reviews for [Architectural Technology](#) and [Practical Nursing](#).

As mentioned previously, we are in the process of revising our ILOs and the assessment schedule that accompanies them. The schedule will be revised to ensure that all five ILOs are assessed in a two-year period, the standard program of study for a full-time student. Until the time that all five ILOs are revised, we are continuing our current assessment schedule with the intent that the new schedule will begin during the 2020-2021 academic year.

Academic Year	ILO's Assessed
2018-2019	Personal Development Communication Skills
2019-2020	Critical Thinking Skills Social Responsibility
2020-2021	Information and Applied Technology Personal Development Communication Skills

* part of the new planned assessment schedule	
2021-2022	Critical Thinking Skills Social Responsibility
* part of the new planned assessment schedule	

The Academic Affairs and Standards Council (AASC) assures that all programs at the college include the appropriate number of ILOs within their curriculum base on the credit length of the program. See also 3.B. Graduates of AAS, AS, or AA degrees should achieve all five ILOs, while graduates in certificate or diploma programs should achieve ILOs indicated as follows:

- Students completing certificate programs of 20-45 credits will achieve three ILOs; Communication, Critical Thinking, and one ILO determined by program faculty
- Students completing diploma programs of 46-59 credits will achieve four ILOs; Communication, Critical Thinking, and two ILOs determined by program faculty
- Students completing any degree or diploma program of 60 or more credits will achieve all five ILOs

Another responsibility of AASC is to ensure that all new programs implemented at the college have program specific learner outcomes, if an existing program wishes to make program changes the committee also ensures that the Program Learner Outcomes (PLO) have been revised or are still relevant to the program change. As part of the revised 5-year program review, the inclusion of a curriculum map was added to the process. The curriculum map outlines the connection from Course Learner Outcome (CLO) to PLO to ILO. Here are examples of [Architectural Technology](#) and [Practical Nursing](#) curriculum maps.

Northland has a strong philosophy surrounding assessment, understanding that the assessment methods used need to be grounded in the College's mission. The basis for our assessment efforts lies in the curriculum. As educators, we are responsible not only for teaching students in ways that maximize their access to learning, but also for ensuring that we are teaching them what they need to know and be able to do. Through our assessment process, we validate that students have gained the competencies expected of entry-level employees and transfer students as outlined by the learning outcomes of their program. The purposes of the [college's assessment plan](#) is as follows:

- To demonstrate achievement of student learning outcomes within an integrated curriculum including both technical and general education.
- To continuously improve program curriculum through review of student assessment results, validation of outcomes with business and industry and transfer institutions, and integration of general learning outcomes that contribute to graduates' bases of knowledge and our Institutional Learner Outcomes.
- To demonstrate accountability and value of a Northland education to the college's various stakeholders.
- To continuously review the validity of our assessment process by providing meaningful information and reliable data.

Some examples of the annual assessments include: [Chemistry](#), [Radiologic Technology](#), [Business](#), [Biology](#), [English](#), [Auto Service Technology](#).

We discuss co-curricular and extracurricular activities in 3.E. We should note that, while competing on intercollegiate athletic teams is an extracurricular activity, student athletes may register for one credit courses tied to their athletic sport. These credit based curricular courses are assessed by the faculty assigned to the course. All of our coaches are faculty, and their coaching assignments are determined through the [MSCF Master Agreement 2017-2019](#). Each of these Health, Physical Education, and Recreation courses includes a learning outcome that maps to ILO 5: Personal Development. See, for example, the [CCO for Varsity Basketball](#).

Northland assesses co-curricular learning for our [Service Learning](#) graduation requirement, also discussed above in 3.E. While some Associate level programs have service learning built directly into their curriculum, graduates of Associate level programs that do not must complete this requirement. While the service learning requirement is non-credit, it is formally assessed as it is a co-curricular activity at Northland. In assessing this, students submit a short reflective paper, that is assessed by a faculty member using our [rubric](#) designed for this purpose. The rubric itself requires that the student demonstrate learning in either our ILO 3 or ILO 5. The overall assessment results are reported in our [annual report](#). It should be noted that the graduating class of Spring 2019 is the first cohort for whom completion of this is required. As a result, we do not have a history of assessment data.

Northland uses data derived from the ILO assessment, program, and course level student learning outcomes assessment to improve student learning. As stated above, the college has undertaken the task of revising the current ILO's to ensure that all faculty and students have a clear understanding of what each ILO is, as well as making sure we have assessment tools that are measurable and have meaning.

During the 16-17 year the college initiated an annual assessment report to collect this information in one location. The [Annual Assessment Report](#) reviews and highlights the various areas of assessment at Northland Community and Technical College. A primary focus of assessment includes Academic Assessment. This report also includes other areas of ongoing assessment that occur at Northland, including regular student surveys and student services assessment. Included within the review are analyses and observations of overall trends and patterns at Northland. This report is shared with faculty at the college, the intent is that the sharing of these practices will foster better quality assessment within programs. The report is compiled on an annual basis and is open to the public on our [IR web page](#).

One example of how Northland uses information from assessment to improve student learning is the redesign of our developmental level English curriculum. We implemented the redesign of developmental reading and writing curriculum during the 2012-2013 academic year. Prior to this time, Northland delivered a three-credit reading course and a three-credit writing course, both at the developmental level. The new curriculum combined reading and writing within the same course but defined three course levels. This new curriculum was delivered in the 2012-2013 and 2013-2014 academic years. Beginning in 2014-2015, this curriculum was pared down to just two levels of delivery instead of three due to the desire to assure that the courses delivered were

federal financial aid eligible. The redesign was successful at improving student success at the course level (students successfully completing the course with a C or better). On the old model, success rates ranged from 52% to 61% over a four-year period with an overall average of 58% (academic years 2008-2009 through 2011-2012). On the new model, success rates ranged from 57% to 80% with an overall average of 69% (academic years 2012-2013 through 2015-2016). Our target was to increase the success rate by 5% with this curricular redesign. This was met and surpassed with an increase of 11%. More information on this can be found in the [2018 Quality Initiative report - Commit2Complete](#).

The nursing program at Northland had set a goal of increasing the students performance on the National council Licensure Examination (NCLEX-RN) board pass rate to be at or above the national average. The program implemented a variety of different strategies to accomplish this, including:

- One on one advising with students who showed a low probability of passing NCLEX
- Consistent meetings with both PN and RN faculty to collaborate on educational approaches
- Enhanced implementation of the ATI program into nursing courses
- Faculty perform test item discrimination to analyze strengths of their test questions
- All graduating students attended the ATI Live Review course to help them prepare for NCLEX-RN.

These strategies have shown to be effective, the students pass rate went from 73.75% in 2017 to 85.14% in 2018 in the two annual nursing reports: [Nursing AS \(2017 Grads/2018 Report\)](#) and [Nursing AS \(2018 Grads/2019 report\)](#).

The Computer Networking program at the college administers the NOCTI "Job Ready Written test Computer Networking Fundamentals" exam to their students. In the 2015-2016 year, the average score of students was 69.8%, which was slightly higher than the national average (68.9%) and a bit below the state average (70.2%). Based on the data from the NOCTI results, the program faculty identified areas that could see improvement and worked to enhance the students knowledge in these areas. The NOCTI results for the 2016-2017 year were raised significantly to 79.4%. as shown in the annual reports: [Computer Network Technology 2015-2016](#), [Computer Network Technology \(2016-2017\)](#), [Computer Network Technology \(2017-2018\)](#).

