



Mid-Cycle Self-Evaluation Report

Dawson Community College
Glendive, Montana

Submitted to the Northwest Commission on Colleges and Universities

February 28, 2018

Dawson Community College Mid-Cycle Report

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Introduction to Dawson Community College

Dawson Community College (hereafter referred to as DCC or College) is a two-year, residential, public, community college district located in Eastern Montana. In its 78th year, citizens of Dawson County voted in 1940 to establish a junior college as an extension of the Dawson County High School (DCHS) and the State of Montana approved the formation of the College. In 1966, the DCHS School Board passed a resolution to form a separate district for the junior college and voters elected the first Board of Trustees to govern Dawson College. The College's campus has been continuously located on a 300-acre parcel in Dawson County purchased in 1967. Dawson College received accreditation from the Northwest Association of Schools and Colleges in 1969. In 1976, the College name changed to Dawson Community College. DCC is a small community college with approximately 389 on-campus, online and dual enrollment students.

A seven member Board of Trustees, elected by citizens living in Dawson County High School District One, governs Dawson Community College. Additionally, pursuant to the Constitution of the State of Montana, the Board of Regents of Higher Education supervises and coordinates community colleges.

This report is in response to the Northwest Commission on Colleges and Universities (NWCCU) Mid-Cycle Self-Evaluation Report. The College submitted its Year Seven Self-Evaluation Report in March 2015 with an on-site visit and the Year One Self-Evaluation Report in March 2016. This is the College's first Mid-Cycle Self-Evaluation Report.

Part I – Overview of Institutional Assessment Plan

This section will describe how we define, assess, and evaluate mission fulfillment. We will describe our current and new mission statements and core themes, and the process of the current Key Performance Indicator measures and introduce the new measures.

Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?

In accordance with the College's Strategic Plan, the Mission and Core Themes guide college priorities and decision-making processes. Faculty, staff, administration, students and the DCC Board of Trustees are involved in the assessment process, as well as, college strategic planning. Mission fulfillment assessment is led by an Institutional Effectiveness Committee structure and the process also includes reviewing institutional data, and development/information sessions with students, DCC faculty and staff, as well as the entire Glendive community. At DCC we understand that community involvement and input is necessary to ensure we are meeting the needs of our campus community while engaging with the community that supports the College.

Mission fulfillment assessment involves assessment at the institutional, department, and program levels and is inclusive of indicators across academic and administrative departments. While data driven decision-making is vital, and provides a resource for improvement, we also acknowledge that who we are and the population we serve cannot be assessed solely through data. Data guides us to ask effective questions and to use tools to improve; however, it is important to have individuals personally involved so the character and unique qualities of DCC are recognized, supported and assessed.

As the 2015-2018 Campus Strategic Plan concludes, DCC is finalizing a new Strategic Plan under the direction of Dr. Scott Mickelsen, who was appointed President in July 2016. This involves assessing mission fulfillment and identifying the validity of the Core Themes and campus objectives. As part of the Institutional Effectiveness Committee structure, a one-year Strategic Plan Task Force was implemented for 2017-2018. This Committee met almost weekly from October to December 2017 to discuss the current mission statement and core themes to validate if the vision of the future of the College and goals would always link to the current mission statement and core themes. The committee determined that while the campus is currently fulfilling the mission statement, the current mission statement does not fully encompass the dynamic nature of the College.

The current mission statement reads:

Dawson Community College provides affordable and open access to quality teaching and learning.

After spending multiple meetings mapping out what faculty, staff, and administration thought represented DCC, it was determined that the new Strategic Plan should reflect revisions to the mission statement and core themes. There was an indication as early as the Year One Self-Evaluation Report in 2016 that improvements could be made to the core themes.

The new mission statement and core theme development has been in accordance with the development of the new Strategic Plan and carries throughout a theme: excellence. Involved in this process has been DCC faculty, staff, administration, students, the Board of Trustees, the Glendive community and surrounding communities including Terry, Sidney, Wibaux, Circle and Baker.

The new mission statement reads:

Dawson Community College fosters a culture of excellence in education providing all students quality learning and opportunities for growth and partnership in local and global communities.

The new vision statement reads:

Dawson Community College strives to become the standard of excellence for institutions of higher education.

Are your core themes and objectives still valid? Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

While the current Core Themes were found to articulate the fundamental principles for Dawson Community College in the 2015 to 2018 Strategic Plan, through the work led by the above mentioned Strategic Planning Task Force, they are no longer valid for future mission fulfillment and sustainability. However, the current core themes and certain relevant key performance indicators are included in the updated core themes and indicators because the College is still very focused on these areas. Now in our second three-year strategic planning cycle, evaluation will occur every three years to ensure that the goals and objectives are reviewed and revised for validity and sustainability. Minor revisions can be made as a result of data collection and assessment, if needed.

An example of a needed change to the core themes includes Focus Area 3: College Readiness Education, Item 10 – which reads: Percent of students from developmental education who pass the first college-level course in that topic with a “C” grade or better. As explained in Part II, this academic year, DCC

adopted a corequisite model for both Writing and Math based on Complete College America. The new model will be evaluated for effectiveness as we move forward. In addition, we no longer have the TRIO grant, for which data was to be collected in Item 11.

2015-2018 Core Themes:

College Transfer Education: Provide programs and services that prepare learners for transition to and success in further degree programs

Career & Technical Education: Provide programs and services that prepare learners for vocational and technical career entry, transition, and advancement

College Readiness Education: Provide pre-college programs and services that prepare learners for successful transition to college

Continuing Education & Community Service: Provide programs and services that help address the professional, social, and personal enrichment needs of the region

2019-2021 Core Themes:

Excellence through Academics: This objective provides quality curriculum and instruction through multiple learning pathways adaptive to the needs of a changing student body

Excellence through Student Engagement: This objective provides a student-centered focus through student and academic support services, quality faculty and staff, residence life, clubs and organizations

Excellence through Community: This objective provides the greater community lifelong learning opportunities through open access to the College

Excellence through Outreach: This objective provides opportunities for workforce development, apprenticeships and internships, continuing education, personal enrichment and youth programming

Excellence through Recruiting: This objective provides opportunities to invite all learners to be a part of DCC, maintain sustained growth with not only more applicants, but also better prepared students equipped with tools for success

Excellence through Budgeting: This objective provides budget oversight and expansion for expanding opportunities in education for both transfer and career and technical, and workforce development as well as personal enrichment for our faculty, staff, students and community

Excellence through Facilities: This objective provides the management of all grounds and facilities to help provide the best learning environment possible

The new Core Themes will be implemented through an Action Plan (Appendix B) which will serve as the primary assessment and planning document for the College. Objectives and Performance Indicators were chosen for the core themes that reflect the vision of the Board of Trustees and the President, the fundamental goals and the unique characteristics and opportunities for DCC. The Action Plan describes each of the core themes, indicators and goals, responsible parties, target for completion, additional resources required and estimated cost, as well as progress to date. Beginning July 1, 2018, progress will be reported quarterly and at the end of the fourth quarter, a Monitoring Report will be compiled and presented to the Board of Trustees and the college community for assessment and feedback for effectiveness. The results will continue to provide a foundation in strategic plan development,

evaluation, assessment and mission analysis. Results can also be used to guide decisions in a number of areas across campus such as budget planning and preparation, academic programs, and student services.

Indicators target areas of challenge to the institution that can help improve and grow those areas. Data will be captured in snapshots and comparisons rather than using and evaluating one data point or one year at a time. Although the final reporting/dashboard document is in creation, the core themes, goals, strategies, measures of success and timelines have been identified as important priorities for keeping Dawson Community College on its course towards excellence.

