

ASSURANCE SECTION

FINAL REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

NORTH DAKOTA STATE UNIVERSITY
Fargo, North Dakota

February 13-15, 2006

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

North Dakota State University (NDSU) requested that the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) reaccredit NDSU in 2006. Further, NDSU requested a change in the Statement of Affiliation Status (SAS) to:

Restore the language of the stipulation on distance education from the 1996 Statement of Affiliation Status (which was changed due to an inadvertent error in following a North Dakota University System (NDUS) request to establish the North Dakota University System Online (NDUSO) as a convenience for delivery of distance education by smaller institutions in the NDUS. Specifically, NDSU requests that the HLC approve NDSU to offer Distance Education degrees with no prior Commission approval required.

The 2006 HLC site visit Team conferred with the leadership of both the North Dakota University System Board and that of the North Dakota University System Online (NDUSO) and found enthusiastic support of the above SAS change requested by NDSU. The 2006 Consultant-Evaluator (C-E) Team recommends approval. This would restore autonomy in making related institutional decisions, increase flexibility and efficiency (reduce administrative overhead), and enable/ permit the facilitation of increased institutional innovation.

A. Purpose of Visit. The purpose of the HLC C-E Team Visit was manifold. Ten are listed to:

- Evaluate NDSU's responses to concerns/recommendations made by the HLC C-Es in their 1996 Team Report;
- Assure the HLC that NDSU has fulfilled the core components of the five criteria needed to be reaccredited with no conditions noted;
- Determine if Commission follow-up is recommended pertaining to one or more core components of the five criteria;
- Ascertain the comprehensiveness and integrity of the Self-Study;
- Evaluate the institutional progress made in addressing the challenges and opportunities noted by the C-Es of the 1996 HLC Site Team;
- Learn if timely fiscal audits have been performed;
- Find out if NDSU is in compliance with federal requirements;
- Share recommendations that, if properly implemented, can be expected to advance the level of institutional excellence in academics and services to students and other stakeholders of programs and activities of NDSU;
- Provide meaningful feedback pertaining to the four major components of institutional excellence at NDSU—people, programs, facilities, and funding; and

- Determine the overall participation and effectiveness of outcome-based teaching and learning.

B. Organizational Context

Early in the decade following the 1996 HLC/NCA reaccreditation, North Dakota State University (NDSU) was fortunate in recruiting a personable, visionary president who challenged and inspired members of the NDSU family at all levels to consider how best to grow a culture of institutional excellence, expand a university without walls, increase resources and use them wisely, and integrate infrastructure and commitment. To help assure solidarity in purpose and goals as well as determining ways and means to aid in achieving the timely, meaningful goals, the president and provost visited every department and administrative unit of NDSU to glean, first hand, feedback from those who would be asked to help bring about the dynamic changes needed to achieve the above ambitious goals. Thus, the institutional master plan for achieving new levels of excellence at NDSU was spawned at the grass roots level with a covenant among stakeholders to move as needed concurrently on many fronts. Their mutual pledge of support was underpinned with determination, excitement, and unity of purpose in taking a “can-do/will-do” attitude to a “we did it/and now we want to do more” state of institutional affairs at NDSU.

The results of the above model of governance are commendable and noteworthy. The fall enrollment in a state having a population of only 630,000 increased from 9,765 students in 1995 to 12,099 in 2005. Enrollment of students receiving courses by distance delivery (Internet) increased from 10 students in 1999 to 2,031 in Spring 2006. Members of the full-time teaching faculty increased from 504 in 1995 to 609 in 2005. The student:faculty ratio remains approximately the same at 20:1.

The average salary rate increase (SRI) for faculty and staff during the past six years has been 30.7 percent. To achieve this level of SRI when state appropriated monies alone supported a SRI of only 13 percent resulted from increased non-state external funding and reprioritization internally.

Research expenditures increased from less than \$25 million in FY1994 to more than \$100 million in FY2004. This has been reflected in a near doubling of graduate student stipends, and an increase in graduate student enrollment from about 900 in 1997 to more than 1600 in 2005. Research equipment expenditures increased from \$2 million in 1995 to \$9 million in FY2004. New campus construction/remodeling projects since 1999 have totaled more than \$70 million.

NDSU has nine educational units—the College of Agriculture, Food Systems, and Natural Resources; the College of Arts, Humanities, and Social Sciences; the College of Business; the College of Engineering and Architecture; the College of Human Development and Education; the College of Pharmacy; the College of Science and Mathematics; the College of University Studies; and the College of Graduate and Interdisciplinary Studies. The basic academic units are the same as in 1996, with the

exception of name changes for the former College of Agriculture, the former College of Humanities and Social Sciences, and the former Graduate School.

NDSU athletic teams became members of NCAA Division I in 2004. They have excellent facilities, including the 18,700-seat, city-owned Fargodome, the 3,500-seat Ellig Sports Complex, the 6,500-seat Bison Sports Arena, and the Newman Outdoor Field.

C. Unique Aspects of Visit

Although having HLC Team members learn about the Personal Response System (PRS) at NDSU was not assigned as a unique aspect of the comprehensive visit, PRS seems sufficiently innovative and useful as a learning enhancer to be worthy of being included in the Team Report.

By June 2005, NDSU had 66 classrooms permanently equipped with computers, ceiling-mounted projectors, document cameras, internet access, and Personal Response System (PRS) receivers. The classrooms have MediaLink technology controlling the equipment. An additional 13 classrooms had PRS receivers and other instruction-enhancing equipment, but did not have the full complement of equipment to be classified as instrumented classrooms.

Innovation in the classroom and elsewhere on campus is encouraged at NDSU. An example is the speed with which the PRS was accepted and implemented in classrooms. Initially tested as a tool for formative assessment in a biological science classroom, PRS is now commonplace throughout the NDSU campus. The Varsity Mart (campus bookstore) has sold more than 9,000 of these devices to students and has developed a buy-back policy comparable to that employed for used textbooks. The nearly instantaneous feedback made possible with PRS resulted in their use during the 2004-05 academic year for all voting on motions before the NDSU Senate to reduce the amount of time required for roll-call votes.

Called “clickers,” these devices are small hand-held transmitters used by students to give instant feedback to instructor questions designed to determine how effectively students comprehend new concepts, principles, and materials. One popular implementation of the PRS involves a modification of the “think-pair-share” technique. Students provide an initial response to an instructor’s question. These are then shown on a graph as grouped responses of the class. Students then discuss the question and possible answers with a classmate. Following a short discussion, students are asked to provide a second response to the question and are again shown the grouped responses graphically. Faculty report that students are more engaged in classes utilizing the PRS clickers and that the “think-pair-share” approach to learning leads to improved comprehension of new concepts and subject matter.

NDSU is a higher education national leader in adopting the use of PRS in the classroom. Faculty members using PRS and other applications of technology to achieve higher levels of learning in the classroom are invited to share their methods of enhancing the teaching-learning process with colleagues at monthly pedagogical luncheons attended by an average of approximately 100 faculty members.

The second “unique aspect of visit” reported here is a HLC team-generated special experience. With most comprehensive HLC site visits, early Monday evening is devoted to “dining out”—an opportunity for further bonding of Team members and an informal

discussion of Monday Team visit highlights and discussion of the Tuesday agenda. The NDSU site visit Team voted unanimously to create a “unique opportunity” by “dining out” with students. Hence, the following:

Dinner: Monday, February 14, 2006 (Residence Dining Centers, RDCs)

The 10-member HLC Evaluation Team requested and received an unannounced dining opportunity with NDSU students in two separate RDCs (five Team members dined in each). This provided a welcomed opportunity to meet and dialogue with a random sample of students. Each Team member met and conversed with approximately 10 students (more than 100 in total—all enthusiastic about being at NDSU). This was a candid sharing of information, an especially pleasant experience for both students and HLC representatives. Feedback pertaining to courses, student advisement and other student services, faculty, staff, administrators, classrooms and other campus facilities, provisions for student safety and security, living conditions, sports, student organizations and activities, and numerous other topics as well as why the HLC Team was on campus for three days—all insightful exchanges for students and Team members alike.

Each Team member went through a line to purchase their meal ticket as well as the serving lines for foods and beverages, selecting a large round table having space for a Team member, and finally returning our trays, glassware, and silverware for washing.

D. Sites or Branch Campuses Visited

Although not a branch campus, per se, the 2004 dedication of the new NDSU Downtown Campus is noteworthy. The former Northern School Supply building was donated to NDSU by an alumnus and transformed into an interdisciplinary facility that houses the Visual Arts Department, major components of the Architecture and Landscape Architecture Department, and the Tri-College University office. This five-story facility, located in downtown Fargo, represents both an actual and a symbolic link with the community and city of Fargo. The \$10 million remodeling project includes studios, classrooms, a wood shop, digital media room, gallery, and a sculpture area. The HLC C-Es were especially impressed with the cooperative ties between NDSU, the city of Fargo, and local businesses/organizations.

Additional examples include the purchase of the former YWCA building that now houses the Department of Criminal Justice and Political Science and the Upper Great Plains Transportation Institute. The former YWCA building was remodeled to include classrooms, computer clusters, and offices. A third building has been purchased and remodeled to provide storage space for low-usage books and other library resources. The NDSU Library books and resources stored off-campus are available for on-campus use through twice daily shuttle service.

