M E M O R A N D U M

DATE: 10/29/2020

TO: President Darling
CC: Dr. Janet C. Perry , Team Chair
FROM: Higher Learning Commission
SUBJECT: Open Pathway: Comprehensive Evaluation Report

Enclosed is the institution's copy of the Open Pathway: Comprehensive Evaluation report for Lake Region State College. At the end of the document, you will find the team's recommendation on the accreditation relationship. **Your action is needed in response to this report as explained below.**

Required Institutional Response to Evaluation Report. The Commission expects the President or Chancellor of the institution (or chief executive officer if a different title is used) to acknowledge receipt of this report within two weeks of the date indicated on the enclosed form. In addition, the institution may choose to submit an additional written response in the form of a letter to the Institutional Actions Council. The letter should not exceed five pages and is to be submitted electronically with the enclosed form within the two-week timeframe.

Please complete and return the enclosed form, along with any additional written response, to https://www.hlcommission.org/document_upload/, no later than **two weeks** from the date indicated. The institution's response becomes part of the official record of the evaluation and is included in the materials sent through the decision process to the next committee that reviews the institution.

If the Commission does not receive a response within two weeks, it will conclude that the institution concurs with the accreditation recommendation and will forward the appropriate materials to the Institutional Actions Council (IAC) for review and action. More information on the Commission's decision process is provided on the attached form and available on the Commission's website (www.hlcommission.org).

The institution will receive an official action letter following the IAC meeting. If you have any questions concerning the evaluation report or the decision process, please contact Tom Bordenkircher, your staff liaison.

Enclosures

Lake Region State College - ND

HLC ID 1516

OPEN PATHWAY: Reaffirmation Review   Review Date: 10/5/2020

Dr. Douglas D. Darling
President

Tom Bordenkircher   Janet Perry   Laurie Pemberton
HLC Liaison   *Review Team Chair*   *Federal Compliance Reviewer*

Donna Brown   Marico Bryant Howe   Lesley Frederick
Team Member   *Team Member*   *Team Member*

Joel Lundstrom   Sara Perkin
Team Member   *Team Member*

Context and Nature of Review

Review Date

10/5/2020
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- COVID-19 Response Form

Institutional Context

Lake Region State College is located in Devils Lake in rural Northeastern North Dakota. The College has continued to be fully accredited since 1973. The focus of the College is on career and technical education and transfer programs with a mission to enhance lives and community vitality through quality education. The College serves an eleven county area surrounding the City of Devils Lake.

The College is part of the North Dakota State Board of Higher Education (SBHE) and North Dakota University System (NDUS) and the other ten institutions within that structure. There are 16 associate degree programs, 2 certificates of completion, 10 certificates, 2 diplomas, and apprenticeships offered at the College. There are four nationally accredited programs including Automotive Technology, Fitness Trainer Technician, Nursing, and Peace Officer Training. The College also provides several unique educational programs in the State including the Police Officer Training, the Wind Energy program, and the Precision Agriculture program.

Several locations across the State offer Lake Region State College courses including Devils Lake, Grand Forks Air Force Base, and Minot. Courses are also offered online and dual credit throughout the State. There are 515 full-time students and 1,467 part-time students for a total of 1,982 students. Approximately 75% of the students are enrolled in courses for transfer or taking courses for self-improvement or pleasure with 25% enrolled in academic programs. The student to faculty ratio is 14:1.

Although the majority of students are white (95%) the College works closely with the Cankdeska Cikana Community College, a Native American educational institution, located a short distance from the College. The two colleges share courses and students from Cankdeska Cikana often participate in activities on the Lake Region State Campus.

The College demonstrates safety practices during Covid-19 with the appropriate protocols put in place including social distancing, wearing of masks, expanded cleaning, use of air purifiers, and touchless faucets. When the College had to close in Spring, they enhanced their technology, continued to train faculty on the LMS, and ensured that student services were available. Today, students are on campus and continue to practice safety protocols.

Interactions with Constituencies

As part of the Covid-19 pandemic, the "visit" to Lake Region State College was virtual. One member of the team was on campus. Team members interviewed faculty and staff via Microsoft Teams. Below is a list of faculty and staff who participated in these interviews.

Directory by Last Name	
Attendee Name	**Title**
Bannier, Dr. Betsy	Professor, Science/Math
Boehmer, Kory	Professor, Science
Brown, Cindy	Associate Professor, Marketing
Brown, Kim	Associate Professor, Nursing
Buresh, Marilyn	Professor, History/Political Science
Clementich, Karen	Associate Professor, Nursing
Cowger, John	Grand Forks Air Force Base Director
Darling, Dr. Doug	President
Dimitch, Jessica	Counselor/Disability Services Coordinator
Dinger, Nicole	Enrollment Services Specialist
Driessen, Dan	Distance Education Director

Drury, Richard	Assistant Professor, Simulation Technology
Dunbar, Scott	Housing and Student Life Director
Englman, Mike	Information Technology Technician
Fixen, Randy	Associate Professor, Psychology
Ginther, Lisa	Assistant Professor, American Sign Language
Griffin, Freddie	Network Administrator
Gunderson, Dianne	Public Relations Coordinator
Halvorson, Lloyd	Vice President of Academic and Student Affairs
Hanson, Brittany	TrainND Operations Manager
Haugland, Gary	Information Technology Director
Hjelden, Jessica	Community College Foundation Administrative Assistant
Howard, Lisa	Nursing Program Coordinator
Kenner, Corry	Vice President of Administrative Affairs
Kenner, Mylee	Precision Agriculture Program Coordinator
Kienast-Hernandez, Kristi	Instructor, Math
Kitchens, Joann	Controller
Lillehaugen, Sandi	Human Resource Manager
Louters, Jill	State Board of Higher Education, Member
Lunday, Bobbi	Assistant to the President
Maritato, John	Assistant Professor, Peace Officer Training
McAllister, Rick	Professor, Automotive Technology

Mertens, Danny	Athletic Director
Moser, Melissa	Assistant Professor, Nursing
Nelson, Brandi	Academic Affairs Director
Neset, Kathleen	State Board of Higher Education, Member
Nord, Elonda	Community College Foundation Director
Olson, Dick	Associate Professor, Sociology
Riggin, Tammy	Assistant Professor, Fitness Trainer Technician
Ruch, Dr. Cat	TRiO Student Support Services Director
Sandy, Scott	Instructor, Accounting
Santini-Levenhagen, Jessica	Assistant Professor, English
Schneider, Heidi	Associate Professor, Information Technology
Shark, Steve	Student Affairs Director
Stoe, Dawn	Bookstore Assistant
Sundeen, Preston	Assistant Professor, Precision Agriculture
Sveen, Kade	Community College Foundation Board Member
Tande, Teresa	Associate Professor, English/Humanities/Speech
VanThuyne, Lindsey	TRiO Student Support Services Coordinator
Wakeford, Andy	Distance Education Coordinator/Online Advisor
Walford, Dana	TRiO Student Support Services Coordinator
Weisz, Cheri	Associate Professor, Nursing
Wood, Erin	Community Relations Director

Zehrer, Casey	Instructor, English

Additional Documents

Curriculum and Academic Standards New Course Request - Examples

Curriculum and Academic Standards New Course Request – Form

Description of the Budget Development Process

Lake Region State College Policy and Procedure Manual – Course Approval

Lake Region State College Policy and Procedure Manual – Qualification and Selection

Multi-Location Visit Institutional Report

Multi-Location Visit Peer Review Report

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

As evident in the assurance document and verified on the Lake Region State College website, the College has developed a mission statement focused on improving lives and community success. The College emphasized listening sessions and students, faculty, staff, and community members participated in the formation of the mission statement. The mission was subsequently adopted by the Administrative Council and SBHE. The mission statement adequately reflects the College's commitment to its 11-county service region.