Excellence through Academics

- A. Implement a system to identify and develop student academic success.
- B. Hire and support quality faculty.
- C. Expand flexibility in delivery of academic programming.
- D. Implement appropriate practices to ensure successful reaffirmation of accreditation by the Northwest Commission of Colleges and Universities.
- E. Facilitate the use of technology in DCC teaching environments

Excellence through Student Engagement

- A. Ensure a high degree of student satisfaction with DCC campus life.
- B. Implement low cost teams and clubs that represent Montana students.

Excellence through Community

- A. Develop a college-wide system that organizes standard timelines, procedures and responsible individuals.
- B. Ensure a friendly, nurturing and supportive college community.

Excellence through Outreach

- A. Improve Community Relations.
- B. Develop and increase continuing education and community service programming.
- C. Increase apprenticeships, mentorships and internships.
- D. Increase external partnerships.

Excellence through Recruiting

- A. Increase college enrollment through recruitment activities.
- B. Increase college enrollment through increased student retention.
- C. Increase college enrollment through expanded Dual Credit offerings and enrollments.
- D. Increase college enrollment through increased student graduation rates.
- E. Increased college enrollment through International associations.

Excellence through Budgeting

- A. Increase college resource base.
- B. Increase campus-wide understanding and participation in the budgeting process.
- C. Improve maintenance of campus facilities.
- D. Renovate existing facilities or develop new facilities.

Excellence through Facilities

- A. Improve exterior campus aesthetics and landscaping.
- B. Improve maintenance of campus facilities.
- C. Renovate existing facilities or develop new facilities
- D. Explore the collaborative facility usage idea with the Recreation District proposal with the City of Glendive.

Part II – Representative Examples

In this section, you will find two examples of Core Theme assessment at DCC. These examples will demonstrate data collection and relations to the assessment of the outcomes and decision making.

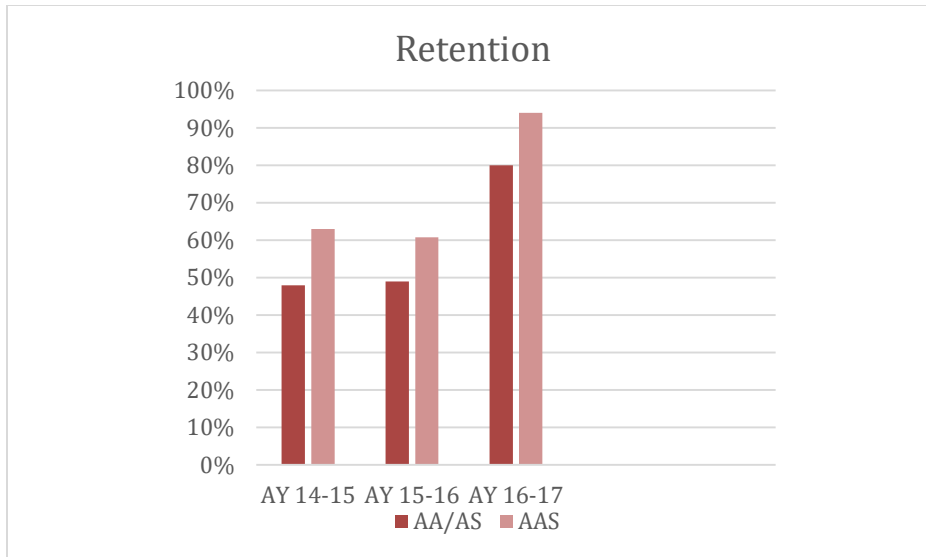
Example 1

The first example can be taken from both Core Theme 1 and Core Theme 2; Growing enrollment through recruitment and retention activities for Transfer and Career & Technical programs. The indicator of achievement is Annualized FTE. When you look at the Balanced Scorecard, it appears there are too few indicators for this example. The only data tracked and published is retention. However, enrollment numbers are tracked each semester and this data is significantly important to DCC. The College has had four semesters of consecutive growth with a 28 percent increase in resident FTE in two years.

Dawson Community College Resident FTE Increase by Semester from Spring 2016

	F15	SP16	F16	SP17	F17	SP18
FTE						
RESIDENT	152.5	138.67	143.27	159.6	169.33	178
NONRESIDENT	30.3	38.07	41.27	41.73	51.6	49.6
WUE	40.93	34	31.73	26.93	45.2	38.7
TOTAL	223.73	210.74	216.27	228.26	266.13	266.3
FTE INCREASE			4.6	16.33	9.73	8.67
% FTE INCREASE			3%	11%	6%	5%
TOTAL RESIDENT FTE INCREASE FROM SP16						28%

The Balanced Scorecard has: Percent of first-time, full-time AA/AS and AAS students that enroll in the fall semester of their second year (retention) with a range of 40 to 50 percent. The source of data collection is Banner Enrollment Data and Data Warehouse. The Registrar or designee determines the percentage.



Retention continues to be important to the institution as a whole and is again included in our 2019-2021 Strategic Plan. Retention increased significantly in Academic Year 2016-2017. We had 40 out of 50 AA/AS students return and 16 out of 17 AAS students return. What the data does not tell us is why students do or do not return. We continue to improve orientation, advising, student services. We added a coffee shop, additional activity courses, and more in 2016-2017. As we move forward, we will further analyze data and are in the process of creating a survey for students to learn why they are not returning and what can be done to improve academic and student services at DCC.

In the Action Plan beginning July 1, 2018, the new measurements for retention will be:

Increase college enrollment through increased student retention

- Measure retention in each program area and develop a system to encourage improved retention by 5 percent each year
- Develop and implement appropriate living and learning opportunities
- Explore the development of alternative scheduling and implement a pilot program as appropriate
- Develop a survey to collect retention data

Measuring retention by programs will help paint a bigger picture of retention than currently measuring the areas of transfer or career & technical. It will help with program review to get input from faculty and staff to determine needs and improvements to programs to increase retention.

Currently, the data that is collected is updated on the Balanced Scorecard on the DCC website. The retention data is also used in reports to the Board of Trustees, Board of Regents and in other reports as needed. Going forward, progress will be reported quarterly, if appropriate for that indicator, or in the quarter needed, and at the end of the fourth quarter, a Monitoring Report will be compiled and presented to the Board of Trustees and the college community for assessment and feedback for effectiveness. Although the final reporting/dashboard document is in creation, the core themes, goals, strategies, measures of success and timelines have been identified as important priorities for keeping Dawson Community College on its course towards excellence.

Example 2

The second example will be taken from Core Theme 3; Provide pre-college programs and services that prepare learners for successful transition to college. The Strategic Objective is Strengthen developmental education outcomes. Indicators of Achievement are: (a) launch of developmental reading course(s); (b) launch a First Year Experience course; (c) fully integrate Emporium Math into developmental math sequence. When looking at the Balanced Scorecard, the indicator is percent of students from developmental education who pass the first college-level course in that topic with a “C” grade or better. Again, indicators are too few because there are multiple items to analyze.