Another NDSU project with high visibility and community appeal is the Horticulture Demonstration and Research Plots located on the west edge of campus near the intersection of major east-west/north-south streets of Fargo. The first phase of plot development included annual and perennial plants, an iris collection, and NDSU's historic day lily collection. The next phase planned includes a rose garden and turf research plots, with the gardens eventually covering 10-15 acres.

E. Distance Education Reviewed

Just as surely as the wheel and internal-combustion engine changed modes of travel, telecommunications and distance education are destined to have a monumental impact on how the body of truth, information, and principles are transmitted in the teaching-learning process both domestically and globally. Moreover, the whole of information technology will be the part that dramatically repositions the learning enterprise at home and abroad.

Early delivery of distance education at NDSU emphasized instruction through closed-circuit television using the North Dakota-based Interactive Video Network (IVN).

Currently, NDSU participates in two online collaborative programs. The first is the Great Plains Initiative that offers graduate programming. The second is the NDUSO that offers primarily undergraduate courses. NDSU continues to offer distance learning courses throughout North Dakota via the IVN. However, a change in personnel made possible the progression from largely IVN-based delivery in state to an emphasis on electronic delivery (ED). ED has evolved from 10 students enrolled in two courses in 1999—the first year ED was provided—to 1,232 students enrolled in 85 courses during Fall 2005 to 2,031 students enrolled in 117 courses in Spring 2006, and is positioned for tremendous expansion during the next decade.

NDSU uses the commercially available Blackboard (Bb) Learning Management System (LMS) software package for its online and technology-enhanced on-campus courses. Faculty development in the use of instructional technologies is supported through a Technology Learning Center (TLC). The TLC hosts multiple online and face-to-face (F2F) opportunities for faculty and students to learn new software or LMS applications from Dreamweaver to Gradebook in Bb.

Assessments of the quality and effectiveness of speeches presented by students enrolled in the “Fundamentals of Public Speaking” available on-campus or through distance delivery indicated that the mode of delivery did not affect speech quality.

Because of restrictions in the 2004 Statement of Affiliation Status (SAS), distance education degree programs have not been offered heretofore by NDSU. All courses needed for a degree program in Communications are in place and await approval by the HLC/NCA for electronic distance delivery by NDSU. Similarly, a graduate certificate in Food Protection awaits a change in the SAS. Additionally, MS degrees and graduate certificate programs in Family Financial Planning, Gerontology, and Merchandising (to be offered in conjunction with the Great Plains Interactive Distance Education Alliance) are also ready for electronic delivery.

A Distance Education Advisory Committee is being formed to provide oversight and feedback on matters related to the whole of distance education programs at NDSU. The Department of Communications has assigned a faculty member to supervise the department’s online MS program. One college has had an active distance education focus group for more than two years. The College of Graduate and Interdisciplinary

Studies hired an Assistant Dean to assist faculty and staff in developing courses for delivery through distance education.

Additional information/discussion pertaining to distance education, the SAS, and the 2006 HLC Team recommendations is included in the appropriate criteria sections.

F. Interactions with Constituencies

NDSU is a sterling example of an institution of higher education whose faculty, staff, and administrators, led by a visionary, highly respected president, tend to both the important and the very important! Indeed, a high level of pride and responsibility prevails in doing what is best for students, programs, and activities as well as in caring for the physical facilities and funding aspects of an institution that is on the move on numerous fronts important to the many-faceted constituent base of North Dakota. Happily, support from faculty, staff, and students is exceptional and reflects an untiring commitment to both internal and external communication by all constituent members of the NDSU family. Students testified before the North Dakota legislature in support of recent tuition increases and, since the last comprehensive HLC reaccreditation visit, have voted for increases in their fees to support three major building/remodeling projects at NDSU having a total monetary value of more than \$38 million.

City of Fargo officials and local businesses display exceptionally strong support and enthusiasm for NDSU programs, facilities, and fundraising activities. Evidence impacting this conclusion of community support includes development of the downtown campus, horticulture demonstration and research plots, the additional fiscal resources distributed throughout the community as a result of increased enrollment and enhanced successes in procuring significant increases in external funding, and the concomitant creation of favorable-paying employment as a result of attracting new business and industry to the community.

Support throughout the region and state has been strengthened by the initiation of administrative tours throughout North Dakota, timely and effective Extension programs and services, well-received and appreciated interactions with programmatic external advisory groups, and the ever-expanding creation of goodwill with and among multiple constituency groups.

Strong support from community and area legislators has been developed through concerted efforts to provide a steady stream of pertinent information, and serve as a ready and willing partner in joint ventures such as the Tri-College University (Concordia College, Minnesota State University-Moorhead, and NDSU), the Skills Development Center (in conjunction with the North Dakota State College of Science), teacher education (together with Valley City State University), various PhD programs with the University of North Dakota, and multiple articulation agreements developed with other colleges and universities of North Dakota and the region.

The strong support expressed to the HLC Site Team by members of the North Dakota State Board of Higher Education (SBHE) and by leaders representing the North Dakota

University System for the change in SAS being requested by NDSU is profound evidence of the friendly, appreciated, strong and effective working relationships NDSU leaders have forged with state agencies and constituency groups.

The ten members of the HLC Evaluation-Consultant (C-Es) Team met, interviewed/conversed with more than 70 groups/committees/organizational leaders and more than 630 individuals. These groups and individuals included/represented alumni, governing boards, legislative and other publicly elected leaders, business and community leaders, students, faculty, staff, administrators, and others.

Participant Lists: February 12-15, 2005 – NDSU Site-Visit

Reception: Sunday, February 12, 2006 at the NDSU Alumni Center (75)

Office of the President (9):

President and First Lady
Executive Assistant to the President
Administrative Assistant to the President
Director of Women's Athletics
Director, Office of Equity and Diversity
General Counsel and Special Assistant to the Attorney General
Executive Director, Development Foundation
Associate Executive Director, Alumni Association

Office of the Provost and Vice President for Academic Affairs (17):

Provost and Vice President for Academic Affairs (P/VPAA)
Associate VPAA (2)
Dean, College of Agriculture, Food Systems, and Natural Resources and Director of the Agricultural Experiment Station
Dean, College of Arts, Humanities, and Social Sciences
Dean, College of Business Administration
Dean, College of Engineering and Architecture
Dean, College of Graduate and Interdisciplinary Studies
Dean, College of Human Development and Education
Dean, College of Pharmacy
Dean, College of Science and Mathematics
Director, College of University Studies
Director, Office of Accreditation and Assessment
Vice Provost/Chief Information Officer
Director, International Programs
Director, Office of Institutional Research and Analysis
Dean, NDSU Libraries

Office of the Vice President for Agriculture and University Extension (6):

VP for Agriculture and University Extension & spouse
Dean, College of Agriculture, Food Systems, and Natural Resources and Director, NDSU Experiment Station

Associate Dean for Academic Programs, College of Agriculture, Food Systems, and
Natural Resources
Director, NDSU Extension Service
Director, Northern Crops Institute

Office of the Vice President for Business and Finance (4):

Interim VP for Business and Finance
Director, Facilities Management
Controller
Associate Director, Human Resources/Payroll

Office of the VP for Research, Creative Activities, and Technology Transfer (6):

VP for Research, Creative Activities, and Technology Transfer
Associate VP for Interdisciplinary Research, Creative Activities and Technology
Transfer, and Director, Center for Nanoscale Engineering
Assistant VP for Federal Government Relations and the Center for High Performance
Computing
Assistant VP for Sponsored Programs Administration
Executive Director, Research Technology Park, Inc.
Executive Director, Technology Transfer/Research Foundation

Office of the Vice President for Student Affairs (8):

VP for Student Affairs
Interim Dean of Student Life and Director of the Memorial Union
Director, Multicultural Student Services
Director of Residence Life
Coordinator of University Conference Programs and Assistant to the Vice President
for Student Affairs
Assistant VP for Student Affairs and Dean of Enrollment Management
Director of Orientation and Student Success
Registrar

Office of the Vice President for University Relations (3):

Director of Marketing Communication
Director of University News
Writer, Self-Study document, and President-Elect of the Staff Senate

Office of the Tri-College University (1):

Provost, Tri-College University

Other Campus Representatives (7):

President of the University Senate

President-Elect of the University Senate

President of the Staff Senate

Student Body President

Student Body Vice President

Director, Women's Studies

College of Business Administration: Assistant to the Dean (Student Services)

State Board of Higher Education (1):

Vice President of the State Board of Higher Education (North Dakota)

Area Legislators (11):

Area Elected Officials (1):

Mayor, City of Fargo

Friends of NDSU (1):

President, Roman Meal Milling Co.