It is evident from the assurance documentation that the mission statement is reflected in its core values, philosophy statement, strategic plan, and campus action plans. Many areas of the assurance document discussed the mission statement guiding multiple actions and regular decision-making. Interviews with the advisory committees, administrative council, faculty senate, foundation, etc. all found evidence of acceptance and understanding of mission, vision, values, and goals of the College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

The assurance document and meetings with advisory board members demonstrate the important role the College serves to its communities through workforce development (TrainND) and economic development recruitment. It is clear, the College is responsive to its communities needs and supports the community through a range of events and active community organizations.   The NDCTE Advisory committee helps guide the work of the advisory committees as well as drive students to high-demand programs. Advisory committee members cited numerous examples of the College's changing curriculum to meet industry's needs. Faculty Senate cited the example of nursing increasing the number of 1st year students allowed to meet community needs. TrainND and Advisory Committees illustrate clear examples of LRSC's commitment to the common good and supporting its community. All stakeholders discussed their commitment to cultural events at the college and their influence on the public good within their community. Partnerships with the nearby military installation and partnerships with the nearby tribal college - Cankdeska Cikana Community College - illustrate clear commitment to a healthy relationship of supporting their broader communities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Rationale

The Assurance Argument cited the role of the diversity committee and other groups on campus focused on sharing culture and personal growth with faculty, staff, and the community. Additionally, the Assurance Argument listed and summarized an adequate amount of activity and experiences from international travel, tribal college partnerships, to faculty training experience in the Middle East. Saudi Arabia Airlines and Oman partnerships represent more opportunities for diversity and were emphasized by the Administrative Council. The assurance document made some emphasis to athletic and recreational activities and religion-based service learning trips, therefore, there is adequate evidence of a diverse offering of cultural opportunities given to students through academic and social events. Evidence from faculty conversations and students directly suggest students are being prepared for workplace success and have a good basis in the value of diversity and inclusivity with diverse populations.

CTE documentation of nondiscrimination compliance review in 2019 is further evidence of nondiscriminatory practices and opportunities. Faculty, staff and student conversations emphasized the importance of equitable treatment.

The best example of civic engagement with diverse groups was described by work with Elders in the tribal college. Partnerships with tribal college in many different areas was cited as examples of serving diverse populations. The meeting with the Administrative Council confirmed a great working relationship and joint efforts in grant writing. The Administrative Council also added the efforts to recruit international students and exposing the community to diversity. Diversity week and study abroad opportunities are clearly a source of pride. Cultural opportunities the College provides the community places a great emphasis of the College's appreciation for inclusive practices. The Administrative Council also discussed LGBT group efforts on campus. The Cultural Diversity Committee cited some examples additionally to the examples provided in the assurance document (Black history month film series, acrobats from Africa, holocaust survivor, LGBTQ panel, mixed-race relationship panel).

It was clear that the diversity committee is not the key driver of initiatives, however, diversity initiatives and examples come from a variety of groups. Student life and housing take the lead on most diversity initiatives cited by Cultural Diversity Committee and develop from conversations with students. The plan is to empower students to have them implement diversity initiatives. The diversity committee has no examples of specific faculty and staff training focused on diversity or inclusion initiatives. It is concluded that LRSC has worked on diversity-related, mostly cultural offerings, but could also focus on deeper conversations and training with faculty and staff regarding the number of diversity-related systematic issues that are applicable to our world today such as institutional racism, microaggressions, etc.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

Nearly every stakeholder group confirmed the assurance documents assertion that the college's mission is clearly articulated publically and adopted by and pervasive throughout college operations. The mission, vision, and values are all consistent with the work faculty and staff do regularly and is evident through policy and procedures. Additionally, students, faculty, and staff also indicate the mission evident through organizational culture and daily practices.

The only notable area of concern is the lack of depth related to diversity-related trainings and events. Although many examples of cultural events and appreciation for diversity existed among student-focused and student-led events, there were no examples cited of diversity-related topics related to faculty and staff training.

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

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

Rating

Met

Rationale

The College works to ensure they have a relevant mission statement using an inclusive process involving faculty, staff, students and the community through listening sessions. Evidence shows that the Administrative Council approved the newest mission statement in October 2009 and then North Dakota State Board of Higher Education adopted the statement in November 2010.

The College clearly operates with integrity. All employees are required to sign off on the code of conduct policy annually. Additionally, the North Dakota University System has an Office of Compliance and Ethics office that requires various trainings that cover topics such as Title IX, data privacy and FERPA. The College has operational audits completed by the Office of the State Auditor every two years and they have Academic Freedom and Student Conduct policies on file to protect academic integrity. The Colleges Dining Services, Housing, and the Bookstore are required to conduct an annual inventory count and provide written documentation of this report to the Administrative Affairs Division and these are provided to the State Auditor and are subject to inquiry and verification.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

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

Rating

Met

Rationale

Academic program offerings, admission requirements, student costs and an employee directory are all clear and available online. A web page dedicated to accreditation is available that provides thorough information related to the College's accreditation with the Higher Learning Commission as well as program level accreditations that exist. The assurance argument indicates that all program level accreditation letters are located online, but they are missing for the Automotive Technology and Peace Officer Training. After inquiring, it was confirmed verbally that the missing letters are just an oversight.

The College provides access to multiple data reports online including IPEDS, SAM, and some internal Quick Data reports they develop that include enrollment, student demographics, graduation rate, retention rate, completions, and credits generated. Consumer information and equity in athletics are accessible online as required by the Department of Education. The North Dakota Department of Institutional Research has a system level organization for reporting, a data service, and a public dashboard that is interactive. TrainND publishes an annual report that provides information on the impact on economic development. Moving to a web-friendly website is a positive change that will ensure ease of access for all viewing information on the College's website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Rationale

The North Dakota State Board of Higher Education receives training and is knowledgeable regarding the Colleges operations so they make informed decisions. The Board has a practice of holding meetings at the different colleges within the state system, receive regular reports from the Chancellor, and it is common for employees to engage in committees that help guide the Board's decision making. In addition to a yearly retreat, the Board has leadership opportunities at the state, regional and national levels.

The Chancellor serves as the COO to the Board and ensures they receive information from the College President to keep the Board informed of the College's current priorities. Conversation with two Board members confirmed that there are positive relationships within the structure. They feel that a benefit to the statewide system is that it creates a unified system which allows for efficiency and continuity. The Board members shared it can be a challenge to meet individual needs of the different schools, but the Board appears to be committed to preserving the individuality of each school.

The NDUS system has eight councils in place that includes representation from LRSC. This gives LRSC the opportunity to have impact on various system-wide issues. Additionally, the College's three campus councils representing faculty, staff and students have a contributing voice. Conversation with the Staff Senate confirmed a very engaged and positive relationship with the President that includes regular meetings. Staff Senate representatives feel that they are included as part of the shared-governance process and that their input is taken seriously by the Board to help impact system wide decisions.