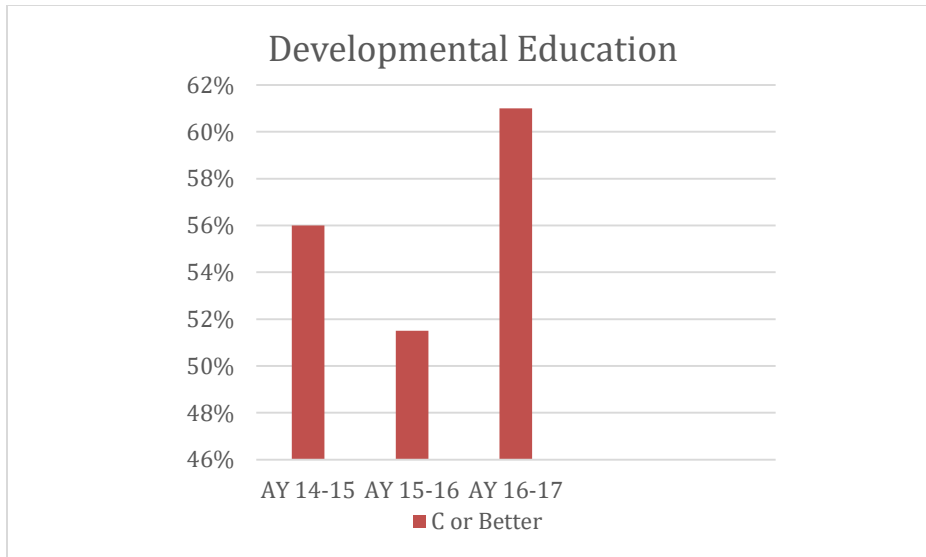
A first year experience course, DCC101 Dawson College Success, was first offered in Fall 2017. Some updates were made to the curriculum after reviewing Student Evaluation of Instruction surveys and grades. The class is being offered with the updates this Spring semester and will be offered in the Summer semester for students who would like to take it prior to starting fully (part or full-time) in Fall 2018.

Emporium Math was never integrated into developmental math courses. An initiative in the State of Montana, from Complete College America (CCA), was launched in November 2016. This initiative is Corequisite Remediation. The statistics of student retention and graduation are stunningly low when students begin by taking gateway, developmental math and English courses. CCA reports that remediation costs states and students hundreds of millions of dollars but doesn’t count towards a degree and for most students, remediation will be their first and last college experience and only 17 percent will graduate¹. As such, multiple workshops on corequisite education and training for those faculty and staff involved has been conducted over the past two years, with another training scheduled in Spring 2018.

DCC began offering corequisite writing courses in Fall 2017 and followed with corequisite math courses in Spring 2018. Information will be collected to track this new measure by collecting completion data and grades. Work will continue with the Montana University System to learn best practices as this new initiative is implemented.

The data source for the indicator of percent of students from developmental education who pass the first college-level course in that topic with a “C” grade or better is Banner Grade Data. The measure is to take the number of students who took a developmental course in the Fall and went onto a college-level course in that topic in the Spring, and earned a C or better. The data collected showed a decrease, with a slight increase, which further validated the decision to move to a corequisite model.

¹ Complete College America. Corequisite Remediation: Spanning the Completion Divide. <https://completecollege.org/spanningthedivide/>. Accessed on February 21, 2018.



Currently, the data that is collected is updated on the Balanced Scorecard on the DCC website. As DCC has one English and Math faculty, they already have access to this data, as they teach and grade the courses. They have also been the individuals who have updated the curriculum to include the corequisite model. Assessment of the courses and learning outcomes will help determine effectiveness.

Part III – Moving Forward to the Year Seven Report

The College has updated many procedures and policies over the past two years to assess and evaluate the institution and outcomes with our small average class sizes. With limited resources, using course assessments and program review guidelines as they are used in larger institutions does not provide meaningful information for review and input from faculty as the procedures do now. The Strategic Plan is an annual reporting and assessment process on a three-year cycle that allows for ongoing assessment of mission fulfillment. The 2019-2021 Strategic Plan has identified a new mission for Dawson Community College as well as new core themes, goals and key performance indicators. An Accreditation Liaison Officer (ALO) was appointed this academic year and under the Institutional Effectiveness System, the Assessment Committee is now the Assessment/Accreditation Committee. In preparation for the Year-Seven Report, the following steps will be taken. This is not all-encompassing, as future research and initiatives may alter plans of action, as the corequisite Math and English courses have.

- The ALO will be attending the NWCCU Workshop in March to learn more about the Year Seven Report. The ALO will bring back information to share with the Assessment/Accreditation Committee.
- The Committee will review each of the Standards and Eligibility Requirements to determine compliance. If updates need to be made, they will be referred to the appropriate IES committee for review, as well as the department or individual responsible. Recently, when researching the NWCCU website, it was determined that an update could be made to the College’s Credit Hour Policy based on 2011 federal regulations.
- The Committee will review Program Review Action Plans and approve or recommend further actions. The Committee will also begin the process to review the Institution Learning Outcomes and General Education Outcomes based on the new mission and core themes.

- Complete the reporting procedure for the 2019-2021 Strategic Plan Key Performance Indicators prior to July 1, 2018; as the Strategic Plan takes effect.
- Continue to improve the budget strategic planning processes for student success and mission fulfillment.
- Actively engage all stakeholders in the planning and preparation process. Our current process for assessing the mission and core themes includes faculty, staff, students, the Board of Trustees, and the community. However, only representatives from key committees are actively engaged in the process. The Accreditation/Assessment Committee and ALO will work to integrate additional participation in the process. The Board of Trustees recently completed an evaluation and an area of improvement identified was to be more involved in the accreditation process. They will receive information about Standards and Eligibility, along with all employees of the College.

As we look forward to the Year Seven Report, our approach to monitoring mission fulfillment will be to align our processes with NWCCU standards and Eligibility Requirements for an ongoing, normal assessment cycle.

Appendix A

This section includes core themes, goals, strategies, measures of success and timelines identified as important priorities for keeping Dawson Community College on its course towards excellence. The core themes are broad categories of focus for the college over the next three years. Each goal is followed by specific strategies, a measure of excellence, and a timeline to help us stay on target. These core themes and structure are based upon input from our local Board of Trustees, the strategic planning committee, employees and students of Dawson Community College, and citizens from communities throughout eastern Montana.

These are the key strategic plan core themes and goals:

Excellence through Academics

Transfer and Career and Technical Education

- A. Implement a system to identify and develop student academic success.
- B. Hire and support quality faculty.
- C. Expand flexibility in delivery of academic programming.
- D. Implement appropriate practices to ensure successful reaffirmation of accreditation by the Northwest Commission of Colleges and Universities.
- E. Facilitate the use of technology in DCC teaching environments

Excellence through Student Engagement

- A. Ensure a high degree of student satisfaction with DCC campus life.
- B. Implement low cost teams and clubs that represent Montana students.

Excellence through Community

- A. Develop a college-wide system that organizes standard timelines, procedures and responsible individuals.
- B. Ensure a friendly, nurturing and supportive college community.

Excellence through Outreach

- A. Improve Community Relations.
- B. Develop and increase continuing education and community service programming.
- C. Increase apprenticeships, mentorships and internships.
- D. Increase external partnerships.

Excellence through Recruiting

- A. Increase college enrollment through recruitment activities.
- B. Increase college enrollment through increased student retention.
- C. Increase college enrollment through expanded Dual Credit offerings and enrollments.
- D. Increase college enrollment through increased student graduation rates.
- E. Increased college enrollment through International associations.

Excellence through Budgeting

- A. Increase college resource base.
- B. Increase campus-wide understanding and participation in the budgeting process.
- C. Improve maintenance of campus facilities.
- D. Renovate existing facilities or develop new facilities.