Our philosophy discipline has also used assessment findings to drive change intended to improve performance of students. The faculty are comparing pass rates on portfolio assignments across various philosophy sections, with the target that 100% of students who complete the course will earn a passing grade across the portfolio assignments related to critical thinking, global responsibility, and civic and moral problem solving. See the [philosophy annual report](#).

Our program level assessment of student learning is established and provides useful data for faculty for improving teaching and learning. While we now have an established process for assessment of learning for our institutional level outcomes, we feel it can be stronger. Our established process provides us with data to demonstrate that students achieve our ILOs. It is our

view that assessment should do more than demonstrate achievement of outcomes. It should also guide faculty in improving teaching and student learning. To this end - that is, closing the gap between 'data demonstrating student learning' and 'informing on-going improvement of teaching and learning' - Northland joined the HLC Assessment Academy. Our project aims to improve ILO assessment at Northland in just this way, as indicated in our HLC Academy Project “[Next Steps](#).”

While neither curricular nor co-curricular, we do want to note that we regularly assess our student services through the SENSE and CCSSE surveys. Additionally, we administer a Survey of Enrollment Experiences (SEE). This particular survey is an institutionally developed survey we use to track student use and satisfaction of our non-academic areas. Results of these surveys are viewed with faculty and staff in sessions led by the Chief Student Affairs Officer. Areas of concern and potential strategies for improvement are developed and shared appropriately. A summary of results for each of these three surveys, as well as an outline of the review and application of the outcomes from these surveys is provided in the [Annual Assessment Report](#).

Northland’s process for faculty members to prepare, submit, and review annual program review reports with supervisors is one way the college encourages and facilitates participation in assessment practices. Program and Course Learning Outcomes are the product of the faculty. The faculty work to develop and revise these based on data from their assessment activities as well as input they received from their program advisory committees, which include faculty, industry representatives, current students, and graduates. Many of the college's programs have specific measures that are used for overall program assessment and shared with their advisory boards. Some of these measures include national licensure/exam pass rates, as well as National Occupational Competency Testing Institute (NOCTI) that are used to determine if the program learner outcomes have been met.

Other indicators of good practice include Northland’s use of data to improve, as noted above with its institutional learner outcome review, and its development and implementation of the curriculum map as part of the five-year program review process. The college also realized that it needed to suspend the program learner outcome assessment in its liberal arts program while implementing the broader scale institutional learner outcome assessment, in order to review potential overlapping assessments, as the college realized much of the ILO assessment fell on the plates of the faculty members in liberal arts programs. The college reinstated program learner outcome assessment for liberal arts in Academic Year 2015-2016, once the ILO process had been successfully implemented. In hindsight, while the suspension of the liberal arts assessment did provide room and focus to work on ILO assessment, it did leave a bigger hole than expected when we returned to doing the liberal arts program learner outcome assessment.

Participation in assessment is widespread. There are areas that do not participate consistently, every year, and others that do. Overall, as reflected by our tracking of "overall reports submitted" in the Annual Assessment Report we can see that we regularly have over 25 technical programs report annually for their areas. It should be noted that while we offer more certificate, diploma, and degree awards than this, assessment within a program area often covers several of these award options. For example, in Automotive Service Technology, while one report is submitted, there are a total of four award options. Overall participation levels are documented for both

annual assessments (for example, as summarized in our [2016-2017 Annual Assessment Report](#), 28 program areas reported along with 8 Liberal Arts discipline areas), as well as data collected for ILO assessments (as summarized in the Annual Assessment report from 2016-2017, for ILO 1: Communication Skills, the work of over 388 students in 11 different courses, and 21 total sections, was used), we see that the use and application of assessment is widespread and a central part of academic culture at Northland. With our current [HLC Assessment Academy](#) project, we expect to improve and deepen this culture within the college even further, and strengthen attainment of learning outcomes for all of our students as a result.

Sources

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4.C - Core Component 4.C

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

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

Argument

Northland has defined goals set for student retention (or persistence) and completion per the Minnesota State system, called [Strategic Performance Measures \(SPMs\)](#). The SPM report represents data and trends available for 21 measures that are reported for Northland along with improvement goals. The system defines student retention or persistence and completion as the percent of a fall entering cohort of full-time students who have been retained, transferred, or graduated by the second fall term. The system tracks and defines a separate completion rate as the percent of a fall entering cohort of full-time students who have transferred or graduated by the end of the third spring term.

Northland's fall 2015 cohort persistence and completion goal was set at 71.6% and Northland's actual rate was 67.7%, which was lower than the goal and lower than the Minnesota State colleges goal rate (74.1%) and average actual rate (70.5%). The year prior, Northland exceeded the goal of 69.4% with a college all time high rate of 72.4%. Northland's fall 2014 cohort completion goal was set at 58.7% and Northland's actual rate was 63.8% which was higher than the Minnesota State colleges' goal (57%) and average actual rate (53.6%). While Northland has experienced a dip in persistence and completion rates for the most recent reporting year, the three-year completion rate outperformed system goals and averages for the past four years with the most current year outperforming the system average by 10%. The rates have been explored through the [Commit to Complete \(C2C\) HLC Quality Initiative](#) project group and various strategies, i.e. mandatory registration access code practice and targeted advising have been implemented to move the dial in a positive direction. The rates are discussed at President's Council and other college committees or work groups as appropriate, e.g. student affairs department meetings, academic and student affairs deans and supervisor meetings, and at retention committee meetings in the past. We are waiting for the most recent data from the system office to determine if the persistence and completion rates are improving. The newly

developed Strategic Planning Committee may also work with the data to help prioritize strategies.

Northland also conducts surveys for continuous improvement and impacts to persistence and completion by using student engagement assessments and service satisfaction measures and other instruments such as the Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), the Educause Technology survey, the Technology survey, the Survey of Enrollment Experiences (SEE), and the Graduate Exit Survey.

The system office collects and disseminates Strategic Performance Measure (SPM) data for system colleges and universities, in addition to developing system goals and averages for comparison. Northland has identified system comparison colleges based on a number of factors, such as size, multi-campus configuration, and location.

Due to the fact that Northland does not have an Institutional Research (IR) office, Northland has identified a work group made up of individuals who run queries within the college along with the Chief Academic and Chief Student Affairs leadership. Northland's IR work group supports the collection, maintenance, analysis, and reporting of institutional information. This group developed an external facing [Institutional Research web page](#), an internal IR work space with archived data folders, and a query request system. The website allows internal and external constituents to view public-facing information and reports regarding the college, in addition to including an online report request feature.

Northland reviews its SPM data annually when the reports are available at President's Council and are part of the president's annual review. Prior to committee restructuring, the Retention Committee developed various strategies for improving persistence and completion based on the SPM data. The data is also discussed in various groups within the college such as the dean's and supervisor's group, the student affairs department, and the eLearning committee.

Northland has an established program sustainability process (see discussion in 5.C.) which has provided guidance into reviewing programs on a number mutually-agreed upon metrics which include Program FYE, Student FYE to Faculty FTE, Percent Full by Section, Current Revenue over Current Expenses, and Student Success Metric which tracks student continuing their education, transferring, or completing their degree. The program sustainability process provides an opportunity for the college to engage in conversation regarding program efficacy and long-term sustainability directly with faculty and the process aims to improve the vitality of all academic programs. The system office also compares academic programs across the system through the instructional cost study, and this element is being introduced into our sustainability process.