Luncheon: Monday, February 13, 2006 (State Board of Higher Education and Area Legislators) (12)

Member, State Board of Higher Education (1)

Chancellor, North Dakota University System (1)

Member, North Dakota Legislature (10)

Dinner: Monday, February 13, 2006 (Informal meal with NDSU Students in two Residence Dining Centers) (100)

Luncheon: Tuesday, February 14, 2006 (Student Government Leaders) (8)

Student Body President

Student Body Vice President

Governmental Relations and Intercollegiate Affairs Commissioner

Finance Commissioner

Academic and Student Affairs Commissioner

Student Senator (Pharmacy)

Student Senator (Engineering and Architecture)

Student Senator (Arts, Humanities, and Social Sciences)

Open Forums: Tuesday, February 14, 2006 at the NDSU Century Theater (184)

1:15-2:15 p.m.: Students (38)

2:15-3:15 p.m.: Faculty (47)

3:15-4:15 p.m.: Staff (98)

4:15-5:15 p.m.: Public (1) This forum was announced in Fargo and campus newspapers, on campus bulletin boards, and elsewhere. The only person who attended was a community business leader who advised that he came to be sure the Open Public Forum did not have only one or more vocal persons present who had a questionable attitude concerning the expenditure of public monies. The attendee was highly supportive of NDSU and its many publicly supported programs and activities.

Meetings with Provost and Vice-Presidents (12)

Provost and Vice President for Academic Affairs (P/VPAA)

Associate VPAA (2)

Vice Provost/Chief Information Officer

VP for Agriculture and University Extension

Interim VP for Business and Finance

VP for Research, Creative Activities, and Technology Transfer

Associate VP for Interdisciplinary Research, Creative Activities and Technology Transfer

Assistant VP for Federal Government Relations and the Center for High Performance Computing

Assistant VP for Sponsored Programs Administration

VP for Student Affairs

Provost, Tri-College University

Meetings with Other NDSU Campus Representatives (13)

Controller (3)

President of the University Senate

President-elect of the University Senate

President of the Staff Senate

President, Student Body

Vice President, Student Body

Writer, Self-Study Document, and President-elect of Staff Senate

Registrar (4)

Meetings with Deans, Directors, General Counsel, Coordinators (33)

Dean, College of Agriculture, Food Systems, and Natural Resources

Associate Dean for Academic Programs, College of Agriculture, Food Systems, and Natural Resources

Dean, College of Arts, Humanities, and Social Sciences

Dean, College of Business Administration

Dean, College of Engineering and Architecture

Dean, College of Graduate and Interdisciplinary Studies
 Dean, College of Human Development and Education
 Dean, NDSU Libraries
 Dean, College of Science and Mathematics
 Dean, College of Pharmacy
 Interim Dean, Student Life and Director of Memorial Union
 General Counsel and Special Assistant to the Attorney General
 Director, Center for Nanoscale Engineering
 Director, College of University Studies
 Director, Office of Accreditation and Assessment
 Director, Women's Studies
 Director, Office of Equity and Diversity
 Director, International Programs
 Director, Office of Institutional Research and Analysis
 Director, Northern Crops Institute
 Director, Facilities Management
 Associate Director, Human Resources/Payroll
 Executive Director, Research Technology Park, Inc.
 Executive Director, Technology Transfer/Research Foundation
 Director, Multicultural Student Services
 Director, Resident Life
 Coordinator, University Conference Programs and Asst to VP for Student Affairs
 Dean, Enrollment Management and Assistant VP for Student Affairs
 Director, Orientation and Student Success
 Director, Marketing Communication
 Director, University News
 Executive Director, Development Foundation
 Associate Executive Director, Alumni Association

Meetings with NDSU Campus Committees/Offices/Centers/Groups/Representatives (232)

Student Executive Cabinet (4)
 College Advancement Officers (3)
 Alumni/Development Foundation (7)
 University Relations (3)
 TRIO Program (4)
 Marketing Communications (2)
 University News (2)
 Staff Senate (8)
 University Studies (2)
 Department of Athletics (5)
 Department Heads/Chairs (34)
 Distance Education Committee (3)
 General Education Committee (11)
 Assessment Committee (11)

ITS/Blackboard (5)
First Year Writing Team (4)
Office of Institutional Research and Analysis (1)
CCLP-Caring-Community Learners and Problem-Solvers Program (3)
Teaching Support Center (1)
UGPTI-Upper Great Plains Transportation Institute (3)
Budget Office (6)
Office of Facilities Management (3)
Office of Human Resources/Payroll (3)
Office of Campus Police/Security (1)
Office of Special Projects (1)
Student Health Services (1)
Student Loan Service Center (3)
Student Career Center (3)
Federal/State EPSCoR Program for Research (2)
Wellness Center (1)
Dining Services (2)
Multicultural Programs (3)
Conference Programs (1)
Varsity Mart (1)
Pharmacy Student Affairs (1)
Senate Executive Committee (9)
Native American Pharmacy (1)
Faculty Development Committee (7)
Office of Counseling and Disability Services (3)
Campus Space and Facilities Committee (5)
International Programs (7)
CITPG-Computing & Information Technologies Planning & Goals Committee (6)
Grade Appeals Board (3)
Library Committee (4)
Summer School Committee (1)
Program Review Committee (8)
Teaching and Professional Services Committee (5)
Staff Senate Executive Committee (8)
Student Government Executive Committee (10)
Student Government Campus Attractions Committee (4)
Student Financial Services (3)

Unscheduled Feedback Obtained from Students, Faculty, and Staff (84)

Members of the HLC site visit Team were encouraged, as time and opportunities permitted, to introduce themselves to NDSU students, faculty members, and staff to glean additional feedback on various topics related to campus issues, employee morale, and other matters as appropriate. The total of those contacts and casual conversations between members of the HLC Team and NDSU persons on campus were 37 students, 21 faculty, and 26 staff.

Exit Report: Wednesday, February 15, 2006 (President's Cabinet and the Self-Study Coordinator) (8)

NDSU President
 Provost and VPAA
 Interim VP for Business and Finance
 VP for Agriculture and University Extension
 VP for Research, Creative Activities, and Technology Transfer
 VP for Student Affairs
 Director of University News
 Director, Office of Accreditation and Assessment

Following the Wednesday morning, February 15, 2006 Exit Report, HLC Team members were given a campus tour to (1) the NDSU main library (by the Dean of Libraries); (2) the Research and Technology Park facility (by the Associate VP for Interdisciplinary Research, Office of VP for Research, Creative Activities, and Technology Transfer and by the Director of the Center for Nanoscale Science and Engineering); (3) Horticulture Demonstration and Research Plots; and (4) Downtown Campus (tour by the Self-Study Coordinator, and by the Faculty Co-Leader of the Self-Study); (5) other campus facilities under construction/remodeling and sites for scheduled new construction.

G. Principal Documents, Materials, and Web Pages Reviewed

Materials Received by C-Es from NDSU and reviewed prior to arriving in Fargo:

Materials Received from North Dakota State University:

With Energy and Momentum (the self-study document in print format, CD format, and on a flash drive)
 2004-2006 North Dakota State University Undergraduate Bulletin
 NDSU Program Review Campus-wide Data from the 1995/1996 through 2004/2005 academic years
 Annual Financial Report for the Fiscal Year Ended June 30, 2004 for the North Dakota University System (most recent available prior to HLC Team visit)
 Annual Financial Report for the Fiscal Year Ended June 30, 2003 for the North Dakota University System
 NDSU Guidelines for Promotion and Tenure: Portfolio Preparation, 2005-2006
 NDSU Policy Manual (on CD with Self-Study document)
 North Dakota State University – 2005 Annual Report and State of the University Address
 2005-2006 Handbook and Calendar – North Dakota State University (distributed to students at the start of the academic year)
 North Dakota State University New Faculty 2005-2006 (spiral-bound brochure containing photographs and information about each new faculty member)
 Alcohol and Drugs: Risks, Policies and the Law for Students and Employees ... North Dakota State University (brochure distributed to all faculty, staff, and students)
 NDSU Campus Connection (pamphlet describing registration procedures for students using the ConnectND implementation of PeopleSoft software)

Materials Received from Student Affairs:

North Dakota State University Viewbooks (two items)
 Application Packet 2006-2007: Application for Admission and Housing Contract
 Scholarship Packet 2006-2007: Academic Scholarships for Freshmen and Transfer Students
 NDSU Downtown (descriptive color brochure)
 North Dakota State University – Rights and Responsibilities of Community: A Code of Student Behavior
 You Can Be Part of Remarkable Things (one-sheet color recruiting item)
 We're Glad You Are Visiting (brochure containing campus map and parking permit sent before campus visits)
 Thanks for Visiting (brochure sent after campus visits)
 We Are North Dakota State University (brochure used at recruiting events – contains request card)
 Office of Admission – Campus Tours (postcard sent to student tour leader after campus visit)
 North Dakota State University Campus Visits 2005-2006 (brochure describing 11 special events for prospective students and their families)
 NDSU and You (brochure describing basic academic and financial information)

General Materials Received:

IPEDS data for 2005
 Contact List While at NDSU
 Clothing advisory
 Information about e-mail accounts while at NDSU
 Comments about navigating NDSU's Web site

Major URLs in NDSU's Self-Study Document (<http://www.>):