SBHE appears to have policy and systems in place to avoid political interference including internal

and external audits, a Code of Conduct policy and the NDUS Office of Compliance and Ethics. Specifically to protect against donor influence, new foundation board members have orientation, receive by-laws, a handbook and complete a conflict of interest questionnaire. The community college foundation appears to have strong training, documentation and guidelines in place to ensure they are operating with integrity. Conversation with a foundation board member confirmed he feels expectations are clear and that they receive at a minimum yearly training.

Policy 100.6 provides a clear look at the structure and authority of the SBHE, the Chancellor and the Institution Presidents. This policy delegates that the presidents are responsible for their respective institutions and that they report to the Chancellor. Specific authority and responsibilities are dictated through policy 305.1 which clearly shows that colleges presidents have full authority to run the college as defined by policies. Section 1400.02 of the Policy and Procedure Manual defines the Faculty Senate Constitution purpose which is to facilitate faculty participation in the development of educational policies and procedures for implementation. Committees are used to help ensure this work.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

The College has a policy in place that clearly speaks to their commitment to academic freedom. The North Dakota State Board of Higher Education Policy Manual expresses the State system commitment through policy 401.1 and the College has an Academic Freedom policy, 700.18 that was adopted on August 16, 2019. There are protection policies in place to ensure academic freedom and expression are protected and the College has a Faculty Rights Committee whose function includes oversight of academic freedom.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Rationale

As a small community college, the College receives very few research requests (five in the last five years). There is no formal Institutional Review Board in place, but rafter follow-up, a process was shared for when those few requests are made. Despite the small amount of requests, it may be worthwhile to publish a process online to ensure consistency and transparency. To ensure fiscal accountability, language is included within the colleges Conflict of Interest policy for when faculty receive grant money for research.

The College states that they have a grant consultant who employs secure funding for research and scholarly practice. Following conversations with employees, Grants are pursued after needs are identified and shared by the President. Given the small amount of research requests, the amount of support provided seems reasonable.

The College is intentional on ensuring students hear about academic integrity by requiring this statement on course syllabi. The College also requires employees and students to accept the computer usage policy and NDUS data classification procedure to ensure they review privacy, confidentiality, copyright material and consequences for policy violation. The College did a good job of giving examples of how students learn responsible use of knowledge within professional fields, such as nursing students learning the code of ethics regarding patient privacy and American Sign Language students completing an entire course dedicated to the code of ethics of an interpreter.

The College's Student Conduct policy outlines penalties for academic dishonesty. It appears that the policy was last reviewed in 2015. After follow-up, the current practice of policy review does not include a log of review unless notable changes were made to a policy nor does it appear they have a schedule for review of policies. It is highly recommend that the College outline a process for review of policies which includes the frequency and that they log each time a policy is reviewed, even if there are no changes. The College has a documented appeals process in policy 800.31 but when asking for employees to discuss the appeals process there was not an overwhelming display of

understanding. It is apparent that students needs are taken care of by advisors or other staff, but the College may want to provide some refresher training on the process to ensure it is followed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

The College has supplied ample evidence that they operate with integrity and that their conduct is both ethical and responsible. Employees are required to sign off on the Code of Conduct policy yearly and training is offered thru the North Dakota University System Office of Compliance and Ethics Office on topics including Title IX, FERPA and data privacy. Operational Audits are completed by the Office of the State Auditor every two years. The College presents itself clearly by making information on programs, admission requirements, and accreditation readily available.

The State Board of Higher Education is informed by the systems Chancellor who is in communication with the College President and the President is heavily informed by staff and faculty. Although a statewide system does make it challenging for Board members to meet the individual needs of every school, the Board appears to be dedicated to staying informed via councils and committees which include representation from LRSC. Through policy, the structure and authority of the SBHE, the Chancellor, and the President are clear. The Board has delegated responsibility and authority to the President.

The College system and the College itself have accessible Academic Freedom policies and the College also has a Faculty Rights Committee whose function includes oversight of Academic Freedom.

Given the size and mission of the College, research requests are minimum. An Institutional Review Board is not in place, nor does it need to be given the amount of research requests, but the College may wish to make the review process more accessible. A Student Conduct policy is in place that outlines penalties for academic dishonesty, but it appears the policy has not been reviewed for five years and further exploration shows the College does not have a policy review process in place with review frequency and a schedule. It is suggested the College establish this process and even when no changes are made to a policy, they log that it has been reviewed. The appeals process is in policy 800.31, but conversation with a group of employees displayed a lack of awareness regarding this policy. A refresher training on the appeals process is suggested.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Rating

Met

Rationale

The College's courses and programs are current and require levels of student performance appropriate to the credential awarded. Courses and programs are kept current by adherence to the policies and procedures in place for new programs and for phasing out courses that are no longer offered. New programs are proposed through a three-tiered approval process. Courses that have not been offered for several years are inactivated and removed from the catalog. All curricular decisions and processes are monitored by the Curriculum and Academic Standards Committee. Given that LSRC is an open enrollment institution, they assess students to ensure they are ready for college level coursework. Discipline specific licensure exams and certifications are used to ensure an appropriate level of performance is achieved by students.

The College articulates and differentiates learning goals for all its programs. The learning goals are clearly outlined for each program in course syllabi, program assessment reports, course assessment reports, cocurricular assessment plans, and the catalog. A review of documents including syllabi, the catalog, and assessment reports confirmed learning goals are appropriate for each program. A review of syllabi of courses offered both online and face-to-face provided evidence that program quality and learning goals are consistent across all modes of delivery and all seven locations. Licensure exam passing rates for most programs reveal students at or near 100% pass rates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

The general education requirements are appropriate to the mission and the associate's degree level. General education requirements are clearly available in the catalog, online on the website, and on program fact sheets. The requirements were developed using Bloom's Taxonomy and have been in place for decades. The general education requirements provide a solid foundation while allowing for flexibility in programs and differing student interests. These requirements cover a breadth of topics including interpersonal skills, communication and thinking skills, diversity, and technical skills. Each course includes at least one general education component.

General education requirements prepares graduates to live and work in a diverse society. Goal III states: "An educated person must have an understanding of other cultures to enable one to conduct life with reference to the wider world within which one lives." Several courses incorporate Goal III including Art 210, History 101 & 102, Humanities 199 & 211, Political Science 220 and Sociology 235.

During interviews College faculty and staff recognized that there are an extensive number of general education requirements. Within the next several years, the plan is to reduce the number of requirements to provide a more manageable list.

Faculty are expected to engage in a variety of activities that enhance their teaching and keep them current in their disciplines. These requirements are written in the position descriptions and are incorporated in their yearly evaluations. The faculty maintain membership in a wide variety of

professional development organizations that are consistent with their disciplines. They are also active in community organizations and participate in related professional development. Students contribute to scholarship and creative work as evidenced by their responses to the Community College Survey of Student Engagement which is administered every two years. Key findings from the 2018 survey indicate that a majority of students believe "very much" or "quite a bit" that their experience at the College contributed to their ability to: acquire work-related knowledge and skills; write clearly and effectively; speak clearly and effectively; think critically and analytically; solve numerical problems; work effectively with others; learn effectively on their own; develop clearer career goals; and gain information about career opportunities. Areas of concern include: students aren't completing their readings and assignments, aren't utilizing tutoring, computer labs, or math labs to their greatest potential.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Rationale

The community in which the College is located is predominantly white and most of the employees at the institution are from the community or the surrounding towns. Staff indicated it is difficult to attract people to the area, given the climate. The majority of the instructors who are people of color are teaching dual credit in high schools, or at the other locations. When hiring, the institution strives to achieve and maintain gender diversity. They follow affirmative action guidelines and provide bias training for search committees. The College advertises nationally via Indeed.com for some of their positions in an effort to attract diverse applicants. However, there was no evidence to suggest they make any particular efforts to increase the number of diverse employees by advertising in diverse publications or sharing job announcements in places that have the potential to attract diverse applicants.