Northland uses information on student retention, persistence, and completion to make adjustments in the academic and student affairs arenas as outlined in the [HLC Quality Initiative project](#) Commit to Complete (C2C). Some examples of making improvements as warranted by the data were, 1) the redesign of the developmental English curriculum, 2) the addition/redesign

of the FYEC course, 3) the continuation of mandatory access codes for registration, and 4) developing and implementing a concerted program-specific advising model at the college.

The developmental English curriculum redesign was identified as being successful at improving student success at the course level and the results reflected that those students who successfully completed a developmental level reading and writing class were more likely to be successful in Composition I than those students who placed directly into Composition I.

Due to the data collected regarding the success of those who were required to take the First Year Experience Course (FYEC) as part of the requirements for the Liberal Arts AA, the FYEC course was revised in FY19. The primary purpose of adding the course as a graduation requirement was to improve retention and completion for Liberal Arts majors. In looking at program success rates from implementation to present, it was determined that the course resulted in no clear pattern of improved student success in the Liberal Arts degree. After exploration of the reasons as to why, it was decided to adjust the content and delivery of the course, and continue to track whether the course is positively impacting student success.

Northland's advising practices and model structure took shape and were developed and honed as a result of the persistence and completion data reviewed through the HLC Quality Initiative C2C. Advising practices, forms, Standard Operating Procedures (SOPs), and professional development are continuously updated and refined as needed to provide students with efficient and effective services to ultimately impact student persistence and completion.

Academic programs receive information through the program sustainability process annually, including system instructional cost study information, to assist in assessing program viability and areas for improvement. Programs that are targeted for improvement based on the sustainability process, meet during the year to establish improvement strategies or activities. Other staff members are invited to the program sustainability meetings as applicable based on the program areas for improvement, e.g., marketing department staff for marketing strategy identification, recruiting staff for recruiting strategy identification, etc.

Good practice for retention and persistence at Northland begins with the system office. The [Minnesota State Research office](#) collects and disseminates the data for system-related reports and measures pertaining to persistence and completion. Northland's IR work group supports the collection, maintenance, analyses and reporting of institutional information. The group facilitator schedules meetings once per term with the group members and attends the monthly system-led IR group meetings to keep abreast of system information, resources, projects, and key initiatives. The group facilitator also has initiated an inter-agency agreement with another system college (NHED Consortium), which has IR capacity, to develop the annual [Northland Fact Book](#). The college also has entered into an inter-agency agreement with a programmer through Minnesota State Community and Technical College to develop and update a [inventory of reports](#) that are pertinent to the work of Northland and has expanded the contract to provided integration support with our current CRM (Oracle Service Cloud). Northland recognizes that collecting, maintaining, and analyzing data is an extremely important function of the college, but has had to deal with fiscal reality that no formal IR office exists within the

college. In light of that reality, college personnel have sought out support from experts within the system to provide such support.

Sources

- EMP11 Training
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- Oracle ISRS Reports
- Program Sustainability Review Procedures
- SPM Report

4.S - Criterion 4 - Summary

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

Summary

Northland consistently evaluates its practices and processes that ensure quality educational programs, learning environments, and support services. Faculty, staff, and administration take a well thought out approach to assure quality through various practices such as evaluation of assessment data, annual and five-year program review, specialized accreditation, and thorough credit evaluation. Faculty exercise authority over curriculum development and establish appropriate course prerequisites. Northland continues to support quality student outcomes by investment in resources such as updated labs, technology, and student support services. Northland has defined goals for retention and completion and has utilized data collected to implement changes adjustments in both academic and student affairs.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

Northland serves undergraduate students on the East Grand Forks campus, the Thief River Falls campus, the aerospace site, the Roseau Satellite site, and through distance education. In addition, the college serves high school students through dual enrollment called [Post-Secondary Education Options \(PSEO\)](#) on campus and through classes offered at the high schools. Further, Northland offers classes through Online College in the High School. Northland's fiscal resources, human resources, facilities, and technology infrastructure are sufficient to support its operation.

The annual cycle of academic and administrative review includes:

- Five year program review, annual program assessment, and annual program sustainability review.
- Budget preparation
- Budget review
- Quarterly financial analytics and review
- Mid-year budget and enrollment monitoring by system office
- Annual audit of financial statements

These formal and documented review procedures help to ensure Northland's resources are allocated and deployed appropriately pursuant to Northland's mission and vision.

To maintain human capital integrity, both academic and administrative staff are encouraged to develop professionally and train to maintain high skill levels in their chosen fields. Northland's budgeted amounts for professional development are adequate for both academic, student support, and administrative departments.

Fiscal Resources

[Minnesota State Policy 5.10 Reserves and Year-End Balances](#) recommends all colleges and universities general fund reserves should be five to seven percent of the previous year's general fund operating revenues. Furthermore [procedure 5.10.1 General Operating Fund Reserve](#) gives guidance of purpose of the reserves such as 1) to protect the system and individual institutions in cases of sudden shortfalls in revenue, (e.g., unforeseen shortfall in enrollment or a reduction in state appropriation within the biennium); 2) to cover unanticipated expenses (e.g., one-time legal fees, major disasters, unanticipated increases in utility costs); and 3) to provide for extraordinary one-time investments.

[Minnesota State Policy 7.3 Financial Administration](#) and [procedure 7.3.16 Financial Health Indicators](#) includes financial health and stability measures that focus on enrollment, fund balances based on cash basis as well as accrual basis using the composite financial index, which consists of four ratios. Also included are several facility-based indicators.

These policy and procedures assist Northland in ensuring that it has adequate cash and reserves to support the operations of Northland in all areas including human resources, physical and technological infrastructure both in the short and long term. Northland budgetary reserve was seven percent in both FY18 and FY17. The College CFI ratio (excluding GASB 68 & 75) was 2.70 and 1.92 in FY18 and FY17, respectively. Both strong indicators that Northland is budgeting and planning strategically to support its operations currently as well as in the future.

The financial management of Northland seeks a delicate balance between revenues and expenses. Northland is charged with the delivery of high-quality educational outcomes, investment in faculty and staff, preservation of facilities and equipment, and delivery of services tied to student success. This work must be undertaken in an environment that relies upon long-term and short-term financial health.

State of Minnesota appropriations and tuition revenue are the primary sources of revenue for Northland. In recent years, appropriations and tuition revenue have decreased, but Northland has taken steps to reduce expenditures to maintain fiscal health. The primary factors impacting fiscal availability include tuition and fees, compensation increases, tuition reductions and freezes, and components of the Minnesota State funding model, as described below.

Tuition and Fees: Enrollment Declines

Enrollment at Northland peaked in FY2010 at 2938 FYE and has declined steadily to a low of 2201 FYE in FY2018, a 28% decrease. Based on Minnesota high school graduation numbers, Northland is actively planning for reduced enrollment for the next several years. In order to budget as conservatively and realistically as possible, Northland models for multiple enrollment

scenarios as the budget is developed, adjusting to new enrollment information as it becomes known. However, Northland is committed to keeping the cost of tuition as low as possible. Tuition remained the same, at \$165 per credit, for the years FY13, FY14, FY15, FY16, FY18, and FY19. In FY17, tuition was reduced to \$163.35.