NDSU's home page: ndsu.edu
 Home page for the North Dakota University System: ndus.edu
 President Chapman's home page: ndsu.edu/ndsu/administration/president
 Link for State of the University addresses, Division I athletics, more: ndsu.edu/ndsu/administration/president/chapman
 Provost and VPAA / Academic Affairs home page: ndsu.edu/ndsu/vpaa
 Academic Colleges: ndsu.edu/ndsu/vpaa/depts/academic.shtml
 Accreditation and Assessment home page: ndsu.edu/ndsu/accreditation/index.shtml
 Office of Institutional Research and Analysis: ndsu.nodak.edu/oia
 Distance and Continuing Education: ndsu.edu/DCE
 Information Technology Services (Computer Center): <http://its.ndsu.nodak.edu>
 International Programs: ndsu.edu/International
 NDSU Libraries: <http://www.lib.ndsu.nodak.edu>
 Vice President (VP) for Student Affairs: ndsu.edu/vpsa/index2.shtml
 Office of Admission: ndsu.nodak.edu/prospective_students
 Career Center: ndsu.nodak.edu/career_center
 Counseling and Disability Services: ndsu.nodak.edu/counseling
 Memorial Union: ndsu.nodak.edu/ndsu/memorial_union

Multicultural Student Services: ndsu.nodak.edu/multicultural
 Orientation and Student Success: ndsu.nodak.edu/orientation
 Registration and Records (Registrar): ndsu.nodak.edu/registrar
 Residence Life (Residence Halls): ndsu.nodak.edu/reslife
 Office of Student Financial Services (Financial Aid): ndsu.nodak.edu/finaid
 Student Health Service (Wellness Center): <http://wellness.ndsu.nodak.edu/shs>
 Trio Programs: ndsu.nodak.edu/trio
 VP for Agriculture and University Extension: www.ag.ndsu.nodak.edu/ag-vp/vp-page.htm
 Agricultural Experiment Station: www.ag.ndsu.edu/research/research.htm
 NDSU Extension Service: www.ext.nodak.edu
 VP for Business and Finance: ndsu.edu/ndsuvpbf
 VP for Research, Creative Activities, and Technology Transfer: ndsu.nodak.edu/research
 University Senate (Includes Constitution and Bylaws, Committee minutes):
ndsu.nodak.edu/ndsu/deott/univ_senate
 Staff Senate: ndsu.nodak.edu/staff_senate/index.shtml
 Student Government: ndsu.edu/bisonweb
 NDSU Policy Manual (Faculty and Staff Handbook): ndsu.nodak.edu/policy
 NDSU Diversity Council: ndsu.edu/diversity

Supplemental Materials (to be forwarded to the HLC):

North Dakota University System Annual Financial Report FY ended June 30, 2005
 North Dakota University System for the 21st Century

Data Inventory List for Resource Room:

For Document Titles, see Appendix A

Category: NCA (page 38)
Category: Governance (page 39)
Category: Planning (page 44)
Category: Finance/Contracts (page 45)
Category: Human Resources (page 46)
Category: Research/Outreach (page 47)
Category: Specialized Accreditation (page 47)
Category: Academics (page 48)
Category: Student Affairs (page 52)
Category: Publications/Market (page 53)
Category: Technology (page 54)

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

A comprehensive, effective, well-designed self-study is an important, timely, unique

opportunity for institutions of higher education to conduct an intensive, deliberate data/information-gathering search of pertinent facts that facilitate an accurate analysis and assessment of the overall effectiveness and efficiency of programs and activities that empower and enable the institution to fulfill its stated mission and achieve its worthy goals. In publicly funded land-grant colleges and universities, it is especially important for the self-study planners to tap the talents of representative leaders and stakeholders at all levels of organizational units and constituencies both on- and off-campus, and to charge them with the responsibility of making an in-depth internal evaluation of the strengths and weaknesses of teaching-learning, scholarship, and service endeavors. Findings of the self-study should provide sharply outlined examples of evidence that support sound judgment among HLC peer evaluators pertaining to the fulfillment of every core component of the five criteria required for continued accreditation.

The three-year self-study initiated in January 2003 by NDSU reflects careful planning by the well-selected 50-member Self-Study Steering Committee that provided effective oversight on six Focus Group issues identified and recommended by the HLC. The Focus Groups largely completed their assigned tasks in December 2003. In January 2004, members of the Steering Committee formed five Writing Committees to address the five individual criteria essential for accreditation. Through the weekly campus newsletter, the twice-weekly student newspaper, e-mailed information, and a Website, faculty, staff, students, and administrators were kept informed of the Writing Committees' work. Campus-wide Open Forums gave opportunities for faculty, staff, and students to provide inputs and suggestions on draft documents. A Website that contained updated working documents was developed. The Criterion Writing Committees completed their tasks in February 2005 and submitted draft materials for editing and campus feedback, which was considered and, as appropriate, incorporated in the final 267-page self-study document—a publication that reflects the comprehensiveness and accuracy of and dedication to the self-study process.

B. Integrity of the Self-Study Report

The degree of usefulness of a self-study report is rooted in a comprehensive, high-integrity review and an analysis of relevant, meaningful information crafted by objective, fair-minded stakeholders both on- and off-campus. Indeed, to be of greatest value to the institution and the HLC peer evaluation Team, the self-study must be accurate and inclusive in disclosing factual information and matters distinctly affecting the culture and contributions of the collective human resource efforts expended to teach, research, and serve. The leadership of NDSU did not wait until the self-study document was completed to begin addressing and utilizing useful findings of the internal study. Instead, pertinent data/information related to student enrollments—both undergraduate and graduate—as well as faculty and staff salaries, external research support, classroom upgrades and other facility needs, and numerous other findings were used, for example, to accelerate the emphasis given to seeking competitive grants/contracts and higher levels of private monies.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The 1996 NCA Site Team identified 12 concerns. They were:

1. *Salary levels and compression among faculty and staff needs to be addressed and resolved.*

2006 status: This issue has been addressed. The present president of NDSU gave

this a high priority when, in 1999, NDSU began using discretionary monies to improve faculty and staff salary rate increases (SRIs) beyond levels approved by the State Board of Higher Education (SBHE). For example, SRIs since 1999 averaged approximately 4.4 percent annually (totaling 30.7 percent) during which time state appropriated monies supported average annual SRIs of only about 1.8 percent (13.0 percent total). Average SRIs for the academic year 2005-06 were 6.2 percent, the highest in the North Dakota University System. State appropriated monies supported SRIs of only 3.0 percent. The basic goal of bringing salaries to mid-range of those for faculty at peer institutions has been achieved. Importantly, NDSU continues to pay the full cost of family-based health insurance.

2. *Causes of low undergraduate retention and graduation rates need to be identified and addressed.*

2006 status: Through joint leadership and support of the Office of the Provost and Vice President for Academic Affairs (P/VPAA) and the Office of the Vice President for Student Affairs, retention is now emphasized in new faculty orientation, and is a topic discussed by the P/VPAA during Open Forums with faculty.

A “First Year Experience” course, UNIV 189 “Skills for Academic Success,” has been established to assist first-year students. Typically, class size is limited to 25 students. Faculty either volunteer to teach the 189 course offered in their discipline or are selected because of their special interest in student success.

Peer Mentors are assigned to assist Resident Assistants in residence units having large numbers of first-year students. The Peer Mentors serve as counselors, mentors, and role models for new students.

A Caring Community of Leaders and Problem-Solvers (CCLP) program was initiated in 2003 with approximately 100 students. It was expanded to near 200 in 2004 and 400 in 2005. Results of the CCLP program indicate increased retention of student participants while assisting them to earn higher grades and be better prepared for leadership roles.

The CCLP is designed for cohorts of first-year students and is funded with a grant from the Bush Foundation. It integrates problem-based learning techniques, service learning, and leadership training into first-year classes in English, Speech, and Skills for Academic Success that are attended by cohorts of about 25 students each. The analysis showed that Fall 2003 to Fall 2004 retention rate was 89 percent for CCLP participants, compared with 76 percent for non-participants of the same major. The Fall 2003 GPA, adjusted for pre-college variables, was 3.03 for CCLP participants and 2.90 for the non-CCLP control group.

Graduation rates are improving modestly. As identified by NDSU in its federal IPEDS reports, the university’s graduation rates increased from an average of 48 percent for the 1995-97 period to 52 percent for the 2004-05 academic year. (These data do not include students who initially enroll at NDSU and transfer to other institutions from which they graduate.)

3. *Demographic projections for North Dakota present an enrollment challenge for the university.*

2006 status: Notwithstanding the decreasing number of high school graduates in

North Dakota, enrollment at NDSU continues to increase. NDSU's fall enrollment for the 1996 HLC Team visit was 9,765; that for the 2006 Team visit was 12,099 (a 23.9 percent increase). Factors contributing to the increased enrollment include (1) more vigorous recruiting efforts, (2) improved retention of enrolled students, and (3) creating a heightened welcoming environment for a diverse population of out-of-state and out-of-country students. For example, the Fall 2004 undergraduate and graduate enrollment included students from all 53 counties of North Dakota, 43 of the 49 other states, and 67 other countries.