The College has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff. Faculty were particularly proud of the fact that when faced with a significant budget cut from state funding, they voted to forgo raises so no faculty or staff would face a reduction in force.

A review of the list of instructors provided evidence instructors are appropriately qualified. Spreadsheets of all instructors and their qualifications including those on the main campus, other locations, dual credit, and in all disciplines. A review of a random sampling of individual files provided evidence that the lists were accurate and kept up to date. Instructors who did not meet minimum qualifications to teach in their disciplines, particularly dual credit instructors, have qualifications plans in place and are actively working toward meeting the minimum requirements of the qualifications plan through their enrollment in graduate courses and/or other professional growth activities.

Faculty are evaluated regularly in accordance with established institutional policies and procedures including classroom observations, supervisor evaluations, and student evaluations.

Faculty and staff indicated they have adequate funds to support professional development to assure they are current in their disciplines and adept in their teaching roles. Faculty are allowed $3,000 every two years which is primarily used to attend conferences in their disciplines. If this is not enough, some departments are able to supplement their professional development. Faculty apply for these fund to the Professional Growth Committee.

Faculty are available to students when needed. Per the faculty handbook, they are required to be on campus 35 hours each week. Furthermore, the Community College Survey of Student Engagement, showed strong evidence that faculty are available to students when they need them. Students indicated they frequently contact faculty by email, work with them outside of class time, and receive prompt feedback on their assignments.

Staff members are highly skilled in providing student support services, such as tutoring, financial aid advising, academic advising and advising co-curricular activities, are appropriately qualified, trained, and supported in their professional development. Beginning with the hiring process, applicants must meet minimum qualifications to be considered for positions. Upon hiring, they participate in training from the North Dakota University System and are guided by the campus's human resources director. They also participate in meetings with their counterparts at other NDUS institutions.

Due to the size of the College, some employees are the sole possessors of information for that area. Therefore, the College should consider developing cross training their employees and creating some type of documentation process to ensure the continuation of knowledge currently in place.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

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

Rating

Met

Rationale

The College provides student support services suited to the needs of its student populations primarily through it's TRIO Student Support Services and PowerSkills Center. Staff indicated that no matter what location, or mode of delivery, all students have access to student support at the TRIO/PowerSkills Center or online. The College received funding for the TRIO Student Support Services center in 2001. More recently, the PowerSkills Center was created to provide support to students who needed services, but were not eligible for TRIO support. Support services offered include tutoring, study skills, and career planning. Students at the Devils Lake campus have access to a study space including math and science labs. Staff have observed that students using the services has increased greatly in the past few years. However, no data was provided to demonstrate the increase.

Given the increased student population presenting with mental health issues, the College hired a counselor and a counseling intern to meet their needs. Furthermore, to meet the needs of the students attending primarily online they have partnered with Dakota College at Bottineau, and Williston State College to provide counseling services to students at a distance.

Given that the College is an open-enrollment institution, students are tested to determine if they are ready for college level courses. If not, they are provided with developmental courses to prepare them. The College also houses a GED program where they award approximately 50 GED certificates each year. Graduates of the program are offered a scholarship to attend the College.

The College provides students and instructors the infrastructure and resources necessary to support effective teaching and learning. A tour of the campus revealed state of the art space and equipment for the nursing program. The wind energy certificate program was also well-equipped to prepare students for work on every aspect of energy-producing wind turbines. The library was significantly transformed in 2017 from a tight space filled with bookshelves to a multi-use, multi-station learning

hub. The space is open and has a variety of spaces for students to study alone or gather to study together.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The College is an open enrollment community college that emphasizes undergraduate education and provides instruction that satisfies the requirements for a certificate of completion, certificate, diploma or associate's degree. Students are prepared for transfer or entrance into the workforce. All courses, programs, and cocurricular activities have documented student learning outcomes and course objectives that are linked to the general education objectives in the College's philosophy of general education.

Faculty are well-qualified and indicate they have the support needed to accomplish their responsibilities and get the professional development they need to stay current in their disciplines. The College provides extensive services to support student learning primarily through their TRIO Student Support Services and PowerSkills Center.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

LRSC has provided ample evidence of commitment to a regular practice of program review that is connected to the assessment of student learning outcomes. The College follows it's documented 2013 program review process, which occurs at year 3, 6, and 9. In the case of specialized accreditation, program review may take place in more frequent intervals. The examples shown exemplify their commitment to continuous improvement through this process. The reviews provided are comprehensive and serve to inform the allocation of resources and areas of improvement.

Faculty reported examples of using information from program review to improve teaching and their programs. For example, general education faculty used program review findings to inform implementation of an on-demand student support, Smarthinking. LRSC provided numerous examples of actions on multiple recommendations that were identified during the program review

process. However, the team was not able to confirm documented evidence that the program review process informs the budget process.

LRSC shows sufficient evidence of standard practice related to transcript evaluation, life/experiential learning, articulation, challenge, and external evaluation of credits. The College participates in the system wide Common Course Numbering (CCN) matrix, General Education Requirement Transfer Agreement (GERTA), and articulation agreements to adhere to its requirements to promote transferability of courses.

LRSC participates in a consortium agreement with its sister institutions in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, South Dakota, and Wisconsin as part of the Midwest Higher Education Consortium (MHEC) program. LRSC's Student and Academic Policy Manual (Sections 800 and 900, respectively) outlines acceptance of credit from regionally-accredited institutions as well as other stipulations.

Faculty participate in a change process to modify course prerequisites. LRSC's President delegates course requisites, course rigor, and student learning expectations to the faculty and the Curriculum and Academic Standards Committee. LRSC follows many assumed practices related to course prerequisites.

LRSC maintains specialized accreditation for its automotive technology, fitness trainer technician, nursing, and peace officer training programs. Faculty report successful reaccreditation efforts in all areas.

LRSC works with its executive team to ensure that it tracks performance to measure progress toward achieving its 4 strategic priorities. LRSC has exemplified its commitment to tracking its progress with annual plans as part of its continuous improvement strategy.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Rationale

LRSC has been involved in assessment for approximately 15 years and has embarked on a plan to ensure that all faculty are involved and knowledgeable of their approach to the assessment of student learning outcomes. LRSC has shown how they used data to retire Collegiate Assessment of Academic Proficiency (CAAP) and ACCUPLACER for homegrown student self-assessment tools. The College has utilized the homegrown tools to assess student learning outcomes at the institutional, program, course, and cocurricular levels. The team conducted an interview with the Assessment Committee where they were able to verify aspects of what was written in the Assurance Argument as well as providing additional specific examples of faculty using the assessment process to improve teaching and learning.