For FY2019, Northland charged a tuition rate of \$165.00 per credit and the following fees, which are charged on a per credit basis:

- Minnesota State College Student Association Fee \$0.35
- Technology Fee \$10.00
- Parking Fee \$3.00
- Student Life Fee \$6.60

Online classes are charged a tuition rate of \$199.00 per credit, plus the following fees:

- Minnesota State College Student Association Fee \$0.35
- Technology Fee \$10.00
- Student Life Fee \$6.60

Compensation Increases

Compensation increases are set by the State and are often settled after the appropriation has been determined. Sometimes planning estimates provided by the system are not accurate and compensation settles at an increase higher than expected. Northland budgets conservatively for salaries and benefits to recognize the fact that planning estimates may be inaccurate.

Minnesota State Allocation Model

Minnesota State allocates funding from the Minnesota State Legislature through an enrollment-based allocation model which determines the percentage of funds received by each institution. Northland's share of the allocation has decreased slightly over the last several years from 2.34% in 2011 to 1.99% in 2019, which is directly related to enrollment decline.

Composite Financial Index

CFI ratio (excluding GASB 68 & 75) was 2.70 and 1.92 in FY18 and FY17, respectively. Both strong indicators that Northland is budgeting and planning strategically to support its operations currently as well as in the future.

Negative Accrual Based Net Operating Margin

Northland showed a pre-GASB 68 and 75 Income (Loss) Before Other Revenue, Expenses, Gains, or Losses of (\$272,000) for FY15, (\$751,000) for FY16, (\$2,083,000) for FY17, and (\$974,000) for FY18. Depreciation remains around \$2.1 million annually, peaking at \$2.4 million in FY18 due to recent projects entering the depreciation schedule. Northland has been unable to fully budget for depreciation, but attempts to partially absorb depreciation each year.

Fund Balance and Reserves

Northland works actively to either add to fund balance each year or use fund balance for a planned investment in the college, such as in fiscal years 2017 and 2018. In each those years, planned use of fund balance was used for capital investments in the College. In FY17 and FY18, the college invested in a self-funded project to redevelop its Occupational Therapy labs and expand the fitness center. This was a \$750,000 collaborative project, using \$169,000 of student fund money and \$581,000 of general fund revenue. The students on the East Grand Forks campus had been saving for several years to expand the fitness center and build a basketball court. Northland coordinated with the students to renovate adjacent academic spaces.

In order to maintain a positive operating margin, which is one measure of financial health, Northland must have excess revenues over expenses, annually, of over \$2 million to cover depreciation expense. Northland has not been able to fully cover depreciation expense in this way for a number of years. However, Northland has maintained the Board ([see Policy 5.10](#)) recommended maximum cash reserve of 7% and a healthy FY2018 cash fund balance equal to 39% of Unrestricted General Fund Balance as a Percentage of New Revenue. Northland has worked hard to build its fund balance from 10% in FY08 to 39% in FY18 as a means of building fiscal health.

Human Resources

Northland employs over 250 faculty, staff, and administration. The state of Minnesota (Minnesota Management and Budget), MinnState Board of Trustees, collective bargaining agreements, and Human Resources are responsible for policies and procedures regarding the supervision of employees as discussed in Criterion 2. Northland monitors the number of full-time equivalent (FTE) employees, by bargaining unit employed within the general fund and all funds. Staffing changes between FY2015 and FY2019 show a high of 254 FTE employees in FY2015 to a low of 234 FTE employees in FY2019. In addition to monitoring FTE employee fluctuations, Northland also reviews employee FTE in relation to student full-year equivalent (FYE) enrollment in relationship to the Affirmative Action criteria.

Northland's enrollment and employee trends demonstrate general decline over time; however, we continue our stability.

Physical Infrastructure

Northland consists of main campus locations in East Grand Forks and Thief River Falls, an Aerospace site in Thief River Falls, and a satellite site in Roseau. The college supports approximately 489,000 square feet, including two campuses, Aerospace site, and numerous storage garages.

[Minnesota State policy 6.9 Capital Planning](#) states:

In order to make effective strategic capital investments in academic, student life, housing, athletic, and other facilities and related real estate and infrastructure, Minnesota State shall

engage in comprehensive planning that integrates academic plans and forecasts, financial stewardship, and student needs.

College presidents are required to develop a Facilities Master Plan to assure short and long-term planning of college facilities that provides for student involvement in the process, advance projects that are in line with system guidelines, and support the system project prioritization process. [Northland's Facilities Master Plan](#) and [Appendix](#) was updated in April 2018. The plan is used to drive future capital projects and facilities priorities, as indicated in the Northland's Master Facility Plan.

Through the Master Facilities Plan update process, the college identified a number of short and mid-term projects that address current and future needs and support the college's long-term vision. The Specific project and initiatives outlined in the Northland Facilities Master Plan are guided by a set of core Principles.

- Support and build of "Campus Core"
- Improve Space Utilization
- Rightsized, Mothball, or make space available for future programs
- Develop strategies for program growth and/or like facilities
- Support changing learning environment
- Add/Improve collaborative learning, study spaces, and commons
- Improve student and academic success areas (Academic Success Center, Testing, etc.)

Technological Infrastructure

The Information Technology Services (ITS) department oversees the technology infrastructure for the college and is the first point of contact for all technology related services and support. The ITS department provides students and employees with computer and technology services necessary to support and enhance the educational learning environment on campus and off.

The mission of the Information Technology Services department is to deliver quality and up-to-date technology solutions to provide students and employees access to relevant technology and services. The following are the ITS department goals:

- Student Academic Use – To provide students with access to technology, labs, software, support and laptop assistance with a priority and focus on academic use.
- Customer Service – To provide excellent customer service and continuously evaluate and enhance processes and procedures to provide an exceptional level of service.
- Professionalism – To work as professionals and treat everyone with courtesy and respect, as well as doing work in a timely and proficient manner.
- Technology – To provide modern and efficient technical resources to enhance work and learning experiences.

The ITS department is a team of motivated and professional staff focused on support and success of users. The ITS department maintains regular service hours and is located on both the East

Grand Forks and Thief River Falls campuses. ITS also provides support for the Aerospace Site, Roseau Satellite Site and off campus management education offices.

Northland is a member of the Northwest Educational Technology System (NETS). NETS is responsible for the maintenance and operation of a regional data and video conferencing infrastructure. NETS members are provided technical support and maintenance for all video conferencing needs. All four Northland locations utilize the infrastructure and are equipped with ITV classrooms and video conferencing capabilities. In addition to local IT support, the NETS office is staffed for day and evening support of all video conference infrastructure. NETS services are aligned to meet our faculty, staff, and student needs and the expected growth in video conferencing.

Northland offers a variety of online programs that require access to a computer and the internet. The college also partners with Distance Minnesota to provide additional learning and support for online learners and instructional staff. Many on campus programs require students to purchase [laptop computers](#) to successfully complete the program. Technical support is available for student purchased laptops that meet the minimum technical requirements. Wireless network access is available throughout the college. Distance Minnesota and Northland provide technicians dedicated to technical support on campus and off.

Student computer labs are available at each location and cyber areas offer dedicated access during open building hours. Most classrooms are equipped with smart technology, including instructor stations, sound systems and multi-media projectors. High use computers and labs are recycled on a three to four year recycling plan to provide up-to date equipment.