Excellence through Facilities

- A. Improve exterior campus aesthetics and landscaping.
- B. Improve maintenance of campus facilities.
- C. Renovate existing facilities or develop new facilities
- D. Explore the collaborative facility usage idea with the Recreation District proposal with the City of Glendive.

This section of the strategic plan identifies the core themes, goals, strategies, measures of success and timelines

Excellence through Academics (Transfer and Career and Technical Education)

This objective provides quality curriculum and instruction through multiple learning pathways adaptive to the needs of a changing student body

- A. Implement a system to identify and develop student academic success.
 - a. By December 2018, assess student learning outcomes in every course and report in a summary. The results of that assessment will be used to improve classroom instruction in subsequent semesters.
 - b. By December 2018, develop a system to expand implementation of the ownership programs in business and agriculture, including agriculture student ownership of donated heifers upon graduation.
 - c. By January 2019, have all Career and Technical programs work with their industry advisory committees to identify and evaluate appropriate program level student learning outcomes.
 - d. By January 2019, develop a ladder-like system allowing students with various goals and academic abilities to achieve success, academic credentials and career preparation skills.
 - e. By May 2020, support student transfers by increasing transfers by 10 percent each year to a baccalaureate program.
 - f. By September 2020, increase student involvement so that 60 percent of students will have the opportunity to be members of an appropriate professional organization.
 - g. By December 2020, include in the general curriculum information, if needed, important life skills needed for student success such as financial literacy, communication skills, problem-solving skills, computational skills, work habits, ethics and civic engagement.
 - h. By December 2020, develop and implement a curriculum bank to assure quality educational standards are taught and met.
- B. Hire and support quality faculty.
 - a. By August 2018, develop and implement a new faculty orientation program.

- b. By December 2019, develop and implement a system to support faculty acquisition of a terminal degree.
 - c. By December 2020, have two faculty approved as MUS professors of practice.
 - d. By January 2020, develop a system to support faculty who wish to be involved in applied research.
 - e. By January 2019, have 80 percent of faculty holding active memberships in their professional organizations.
 - f. By January 2020, develop a plan to bring the average nine-month faculty salary to the 75th percentile as reported by NCES/IPEDS/Mountain States for public, two-year, rural, small colleges.
 - g. By May 2020, have 80 percent of the faculty in each Career and Technical unit have appropriate industry experience or credentials.
 - h. By January 2021, have 50 percent of the full-time faculty have appropriate terminal degrees.
- C. Expand flexibility in delivery of academic programming.
- a. Beginning with the 2018 summer session, have summer course offerings grow by 10 percent per year.
 - b. Beginning with the 2018 summer session, grow summer camps by 10 percent each year.
 - c. By August 2019, facilitate the Technical Skills Associate degree. Target enrollment is 10 students at startup.
 - d. Beginning with the 2018-2019 winter session, implement a Winter Intersession.
 - e. By August 2018, offer 10 new online courses per academic year.
 - f. By August 2019, offer pilot educational programs (traditional and non-traditional focus) in Sidney and Baker to explore the development of programming in other regional locations.
 - g. By August 2020, explore the development of dual enrollment face-to-face programming for high school students who are not residents of Glendive by hiring adjunct faculty in high school communities.
 - h. By May 2020, develop a program to utilize rural high schools as outreach learning centers for DCC courses.
 - i. By August 2020, evaluate procedures for continuing education and explore the possibility of facilitating growth of the DCC continuing education programs.
 - j. By August 2019, explore the development of educational academies in high schools.
 - k. By January 2019, have five programs (certificates or degrees) completely online; by January 2020, have 10 programs completely online.
 - l. By August 2019, fully implement (advertising, process, FA, etc.) late start session for both fall and spring courses and programs.
- D. Implement appropriate practices to ensure successful reaffirmation of accreditation by the Northwest Commission of Colleges and Universities.
- a. By October 2019, develop a detailed plan for achieving reaffirmation of accreditation, including resource allocation, personnel and procedures.
- E. Facilitate the use of technology in DCC teaching environments.
- a. By January 2019, develop a system for updating and maintaining the computer system.

- b. By August 2019, develop a campus technology plan prioritizing teaching and operational technology needs, budgets and the timeline for technology implementation.
- c. By January 2019, explore and develop a learning resource center to support student learning across campus.

Excellence through Student Engagement

This objective provides a student-centered focus through student and academic support services, quality faculty and staff, residence life, clubs and organizations

- A. Ensure a high degree of student satisfaction with DCC campus life.
 - a. By May 2019, develop an instrument and protocol for annual assessment of student perception of campus life, including campus comfort and aesthetics.
 - b. By May 2019, include steps in the annual planning cycle to further facilitate improvement of students' perceptions of campus life, including academic activities and facilities, residence halls, meals and college activities.
 - c. By January 2019, evaluate the development of student counseling services.
 - d. By May 2020, explore the acquisition and use of electronic identification cards, including electronic debit capability for meals and other on-campus purchases. Consider allowing faculty and staff to use identification cards as debit cards for meal purchases and campus functions.
 - e. By August 2018 implement a meal plan that meets the needs of the students. Key factors should include cost, nutrition and flexible meal plans (i.e. 5 meals, 14 meals, 21 meals, etc.).
- B. Implement low cost teams and clubs that represent Montana students.
 - a. August 2018, begin a cross country team comprised of 15 runners, 80 percent of whom are Montana residents.
 - b. August 2018, begin a cheer squad/dance team made up of 10 participants, 80 percent of whom are Montana residents.
 - c. By August 2019, form a competitive shooting team representing DCC.
 - d. Starting in 2018-19, add one club per year that reflects the needs of DCC students.

Excellence through Community

This objective provides the greater community lifelong learning opportunities through open access to the College

- A. Develop a college-wide system that organizes standard timelines, procedures and responsible individuals.
 - a. By January 2019, evaluate the college's calendaring process and, if necessary, distribute to the college community an annual calendar (available in both Outlook and hard copy) outlining standard college deadlines, responsible individuals and links for additional information, where appropriate.
 - b. By May 2019, evaluate and improve, if necessary, metrics for timely college-wide processing of standard college functions such as employee evaluations, grades and travel reimbursements
- B. Ensure a friendly, nurturing and supportive college community

- a. By January 2019, incorporate regular (2 times per semester) listening sessions with the administration, faculty, staff and students.
- b. By May 2019, ensure a high level of employee satisfaction and morale by developing an instrument and protocol for annual assessment of customer service and campus climate, including assessment of all units and key personnel.
- c. By May 2020, include steps in the annual planning and/or evaluation cycle to facilitate improvement of customer service and campus climate based on assessment results.
- d. By January 2019, explore development of a program to provide employees with the opportunity to secure a degree through DCC. Consider optional release time and tuition waiver if making satisfactory progress toward a degree.
- e. By January 2020, develop a system of target customer service ratings and protocol to support the improvement of customer service ratings as needed.
- f. By January 2019, evaluate and modify, as necessary, a staff professional development program allowing the allocation of funds and associated release time.

Excellence through Outreach

This objective provides opportunities for workforce development, apprenticeships and internships, continuing education, personal enrichment and youth programming.