NDSU continues to develop classes and programs designed for working professionals, place-bound individuals, and others seeking to improve and/or upgrade their skills. These include a Master of Business Administration program and doctoral programs in Education with options in Institutional Analysis and in Occupational and Adult Education. Certificate programs have been developed to provide assistance to those seeking to enhance and/or update their skills. NDSU is prepared to offer degree programs online, which is one basis for requesting a change in the Statement of Affiliation Status (Section I).

4. *A number of graduate programs have low enrollments and some have low stipends that impact enrollment.*

2006 status: Graduate programs and enrollments represent an area of dynamic growth. Between January 2000 and Spring 2003, NDSU initiated 19 new doctoral programs (some in conjunction with the University of North Dakota). As of September 2004, NDSU offered 52 master's degree programs, 38 doctoral degree programs, one specialist degree, and three professional doctoral degree programs. During Fall 2005, NDSU had 1,606 graduate students and 616 international students enrolled.

Noteworthy increases in research funding from less than \$25 million in FY1994 to more than \$100 million in FY2004 have been reflected in a near doubling of graduate student stipends, and an increase in overall graduate student enrollment from about 900 in 1997 to more than 1,600 in 2005. As an example of the change in departmental enrollment, graduate students in Entomology increased from 6 in 2000 to 17 in 2003. New doctoral programs in Communications and in Experimental Psychology enrolled a combined total of 28 graduate students during the initial semester the programs became available.

5. *Women are under-represented on the faculty; some feel undervalued and unsupported.*

2006 status: The present president renamed the Equal Opportunity Office as the Office of Equity and Diversity, which reports directly to the President. Since the 1996 HLC/NCA reaccreditation site visit, both the number and percentage of women and people of color on the faculty and staff have increased. The percentage of women faculty holding professorial rank increased from 15 percent in 1995 to 21 percent in 2004. This growth occurred because approximately one-third of all new faculty members hired at NDSU in recent years have been women.

Grievances based on alleged discrimination may be addressed formally through NDSU Policy 156 or informally by working with supervisors, administrators, or the Office for Equity and Diversity. Records of all formal grievances submitted using NDSU's procedure and/or those filed with external compliance agencies and their

dispositions are kept in the Office for Equity and Diversity.

NDSU's Women's Studies program offers a major and minor degree. Five topics/themes available include Women and Liberal Arts, Women and Families, Women and Health, Women and Work, and Women and Public Policy.

A grant proposal submitted to the ADVANCE program sponsored by the National Science Foundation noted that 30 percent of the faculty hires at NDSU from 1999 to 2004 were women and appropriately indicated that additional progress can, and should, be made. The Focus on Resources for Women's Advancement, Retention, and Development (FORWARD) has been developed to focus on hiring, retention, and promotion of women in science, technology, engineering, and mathematics.

The issues of being "undervalued" and "unsupported" are more challenging to define and address. Recently a female faculty member, who became Chair of the Department of Sociology and Anthropology, has served as the Presiding Officer of the University Senate and the majority of NDSU's representatives to the NDUS Council of College Faculties are typically women.

6. *There is under-representation of Hispanic, African American, and Native American students and faculty in the University.*

2006 status: A notable shift continues among faculty of color. In 1995, only 9.6 percent of NDSU's faculty members were people of color. By the 2004-05 academic year, the percentage had increased to 21 percent. (More than half of these are international faculty who do not have permanent resident status in the USA.)

The number of domestic students of color, as well as that of international students, has increased modestly. In 1995, domestic students of color represented 2.4 percent of the student body and international students totaled 3.0 percent. By 2005, those percentages had increased to 4.5 percent and 4.6 percent, respectively. In 2005, a new position was added to the undergraduate admissions staff to specifically address recruitment programming for students of color.

The Native American Pharmacy Program (NAPP) serves to recruit American Indians into the College of Pharmacy and concurrently provides counseling and retention services to enhance their probability of academic success. From 1996-2004, 11 NAPP students graduated with pharmacy degrees.

The Cultural Diversity Tuition Waiver Program was established by the North Dakota State Board of Higher Education in 1992 to provide opportunities for students from traditionally underrepresented populations to attend NDSU tuition-free for up to five years for undergraduate students, two years for master's degree students, and three years for doctoral candidates. In 2001-02, NDSU increased the number of new diversity waivers to 60, and in 2002-03, the number was increased to 70. During the Fall and Spring semesters of 2004-05, cultural diversity waivers were awarded to 225 students at NDSU.

The Tapestry of Diverse Talents recognizes students, faculty, staff, and alumni and celebrates the diversity and contributions they bring to NDSU. The Tapestry is housed in the Memorial Union and features photographs of individuals honored recently as well as the names of all who have been inducted.

7. *There is a lack of cross-cultural experiences in the curriculum and life of NDSU.*

2006 status: Two basic components of NDSU's General Education Program are cultural diversity and global perspectives. Students must complete a minimum of one course in each topic and the requirements are embedded in other credit-bearing requirements. Courses approved by the University Senate for various General Education categories are listed as part of the Schedule of Classes for each semester. Approved General Education courses that are also approved for either cultural diversity or global perspectives purposes are identified in the listing of approved General Education courses and in the sequential listing of courses offered each semester in the Schedule of Classes.

The NDSU Office of International Programs facilitates international educational opportunities for students, staff, and faculty. Exchange agreements are coordinated between NDSU and foreign institutions for international study, teaching, or research. In the Study Abroad Program, NDSU coordinates exchange programs with universities in several countries including Canada, France, Germany, Mexico, The Netherlands, Norway, and Sweden. The number of students studying abroad increased during the last decade. For example, 22 students studied abroad in 1995; by 2003-04, there were 135.

International Week (usually held in the Spring) introduces NDSU students, faculty, and staff to the many cultures represented on campus. The event begins with a Parade of Flags through the Memorial Union, where international students carry the flag of their homeland.

International Education Week provides an opportunity to celebrate the benefits of international education and global exchange. The event is jointly sponsored by the US Department of State and the US Department of Education to promote programs that better prepare Americans for a global environment and attract leaders from abroad to study, learn, and exchange experiences in the USA.

Each October, NDSU sponsors events for Cultural Awareness Month. Recent speakers include a diversity educator who conducted cultural diversity training, and a Navajo Codetalker who spoke about Navajo World War II servicemen using their tribal language to baffle unfriendly forces.

NDSU hosts numerous researchers and exchange visitors from China, India, South Korea, and other developing countries. And, numerous students work with international faculty members, often in their research laboratories.

Interestingly, an Associate Vice President for Academic Affairs (AVPAA) was on developmental leave in Southeast Asia (India, Malaysia, Sri Lanka, and Thailand) during the period of time the 2006 HLC site visit Team was on the NDSU campus. The AVPAA was working on the possible development of new jointly sponsored programs. The "twinning" arrangement with the Ansal Institute of Technology (AIT) near New Delhi, India has six students from AIT currently studying for masters degrees in Business Administration at NDSU. Another 150 students are enrolled in courses at AIT in preparation for transfer to and completion of their undergraduate degrees at NDSU. Approximately 123 students from AIT are expected to study at NDSU during the 2006-07 academic year.

8. *There is not a widely shared understanding of the criteria and rules for tenure.*

2006 status: Now, it is virtually impossible for faculty to not be aware of current promotion, tenure, and evaluation (PT&E) guidelines. The university-level guidelines for PT&E (Policy 352) are available at www.ndsu.edu/policy/352.htm and revision of the college-and department-level guidelines was a major agenda item for the P/VPAA following the 1996 HLC/NCA Site Team Visit.

Candidates for faculty positions receive copies of the NDSU, college, and departmental guidelines for promotion, tenure, and evaluation during the process of their being interviewed. And, those important topics are presented/discussed during new faculty orientation when faculty are provided with the URL for the NDSU PT&E guidelines and supported by the programs within departments and a university-wide mentoring program. Faculty members are impressed that the Provost reads every page of every PT&E dossier that comes to the campus for review.

9. *There is inadequate faculty participation in the developmental leave program.*

2006 status: Despite attractive opportunities for and strong encouragement to participate in developmental leave programs, faculty member participation has not reached levels comparable to those of many colleges and universities. Approximately 3-4 percent of faculty participate in developmental leave activities each academic year. Faculty are eligible for developmental leave and receive 75 percent of their salary after three years of service at NDSU. That level of financial support and low number of years required to be eligible are more favorable terms than those of most institutions of higher education in the USA. The developmental leave policy may be accessed at www.ndsu.nodak.edu/policy/132.htm.

10. *An inadequate proportion of the institutional budget is committed to library acquisition and services.*

2006 status: The administration of NDSU began directing supplemental funds to the NDSU Libraries in FY1999. The level of supplemental funding continues and has been steadily increased throughout the intervening years (the amount more than tripled from \$100,000 in FY1999 to \$350,000 in FY2003 and 2004). NDSU students have also helped address this need. In November 2003, the Student Government voted to assess each student a library fee of \$0.83 per credit (up to a maximum of \$10 per semester). The four NDSU libraries have efficiently utilized these supplemental funds by capitalizing on the changing nature of scholarly publications and by taking advantage of group purchases. This is most notable in the area of electronic resources. At the 1996 HLC reaccreditation Site Team Visit, NDSU offered fewer than 50 e-journal titles and only one major index database incorporating full text articles. Currently, NDSU libraries subscribe to more than 1,000 electronic journals (of approximately 4,000 active subscriptions). Moreover, this number is amplified greatly through various consortial purchases, publisher-incentive packages, and by harvesting full-text articles from various indexing databases such as InfoTrac, ABI/INFORM, and CINAHL. These efforts increase the total to more than 6,000 e-journal titles available to students and researchers. Group purchases have increased the number of e-books to more than 7,500.