Student and employee technology surveys are administered annually to gain technology feedback and ideas. The survey results provide valuable input into the budget and planning process. Budgets and plans are reviewed with student senate annually. A brief summary of the survey results is provided in the college's Annual Assessment Report.

Computer and technology resources are essential tools in accomplishing the mission of Northland Community and Technical College. On an annual basis Northland spends approximately \$1.1 million on technology related services and equipment. Additionally, lab resources through equipment purchases support technology resources (see examples in 3.D). Northland Community and Technical College is committed to maintaining and being current with technology.

The general finance provisions and actions of Northland are governed by Minnesota State Board policy and procedure. [Minnesota State policy 7.1 Finance and Administrative Authority of the Board, Chancellor, and Presidents](#) states, “*All financial policies are in support of the Minnesota State Colleges and Universities’ educational mission.*”

[Minnesota State policy 7.3 Financial Administration](#) states:

The president is responsible for assuring financial administration for a college or university in conformance with Board policies and system procedures. System procedures will provide for the assurance that:

- *financial records are complete and safeguarded;*
- *financial information is accurate, reliable, and useful for management reporting; and*
- *financial management methods support short term and longer term system and college and university strategic objectives.*

The primary fiscal resources for Northland are student tuition and state allocation, as distributed via the Minnesota State Allocation Framework. The vision for the allocation framework is to recognize the diversity of Minnesota State students' needs and the unique educational goals of each institution. Allocation components include: instruction and academic support, student services and institutional support, facilities, student success, research and public services, and tuition off-set.

A review of Northland's expenditures by functional category within IPEDS [2018](#), [2017](#), [2016](#) reports demonstrates expenditures of resources in support of the College's educational purposes. However, with enrollments that have decreased by 28% since FY10, the college works hard to reduce operating expenses in line with enrollment reductions.

In the last five years, several efforts have resulted in reducing costs or generating revenue:

- Employee FTE (full-time equivalent) has decreased 20 FTE since FY15. FTE in FY15 was 254, FY19 ended with 234. The reduction of 20 FTE was 64% staff and 36% faculty. Many positions were not replaced and duties were redistributed amongst existing employees.
- Unneeded space was identified as an opportunity for revenue generation. In 2018, a lease with Inter-County Community Council began which is bringing in more than \$50k each year. In 2019, this same tenant added an additional 2200 sq. feet to their lease, increasing total lease to more than \$70,000 per year.
- In 2015 the vehicle fleet was sold, which reduced staff time and eliminated the need to reinvest in new vehicles to replace the aging fleet.
- In summer of 2018, the bookstore collaborated with another system college in the Twin Cities to source and ship direct to students, resulting in savings to both students and the college. This collaboration also provided an opportunity to capitalize on expertise that Northland did not have that allowed us to begin offering direct-to-digital texts.
- The college outsourced the dining operation on the EGF campus to the local school district in a unique venture that has been very successful for both parties. Northland had been subsidizing the operation of dining in the past but is now expected to break even.

In addition, the College submits financial reports and statements, subject to audit, on an annual basis as outlined in [Minnesota State policy 7.4 Financial Reporting](#). Annual Financial Reports ([June 30, 2018](#) with [supplemental](#), [June 20, 2017](#) with [supplemental](#), and [June 30, 2016](#) with [supplemental](#)) demonstrate a strong history of financial management.

Northland's goals are realistic in light of the institution's organization, resources, and opportunities. [Northland's mission and vision statements](#) are supported by the College's strategic planning priorities.

The college's performance is measured and reported annually through the [Minnesota State Framework Performance Measures](#). Performance on each defined metric is evaluated from two perspectives: 1) trend in institutional performance over time, and 2) performance level in relation to the institution's goals. A review of progress in achieving the college's long-term goals highlights areas of increased performance, maintained performance, and opportunities for improvement.

The Minnesota State Framework Performance Measures do not address all of the articulated goals within Northland's statement of goals. In particular, and noteworthy, is Northland's commitment to professional development for both faculty and staff. Professional development has maintained a strong presence with long-standing opportunities governed by collective bargaining unit contracts (i.e., professional development funds and annual institutional offerings such as faculty and staff in-services).

The determination of appropriately qualified and trained staff is influenced by collective bargaining unit contracts, Minnesota Management and Budget (MMB), accreditation standards, and human resource procedures.

Classified positions within bargaining units such as the Minnesota Association of Professional Employees (MAPE), Middle Management Association (MMA), American Federation of State, Municipal and County Employees (AFSCME), along with the Commissioners Plan and Managerial Plan, are categorized by MMB using job classification specifications that outline a general description of the kind of work performed by an employee and the knowledge, skills and abilities required. MMB provides job class specifications for over 1,300 job classifications. Common job classifications represented within the Northland workforce include: Account Clerk series, General Maintenance Worker, Information Technology Specialist series, Customer Service Specialist series, and Office and Administrative Specialist series.

Determination of qualifications for unclassified positions within bargaining units such as Minnesota State College Faculty (MSCF) along with Minnesota State Administrators, are governed by their respective collective bargaining agreements, personnel plans, and accreditation standards.

Human Resources oversees position management including the development of position descriptions, position classifications, position postings, and hiring for all positions. The templates used for the development of position descriptions (classified and unclassified) requires articulation of both minimum qualifications and preferred qualifications for a position. Position qualifications are clearly stated within position postings and job advertisements. In addition, position qualifications are a required component of search process applicant screening (initial applicant screening system).

A number of training and professional development opportunities are provided by the Minnesota State system, including:

- Mandatory by MMB / MinnState
 - Frontline Leadership: Science of Supervision Frontline Leadership:
 - Art of Supervision New Administrator Orientation
 - Science of Supervision Administrator Training
- Required / Highly Encouraged
 - Employee On-line Orientation Code of Conduct
 - Public Jobs
 - Private Data
 - Sexual Harassment Prevention
 - Sexual Violence
- Optional Training
 - Minnesota State Luoma Leadership Academy
 - Minnesota State Executive Leader Development program
 - Professional development opportunities through their department, bargaining unit funds, the college, Minnesota State and MMB
 - Human Resources workshops for supervisors and employees
 - Finance for the Non-Financial Administrator

Northland's general fund budget process addresses personnel allocation, non-personnel allocation, equipment allocation, strategic priority funded projects, and college reserve and fund balance. Northland's general fund budget follows a planning process timeline that is guided by the biennial nature of the State's budget process and Minnesota State Board of Trustees setting of tuition and fees. Planning templates ([Budget Instructions](#), [Budget Template](#), [Budget Narrative Template](#), [Reallocation Template](#)) are provided by the system office for preparation of the operating budget annually and colleges are expected to meet system deadlines.

At the college level, in January of each year, an online budget request form is opened for a period of 6-8 weeks that allows Northland faculty and staff to input budget requests for the following academic year. Requests are in four categories: an increase to existing departmental non-personnel budget, new personnel, new equipment needed, or cost saving/revenue generating ideas. From this process College leadership is informed of the needs of each department. Academic equipment has a further level of scrutiny and prioritization. Equipment requests are sorted into either academic or non-academic. Academic equipment requests are sent to the academic division chairs in each respective area for prioritization by the faculty in that sector. The prioritized list comes back to administration and is funded by priority based on budget availability for the year. The Leveraged Equipment program through Minnesota State has allowed Northland to acquire all priority 1 requests and some priority 2 requests for several years.