- A. Improve Community Relations.
 - a. By August 2019, outline and provide programs and services that help address the professional, social, and personal enrichment needs of the region.
 - b. By August 2019, develop a seamless approach at DCC from graduation to transfer and/or workforce entry.
 - c. By August 2018, each director serves as part of a community organization.
 - d. Starting August 2018 the President will visit each community in eastern Montana once per semester.
- B. Develop and increase continuing education and community service programming.
 - a. Fall 2018, increase workforce opportunities to all communities in our service area using fall 2017 as a baseline.
 - b. Fall 2019, increase workforce participants by 30 learners per year using fall 2018 as the baseline.
 - c. Fall 2018, generate \$100,000 through workforce development by the end of FY2019; Have a 10 percent increase annually thereafter. Use the FY2018 as the baseline.
- C. Increase apprenticeships, mentorships and internships.
 - a. Starting August 2018, have one apprenticeship program fully implemented. Increase annually.
 - b. Implement, a minimum of one internship in all career and technical programs by fall 2019.
- D. Increase external partnerships.
 - a. Fall 2019, develop a partnership with the Montana Law Enforcement Academy in Helena to better serve eastern Montana.
 - b. Fall 2019, align learning opportunities for the Business classes with the Lions Camp.

- c. Fall 2019, develop programs and certificates with local correctional facilities. Work with DC Foundation to cover costs for learners.

Excellence through Recruiting

This objective provides opportunities to invite all learners to be a part of DCC, maintain sustained growth with not only more applicants, but also better prepared students equipped with tools for success.

- A. Increase college enrollment through recruitment activities.
 - a. By August 2018, implement an educational waiver program; by August 2018, enroll 30 students through this initiative.
 - b. By August 2018, perfect the Welcome Center dedicated to student services and success.
 - c. By January 2019, implement an out-of-state recruitment initiative.
 - d. By August 2018, improve media relations and dedicate additional staff time to this responsibility; by August 2019, develop a plan for increased media exposure.
 - e. By August 2018, grow out-of-state enrollment by 20 students and continue to grow 20 students per year.
 - f. By August 2018, grow in-state enrollment by 50 students and continue to grow 25 students per year.
 - g. By January 2019, strengthen the student ambassador program.
 - h. By August 2018, grow non-traditional students by 5 percent using fall 2017 as the baseline.
 - i. By August 2019, increase enrollment of international students by 10 using fall 2017 as your baseline.
 - j. By August 2018, develop an approved DCC brand.
 - k. By August 2020 update all old logos and signs to reflect new DCC logo.
 - l. By August 2018, develop a student centered website that is attractive and easy to navigate.
- B. Increase college enrollment through increased student retention.
 - a. By May 2019, measure retention in each program area and develop a system to encourage improved retention by 5 percent each year.
 - b. By May 2019, develop and implement appropriate living and learning communities.
 - c. By August 2020, explore the development of alternative scheduling and implement a pilot program as appropriate.
- C. Increase college enrollment through expanded Dual Credit offerings and enrollments.
 - a. By August 2018, increase dual credit enrollment of high school students by 25 students using fall 2017 as a baseline; By January 2019, grow dual credit enrollment to 250 and continue to grow dual credit enrollment by 10 percent per year after this goal is reached.
- D. Increase college enrollment through increased student graduation rates.
 - a. By May 2019, measure graduation rates in each program area and develop a system to improved graduation rates by 5 percent each year.

- E. Increased college enrollment through International associations.
 - a. By August 2018, become a member and align partnerships through Community Colleges for International Development (CCID) conference and outreach.
 - b. By January 2019, become a member and align partnerships through The Association for International Educators (NAFSA) conference and outreach.

Excellence through Budgeting

This objective provides budget oversight and expansion for expanding opportunities in education for both transfer and career and technical, and workforce development as well as personal enrichment for our faculty, staff, students and community.

- A. Increase college resource base.
 - a. By August 2018, implement a limited capital campaign; secure gifts and in-kind contributions totaling \$300,000 per year.
 - b. By August 2018, implement a program to develop industry support for increased grant funds by \$300,000 per year.
 - c. By August 2018, leverage support of DC Foundation to fund 80 percent of all Dual Credit at Dawson Community College.
 - d. By January 2019, leverage support from DC Foundation to lead a capital campaign to support new structure on campus.
- B. Increase campus-wide understanding and participation in the budgeting process.
 - a. By January 2019, evaluate the tie between the college's budgeting system and planning.
 - b. By January 2019, prepare an all-inclusive process of where learning leads the budgeting process.
 - c. By August 2018, outline the definitions and uses for student fees.
 - d. By January 2019, document a system to improve understanding of the budgeting process and the opportunity for college-wide input into the budgeting process.
 - e. By May 2019, disseminate documentation outlining procedures detailing how academic departments access summer budgets for teaching and ongoing departmental activities and growth.
 - f. By May 2020, implement a budget system to address adjunct, leaning capital, IT and Professional Development needs.
 - g. By August 2018, outline a process to be on time with all audit related activities.
 - h. By August 2018, outline and implement the process at Dawson that includes processes and timeline for sending out and receiving information. All budget information will be approved by July 1 of each year.
 - i. By January, 2019, outline the course fee process. All course fees should be sent and approved through the Vice President for Learning.

Excellence through Facilities

This objective provides the management of all grounds and facilities to help provide the best learning environment possible.

- A. Improve exterior campus aesthetics and landscaping.

- a. By August 2018, develop and implement a system facilitating the maintenance of campus grounds and external aesthetics.
 - b. By September 2019, explore the development of a recreation area on campus that leads to a greater Campus Life.
 - c. By December 2019, explore the development of additional aesthetic, information and safety items for campus grounds. Consider:
 - Lighting around buildings and in parking lots
 - Blue phones/security cameras
 - Outdoor cameras for virtual tours
 - Improvement of campus maps
 - Improvement and replacement of campus signage
- B. Improve maintenance of campus facilities.
- a. By April 2019, hire additional maintenance staff for preventive maintenance/grounds campus-wide.
 - b. By August 2020, develop and implement a system for the regularly scheduled maintenance of campus facilities, including the allocation of resources sufficient to maintain functionality of all facilities.
- C. Renovate existing facilities or develop new facilities
- a. By August 2018, develop a facilities master plan outlining the development or renovation of potential new facilities. Include methods to ensure handicap accessibility for campus facilities. Consider these potential facilities:
 - Distance education classrooms
 - Interactive conference room development
 - Meat Lab
 - Livestock facility with on-campus housing for students' horses.
 - An Alumni Center
 - Recreation Center
 - Montana Education Center
 - Additional Housing needs to meet growth demand
 - Energy Center
 - Early Childhood Education Learning Lab
- D. Explore the collaborative facility usage idea with the Recreation District proposal with the City of Glendive.

VISION

Dawson Community College strives to become the standard of excellence for institutions of higher education.

MISSION

Dawson Community College fosters a culture of excellence in education providing all students quality learning and opportunities for growth and partnership in local and global communities.

KEY CHARACTERISTICS

- Low student to faculty ratio
- Seamless transferability for all core classes
- Quality career and technical programs
- Career readiness educational programming
- Highly qualified and dedicated faculty and staff
- Student-focused modern library facilities
- Campus-wide WIFI and independent computer labs
- Competitive athletic programs
- Active student government and student life programming
- Quality apartment-style housing
- Quality learning environment in a unique geographical region of the United States

DCC PRINCIPLES

- Dedication to the development of all students.
- Actively engage students to encourage a desire for lifelong learning and gainful employment or transfer.
- Provide comprehensive practical and applied educational opportunities to students and community.
- Commitment to seek and teach relevant and meaningful academic courses and programs.
- Inspire social responsibility and the commitment to community engagement and leadership
- Commitment to personal integrity and responsibility.
- Respect for the expertise, contributions, perspectives and personal worth of all members of the college community.