The NDSU libraries are included in the "Momentum" Capital campaign and would benefit from an additional \$1.5 million upon fulfillment of the campaign. The libraries also received a private gift used to remodel the reading room on the main

floor. A challenge grant of \$500,000 has been received in response to the successful remodeling of the reading room. At the time of the HLC Team visit, more than \$100,000 in matching funds had been received.

11. *Additional instructional and research equipment is needed in selected areas.*

2006 status: In June 2005, NDSU had 66 instrumented classrooms equipped with computers, ceiling-mounted projectors, document cameras, Personal Response System (PRS) receivers, and Internet access. The classrooms also have MediaLink technology controlling the equipment. An additional 13 classrooms had PRS receivers and other equipment but did not have the full complement of equipment to be classified as instrumented classrooms (please see Section I. C.). Roving technology carts are available for checkout in all classroom buildings. Computers in the student clusters are on a three-year replacement cycle.

Students residing in residence halls have high-speed Internet access. Campus buildings with high levels of student activity have priority in establishing wireless communications. For example, the Memorial Union was one of the first buildings to receive wireless capabilities.

NDSU expenditures for research equipment increased from less than \$2 million in 1996 to more than \$9 million in 2004. A \$10 million portion of the “Momentum” Capital campaign will be used, in part, to purchase additional research equipment and to provide graduate students with additional research opportunities.

12. *State funding for repair and renovation of facilities is low compared with the need.*

2006 status: Notwithstanding the challenges associated with Legislative budgets shared by all publicly funded institutions of higher education in North Dakota, the budget for repair/renovation of facilities has continued to grow. State capital projects for renovation/repair of buildings at NDSU in 2003-2005 totaled \$1,737,531 and included projects involving 11 buildings and \$260,000 for classroom remodeling projects. New state construction monies for NDSU in 2005 totaled \$8,691,026.

Acquisition of three off-campus structures in downtown Fargo, and their extensive remodeling to convert each facility to meet campus-based needs (e.g., for storage of low-usage library books and other publications), utilized much of the approximately \$8.0 million received the past eight fiscal years from state maintenance expenditures for renovations and repairs of NDSU facilities.

Statement One: The Team considers the response of the organization to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The general public was invited to submit third party written comments via letter or e-mail to the HLC/NCA and/or to attend Open Forums held February 14, 2006, in the NDSU Century Theater from 1:15-5:15 p.m. (Open Forum for students, 1:15 p.m.; faculty, 2:15 p.m.; staff, 3:15 p.m.; and public, 4:15 p.m.). These Open Forums were publicized through print (city and campus) and electronic means (campus), and notices were posted on campus bulletin boards and elsewhere as appropriate. The HLC/NCA Site Team chair was interviewed by a representative of the Fargo newspaper, *The Forum of Fargo-Moorehead*, prior to arrival at NDSU, and by the same *Forum* newspaper reporter

following an Open Public Forum attended on the NDSU campus. No written third-party comments were received by the HLC/NCA or by the HLC site visit Team.

Statement One: Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Team reviewed the required Title IV Compliance areas and the student complaint information and hereby confirms that the institution complies with Title IV regulations and student complaint procedures.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met.

- Taken in their entirety, the mission, vision, core values, and stated purposes clearly and broadly define the organization's mission as a land-grant university.
- The North Dakota State Board of Higher Education and the North Dakota University System monitor and provide oversight of programs and activities of North Dakota State University through annual and semi-annual accountability reports.
- The HLC/NCA Team learned firsthand through discussions at receptions, luncheons, and interviews with constituent groups including NDSU governing board members, alumni, legislators, business and industry leaders, faculty, students, staff, administrators, and other stakeholders, who expressed a thorough awareness of and enthusiastic support for the published mission of the institution.
- The needs of stakeholders have been communicated and addressed by NDSU through Extension, applied research programs, and other service activities.
- Mission statements of NDSU are dynamic documents that are modified and evolve as the expressed expectations and requests of NDSU and the greater society of North Dakota change and develop.
- Mission documents include stated goals pertaining to the high level of learning outcomes to be achieved by NDSU students. Moreover, published mission documents stress the development of basic skills and encouragement of lifelong learning—not merely “job training” for placement at graduation. (See Website www.ndsu.edu/ndsu/about/mission/)
- The exciting transformation that occurred at NDSU during the first three years of the 21st century was noted in the *Los Angeles Times* (p. A-1, March 10, 2004) and by National Public Radio (“Fargo Reborn as Hip, High Tech City”, March 15, 2004).

- In NDSU’s March 2000 “Fiscal White Paper,” Moody’s Credit Report gave the university an A1 credit rating. The favorable credit rating reflects, in large part, a diversified revenue stream. Importantly, during recent years when the US Consumer Price Index (CPI) increased, a total of 15 percent, NDSU’s operating revenues were up 40 percent (external research grants and contracts more than doubled, enrollment increased over 25 percent, and concurrently, tuition increased by approximately 40 percent). Add to the above new monies generated by assertive private fundraising efforts, as well as modest increases received in state-appropriated monies and collectively, it is an impressive development in the fiscal health of NDSU.
- A noteworthy development in North Dakota since the 1996 HLC/NCA Team visit was the “Roundtable Cornerstones” developed by a 61-member committee (The Higher Education Roundtable Committee) comprised of 21 state legislators and 40 leaders from the public, government, education, and private sectors. The committee was chaired by a North Dakota State Senator. The group established more than 90 recommendations pertaining to new expectations for the North Dakota University System through which the Roundtable members charged the eleven (11) publicly funded higher education colleges and universities in North Dakota to play a major role in revitalizing the economy of North Dakota. Key “Cornerstones and Accountability Measures” identified included: (a) Economic Development Connections, (b) Education Excellence, (c) Flexible and Responsive System, (d) Accessible System, (e) Funding and Rewards, and (f) Sustaining the Vision. The March 2000 Report is titled “A North Dakota University System for the 21st Century.” A copy of the 75-page Report will be forwarded with the HLC/NCA Team Report.
- Annual and semi-annual audits and other external reports authorized by the Legislature and the SBHE attest to the high level of fiscal integrity exhibited by NDSU persons charged with fiduciary responsibility of all revenues and expenditures—public and private.

2. Evidence that one or more specified Core Components need organizational attention.

None.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Statement One: Criterion is met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization’s allocation of

resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met.

- The many successes of NDSU the past five years in procuring and allocating significant increases in state, federal, tuition/fees, and private fiscal resources represent the most persuasive evidence that the institution is positioned to concurrently fulfill its mission, expand and improve the overall quality of its educational programs, and respond to future challenges and opportunities with maximal use of its considerable intellectual assets.
- During the past ten years, NDSU has experienced timely growth in undergraduate and graduate student enrollments, and importantly, these reflect increases in the number of out-of-state and international students. These enrollment developments coupled with increases in student retention and graduation rates and proposed significant increases in student enrollments resulting from a requested change in the SAS that would permit the offering of degrees in other states and nations via Distance Education, all give rise to institutional excitement about its future.
- The Division of Student Affairs has been organized to position itself to better respond to future needs and projected opportunities associated with student recruitment, retention, and growth by providing commendable new student services, programs, and learning experiences.
- Although somewhat of an unknown with regard to its effect on budgets, enrollments, and private fundraising, there is tremendous excitement among NDSU alumni, students, citizens of Fargo, and others regarding the fact that effective August 1, 2004, NDSU notified the NCAA of its intentions to reclassify from NCAA Division II to Division I-AA. Based on discussions with those met during the HLC/NCA Team site visit, it is highly probable that changing to NCAA Division I-AA will increase the donor base as well as aid in recruiting student-athletes. Part of the latter may result from adding sports to comply with Division I-AA policies and/or those of Federal Title IX legislation.
- If past academic successes of student-athletes are an indication of how well they will perform academically with Division I-AA status, NDSU will be proud of the academic achievements of its student-athletes. For example, in Spring 2005, NDSU student-athletes maintained a collective GPA of 3.13; combined, 52 achieved a 4.0 semester GPA; another 37 earned a 3.75 or above GPA; 129 men and 78 women student-athletes earned a 3.0 or better GPA; and 80 percent of the women and 58 percent of the men achieved a 3.0 GPA. Not only have student-athletes consistently maintained an average GPA above that of the general NDSU student body, they have higher graduation rates. For example, in academic years 2002, 2003, and 2004, graduation rates for student-athletes were 63, 59, and 69 percent, respectively, compared with 52, 48, and 53 percent, respectively, for all students at NDSU. In academic year 2005-06, a total of 344 student-athletes participated in varsity intercollegiate sports (234 men, 68%) and 110 women (32%).