Outside of academic equipment requests, council level supervisors work within their departments to prioritize requests received through the Northland Budget request form. While our budget constraints prevent all of these requests from being met on an annual basis, the process creates an annual prioritized request list for supervisors. Significant requests and investments are brought to

the President's Council for review and approval. An example of this is the recent approval of funding to redo the college's web page in the [President's Council Spring 2019 minutes](#). Requests for new personnel are also reviewed and approved at President's Council.

Sources

- 0 - FY2020 Budget Instructions
- 7 - FY2020 Budget Narrative Template
- 8a - FY2020 Budget Template
- 9 - Reallocation FY20 Template
- College Mission Statement
- Copy of Northland Community and Technical College IPEDS FY16
- Copy of Northland Community and Technical College IPEDS FY17
- Copy of Northland IPEDS Part C FY18
- Final Master Plan Appendix
- laptop-required-programs
- Master Plan Final Document
- Minnesota State Annual Financial Report FY17
- Minnesota State Supplement to the Annual Financial Report FY17
- Minnesota State System Policy 5.10 Reserves and Year-End Balances
- Minnesota State System Policy 6.9 Capital Planning
- Minnesota State System Policy 7.01
- Minnesota State System Policy 7.3 Financial Administration
- Minnesota State System Policy 7.3p16 Financial Health Indicators Procedures
- Minnesota State System Policy 7.4 Financial Reporting
- Minnesota State System Procedure 5.10.1
- Northland_PerfMeasures_April29-2019
- Post-Secondary Enrollment Options · Northland Community Technical College
- Presidents Council MInutes 6-19-19 - New Website Funding
- Supplement FY18 Final
- supplement-fy16
- Systemwide FY18 Final
- systemwide-fy16

5.B - Core Component 5.B

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

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

Argument

The Minnesota State Board of Trustees, as the governing board for the College, maintains current knowledge of the College and provides oversight. The following statutes and system policies outline the powers of the board as follows:

The Board of Trustees was established by the legislature in [Minnesota Statutes Section 136F.02](#) with membership representing students and labor, and at least one representative residing in each congressional district. The governor is required to consider the needs of the board, the balance of the board with respect to labor and business interests as well as race, gender, and ethnicity.

The [vision, general authority, and governance authority](#) of the Board is reviewed in 2.C.

In [Minnesota State Policy 3.36 Academic Programs](#), the Board directs decision-making regarding the development, approval and management of academic programs at its colleges and universities, and delegates program approval responsibilities to the chancellor under 3.36, Part 5. Some recent program additions and revisions as reviewed by the chancellor's office are [included here as examples](#). Also, included here, are the [Board minutes](#) reviewing and approving Northland's recent update to our Mission and Vision statements.

Oversight of fiduciary responsibilities is required by [Minnesota Statutes Section 136F.06, Subd. 2](#):

The board shall have the authority needed to operate and govern the state colleges and universities unless otherwise directed or prohibited by law. The board is responsible for its operations and necessary decisions unless these are specifically delegated by law to a state department or agency.

The board shall also require auditing of each college and university in order to ensure financial integrity, implementation of necessary financial controls and appropriate accordance between

board policies and campus expenditures ([Minnesota Statutes Section 136F.526](#)). The board is also authorized to acquire and manage facilities ([Minnesota Statutes Sections 136F.60 – 136F.68](#)) for all colleges and universities and to set tuition and manage funds, grants, gifts and bonds ([Minnesota Statutes Sections 136F.70 – 136F.98](#)). [Minnesota State Policy 7.1 Finance and Administrative Authority of Board, Chancellor and Presidents](#) mandates that there be a high degree of coordination of administrative systems across all colleges and universities, yet the board shall allow sufficient autonomy to the colleges and universities. Part 2 specifies the responsibilities of the chancellor and the presidents:

Part 2. Responsibilities

The chancellor shall periodically advise the board of the administrative and financial management performance of the system, system office, colleges and universities. The chancellor is responsible for periodic communications, reporting, and oversight of the presidents. Presidents shall have the authority, responsibility and accountability to administer their colleges and universities in accordance with board policies, delegation from the chancellor, system procedures, and federal, state and local laws and regulations. The president of each college and university is responsible for developing and maintaining conforming and compliant college/university-wide administrative, financial, and facilities management procedures in consultation with students, faculty, staff and recognized organizations for faculty, students, and staff.

The Board of Trustees is authorized by [Minnesota Statutes Section 136F.06, Subd. 1](#) to adopt suitable policies for the institutions it governs, and exercises oversight through [Minnesota State Policy 1A.1, Part 6: Board Policies and Procedures](#). Subpart G of that section authorizes the president of a college or university to adopt policies and procedures provided that they are consistent with board policy and system procedure.

The Board of Trustees maintains a board approved calendar of scheduled meetings to provide oversight of Minnesota system affairs. The Board of Trustees has standing committees, including Finance and Facilities, Academic and Student Affairs, Human Resources, and Audits. The Board of Trustees is governed by a Code of Conduct that requires that trustees remain knowledgeable about the institution and carry out legal and fiduciary responsibilities. The Board of Trustees receives regular reports from Northland, such as the annual operating budget packet, and regular reports from the president in order to be knowledgeable about college activities.

Northland has a long history of shared governance rooted in policy, procedure, and practice that engages the administration, faculty, staff, and students in the governance of the institution. Shared governance at Northland is enacted through Northland's meet and confer, the Shared Governance Council, Academic Affairs and Standard Council, and through a variety of committees. The Shared Governance Council meets monthly, and in the summer as needed. [Committee minutes](#) are available on the Northland web page.

In addition to Shared Governance, Northland has a clear [organizational structure](#) that identifies lines of authority between employees and departments within the college. Opportunities for engagement are available to faculty, staff, and students via a variety of committees. The [Master](#)

[Committee Chart](#) shows the variety of committees, task forces, and working groups functioning within the college.

[Minnesota State Policy 2.3](#) and [Procedure 2.3.1 Student Involvement in Decision-Making](#) makes explicit the expectation that student involvement and consultation is necessary on issues that have significant impact on students. Students are encouraged to participate in committees and other groups, such as the Facilities and Technology Committee, E-Learning Committee, and Equity and Inclusion Committee among others. In addition, there are two student senates, one for each campus, that meet regularly. The student body is engaged in Northland's consultation process for tuition and fees annually.

Informal opportunities also exist to faculty, staff, and students to provide input into college operations. All members of the President's Council encourage people to stop in and ask questions or offer input in offices, through email or even in hallway conversations.

Northland has established policies and procedures that provide administration, faculty, staff, and students opportunities to offer input and collaborate in setting academic requirements, policies, and processes.

Northland has clear guidelines for creating and enacting policy as outlined in the [Northland Policy 1035 College Policy Development](#) and [Northland 1035P Policy Development Procedure](#). All college policies and procedures are posted on the college website. Each proposed College policy or change is researched and written by an administrator with assistance and input from parties of interest or knowledge. Policies are approved by President's Council. Policies are suspended or decommissioned through a similar process. Proposed policies or changes to existing policies are reviewed by either Academic Affairs and Standards Council (AASC) or Shared Governance Council (SGC) as appropriate.