Appendix B



Contact: President Scott R. Mickelsen

smickelsen@dawson.edu | 406-377-9406

DCC's MISSION:

Dawson Community College fosters a culture of excellence in education providing all students quality learning and opportunities for growth and partnership in local and global communities.

DCC's VISION:

Dawson Community College strives to become the standard of excellence for institutions of higher education.

DCC's CORE THEMES:

Excellence through Academics: This objective provides quality curriculum and instruction through multiple learning pathways adaptive to the needs of a changing student body

Excellence through Student Engagement: This objective provides a student-centered focus through student and academic support services, quality faculty and staff, residence life, clubs and organizations

Excellence through Community: This objective provides the greater community lifelong learning opportunities through open access to the College

Excellence through Outreach: This objective provides opportunities for workforce development, apprenticeships and internships, continuing education, personal enrichment and youth programming

Excellence through Recruiting: This objective provides opportunities to invite all learners to be a part of DCC, maintain sustained growth with not only more applicants, but also better prepared students equipped with tools for success

Excellence through Budgeting: This objective provides budget oversight and expansion for expanding opportunities in education for both transfer and career and technical, and workforce development as well as personal enrichment for our faculty, staff, students and community

Excellence through Facilities: This objective provides the management of all grounds and facilities to help provide the best learning environment possible

DCC's KEY CHARACTERISTICS:

- Low student to faculty ratio
- Seamless transferability for all core classes
- Quality career and technical programs
- Career readiness educational programming
- Highly qualified and dedicated faculty and staff
- Student-focused modern library facilities
- Campus-wide WIFI and independent computer labs
- Competitive athletic programs
- Active student government and student life programming
- Quality apartment-style housing
- Quality learning environment in a unique geographical region of the United States

DCC PRINCIPLES:

- Dedication to the development of all students.
- Actively engage students to encourage a desire for lifelong learning and gainful employment or transfer.
- Provide comprehensive practical and applied educational opportunities to students and community.
- Commitment to seek and teach relevant and meaningful academic courses and programs.
- Inspire social responsibility and the commitment to community engagement and leadership
- Commitment to personal integrity and responsibility.
- Respect for the expertise, contributions, perspectives and personal worth of all members of the college community.

Dawson Community College – Five–year Strategic Action Plan

Team Goals & Measurements: Goals and updates will be monitored quarterly with updates to the DCC Foundation Board, the President and the DCC Board of Trustees. This plan will be used to help to support our students, stakeholders while contributing to the overall satisfaction and growth of DCC. **Review Dates: September 15, December 15, March 15, and June 15, of each year.**

Strategic Action Plan goals:

COLLEGE-WIDE GOAL

	F18	F19	F20	F21	F22
RESIDENT	225	250	275	300	325
WUE	50	60	70	80	90
NON-RESIDENT	<u>40</u>	<u>45</u>	<u>50</u>	<u>55</u>	<u>60</u>
TOTAL	315	355	395	435	475

1. Prepare DCC to be a premier institution of higher learning in Montana by evaluating current and implementing new programs and courses.
2. Expand quality Career and Technical Education programming.
3. Investigate alternative scheduling options (four- day week, block scheduling, etc.).
4. Develop an International programming that supports our local mission as well as community, students, faculty and staff.
5. Initiate fundraising activities that fully support DCC educational programming.
6. DCC will refocus on recruiting efforts to enroll both on campus and online students.
7. Focus on a recruiting strategy that recruits 60% athletes and 40% non-athletes overall with a strong focus on Montana.
8. Investigate and implement the steps for the development of a cutting-edge Energy Center.
9. Make DCC a place of destination by providing an excellent student life experience.
10. Prepare DCC for achieving reaffirmation of accreditation, including resource allocation, personnel and procedures.

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to Date
Core Theme 1 – Excellence through Academics: Provide quality curriculum and instruction through multiple learning pathways adaptive to the needs of a changing student body						
1.1—Implement a system to identify and develop student academic success.						
a. Assess student learning outcomes in every course and report in a summary. The results of that assessment will be used to improve classroom instruction in subsequent semesters		Traci	December 2018			
b. Develop a system to expand implementation of the ownership programs in business and agriculture, including agriculture student ownership of donated heifers upon graduation		Traci	December 2018			
c. have all Career and Technical programs work with their industry advisory committees to identify and evaluate appropriate program level student learning outcomes		Traci	January 2019			
d. develop a ladder-like system allowing students with various goals and academic abilities to achieve success, academic credentials and career preparation skills		Traci	January 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 1 – Excellence through Academics: Provide quality curriculum and instruction through multiple learning pathways adaptive to the needs of a changing student body						

e. support student transfers by increasing transfers by 10 percent each year to a baccalaureate program		Traci	May 2020			
f. increase student involvement so that 60 percent of students will have the opportunity to be members of an appropriate professional organization		Traci	September 2020			
g. include in the general curriculum information, if needed, important life skills needed for student success such as financial literacy, communication skills, problem-solving skills, computational skills, work habits, ethics and civic engagement		Traci	December 2020			
h. develop and implement a curriculum bank to assure quality educational standards are taught and met.		Traci	December 2020			
1.2—Hire and support quality faculty						
a. develop and implement a new faculty orientation program		Traci	August 2018			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 1 – Excellence through Academics: Provide quality curriculum and instruction through multiple learning pathways adaptive to the needs of a changing student body						

b. develop and implement a system to support faculty acquisition of a terminal degree		Traci	December 2019			
c. have two faculty approved as MUS professors of practice		Scott	December 2020			
d. develop a system to support faculty who wish to be involved in applied research		Traci	January 2020			
e. have 80 percent of faculty holding active memberships in their professional organizations		Leslie	January 2019			
f. develop a plan to bring the average nine-month faculty salary to the 75th percentile as reported by NCES/IPEDS/Mountain States for public, two-year, rural, small colleges		Leslie	January 2020			
g. have 80 percent of the faculty in each Career and Technical unit have appropriate industry experience or credentials		Traci	May 2020			
h. have 50 percent of the full-time faculty have appropriate terminal degrees		Traci	January 2021			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 1 – Excellence through Academics: Provide quality curriculum and instruction through multiple learning pathways adaptive to the needs of a changing student body						

1.3—Expand flexibility in delivery of academic programming						
a. have summer course offerings grow by 10 percent per year		Traci	June 2018			
b. grow summer camps by 10 percent each year		Traci	June 2018			
c. facilitate the Technical Skills Associate degree. Target enrollment is 10 students at startup		Traci	August 2019			
d. implement a Winter Intersession		Traci	December 2018			
e. offer 10 new online courses per academic year		Suela	August 2018			
f. offer pilot educational programs (traditional and non-traditional focus) in Sidney and Baker to explore the development of programming in other regional locations		Traci	August 2019			
g. explore the development of dual enrollment face-to-face programming for		Suela	August 2020			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 1 – Excellence through Academics: Provide quality curriculum and instruction through multiple learning pathways adaptive to the needs of a changing student body						

high school students who are not residents of Glendive by hiring adjunct faculty in high school communities						
h. develop a program to utilize rural high schools as outreach learning centers for DCC courses		Suela	May 2020			
i. evaluate procedures for continuing education and explore the possibility of facilitating growth of the DCC continuing education programs		Traci	August 2020			
j. explore the development of educational academies in high schools		Suela	August 2019			
k. have five programs (certificates or degrees) completely online; by January 2020, have 10 programs completely online		Suela	January 2019			
l. fully implement (process, FA, etc.) late start session for both fall and spring courses and programs		Traci	August 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 1 – Excellence through Academics: Provide quality curriculum and instruction through multiple learning pathways adaptive to the needs of a changing student body						