- Of the approximately \$9.0 million NDSU Department of Intercollegiate Athletic budget, approximately 10 percent comes from Student Activity Fees.
- Many NDSU planning documents are based on a statewide effort to better use the intellectual, program, and physical assets of higher education as a major contributor to the future growth and development of North Dakota. (Please see information pertaining to the “Report of the Roundtable—A North Dakota University System for the 21st Century” discussed in conjunction with Criterion One above.)

2. Evidence that one or more specified Core Components need organizational attention.

None.

3. Evidence that one or more specified Core Components require Commission follow-up.

- The rapid growth in the number of students enrolled in Distance Education courses (166 in 2004, 591 in 2005, and 2,031 in 2006), coupled with the expectation of even much larger Distance Education enrollments associated with the requested change in the SAS that, if approved, would permit NDSU to offer degree programs out-of-state and out-of-country, can be expected to affect faculty workloads as well as the amount of administrative oversight needed to assure continued excellence in teaching and learning outcomes. This is evidence of the need for Commission follow-up (please see Part V: Accreditation Relationship for Rationale Statement).

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Statement Two: Criterion is met; Commission follow-up recommended.

Progress Report on Distance Education 05/01/2009 (please see Part V: Accreditation Relationship for Statement of the Rationale for and Expectations of the Recommendations May 2009 Progress Report).

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met.

- NDSU has developed numerous effective means of recognizing and valuing effective teaching. These include faculty-led discussions at luncheons, peer reviews of teaching, monetary-incentive awards, and faculty development

resources.

- An important measure of a quality education is the percentage of recent graduates who are employed at graduation or who are accepted into graduate and/or professional education. The employment rate for NDSU graduating students seeking employment in 2003 was 94 percent.
- The Student Involvement Transcript developed by the NDSU Division of Student Affairs provides an opportunity for students to document learning in various programs and activities available to students outside the classroom. There are approximately 218 student organizations in which NDSU students can participate.
- Every department prepares an annual report at NDSU on assessment; it is submitted to the University Assessment Committee (UAC). Commendably, most assessment reports include assessment activities for that year, a summary of results, and if needed, recommendations for changes in instructional procedures, teaching techniques, or practices. The UAC reviews the reports and recommends changes and improvements in the assessment process. Additionally, the Provost and Vice President for Academic Affairs and the appropriate Dean (or Deans for multi-disciplinary programs) each receive a copy of the completed review to assure administrative awareness of the effectiveness of departmental assessment activities.
- Assessment workshops for faculty and department chairs were initiated at NDSU over a decade ago, and continue for new faculty and those seeking an update. Thomas Angelo (co-author of the book *Classroom Assessment Techniques: A Handbook for College Teachers*) was brought to NDSU to present a series of lectures on assessment. A grant from the Bush Foundation provided funds to purchase 150 copies of the above book (one for each department and one for each new faculty member hired).
- Assessment of student learning outcomes is reported for all “for-credit” courses regardless of the method of delivery (e.g., traditional classroom or online). The results of these assessments are included in the annual assessment reports submitted from each department.

Similarly, NDSU Extension Service personnel include the results of evaluations made on student learning during workshops and noncredit certificate programs as part of their annual reports. Assessment reports are also provided for each unit by the Division of Student Affairs.

Faculty establish the learning outcomes for classes they teach and then identify the assessment techniques to be used in evaluating those learning outcomes to be evaluated. Faculty are responsible for reporting the results to their unit administrator or curriculum committee for inclusion in the unit’s annual assessment report.

- In academic programs having national tests and/or licensing examinations, the pass rate of NDSU students is high and with scores indicating levels of knowledge/proficiencies above the national norms.
- Students are aware of and use various tutoring and academic support programs available to them at NDSU.

2. Evidence that one or more specified Core Components need organizational attention.

None.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Statement One: Criterion is met; no Commission follow-up recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met.

- The technology program has demonstrated heightened prominence with the issuance of 40 patents, 21 pending patent applications, 16 registered trademarks, and 4 pending applications for trademark registration.
- Travel support is available for professional development of faculty and staff, and happily, this means of support is being utilized. Moreover, the Professional Development Grants have been received so warmly by faculty and staff that expenditures for the 2004-2005 academic year exceeded \$735,000 for 858 applicants.
- Student Life Learning Agenda is used to frame programming of out-of-class learning experiences for students.
- NDSU has experienced a tremendous increase in research programs during the past five years as evidenced by the near tripling of the number and monetary value of external grants and contracts. Particularly noteworthy are several multimillion dollar, multi-investigator grants, some across departmental and/or college lines.
- Recent increases in research funding have been reflected in a major expansion of doctoral degree programs, number of graduate students enrolled at NDSU, and in the level of graduate stipends as well as to provide opportunities for curious, knowledge-seeking, undergraduate students to participate and receive unique experiences in the discovery of new knowledge that accompanies original research.

- Faculty of NDSU demonstrate the time-tested linkages between curricular and co-curricular activities that support and promote independent inquiry, practice, creativity, and social responsibility.
- A tremendously important recent development at NDSU that holds preeminent promise for the discovery and application of new knowledge is the Research and Technology Park (RTP). The NDSU Research and Technology Park, Inc. is a 501 (c) (3) corporation where university researchers and private industry combine their intellectual prowess and scholarly research talents in discovering, developing, and applying new technologies, methods, and systems. The organization's 10-person Board of Directors includes NDSU and local community members who have expertise and experience in economic development, finance, high technology, legal, manufacturing, and service sectors.

Since groundbreaking in May 2001, external research grants and contracts have supported rapid expansion in three major facilities in the RTP (two owned by NDSU and one by the private corporation, Phoenix International (a John Deere Company), which has space for 320 employees and will focus on new product development (please see Part B of the Advancement Section).

The Research I building houses NDSU's Department of Coatings and Polymeric Materials, a branch of chemistry that specializes in plastics and paint research. It also houses NDSU's Center for High Performance Computing (CHPC), and advanced computing resource center for researchers and private sector partners.

The Research II building was completed in March 2004. It is occupied by the Center for Nanoscale Science and Engineering (CNSE), which engages in pioneering, interdisciplinary research, and technology development on materials whose functional design begins at the atomic-molecular scale. A number of private companies have expressed an interest in relocating some of their interests to the technology incubator building when it is completed in October 2006.

2. Evidence that one or more specified Core Components need organizational attention.

None.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Statement One: Criterion is met; no Commission follow-up is recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met.

- The impressive successes of NDSU's Research Technology Park are hallmarks of engagement with industry, the community, and the region.
- Continued outreach through the efforts of NDSU Extension, service learning and training, 4-H, National Youth Sports Program, Science and Math Youth Conference, and educational partnerships demonstrates unrelenting responsiveness to needs and opportunities of communities and the state.
- The College of Pharmacy's Native American Pharmacy Program (NAPP) is particularly noteworthy for its efforts of cultural inclusion and support. From 1996-2004, 11 NAPP participants graduated with professional degrees in pharmacy. One outstanding graduate was hired as a faculty member in NDSU's College of Pharmacy.
- Based on feedback from numerous off-campus representatives of various constituencies, NDSU has earned the coveted reputation of achieving its planned goals including responding to educational services requested by its constituencies.
- Future-oriented, visionary leaders of NDSU demonstrate a driven, untiring commitment to the time-tested land-grant concept, mission, challenge, and philosophy. Indeed, they have come to appreciate the power and value of recasting an old mission—one passed by Congress and signed into law by President Lincoln during the depth of the Civil War—to fit and respond to new and changing public/constituent needs in today's competitive, high-tech, research-based society that is impacted by and understands social and economic change.

2. Evidence that one or more specified Core Components need organizational attention.

None.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Statement One: Criterion is met; No Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS**A. Affiliation Status**

No Change. Accredited 1915.

B. Nature of Organization**1. Legal status**

No Change.

2. Degrees awarded

No Change.

C. Conditions of Affiliation**1. Stipulation on affiliation status**

None.

2. Approval of degree sites

No prior Commission approval required to offer degrees or programs within the state.

3. Approval of distance education degree

No prior Commission approval required to offer online degrees. Rationale: NDSU has offered electronic delivery of courses for more than 10 years. The institution has the experience, faculty expertise, and infrastructure to expand these services as requested by the institution. The NDSU request is supported by leadership of both the North Dakota University System governing Board, and that of the NDUSO. The 2006 HLC site visit Team recommends approval.

4. Reports required**Progress Report****Distance Education 05/01/2009****Rationale and Expectations**

North Dakota State University has requested a change in the SAS that would give Commission approval to offer online degrees. NDSU is currently participating in two online collaborative programs. The first is the Great Plains Initiative that offers graduate level programming. The second is the NDUSO that offers primarily undergraduate courses. NDSU also offers distance education courses throughout North Dakota via the Interactive Video Network (IVN). The distance education experiences of faculty and staff, together with the technical support

infrastructure in place and the fact that these programs are self-sustaining fiscally, provide sufficient evidence for the HLC site visit Team to recommend approval of the following SAS statement, *NDSU may offer online degrees without prior approval of the Commission*. The 2006 HLC site visit Team conferred with the leadership of both the North Dakota University System Board and that of the NDUSO and found enthusiastic support of the above SAS change requested by NDSU. The 2006 HLC site visit Team recommends approval. HLC/NCA approval of this request would revitalize institutional autonomy in making important related decisions, facilitate greater flexibility and efficiency in academic program offerings, and enable/permit/ sharpen the opportunity for increased institutional innovation in providing important educational services on a much broader scale.