Sources

- 136F.05
- 136F.06
- 136F.30
- 136F.526
- 2018-19 Master Committee Chart
- BOT Minutes approving Northlands Vision Mission
- Ch. 136F MN Statutes
- College Committees · Northland Community Technical College
- Minnesota State System Policy 1A.1 Minn State Colleges and Uni Organization and Administration
- Minnesota State System Policy 2.3 Student Involvement in Decision-Making
- Minnesota State System Policy 2.3p1 Student Involvement in Decision-Making Procedure
- Minnesota State System Policy 3.36 Academic Programs
- Minnesota State System Policy 7.1 Finance and Administrative Authority of Board Chancellor and Presidents

- Minnesota Statutes 136F.02
- Northland 1035 College Policy Development
- Northland 1035P Policy Development Procedure
- Organizational Chart
- Program Navigator Task Notification

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

Northland's Mission, Vision, and Value Statements drive and guide strategic planning and budgetary decisions at the college. This is reflected within our [Strategic Plan](#). The budget reflects the expectation that resources are aligned with institutional priorities during times of reduced resources and when there are additional resources.

A clearly dominant proportion of funding is directed toward academic instruction. Our General Fund allocations support Northland's mission and priorities, such as student services, diversity, and student activities. To this extent, \$25,829,000 of \$33,827,000 or 76% of FY2018 core expenses as defined by IPEDS was spent on instruction, academic support, or student support staff.

As discussed in 5.A, our budget request process allows any employee to submit "big ideas" for new revenue streams or cost saving measures. This process has been in place for over ten years and is an established way to measure departmental needs, but also gather new ideas. The budget request form has evolved over time. For example, it included specific strategic goals from our former Strategic Plan 2009-2014; in making a request, the employee identifies how the request fits within the strategic plan. With the new strategic plan now in place, we once again align requests to one of the ten values identified within the strategic plan, thereby structurally aligning budgeting with strategic direction.

Northland integrates system budget planning guidelines and priorities with college priorities in the budgeting process. Historically, Northland utilizes a roll-over budget request process modified to allow for review and adjustment of budgets as needed prior to setting final budgets for the year. Budgeting for Northland happens at several levels. Prior to the legislative budget setting process for the Minnesota State system, budget planning is happening on the campuses. Higher level budgeting for the purposes of determining fund balance projections and forecasting per system-level requirements looks at the biennium or three or more years out. For the purposes of internally allocating resources and setting budgets, the budget cycle actively begins the fall before the next fiscal year. Usually the amount of state funds allocated to Northland is not

determined until late spring each year, but scenarios pending final funding levels are determined by mid-spring.

As identified in 5.A, in January each year, an [online budget form](#) opens on the college website that seeks budget requests for the following fiscal year from all employees. Academic programs receive guidance and feedback from program advisory committees that are comprised of practitioners in the field. Recommendations from the committees also informs departments of program needs, such as equipment and emerging technology.

Personnel decisions are reviewed by administrators. New positions are reviewed by the President's Council. As enrollment has decreased over the last ten years, opportunities to redesign departments and positions through attrition has been necessary. Each vacant position is examined to ensure it is required.

System budgeting is managed via the system office. Minnesota State sends out annual [operating budget instructions](#) and templates for a [budget and enrollment summary](#) along with a [budget narrative](#).

After the budget is developed, and again during the year as requested, the budget is presented at President's Council, Shared Governance, the Student Senates, program advisory committees and other committees as requested. The student senates are required by System policy to write [consultation letters](#) pertaining to overall budget and tuition and fees.

In addition to annual program assessment and five-year program review, outlined in Criterion 3.A., each of our academic programs receives an annual [Program Sustainability Report](#). Up through FY2019, this report identified six areas, with revisions to the process made in 2014. The process was originally adopted in 2008. The 2014 revisions included the addition of new cost/revenue calculation and completion of annual program assessment reports. Related documents include: [Process](#), [Rubric for 2014-2019](#), and [HLC Presentation](#).

Beginning FY20, we have added a seventh area of scored reporting for programs into this process. This seventh item is the Minnesota State Instructional cost study for each program. This metric, included in the original process (2008-2014) compares the cost of the delivery of the particular program to like programs at other Minnesota State colleges. A factor of 1.0 indicates the Northland program is at the system wide average cost. The primary rationale for including this factor in the metrics for each program is that, within the Minnesota State allocation, programs above a 110% of system cost result in an allocation penalty for Northland. Similarly, a factor below 90% result in an allocation benefit for Northland. By bringing this metric into direct play within the program sustainability process, Northland intends to better maximize our share of the Minnesota State allocation. These revisions to the process were developed in consultation through Spring and early summer with the Division Chair faculty leadership. The final revisions are set for approval with Shared Governance in September, 2019. Since the revised documents are not finalized, they are not included here.

The inclusion of the annual assessment report with the other enrollment and financial indicators of program health represents the ongoing relationship of budgeting, programming, and academic

assessment for programs at Northland. The program sustainability process itself includes action steps to strengthen programs facing challenges with enrollment and/or financial sustainability. This process is not the determining factor for program continuation decisions, but is an important factor along with other factors such as regional industry need, demand and support, graduate placement, and career and salary outlook. It is worth noting the the annual sustainability reports are also included within our Five Year Review process and analysis. Overall, these considerations align with Northland's mission, vision, and values -- particularly, meeting workforce needs, pursuing quality and continuous improvement, providing a high-value learning experience, and practicing responsible financial stewardship.

In addition to engagement with industry and community partners through program advisory boards, Northland engaged both [internal and external constituents](#) through the development of the current mission, vision, values and strategic plan. The ongoing work of the strategic plan, as discussed in 1.B, includes a broad-based [committee](#) of Northland faculty and staff.

In addition to this work within Northland, we engage in planning at the system level. The current planning initiative, [Reimagining Minnesota State](#), has included five forums addressing external forces on US education, digital influence, the changing nature of work and credentials, changing nature of our student population, and innovative models. Each of these forums was held so that colleges, including Northland, participated by video conference if not attending in person. A prime example of how this system wide strategic planning can impact planning and action at Northland is this: Session 3: The Nature of Work: Changing Careers, Competencies, and Credentials in the Future, as well as aspects of changing student populations resulted in a decision to pursue grant funding through the [Minnesota State Advanced Manufacturing Center of Excellence](#), an Advanced Technological Educational Regional Center with funding from the National Science Foundation. This funding is being used during the 2019-2020 academic year to redesign curriculum in our Manufacturing Process program to better meet the needs of industry partners and incumbent workers, while still serving more traditional students, through flex labs and better atomized curriculum units that support prior learning assessment. This work will have immediate impact for our Electronics Technology, Automated Systems program as well.

Even as we look forward to the Reimagining work, we continue work within the Minnesota State strategic framework: [Charting the Future](#). Key examples of our work tied to this system level strategic planning include: (1) adoption of four system [transfer pathways](#) with [ongoing work](#) in development and adoption of further pathways. (2) [Guidance on the work of developing our current diversity plan within Charting the Future](#). (3) [Participation in the Credit for Prior Learning Pilot program and redevelopment of our Credit for Prior Learning Policy and Procedure](#). (3) Work through two state grants and one [Achieving the Dream grant on OER development](#) as well as the transitions in our Bookstore model. (4) [Shifting to system-wide human resources service hub](#).

Additional examples of system led strategic initiatives include our work with the [Developmental Education Strategic Road Map](#), and related to this, Multiple Measures for Course Placement. This combined strategic initiative is currently guiding work at Northland in our curriculum and delivery of developmental education courses as well as steps preparing for advancing how we place students in developmental and college level math and writing courses. (See also, 3.D.)