1.4—Implement appropriate practices to ensure successful reaffirmation of accreditation by the Northwest Commission of Colleges and Universities						
a. develop a detailed plan for achieving reaffirmation of accreditation, including resource allocation, personnel and procedures		Traci	October 2019			
1.5—Facilitate the use of technology in DCC teaching environments						
a. develop a system for updating and maintaining the computer system		Frank	January 2109			
b. develop a campus technology plan prioritizing teaching and operational technology needs, budgets and the timeline for technology implementation		Frank	August 2019			
c. explore and develop a learning resource center to support student learning across campus		Traci	January 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 2 – Excellence through Student Engagement: Provide a student-centered focus through quality faculty and staff, residence life, clubs and organizations, and student and academic support services						
2.1—Ensure a high degree of student satisfaction with DCC campus life						
a. develop an instrument and protocol for annual assessment of student perception of campus life, including campus comfort and aesthetics		Virginia	May 2019			
b. include steps in the annual planning cycle to further facilitate improvement of students’ perceptions of campus life, including academic activities and facilities, residence halls, meals and college activities		Traci	May 2019			
c. evaluate the development of student counseling services		Traci	January 2019			
d. explore the acquisition and use of electronic identification cards, including electronic debit capability for meals and other on-campus purchases. Consider allowing faculty and staff to use identification cards as debit cards for meal purchases and campus functions		Jennifer K	May 2020			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 2 – Excellence through Student Engagement: Provide a student-centered focus through quality faculty and staff, residence life, clubs and organizations, and student and academic support services						

e. implement a meal plan that meets the needs of the students. Key factors should include cost, nutrition and flexible meal plans (i.e. 5 meals, 14 meals, 21 meals, etc.)		Jennifer K	August 2018			
2.2—Implement low cost teams and clubs that represent Montana students						
a. begin a cross country team comprised of 15 runners, 80 percent of whom are Montana residents		Joe	August 2018			
b. begin a cheer squad/dance team made up of 10 participants, 80 percent of whom are Montana residents		Traci	August 2018			
c. form a competitive shooting team representing DCC		Traci	August 2019			
d. add one club per year that reflects the needs of DCC students		Stephanie	August 2018			
2.3—Graduation						
a. Annually increase graduation rates by 5%		Kortney	May 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 2 – Excellence through Student Engagement: Provide a student-centered focus through quality faculty and staff, residence life, clubs and organizations, and student and academic support services						

2.4—Clubs and Organizations						
a. Expand club and club participation each year. Add two additional clubs and increase participation by 5% annually.		Stephanie	August 2018			
2.5—Campus Security						
a. Develop a college-wide campus security system.		Scott	August 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 3 – Excellence through Community: Provide the greater community lifelong learning opportunities through open access						
3.1— Develop a college-wide system that organizes standard timelines, procedures and responsible individuals						
a. evaluate the college’s calendaring process and, if necessary, distribute to the college community an annual calendar (available in both Outlook and hard copy) outlining standard college deadlines, responsible individuals and links for additional information, where appropriate		Traci	January 2019			
b. evaluate and improve, if necessary, metrics for timely college-wide processing of standard college functions such as employee evaluations, grades and travel reimbursements		Leslie	May 2019			
3.2— Ensure a friendly, nurturing and supportive college community						
a. incorporate regular (2 times per semester) listening sessions with the administration, faculty, staff and students		Scott	January 2019			
b. ensure a high level of employee satisfaction and morale by developing an instrument and protocol for annual		Leslie	May 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 3 – Excellence through Community: Provide the greater community lifelong learning opportunities through open access						

assessment of customer service and campus climate, including assessment of all units and key personnel						
c. include steps in the annual planning and/or evaluation cycle to facilitate improvement of customer service and campus climate based on assessment results		Leslie	May 2020			
d. explore development of a program to provide employees with the opportunity to secure a degree through DCC. Consider optional release time and tuition waiver if making satisfactory progress toward a degree		Scott	January 2019			
e. develop a system of target customer service ratings and protocol to support the improvement of customer service ratings as needed		Scott	January 2020			
f. evaluate and modify, as necessary, a staff professional development program allowing the allocation of funds and associated release time		Scott	January 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to Date
Core Theme 4 – Excellence through Outreach: Provide opportunities for workforce development, apprenticeships and internships, continuing education, personal enrichment and youth programming						
4.1—Improve Community Relations						
a. By August 2019, outline and provide programs and services that help address the professional, social, and personal enrichment needs of the region		Traci	August 2019			
b. By August 2019, develop a seamless approach at DCC from graduation to transfer and/or workforce entry		Kortney	August 2019			
c. By August 2018, each director serves as part of a community organization		Scott	August 2018			
d. Starting August 2018 the President will visit each community in eastern Montana once per semester		Scott	August 2018			
4.2—Develop and increase continuing education and community service programming						
a. increase workforce opportunities to all communities in our service area using fall 2017 as a baseline		Traci	Fall 2018			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 4 – Excellence through Outreach: Provide opportunities for workforce development, apprenticeships and internships, continuing education, personal enrichment and youth programming						

b. increase workforce participants by 30 learners per year using fall 2018 as the baseline		Traci	Fall 2019-			
c. generate \$100,000 through workforce development by the end of FY2019; Have a 10 percent increase annually thereafter. Use the FY2018 as the baseline		Traci	Fall 2018			
4.3—Increase apprenticeships, mentorships and internships						
a. have one apprenticeship program fully implemented. Increase annually.		Traci	August 2018			
b. Implement, a minimum of one internship in all career and technical programs		Traci	Fall 2019			
4.4—Increase external partnerships						
a. develop a partnership with the Montana Law Enforcement Academy in Helena to better serve eastern Montana		Kathleen	Fall 2019			
b. align learning opportunities for the Business classes with the Lions Camp		Teri	Fall 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 4 – Excellence through Outreach: Provide opportunities for workforce development, apprenticeships and internships, continuing education, personal enrichment and youth programming						
c. develop programs and certificates with local correctional facilities. Work with DC Foundation to cover costs for learners		Traci	Fall 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to Date
Core Theme 5 – Excellence through Recruiting: Provide opportunities to invite all learners to be a part of DCC, maintain sustained growth with not only more applicants, but also better prepared students equipped with tools for success						
5.1—Increase college enrollment through recruitment activities.						
a. implement an educational waiver program; by August 2018, enroll 30 students through this initiative		Suela	August 2018			
b. perfect the Welcome Center dedicated to student services and success		Suela	August 2018			
c. implement an out-of-state recruitment initiative		Suela	January 2019			
d. improve media relations and dedicate additional staff time to this responsibility; by August 2019, develop a plan for increased media exposure		Marketing Dir	August 2018			
e. grow out-of-state enrollment by 20 students and continue to grow 20 students per year		Suela	August 2018			
f. grow in-state enrollment by 50 students and continue to grow 25 students per year		Suela	August 2018			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 5 – Excellence through Recruiting: Provide opportunities to invite all learners to be a part of DCC, maintain sustained growth with not only more applicants, but also better prepared students equipped with tools for success						