The Assessment Committee developed a thorough strategic assessment plan, wherein they put the inventory in Blackboard so instructors could self-report their goals and coordinate with instructors to assess general education goals. The College shows that it incorporates assessment through various activities such as faculty in-service, dual credit in-service, assessment share fair, Assessment Committee summer retreat, division meetings, and program review. Additionally, faculty and cocurricular staff advisors detailed how they design their own assessment plans and report on their plans each year. These include a cocurricular activity to demonstrate their ability to use student assessment data to improve their teaching. One example is a survey administered to students showed that the students were unaware of tutoring services available. This led to a TRIO initiative to inform students of services provided by that office.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Rating

Met

Rationale

Lake Region State College exhibits a commitment to educational improvement by defining goals within its strategic plan to increase retention and completion rates in its programs. Although the College has a large population of non-degree seeking students, student retention among degree seeking students is a known area for improvement and is being monitored and managed based on the following student outcomes: SAM rates, IPEDS graduation rates, IPEDS retention rates, and total degrees and certificates awarded to Pell grant recipients.

The institution collects and analyzes information on student retention, persistence, and program completion by actively monitoring progress and results by campus departments, which is evidenced in its publicized Quick Data. Additionally, the institution engages campus leadership in progress reviews as evidenced by the collaborative efforts of the Retention Committee's reoccurring enrollment and retention management meetings.

The institution uses information on student retention, persistence, and completion of programs to make data-driven improvements. These improvements are evidenced by an increase in the first-year success course pass rates, which was used as an intervention strategy to increase the retention and graduation rates of first-year students. Also, the TRiO program provides services related to retention, which lead an increase in student retention. Additionally, evidence shows campus-wide utilization of the early alert retention system, Starfish, lead to student lists being disseminated to student support services and advisors for follow up and possible academic interventions. The aforementioned initiatives allow for important campus updates and provide opportunities for campus operational share outs.

The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. This is evidenced by the Director of Academic Affairs maintenance of supporting spreadsheets with corresponding methodology. Examples include: IPEDS; SAM; athletics persistence, completion, graduation; delivery mode persistence, completion, graduation; course completion; dual credit conversion study; retention progress check; and, UNIV 101 Study.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

LRSC has provided sufficient evidence of commitment to a regular practice of program review connected to the assessment of student learning outcomes. LRSC follows a three-year program review process. They have shown a commitment to continuous improvement through this process. The reviews provided are comprehensive and serve to inform the allocation of resources and areas of improvement.

LRSC's assessment efforts are comprehensive and well-structured with an emphasis on encouraging assessment to filter through the entire College. There is a distinct emphasis on continuous improvement that has a noteworthy impact on the institution.

The institution collects and analyzes information on student retention, persistence, and completion of its programs, which is evidenced by actively monitoring progress and results by campus departments, as well as the Retention Committee's reoccurring enrollment and retention management meetings wherein they engage campus leadership in progress review.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Rating

Met

Rationale

LRSC has demonstrated a shared governance model and framework that creates formal processes for stakeholder groups to engage effectively in campus governance. These processes enhance the college's mission. As evidenced in the Assurance Argument, the faculty handbook outlines expectations for faculty participation in the life of the college. Faculty committees include Curriculum and Academic Standards, Professional Growth, Faculty Rights, Nominations, Faculty Welfare, Tenure, and Outreach Learning. Additionally, faculty are involved in other aspects of campus leadership such as the faculty representative to the Foundation. During an interview with representatives from the LRSC Foundation, the Faculty representative indicated his role on the Foundation is to report back to faculty at large on the workings of the foundation, what they are raising money for, etc. He said, in turn, Foundation board members often serve on program advisory committees.

Additionally, shared governance structures support other campus stakeholder involvement through the Staff Senate and Administrative Council. During the team interview with Staff Senate, it was reported during the spring as the COVID situation developed and the need for furloughs was explored, Staff Senate was involved in determining how the furlough process would work, were able to ask questions, and have input on what was being considered, including conversations with the President. This is evidence a broad-based, college focused structure exists that gives credence to collaborative and collective input and direction for the institution. During the team interview with the

Planning Team, it was noted the purpose of the planning team is to bring in all areas of the campus; it's a place to convene ideas that contribute to annual planning and overall strategic planning. The Planning Team gives opportunity to hear from and give life to ideas from all levels at the college, including representatives from off-site locations. The Planning Team occasionally includes representatives from community. And the Planning team has student representatives.

There is evidence the College uses data to reach informed decisions that are in the best interests of the institution and its constituents. During the team interview with the Planning Team, it was noted the planning team reviews retention and recruitment numbers to make changes to planning. They noted they use data to identify what's happening and try to understand why. One example shared during the team interview indicated a review retention/success data which resulted in adding positions to the student services team including a counselor for the Power Skills program and adding funding to provide support for a disability services officer and additional tutoring. Since the addition of these positions, there has been an increase in student success outcomes.

Further evidence of using data includes the program review process that is documented in the Assurance Argument. During a team interview with the Criterion 5 team, it was noted the Agriculture program review data was used to demonstrate a need to expand the agriculture program. It was indicated advisory committee feedback suggested skills needed by graduates were insufficient with existing facilities and thus necessitated an expanded facility. Another example of program review data shaping college curriculum offerings is the adjustment to the ASL degree program. During an interview with the Institutional Research staff, it was reported that Program assessment/review is very extensive and administered every 3 years. It was noted that recently, the College inactivated a program based on program review data – the ASL degree program has been deactivated, but the certificate is still active.

Sufficient evidence suggests faculty and, when appropriate, staff and students are involved in setting academic requirements, policy, and processes through effective collaborative structures. According to the Assurance Argument, the Curriculum and Academic Standards Committee reviews, establishes, and recommends standards for student academic achievement, including areas such as probation, suspension, readmission for academic reasons, grading policies and practices, and polices on admission and retention to name a few. For example, Faculty Senate minutes from March 30, 2020 document discussions by Faculty Senate regarding moving to a pass/fail grade system for Spring 2020. And, notes from a Student Senate meeting in March of 2018 demonstrate students discussed the proposal of continuation of the facility usage fee; after discussion the Student Senate voted to support continuation of the facility usage fee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Rationale

The evidence submitted by the College and verified by the peer review team confirms the institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations. The fiscal affairs office is led by the Chief Financial Officer (CFO) who has significant experience in higher education fiscal affairs. In one-on-one conversations with the CFO it was clear he has a good understanding of the financial condition of LRSC and the challenges the institution faces. Participants of the Staff Senate forum indicated there is broad support for physical and technological infrastructure and have the necessary resources to adequately perform their duties. The Staff Senate president indicated there is strong support institutionally through departments for staff professional development. Also, there is support for on-campus training on topics such as Microsoft products, customer service training, etc. Additionally, there are numerous opportunities for professional development within the community (e.g. through Chamber of Commerce). Further, as noted in the Assurance Argument, LRSC policy 400.33 – Tuition Waivers, provides tuition waivers and release time for faculty and staff choosing to continue their education.

There is sufficient evidence indicating the goals incorporated into the mission and relevant statements are realistic for LRSC. The LRSC mission is to enhance lives and community vitality through quality education. During the team meeting with the Foundation representatives, the Foundation Director spoke specifically about the mission of the college and how that informs the work of the Foundation. An example of this includes the work the Foundation has done to support expansion of the Agriculture program. This expansion includes construction of a new facility that has been heavily supported by industry partners. Another example that was shared was the wind energy program and facility. This program ties directly into the local labor market and is heavily supported by local industry partners.