At the time of the 2006 Site Team visit, the administrative organization of electronic delivery and related services was in transition. Thus, the ability of NDSU to scale up and address anticipated student enrollment demand and services is likely but has not been tested. Therefore, because of the above and certain other pertinent unknowns associated with this recommended change in the potential magnitude and impact of online course/degree/program offerings by NDSU—and not because the 2006 HLC Site Team has reservations as to whether NDSU can get the job done in an effective manner.

Therefore, the Team recommends that a Progress Report be submitted to the Higher Learning Commission in May 2009 on institutional infrastructure for online education planning and programming, assessment of teaching effectiveness, and learning outcomes.

Specifically, the Report would be expected to address matters related to:

- a. Institutional infrastructure for online education planning and programming.** Of special interest would be developments pertaining to the interconnected institutional mission and related entities. For example, the effects on faculty availability and workloads, roles of academic departments, student services, technical resources, consortia arrangements/agreements, program marketing, enrollments, and administrative oversight needed to assure continued excellence in teaching and assessing learning outcomes.
- b. Assessment of teaching effectiveness.** This includes reviews of online instruction that utilize standards of expectations used to evaluate traditional classroom instructional delivery. Also recommended for inclusion in the Progress Report are policies related to availability and workloads, incentives/compensations/rewards, intellectual property rights, and assessment of teaching effectiveness.
- c. Learning outcomes.** Recommended for inclusion in the Progress Report are the ways and means by which NDSU measures expected learning outcomes among students taught by online delivery. Special considerations recommended for inclusion in the Progress Report are matters related to admissions, registration, financial aid, tutoring/academic/counseling/technical support, access to library/learning enrichment materials, and student feedback.

In sum, the Progress Report is expected to give the Commission timely, specific, important information associated with determining how NDSU's expanded

distance education programs and online courses and degree offerings are progressing with the changes, challenges, and opportunities it has experienced in connection with institutional infrastructure, assessment of teaching effectiveness, and learning outcomes as functions of the provisions associated with a revision of the SAS in 2006.

5. Other visits scheduled

None.

6. Organization change request

None.

D. Commission Sanction or Adverse Action

None.

E. Summary of Commission Review

Timing for next comprehensive visit (academic year – 2015-2016)

Rationale for recommendation: All five criteria and their Core Components were met.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

None.

Appendix A

Data Inventory List for Resource Room:

Document Titles

Category: NCA

Report of a Visit to the North Dakota State University, 1996
 Separate Incorporation of the Commissions of the North Central Association
 New Policies and Policy Revisions Most Recently Approved by the Board of Trustees
 The Report and Recommendations of the Committee on Organizational Effectiveness ...
 Commission Resources
 Commission Statement on Assessment of Student Learning
 Commission Statement on Diversity
 Commission Statement on General Education
 Criteria for Accreditation and the Operational Indicators
 Frequently Asked Questions (FAQ) About the Records of Student Complaint Policy
 A Collection of Papers on Self-Study and Institutional Improvement, Volumes 1-4
 A Decade of Assessing Student Learning ..., C. Lopez
 The Challenge to the Commission: Restructuring the GIRS and Criteria ..., J. LaTourette
 Law and Regulations for Accrediting Agencies Recognized by the DOE ...
 Commission Policy and Good Practices on Transfer Credit
 Principles of Good Practice in Adult Degree Completion Programs ...
 Assessing Prior Learning for Credit, Higher Learning Commission: taken Middle States ...
 Good Practices in Contractual Arrangements Involving Courses and Programs ...
 Statement of Commitment ... for the Evaluation of Electronically Offered Degree &
 Certification Programs ...
 Best Practices for Electronically Offered Degree and Certificate Programs
 The Best Practices and Protocols. Downloaded from web site of the HLC
 Principles of Good Practice in Overseas International Education Programs for non-US ...
 Commission Policies
 Guidelines for Distance Education. Distance Learning Information. NCA from Web
 Engaging the Future: Vision, Values, & Validation in the New Educational Marketplace. 2002
 Regional Accreditation and Student Learning: Principles for Good Practice
 Third-Party Comment Process, NCA-HLC
 Assessing Student Learning: Using the Commission's Levels of Implementation, C. Lopez,
 2000
 Institutional Changes Requiring Commission Approval, 2002. NCA
 Opportunities for Improvement: Advice from C-E on ... Assess Student Learning, C. Lopez
 Reauthorization of the Higher Education Act, 2005. Politics and Government, NCA-HLC.
 DOE
 HLC Annual Institutional Data 2004 Annual Report. Also Exhibit J
 Self Study Steering Committee. Membership, meeting schedule, minutes, etc., HLC site visit

Focus Group: General Education. Preparation for Self-Study Report
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 Focus Group: Governance. Preparation for Self-Study Report
 Focus Group: Finance. Preparation for Self-Study Report.
 Focus Group: Mission. Preparation for Self-Study Report
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 Criterion I: Mission. Self-Study Report.
 Criterion II: Preparing for the Future. Self-Study Report
 Criterion III: Student Learning & Effective Teaching. Self-Study Report
 Criterion IV: Acquisition, Discovery & Application of Knowledge. Self-Study Report
 Criterion V: Engagement & Service. Self-Study Report
 The Higher Learning Commission's New Criteria and Assessment. 2005. Workshop notes
 Open Forums, NDSU. Various Focus Groups. Preparation for HLC/NCA Self Study
 Open Forums, NDSU. Various Criterion Committees. Preparation for HLC/NCA Self Study
 Third Party Comments - Public Comment Process for NDSU. Ads, news releases
 Qualified Faculty, Commission Guidance on Determining
 NCA-HLC Annual Meetings, Chicago II. Partnership reconsidered ... paper

Category: Governance

State Board of Higher Education (SBHE) Minutes 1995-2003. Also Exhibit F
 Partners for Progress, The Next Steps: A Bush Foundation Study, to SBHE, April 1997
 Centers for Excellence, Governor's 2004. Changed: Center for Enterprise, 2005. Incubator
 funding
 The Vital Link to a Brighter Future RESOURCE GUIDE, 2003 ND Legislative Session
 Chancellor's Cabinet: Minutes: 1995-2003. NDUS
 Annual Accountability Measures. 1st. NDUS, 2000, 2001. Creating Univ. System for 21st
 Century
 Roundtable Report, The. AND University System for the 21st Century. May 2000. NDUS
 Strategic Plan, NDUS, 1998-2004, 2005. Objectives for SBHE, 2002. State of the NDUS, L.
 Isaak
 HERI Faculty Survey. Analysis of '98-'99 results by Dr. Wageman. Other years & results also
 Broadbanding, NDUS Employee Classification System, Eval. Manual, Class. Index, Sal.
 Ranges
 Annual Accountability Measures Report 3rd. NDUS, 2003. Creating Univ. System for 21st
 Century
 Financial Statements, NDUS (a booklet) & NDSU audited budget. Also Exhibit M '99-04
 Higher Education Computing Network (HECN), NDUS, Policies, Contacts, etc. 5/03
 Information Technology (IT) Plan, University System 03-05 Plan Version B-2 (undated) ITS
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 Report of the Roundtable on Higher Education, NDUS. Various documents
 Organizational Chart, NDSU (Incomplete)
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Multicultural Student Organizations at NDSU, a list
Guide to Student Involvement, 2002/03, NDSU Memorial Union, a booklet
Native American Pharmacy Program (NAPP): Fact Sheet; Annual Report 97/98-01/03
Safe Zone Program, NDSU
Tapestry of Diverse Talents: Description/History
10% Society: Mission and Activities (Gay/Lesbian)
TOCAR (Training our campuses against racism): mission, Bremer proposal, annual report, web info
TRIO programs: Overview, Fact Sheets, Graphs
Volunteer Network, NDSU: Mission Statement & other material.
Women Faculty & Students in Sci, Math, Eng & Tech (WISMET) Background, Request for funds, etc.
Women's Week: Historical Information, Goal, Brochures, Schedules 1995-2003
YMCA of NDSU: Mission Statement, History, Programs. 1995-2003
Diversity Responsibilities, NDSU Campus Offices with Specific Responsibilities & number of staff
ADA Modifications, NDSU campus proper building list, 1996-present
Policy Manual: Grievance items: sections 156, 157, 230, 353. NDSU
Policy Manual: Diversity policies and revisions since 1995. NDSU
Policy Manual: EEOC, Harassment: No. 100, 103, 162, 163, 180, 183, 220, 231, 335, 337. NDSU.
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Registrar's 3rd week reports, Student Data for AY 99/00 (downloaded from PageCenter)
Registrar's 3rd week reports, Student Data for AY 00/01 (downloaded from PageCenter)
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Category: Finance/Contracts

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