g. strengthen the student ambassador program		Suela	January 2019			
h. grow non-traditional students by 5 percent using fall 2017 as the baseline		Suela	August 2018			
i. increase enrollment of international students by 10 using fall 2017 as your baseline		Suela	August 2019			
j. develop an approved DCC brand		Marketing Dir	August 2018			
k. update all old logos and signs to reflect new DCC logo		Marketing Dir	August 2020			
l. develop a student centered website that is attractive and easy to navigate		Hunter	August 2018			
5.2—Increase college enrollment through increased student retention						
a. measure retention in each program area and develop a system to encourage improved retention by 5 percent each year		Kortney	May 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 5 – Excellence through Recruiting: Provide opportunities to invite all learners to be a part of DCC, maintain sustained growth with not only more applicants, but also better prepared students equipped with tools for success						

b. develop and implement appropriate living and learning communities		Kortney	May 2019			
c. explore the development of alternative scheduling and implement a pilot program as appropriate		Traci	August 2020-			
d. update and/or develop a student exit questionnaire (Student Services and Housing) to measure why students leave Dawson Community College		Traci	August 2018			
5.3—Increase college enrollment through expanded Dual Credit offerings and enrollments						
a. increase dual credit enrollment of high school students by 25 students using fall 2017 as a baseline; By January 2019, grow dual credit enrollment to 250 and continue to grow dual credit enrollment by 10 percent per year after this goal is reached		Suela	August 2018			
5.4—Increase college enrollment through increased student graduation rates						

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 5 – Excellence through Recruiting: Provide opportunities to invite all learners to be a part of DCC, maintain sustained growth with not only more applicants, but also better prepared students equipped with tools for success						

a. measure graduation rates in each program area and develop a system to improved graduation rates by 5 percent each year		Kortney	May 2019			
5.5—Increased college enrollment through International associations						
a. become a member and align partnerships through Community Colleges for International Development (CCID) conference and outreach		Scott	August 2018			
b. become a member and align partnerships through The Association for International Educators (NAFSA) conference and outreach		Scott	January 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to Date
Core Theme 6 – Excellence through Budgeting: Provide budget oversight and expansion for expanding opportunities in education for both transfer and career and technical, and workforce development as well as personal enrichment for our faculty, staff, students and community						
6.1—Increase College Resource Base						
a. implement a limited capital campaign; secure gifts and in-kind contributions totaling \$300,000 per year		Scott	August 2018			
b. implement a program to develop industry support for increased grant funds by \$300,000 per year		Scott	August 2018			
c. leverage support of DC Foundation to fund 80 percent of all Dual Credit at Dawson Community College		Scott	August 2018			
d. leverage support from DC Foundation to lead a capital campaign to support new structure on campus		Scott	January 2019			
6.2—Increase campus-wide understanding and participation in the budgeting process						
a. evaluate the tie between the college's budgeting system and planning		Jennifer K	January 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 6 – Excellence through Budgeting: Provide budget oversight and expansion for expanding opportunities in education for both transfer and career and technical, and workforce development as well as personal enrichment for our faculty, staff, students and community						

b. prepare an all-inclusive process of where learning leads the budgeting process		Traci	January 2019			
c. outline the definitions and uses for student fees		Jennifer K	August 2018			
d. document a system to improve understanding of the budgeting process and the opportunity for college-wide input into the budgeting process		Jennifer K	January 2019			
e. disseminate documentation outlining procedures detailing how academic departments access summer budgets for teaching and ongoing departmental activities and growth		Jennifer K	May 2019			
f. implement a budget system to address adjunct, leaning capital, IT and Professional Development needs		Scott	May 2020			
g. outline a process to be on time with all audit related activities		Jennifer K	August 2018			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
<p>Core Theme 6 – Excellence through Budgeting: Provide budget oversight and expansion for expanding opportunities in education for both transfer and career and technical, and workforce development as well as personal enrichment for our faculty, staff, students and community</p>						

<p>h. outline and implement the process at Dawson that includes processes and timeline for sending out and receiving information. All budget information will be approved by July 1 of each year</p>		Jennifer K	August 2018			
<p>i. outline the course fee process. All course fees should be sent and approved through the Vice President for Learning</p>		Jennifer K	August 2019			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to Date
Core Theme 7 – Excellence through Facilities: Provides the management of all grounds and facilities to help provide the best learning environment possible						
7.1—Improve exterior campus aesthetics and landscaping						
a. develop and implement a system facilitating the maintenance of campus grounds and external aesthetics		Bill	August 2018			
b. explore the development of a recreation area on campus that leads to a greater Campus Life		Stephanie	September 2019			
c. explore the development of additional aesthetic, information and safety items for campus grounds. Consider: <ul style="list-style-type: none"> ○ Lighting around buildings and in parking lots ○ Blue phones/security cameras ○ Outdoor cameras for virtual tours ○ Improvement of campus maps ○ Improvement and replacement of campus signage 		Bill	December 2019			
7.2—Improve maintenance of campus facilities						

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 7 – Excellence through Facilities: Provides the management of all grounds and facilities to help provide the best learning environment possible						

a. hire additional maintenance staff for preventive maintenance/grounds campus-wide		Bill	April 2020			
b. develop and implement a system for the regularly scheduled maintenance of campus facilities, including the allocation of resources sufficient to maintain functionality of all facilities		Bill	April 2020			
7.3—Improve maintenance of campus facilities						
a. develop a facilities master plan outlining the development or renovation of potential new facilities. Include methods to ensure handicap accessibility for campus facilities. Consider these potential facilities: <ul style="list-style-type: none"> i. Distance education classrooms ii. Interactive conference room development iii. Meat Lab iv. Livestock facility with on-campus housing for students’ horses. v. An Alumni Center vi. Recreation Center 		Bill	August 2018			

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
<p>Core Theme 7 – Excellence through Facilities: Provides the management of all grounds and facilities to help provide the best learning environment possible</p>						
<ul style="list-style-type: none"> vii. Montana Education Center viii. Additional Housing needs to meet growth demand ix. Energy Center x. Early Childhood Education Learning Lab 						
<p>7.4—Explore the collaborative facility usage idea with the Recreation District proposal with the City of Glendive</p>						

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 7 – Excellence through Facilities: Provides the management of all grounds and facilities to help provide the best learning environment possible						

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Other						
a. Develop a strong capital campaign to raise funds for an educational center which includes an Agriculture and Energy Center of Excellence.		Scott	August 2022			
1. Develop footprint for brochure and talking points.						
2. Develop brochure and presentations						
3. Retain a fundraising manager						
4. Work with Montana industry leaders – wall, lab and classroom sponsorships						
5. Work with regional businesses to attract sponsorship (ex. CHS)						
6.						

Team Action Plan - Goals & Measurements	Indicator(s) Measured	Person(s) Responsible	Target Date for Completion	Additional Resources Required:	Estimated Cost	Progress to date
Core Theme 7 – Excellence through Facilities: Provides the management of all grounds and facilities to help provide the best learning environment possible						

b. Increase housing needs for traditional students to meet growing demands (ex. 80 to 100 beds).		Scott	August 2018			
c. Develop a plan to bring the staff salary to the 75th percentile as reported by NCES/IPEDS/Mountain States for public, two-year, rural, small colleges.		Leslie	January 2019			
d. Develop and implement a college-wide assessment plan that will focus on all aspects of assessment at DCC (i.e. finance, courses, Perkins, IPEDS, etc.).		Scott	August 2020			
a. Develop a Business Incubator on campus at Dawson Community College.		Scott	August 2021			
b. Develop a rainy day fund (ex. \$1.6M) Develop procedures and process for fund.		Jennifer K	August 2020			
c. Monitor and update the DCC Committee structure.		Traci	August 2018			
d. Develop a campus beautification committee.		Scott	August 2018			

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