Planning at the program, institutional, and system levels inform the College on how best to use resources to further the College's mission and vision. Within this, the system plays an integral role in planning at the College as state funding flows through the system office and is allocated to individual institutions based on a formula that may have performance funding requirements attached to it. Additionally, as both state funding and tuition revenue, the College's two main sources of income are tied to enrollment, the College monitors enrollment carefully when preparing and adjusting budgets.

With respect to enrollment, academic and student affairs leadership receive weekly enrollment updates through key enrollment periods. These updates include not only current enrollment information, but also demographic information, program applicant information, and enrollment by program information. The reports allow us to track enrollment progress in comparison to prior years. Prospect and applicant information is also used in determining focused marketing efforts, as well as adjustments to course schedules for current and future terms. An [enrollment calendar](#) has been developed with the reporting schedule. Example of enrollment reports include: [Demographic Enrollment data](#), [College Comparison Enrollment data](#), and [Major Comparison Enrollment data](#).

As evidenced, planning at Northland occurs at both the college and system level. This model has the advantage of bringing the resources of a 37 institution system to the table in researching, engaging, and defining strategic plans and initiatives. This strength does carry the challenge, at the system level, of identifying goals and implementation strategies that fit very different institutions. As one can see, however, Northland is responsive to the system as well as institutional planning levels.

Through ongoing monitoring of enrollment, gathering of information from advisory committees, system and institution strategic planning processes, surveys for technology needs, the annual budget request process, program review, engagement through state and national conferences, master plans for facilities, academics, equity and inclusion, Northland works to anticipate and respond to changing factors for the institution. We have ongoing processes to adjust for shifts in enrollment and State allocation, while our strategic plan allows for adaptation within our variable environment.

Sources

- 0 - FY2020 Budget Instructions
- 20203Demographic8-19-19
- 7 - FY2020 Budget Narrative Template
- 8a - FY2020 Budget Template
- Charting the Future work plan - Charting the FutureCharting the Future
- Comparison College Enrollment 20203 FALL 08-18-2019 - From MNSCU Reports
- Developmental Education Strategic Roadmap - FINAL January 2018 (002)
- Early Childhood_FY2018
- Enrollment Calendar
- Enrollment Update
- Evaluation-Rubric-FY2014 and later

- FY20 budget request
- Initiative-1.1.4
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- Liberal Arts Transfer Programs · Northland Community Technical College
- Major 01 Day to Day Comparison to Previous Year 20203 - HC 8-19-2019
- Minnesota State - Charting a future that is better for students
- Minnesota State - Reimagining Minnesota State
- MNMFG _ Leading the Manufacturing Talent Revolution
- Presentation_Program_Sustainability_Cost_Analysis_HLC_2016
- Program Sustainability Review Procedures
- Question Summaries 053017
- Strategic Planning Committee Minutes 3-4-19
- strategic_plan
- Student Consultation Letters 2019

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

The College utilizes measures from the Minnesota State Strategic Framework Performance Measures, both [Institutional](#) and [Accountability](#), to document evidence of performance and to systematically improve. This framework establishes annual and five-year performance targets. Performance in relation to the measures is reviewed by the College annually, used to guide institutional planning, and is used to develop annual goals.

In addition to system-level measures, Northland continually works to improve itself. Several aspects of this are documented in the [Annual Assessment report](#), including actions that occur through Annual Assessment and five year review, SENSE and CCSSE, SEE Results, and Technology Surveys. In addition, the annual academic program sustainability process looks at academic financial indicators as well as enrollment data, and follows job market information (see 5.C). As discussed in 4.C and evidenced by our [HLC Quality Initiative](#), Northland tracks persistence and completion and works to make improvements based on this data. Work to improve persistence and completion takes place at the system level -- for example through current work with the system led projects of developing multiple measures for course placement and the developmental education strategic road map. This work takes place at the institutional level as evidenced with ongoing work with our first year experience course, or with our Reading and Writing curriculum redesign discussed in the Quality Initiative Report. It also occurs at the program level, for example, in the adoption and ongoing use of the TEAS within several of our health programs as documented through Program Annual Assessment reports, for example, [PTAS annual assessment report](#).

Northland learns from its past experience and works to improve going forward. Examples of this are provided throughout the above report. Some key highlights include our current participation in the HLC Assessment Academy. While we implemented assessment of our institutional learning outcomes, and have a long standing and ongoing program annual assessment process in place, we identified this area as one where we could still improve. Another example is within our Program Sustainability Process, discussed in 5.C. Initially developed in 2008, and revised in 2014, we are currently (September 2019) making an additional revision. This revision brings back into the scoring metrics the system Instructional Cost Study. We had dropped this metric in favor of a Northland Program based financial metric. The metrics serve different roles, however, and the system Instructional Cost Study metric is being reincorporated for this reason: Program performance by this metric affects overall allocation for Northland. In recognizing that our 2014 changes resulted in our not tracking this as closely as we should, we determined to place it back within the scoring metrics to assure we track this import measure of efficient program delivery.

Another example of our ongoing work to learn from and improve institutional effectiveness lies in the area of enrollment management. As identified in 5.C, Northland has an enrollment management process in place, including weekly updates during key enrollment periods, annual tracking, and ongoing monitoring and adjustment of academic schedules. However, during the 2019 annual Academic and Student Affairs Equity and Inclusion Conference, [the system led a session that reconstitutes the Minnesota State strategic enrollment management affinity group](#). Northland has joined this system led group in the effort to further our own processes for enrollment management through system provided research and guidance.

A final important example of Northland's commitment to ongoing improvement lies within the [Strategic Plan](#) put into place in 2018. As outlined in 1.B, and in the Strategic Plan itself, planning at Northland is designed for effectiveness through adaptability and flexibility, and subject to continuous review. Strategic priorities are developed on a three year rolling process, adjusting each priority based on progress, accomplishment, and re-establishment annually. Our initial priorities include increasing enrollment and retention. The work conducted on this by the Strategic Planning Committee last year reflected the high importance and complexity of this ongoing work at Northland.

Sources

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- 2019 Spring Leadership Conference Program Final (page number 9)
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- HLC-Quality-Initiative-Report-2018
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5.S - Criterion 5 - Summary

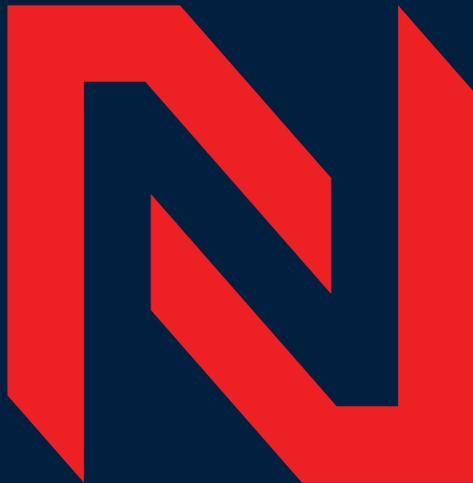
The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

As demonstrated above, Northland's resources, structures, and processes are sufficient for us to fulfill our mission while continuously working to improve the quality of our programs and services for students. Northland allocates its fiscal, human, physical, and technological resources to support a high quality educational experience at its multiple campuses, sites, and via distance education programming. Through strategic planning at both the system and institutional levels, Northland plans for future challenges and seeks opportunities to improve performance and quality.

Sources

There are no sources.



A MEMBER OF MINNESOTA STATE