The institution has processes in place for budgeting and for monitoring its finances. The College conducts financial operations within a biennial budget. The College Controller provided the team a budget flow chart. The flow chart clearly outlines the operational aspects of budget development;

however, it remains unclear how the budget is specifically tied to strategic planning. According to the flow chart presented, alignment with the strategic plan happens near the end of the process after the operational budgeting is completed, which makes it seem like an after thought. In fact, during the team interview with the Foundation representatives when asked how the work of the foundation supports the mission and goals of the college, it was stated "goals come to us from somewhere - I'm honestly not sure where". And, during the Retention Committee meeting, there was noted confusion about the planning and budgeting process. The College provided ample evidence of ways finances are monitored. The College provided the FY18 NDSU Financial Review in the Assurance Argument. The Financial Review document confirms a strong CFI, 3.96 for FY18. This Financial Review document also demonstrates the College's Viability Ratio is trending up – from .5 in FY15 to 1.1 in FY18. During the team interview with the CFO and Controller, they indicated a monthly tuition analysis is developed by the controller. The analysis is used to determine if the College is on track to make budget projections, have a shortfall, or an excess. The analysis is shared with Administrative Council. Confidence regarding College finances were expressed during numerous team interviews/meetings. For example, during the team meeting with the Staff Senate, it was indicated there have been "tight" times, but the College administration has been able to provide solid, transparent leadership about the budget situation, especially during times when budget reductions were necessitated by either state cuts or COVID impact.

The College's fiscal allocations ensure that its educational purposes are achieved. Ample evidence was provided indicating they find ways to support educational advancements, including expansion of the Precision Agriculture program through acquisition of federal funding, the addition of high-fidelity simulation equipment for the nursing program, and renovation of the existing library facility to a Learning Commons. During the team meeting with the Foundation representatives, the faculty representative to the Foundation indicated the Foundation and the College were very responsive to the identified need of expanding the Agriculture program. Additionally, during the Criterion 5 meeting and the Staff Senate meeting, participants underscored the positive impact the renovation of the Learning Commons has had on the student experience, especially as it relates to academic support.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The team asked numerous questions during various forums and meetings to determine how the College allocates resources that align with its mission and priorities. Commonly, the responses provided solid evidence of operational planning. This was illustrated by a response from the Peace Officer Training program indicating the budgeting process is the place to ensure there is money in the budget to "buy bullets". Further comments suggested that when departments need money for something, they just contact the Controller who then determines if there is a source of funding that can cover the expense. After numerous discussions, the College's controller provided a flow chart of the College budgeting process. As noted in 5.B, the flow chart clearly outlines the operational aspects of budget development; however, it remains unclear how the budget is specifically tied to strategic planning. According to the flow chart presented, alignment with the strategic plan happens near the end of the process after the operational budgeting is completed, which makes it seem like an after-thought.

The College provided solid evidence of how it is linking assessment of student learning to planning and budgeting in the academic areas of the college. As noted in the Criterion 4.A and 4.B feedback, The College has made great strides in assessment of student learning from an academic standpoint. Numerous notable examples are provided of the link between assessment of effectiveness, learning outcomes, and planning in Criterion 4. This is underscored from feedback during the Criterion 5 forum. Participants indicated through the Agriculture program review process, a demonstrated need to expand the agriculture program. Advisory committee feedback indicated existing facilities were insufficient to provide the skills needed by graduates which then necessitated expansion of the facility. During multiple interviews/forums, the team requested participants to

provide specific examples of how the college is evaluating effectiveness of non-academic operations. All of the evidence provided in section 5.C.2 of the assurance argument were examples of academic assessment of student learning. No substantive examples were provided regarding evaluation of non-academic operations.

There was ample evidence the planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. For example, the College Planning Team has the purpose of bringing in all areas of the campus and serves as a place to convene ideas. This forum contributes to annual planning and overall strategic planning. The Planning Team gives opportunity to hear from and give life to ideas from all levels at the College and includes representatives from off-site locations, student representatives, and occasionally includes representatives from the community. For example, during the team interview with the Foundation representatives, it was noted that Foundation board members often serve on program advisory committees as well.

The College has dealt regularly with fluctuations related to enrollment and revenue and has adjusted accordingly. Enrollment is a primary driver for the financial health of the institution and as such is a major focus. Initiatives to strengthen enrollment in key programs such as Precision Agriculture, Wind Energy and Nursing have resulted in significant allocation of resources and support in order to grow those programs. Additionally, the College has invested in retention strategies (such as renovation of the Learning Commons and development of the Power Skills Center) in an effort to keep students enrolled. During state budget reductions during the FY16 and FY17 academic years, the College provided an opportunity for an early retirement incentive plan. The College also implemented a furlough process to ensure financial solvency during the COVID crisis. In fact, during team interviews with the Staff Senate it was indicated that during reductions in 2016-17, there was a great transparency in planning. Staff Senate representatives indicated there was a lot of communication and further stated they believe the College is in very good financial condition. Additionally, during the team interview with the Administrative Council they indicated that dual credit is a very important part of the enrollment make-up of LRSC, so had to be very proactive in preparing to meet the HLC requirements for dual credit instructors to lessen the impact to their dual credit program. They further indicated they have observed a decrease in high school enrollments so they have actively sought out and strengthened high school relations to shore up traditional age enrollment.

The College has demonstrated planning to address evolving external factors. The assurance argument provides evidence of state-level participation in groups such as the NDUS CIO Council. Further, the College's Administrative Council regularly monitors what is happening with the NDUS and SBHE in order to be prepared for possible changes. There was some evidence of monitoring external factors locally. For example, during the team interview with the Administrative Council, representatives shared the mission of the nearby Air Force Base changed which greatly impacted their enrollment. As a result, they shifted their focus to strategies such as concurrent enrollment, online courses/programs, etc. Several of the examples shared during team interviews seemed reactionary rather than anticipatory.

It became evident during team interviews and campus forums that systematic planning to improve operations and student outcomes has not been a focus of the institution. There is evidence of much work regarding program assessment/review, expansion of programs, and expansion of services. However, when directly asked during team meetings/forums, little evidence was provided regarding the effectiveness of current efforts/interventions. For example, during interviews with Human

Resources regarding recruiting efforts to diversify the applicant pool, no examples could be provided about what current recruitment strategies are or are not effective. During one interview there were comments that retention is improving. When the team probed further, they were unable to pinpoint what initiative/intervention was having the intended effect of improving retention. LRSC seems to employ a scattershot approach that leads to multiple, often redundant initiatives addressing the same issue/concern (e.g. retention). There appears to be an absence of systematic planning that is followed by intentional review of intended outcomes to determine effectiveness of the initiative/strategy. For example, numerous groups interviewed by the team reported general education faculty used program review findings to inform implementation of an on-demand student support, Smarthinking. However, when asked how the college was measuring the effectiveness of that solution, no specific examples could be provided. There were no reported efforts to review usage data, student satisfaction regarding usefulness of the tool, etc. It doesn't appear the College intentionally follows-up to determine effectiveness of strategies/interventions but, rather, they move on the the next initiative. The review team noted there was no mention during the visit of Key Performance Indicators or other similar objective level metrics. The College has a focus on high level goals and lagging indicators such as completion, graduation, and retention. The long timeline and multiple factors influencing lagging indicators makes them difficult to truly address. The College could benefit from developing strategies and interventions tied to key performance indicators, that are disaggregated, so they have more immediate, actionable results.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

The College has provided ample evidence that their resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The College's shared governance model has created noted buy-in by faculty and staff as the College has weathered tough financial times created by state budget reductions and COVID-19. Employees from across the College praised the open, transparent and collaborative nature of communication and decision making. While it is evident there is intentional planning for the future of the college, it remains unclear how strategies and interventions are measured for operational effectiveness. The College relies heavily on lagging indicators (e.g. retention and graduation) as measures of success. As noted elsewhere in the Assurance Review, the College could benefit from developing strategies and interventions tied to key performance indicators (leading indicators), that are disaggregated, so they have more immediate results that are actionable.

FC - Federal Compliance

Rating

Does not require monitoring

Federal Compliance Filing Form

- Federal_Compliance_Filing

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Lake Region State College's Policy 800.05 defines one credit hour as equal to "1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately 15 weeks for one semester; or 2. At least an equivalent amount of instruction and other academic activity as established by LRSC. This may include laboratory work, internship, practicum, studio work, and other academic activity, including online learning, leading to the award of credit hours."

The credit hour policy applies to all types of courses, disciplines, programs, and formats, regardless of modality. LRSC's fall semester is 16 weeks, including one week for final exams. The spring semester is 17 weeks, including one week for final exams and excluding one week for spring break. Early and late eight-week sessions are offered within both fall and spring semesters. Summer term is eight weeks with the exception of some lab classes that are ten weeks and the Peace Officer Training program that is 14 weeks.

Syllabi reviewed as part of the FCR included course description, course objectives, general education objectives if applicable, division mission, college mission, and more. LRSC may want to conduct a review of its syllabi to ensure that course descriptions are accurate; in some cases the wording was not exact, but the topics to be covered appeared to reflect the Catalog course descriptions (e.g., HIST 207). Classes meeting eight weeks covered the same subject content as semester length. Online courses are required to have the same faculty qualifications, syllabi requirements, assessment expectations, course objectives, student learning outcomes, and curriculum as on-campus to ensure instructional equivalencies and use of the same standards.

LRSC schedules classes individually each term (schedules are not rolled over from prior offerings). For face-to-face classes, the minimum class time per credits to be awarded is audited as the classes

are built. Semester length classes in the Spring 2019 - Fall 2020 class schedules were listed to meet the expected amount of time for the number of credits to be awarded. Early/late eight-week classes have meeting days/times adjusted for their compressed offerings.

LRSC offers Associate degrees, Associate in Applied Science degrees, diplomas, certificates, and certificates of completion. Certificates of Completion are for customized training programs less than one semester in length. Certificates require the completion of a minimum of 16 semester hours in a prescribed career and technical curriculum. Diplomas require approximately 60 semester credit hours in a prescribed career and technical curriculum. Associate degrees require at least 60 semester credit hours in an academic (AA or AS) curriculum or in a prescribed career and technical (AAS) curriculum. Associate degrees require minimums in general education areas of communication skills; mathematics, science and computer science; health, physical education and recreation; social science; and arts and humanities. Program requirements reviewed through LRSC's website information https://www.lrsc.edu/academics/programs identify the courses and credits needed for LRSC's degrees and certificates, and total credit hours are consistent with expected lengths.

Tuition and Fees are discussed in LRSC's Catalog (https://www.lrsc.edu/academics/college-catalog), LRSC's website at https://www.lrsc.edu/admissions-aid/paying-college/tuition-fees, and the College Navigator. Program and miscellaneous fees are also listed in LRSC's Catalog and LRSC's website.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Lake Region State College's Student Handbook (https://www.lrsc.edu/student-life) has a section on Student Conduct. It references applicable policies, defines terms, gives examples of misconduct, indicates consequences, and identifies the procedures to follow to submit a grievance or complaint. The first step for student complaints is to attempt to resolve the issue informally by discussing the matter directly with the instructor, staff member or administrator in charge. Minor complaints are usually resolved informally at mid-management or lower levels. LRSC indicates that major student misconduct and associated problems are rare. The Vice President for Academic and Student Affairs receives, tracks and handles academic and financial appeals. The Director of Student Affairs receives, tracks and handles minor and major misconduct complaints. The Title IX Coordinator and Deputy Coordinator receive, track and handle Title IX reports and sexual misconduct complaints.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Information on transfer of credits to Lake Region State College is provided in LRSC's Catalog and LRSC's website at https://www.lrsc.edu/academics/registrars-office. Credits eared at regionally accredited institutions are eligible for transfer. Credit from institutions that are not regionally accredited may be petitioned for special consideration. Conditions regarding transfer credits are described, including whether courses might transfer to apply as General Education subject area requirements, elective credits, etc.

LRSC is part of the North Dakota University System and NDUS' General Education Requirement Transfer Agreement (GERTA). A system-wide common course numbering matrix assists in seamless transfer to other participating colleges and universities. The Interstate Passport Network provides a framework for block transfer of lower-division general education based on learning outcomes in foundational skills (oral communication, written communication, quantitative literacy), knowledge of concepts (natural science, human cultures, creative expression, human society and the individual), and crosscutting skills (critical thinking and teamwork and value systems). Lake Region State College's Catalog contains a list of LRSC's courses and which General Education Requirement (GER) they satisfy.

LRSC's website at https://www.lrsc.edu/academics/registrars-office lists the institutions it has articulation agreements, and links to PDF files or web pages with specific details about each. The articulation agreements identify the institutions involved, degrees to be awarded, curriculum details, and responsibilities. Institutional articulation agreements for specific programs have been formalized with Mayville State University, Minnesota State University Moorhead, Minot State University, North Dakota State University, North Dakota University System, University of Mary, and Valley City State University.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Lake Region State College is approved for distance education courses and programs. The institution has not been approved for correspondence education.

LRSC utilizes secure login and password along with a two-factor authentication process (Duo) for students to access courses and programs offered through distance education. Video monitoring services are used within the Blackboard learning management system. Faculty can utilize Blackboard Collaborate and Microsoft Teams to view students in a live environment, proctor exams, record speeches, and build community within their online classes.

LRSC's Catalog indicates that online students pay a distance delivery fee, technology fee, NDSA fee, and ConnectND fee; all charges are indicated as per credit hour, some with maximums per semester and per year. No fees associated with test proctoring are indicated as being charged directly to the student in distance education courses.

All LRSC employees follow the institution's policies and procedures ensuring compliance with Gramm-Leach-Bliley Act, Family Education Rights and Privacy Act, Payment Card Industry security

standards, and Identity Theft Prevention program. LRSC's Policy and Procedure Manual section 1500 includes definitions and related references.

5. TITLE IV PROGRAM RESPONSIBILITIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Lake Region State College has no action letters issued by the U.S. Department of Education regarding any findings related to Title IV.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Lake Region State College's web pages accessed through https://www.lrsc.edu/discover-lrsc/institutional-research-effectiveness include data on enrollment, student demographics, graduation rate, retention rate, completions, and credits. Also available are data on national exams, placement, and reports for primarily internal use. Student Outcomes data includes IPEDS, and Student Achievement Measure. The College Navigator includes information about Lake Region State College enrollment, retention, graduation rates, transfer-out rates, and outcome measures.

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Lake Region State College's accreditation information is accessed by a link at the bottom of each page on LRSC's website. Relationships with institutional, specialized and professional accreditors are disclosed on LRSC's website at https://www.lrsc.edu/discover-lrsc/institutional-research-effectiveness/accreditation. HLC's mark is visible with a link to verify the institution's status through the Higher Learning Commission's engine. Also included are past reports regarding LRSC's regional accreditation.

Program accreditations and approvals are related to LRSC's automotive technology, fitness trainer technician, nursing, and peace officer training. No sanctions, show-cause, or adverse actions were

found in this review.

LRSC is a member of NC-SARA, allowing online courses and degrees to be available to out-of-state students based on state authorization. Information at https://www.lrsc.edu/academics/online-distance-learning shows that California is not a member of NC-SARA. A map links to NC-SARA's website, where the user can select a state and view participating NC-SARA institutions in the U.S. as well as in Puerto Rico and the U.S. Virgin Islands.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Conclusion

Lake Region State College has continued to enhance student success through expanded programs and facilities. College administration has developed various initiatives to meet this endeavor. All of these activities have guided the College in meeting the needs of current and future students.

The College has struggled with academic assessment in the past. After reviewing the assurance argument, the evidence, and speaking with faculty, the HLC team were satisfied with the results. The College currently has program assessment, program review, course assessment, and general education assessment. Although the general education elements were rather lengthy, the College agrees and plans to shorten the components in the future.

The College has a Diversity Committee which has worked with various faculty and staff to offer a variety of activities. All of these activities were offered to students with some employees and community members present. The College may want to consider offering professional growth activities exclusively to faculty and staff to address diversity. This type of training could be very helpful as faculty and staff learn more about critical topics and could speak freely about issues without students or the community present. In addition, as the College seeks new employees moving forward, it may be beneficial to advertise in diverse publications to encourage the minority population to apply.

Throughout the interviewing process, the HLC team realized that there are several key people on campus who could be retiring or moving to other positions in the near future. Since these positions are critical, the College could consider a cross training program for key positions and some type of documentation processes for employees who are the sole owners of the information.

The College periodically reviews policies but does not track them if there are no changes. Students, faculty, and staff would benefit if a schedule was in place to review all policies and record when a policy has been reviewed.

Throughout the interviewing process, it became evident to the HLC team members that the College administration did not develop extensive data research when making significant decisions. When the HLC team asked about data during interviews, the administration, faculty, and staff spoke of lagging data such as retention, persistence and graduation. The College has done a remarkable job of implementing significant changes to improve student success but there was a lack of analysis to measure the effectiveness of these activities.

The strategic plan had a clear list of projects to be accomplished but there was no evidence of measures as to whether these were implemented or assessed. The College may want to consider the use of key performance indicators to provide a results oriented analysis. In addition, although the College's budget process was detailed, there was no evidence of linkage to the strategic plan until the final stages in the process. There also does not appear to be any "deep dives" into data such as student success by various demographics – male/female, race, age to name a few. The College would benefit by expanding their analysis of services and other activities.

Finally, the College has made concerted efforts to improve and expand its academic programs, services, and facilities. The strength of the leadership and transparency with faculty and staff is apparent. As greater pressure on budgets is expected in the future, the College is prepared to meet this potential financial impact. All of these aspects could be strengthened as the College begins to complete the process of analyzing its achievements to reflect its success.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Does not require monitoring

No Interim Monitoring Recommended.

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Lake Region State College, ND
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	The institution was granted an extension to comply with HLC's faculty qualification requirement (Assumed Practice B.2.a) solely as applied to its dual credit faculty until September 1, 2023. HLC will suspend review of the institution's compliance with its faculty qualification requirement solely as applied to dual credit faculty until the first evaluation occurring on or after September 1, 2023 at which time the institution's compliance will be specifically examined. Visit to include a Federal Compliance reviewer: Dr. Laurie Pemberton Due to the COVID-19 pandemic, only the following will travel to campus: Donna Brown. The rest of the team will conduct the evaluation remotely.
DATES OF REVIEW:	10/5/2020 - 10/6/2020

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No Change

Degrees Awarded: Associates

Recommended Change: No Change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2020 - 2021

Recommended Change: 2030 - 2031

Accreditation Stipulations

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

Recommended Change: No Change

Additional Location:

Prior HLC approval required.

Recommended Change: No Change

Distance and Correspondence Courses and Programs:

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

Recommended Change: No Change

Accreditation Events

Accreditation Pathway   Open Pathway

Recommended Change: No Change

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: No Change

Institutional Data

Educational Programs		**Recommended Change:**
Undergraduate		
Certificate	8	_____
Associate Degrees	15	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Institutional Status and Requirements Worksheet

Extended Operations

Branch Campuses

None

Recommended Change:

Additional Locations

Achieve Therapy and Fitness, 1425 South Columbia Road, Grand Forks, ND, 58201 - Active

Bismarck Mandan Rifle and Pistol Association, 4667 Sky Way, Bismarck, ND, 58501 - Active

Fargo Regional Training Center, 2802 N. University Drive, Fargo, ND, 58102 - Active

Grand Forks Air Force Base, 319 MSS/DPE , Grand Forks AFB, ND, 58205 - Active

Mayville State University, 330 3rd St. NE, Mayville, ND, 58257 - Active

Minot Rifle & Pistol Club, 1600 62nd St. SW, Minot, ND, 58701 - Active

Public Safety Center, 1220 South 52nd St. , Grand Forks, ND, 58201 - Active

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

19.0709 - Child Care Provider/Assistant, Associate, Early Childhood Education

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Arts

31.0507 - Physical Fitness Technician, Associate, Fitness Trainer Technician

43.0107 - Criminal Justice/Police Science, Associate, Law Enforcement

51.0203 - Speech-Language Pathology/Pathologist, Associate, Speech Language Pathology Assistant

51.3901 - Licensed Practical/Vocational Nurse Training, Certificate, Practical Nursing

52.0201 - Business Administration and Management, General, Associate, Accounting and Business Administration

52.1201 - Management Information Systems, General, Associate, Information Technology

52.1899 - General Merchandising, Sales, and Related Marketing Operations, Other, Associate, Marketing and Merchandising

Contractual Arrangements

Institutional Status and Requirements Worksheet

None

Recommended Change:

Consortial Arrangements

01.0101 - Agricultural Business and Management, General - Associate - Precision Agriculture Associate - North Dakota Agriculture Consortium

24.0101 - Liberal Arts and Sciences/Liberal Studies - Associate - Liberal Arts - Social Work

51.3801 - Registered Nursing/Registered Nurse - Associate - Associate - 51.3801 Registered Nursing/Registered Nurse (Associate Degree Nurse) - Dakota Nursing Program

51.3901 - Licensed Practical/Vocational Nurse Training - Certificate - Certificate - 51.3901 Licensed Practical/Vocational Nurse Training (Practical Nursing) - Dakota Nursing Program

52.1201 - Management Information Systems, General - Associate - Associate - 52.1201 Management Information Systems, General (Information Technology) - Northern Information Technology Consortium

52.1201 - Management Information Systems, General - Associate - Information Technology - Northern Information Technology Consortium

Recommended Change: