



DAWSON COMMUNITY COLLEGE

NWCCU  
YEAR SEVEN SELF-EVALUATION REPORT  
MARCH 2015

---

**TABLE OF CONTENTS**

Institutional Overview ..... 2

Basic Institutional Data Form ..... 3

Preface.....11

Chapter One: Mission, Core Themes, and Expectations .....13

Chapter Two: Resources and Capacity .....22

Chapter Three: Institutional Planning .....66

Chapter Four: Core Theme Planning, Assessment, and Improvement .....70

Chapter Five: Mission Fulfillment, Adaptation, Sustainability .....93

Conclusion .....103

References .....104

Appendix A: Analysis of Gaps between NWCCU Standards and College Performance.....106

Appendix B: Response to Recommendation 2 from Year Three Peer Evaluation Report .....125

    B1: Academic Program Review.....125

    B2: General Education Program Review Process.....128

Appendix C: Dawson Community College 2015-2018 Strategic Plan.....131

Appendix D: Balanced Scorecard Operational Definitions and Formulas .....134

## **INSTITUTIONAL OVERVIEW**

Dawson Community College is a two-year, residential, public, community college district located in Eastern Montana. In 1940, Dawson County voted to establish a junior college as an extension of the Dawson County High School, and the State of Montana approved the formation of the college. In 1966, the Dawson County High 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 located continuously 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.

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.

The College offers courses and programs leading to a variety of associate degrees and certificates in academic transfer and career and technical fields. The College also offers developmental and adult basic skills programs, and a range of continuing education noncredit courses for professional growth and personal enrichment. The College employs 16 full-time teaching faculty, 1 library director, approximately 13 adjunct faculty, 23 classified and exempt staff, 4 regular part-time staff, and 4 administrators.

Demographic and economic trends in Montana have affected the College's enrollment. High School enrollment in Montana fell by 13 percent from 2002 to 2012 (Montana Office of Public Instruction, 2012), which corresponded to declining numbers of traditionally-aged prospective students. Meanwhile, employment in the nearby Bakken oilfield grew by 35.9 percent and average annual pay increased by 53.1 percent from 2007 to 2011 (Feree & Smith, 2013). Declining high school enrollments and the Bakken oilfield employment boom contributed to the College's enrollment decreasing by 31.4 percent from 2004 to 2014. The College is in the process of developing workforce training and technical programs in collaboration with business and industry partners to meet regional human capital demand and reverse the negative enrollment trend.

To serve the emerging needs of the region and to modernize College organizational structures, functions, and programs, the College has entered a period of renewal and reorganization. The College Board of Trustees appointed Dr. Michael J. Simon as president in July 2013. Since the President's appointment, the College administration has undergone a complete turnover.

In addition to reorganization, the renewal process included (a) a detailed analysis to identify performance gaps vis-à-vis the Northwest Commission on Colleges and Universities accreditation standards, and (b) the launch of a new institutional effectiveness system in August 2014 that emphasized shared governance, provided a framework for assessment and continuous improvement, and promoted evidence-based practice in all aspects of the College. In order to begin the renewal process in Spring 2014, the President appointed two action teams. An action team comprising faculty and staff conducted a gap analysis and produced a detailed 20-page report identifying potential performance gaps (Appendix A). Meanwhile, the transition action team comprising faculty, staff, and administrators planned and facilitated the launch of the institutional effectiveness system. Through the work of these action teams, the College began to address performance gaps and to operate in the new institutional effectiveness model in Fall 2014.



***NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES***

**BASIC INSTITUTIONAL DATA FORM**

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Dawson Community College

Address: 300 College Drive

City, State, ZIP: Glendive, MT 59330

Degree Levels Offered:  Doctorate  Masters  Baccalaureate  Associate  Other

If part of a multi-institution system, name of system: N/A

Type of Institution:  Comprehensive  Specialized  Health-centered  Religious-based  
 Native/Tribal  Other (specify) \_\_\_\_\_

Institutional control:  Public  City  County  State  Federal  Tribal  
 Private/Independent ( Non-profit  For Profit)

Institutional calendar:  Quarter  Semester  Trimester  4-1-4  Continuous Term  
 Other (specify) \_\_\_\_\_

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
N/A	N/A	N/A	N/A

*Revised February 2011*

Dawson Community College, Year Seven Self-Evaluation Report

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: Total SCH /15)

**Official Fall 257.7 (most recent year) FTE Student Enrollments**

Classification	Current Year Dates: Fall 2014	One Year Prior Dates: Fall 2013	Two Years Prior Dates: Fall 2012
Undergraduate	257.7	289.8	258.8
Graduate	N/A		
Professional	N/A		
Unclassified	N/A		
Total all levels	257.7	289.8	258.8

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall 336 (most recent year) Student Headcount Enrollments**

Classification	Current Year Dates: Fall 2014	One Year Prior Dates: Fall 2013	Two Years Prior Dates: Fall 2012
Undergraduate	336	377	312
Graduate	N/A		
Professional	N/A		
Unclassified	N/A		
Total all levels	336	377	312

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

Total Number                  Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	17	15		1	2	13	0	1
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Dawson Community College, Year Seven Self-Evaluation Report

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<b>Rank</b>	<b>Mean Salary</b>	<b>Mean Years of Service</b>
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$45,951.76	14.4
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Dawson Community College, Year Seven Self-Evaluation Report

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 through June 30

Reporting of income:	Accrual Basis	Yes	Accrual Basis	Yes
Reporting of expenses:	Accrual Basis	Yes	Accrual Basis	Yes

**BALANCE SHEET DATA**

ASSETS	Last Completed FY13-14 Dates:7/1-6/30	One Year Prior to Last Completed FY12-13 Dates:7/1-6/30	Two Years Prior to Last Completed FY11-12 Dates:7/1-6/30
<b>CURRENT FUNDS</b>			
Unrestricted			
Cash	2,458,781	2,009,606	1,841,696
Investments	0	0	0
Accounts receivable gross	237,153	366,863	478,877
Less allowance for bad debts	32,350	67,172	0
Inventories	93,610	116,121	113,724
Prepaid expenses and deferred charges	59,598	58,399	38,116
Other (identify)	0	0	0
Due from	0	0	0
<b>Total Unrestricted</b>	2,816,792	2,483,817	2,472,413
Restricted			
Cash	108,789	367,374	401,709
Investments	2,044,978	1,677,710	1,620,969
Other (identify)	0	0	0
Due from	0	0	0
<b>Total Restricted</b>	2,153,767	2,045,084	2,022,678
<b>TOTAL CURRENT FUNDS</b>	4,970,559	4,528,901	4,495,091
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	0	0	0
<b>PLANT FUND</b>			
Unexpended			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
<b>Total unexpended</b>	0	0	0
Investment in Plant			
Land	137,518	137,518	137,518
Land improvements	0	0	0
Buildings	9,381,566	9,658,781	9,960,225
Balance Sheet Data – Continued			

Dawson Community College, Year Seven Self-Evaluation Report

<b>ASSETS</b>	<b>Last Completed FY13-14 Dates:7/1-6/30</b>	<b>One Year Prior to Last Completed FY12-13 Dates:7/1-6/30</b>	<b>Two Years Prior to Last Completed FY11-12 Dates:7/1-6/30</b>
Equipment	357,166	449,849	494,138
Library resources	40,654	46,733	52,812
Other (identify)	0	0	0
<b>Total investments in plant</b>	9,916,904	10,292,881	10,644,693
Due from			
Other plant funds (identify)	0	0	0
<b>TOTAL PLANT FUNDS</b>	9,916,904	10,292,881	10,644,693
<b>OTHER ASSETS (IDENTIFY)</b>	0	0	0
<b>TOTAL OTHER ASSETS</b>	0	0	0
<b>TOTAL ASSETS</b>	14,887,463	14,821,784	15,139,784
<b>LIABILITIES</b>	<b>Last Completed FY13-14 Dates:7/1-6/30</b>	<b>One Year Prior to Last Completed FY12-13 Dates:7/1-6/30</b>	<b>Two Years Prior to Last Completed FY11-12 Dates:7/1-6/30</b>
<b>CURRENT FUNDS</b>			
Unrestricted			
Accounts payable	33,303	125,535	148,437
Accrued liabilities	244,958	267,347	129,506
Students' deposits	13,650	21,300	17,100
Deferred credits	0	0	0
Other liabilities (current portion of long term debt and compensated absences)	402,326	483,903	512,169
Due to	0	0	0
Fund balance	1,523,654	795,970	1,028,202
<b>Total Unrestricted</b>	2,217,891	1,694,055	1,835,414
Restricted			
Accounts payable	0	0	0
Other (current portion of long term debt, compensated absences )	1,094,171	1,263,747	1,111,966
Due to (Student Loans, Scholarships, Student Activity Funds)	1,914,676	1,909,739	1,866,245
Fund balance	0	0	0
<b>Total Restricted</b>	3,008,847	3,173,486	2,978,211
<b>TOTAL CURRENT FUNDS</b>	5,226,738	4,867,541	4,813,625
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	0	0	0
<b>PLANT FUND</b>			
Unexpended			
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Balance Sheet Data – Continued			



Dawson Community College, Year Seven Self-Evaluation Report

<b>LIABILITIES</b>	<b>Last Completed FY13-14 Dates:7/1-6/30</b>	<b>One Year Prior to Last Completed FY12-13 Dates:7/1-6/30</b>	<b>Two Years Prior to Last Completed FY11-12 Dates:7/1-6/30</b>
Fund balance	0	0	0
<b>Total unexpended</b>	0	0	0
Investment in Plant			
Notes payable	1,080,198	1,190,722	1,330,196
Bonds payable	2,205,000	2,395,000	2,590,000
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
<b>TOTAL INVESTMENTS IN PLANT FUND</b>	3,285,198	3,585,722	3,920,196
<b>OTHER LIABILITIES (IDENTIFY)</b>	0	0	0
<b>TOTAL OTHER LIABILITIES</b>	0	0	0
<b>TOTAL LIABILITIES</b>	6,988,282	7,657,293	7,705,619
<b>FUND BALANCE</b>	6,375,527	6,368,521	6,405,963

Dawson Community College, Year Seven Self-Evaluation Report

**CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES**

REVENUES	Last Completed FY13-14 Dates:7/1-6/30	One Year Prior to Last Completed FY12-13 Dates:7/1-6/30	Two Years Prior to Last Completed FY11-12 Dates:7/1-6/30
Tuition and fees	929,061	910,646	1,019,356
Federal appropriations	0	0	0
State appropriations	2,137,167	1,667,518	1,753,754
Local appropriations	1,763,449	1,884,982	1,848,740
Grants and contracts	1,606,932	1,652,249	2,232,000
Endowment income	0	0	0
Auxiliary enterprises	621,653	539,504	616,893
Other (misc, interest, sale of assets, sale of investments)	909,356	378,875	243,713
<b>EXPENDITURE &amp; MANDATORY TRANSFERS</b>			
Educational and General			
Instruction	1,875,288	2,057,688	1,967,545
Research	0	0	0
Public services	0	0	0
Academic support	159,539	155,803	234,222
Student services	1,001,938	1,046,347	1,204,916
Institutional support	1,644,982	1,426,965	1,237,497
Operation and maintenance of plant	819,094	834,006	851,824
Scholarships and fellowships	1,276,032	1,232,368	1,748,027
Other	0	0	0
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
<b>Total Educational and General</b>	6,776,873	6,753,177	7,244,031
Auxiliary Enterprises			
Expenditures	626,875	506,777	495,578
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
<b>Total Auxiliary Enterprises</b>	626,875	506,777	495,578
<b>TOTAL EXPENDITURE &amp; MANDATORY TRANSFERS</b>	7,403,748	7,259,954	7,739,609
<b>OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)</b>	0	0	0
<b>EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]</b>	563,870	(226,180)	(25,153)

**INSTITUTIONAL INDEBTEDNESS**

<b>TOTAL DEBT TO OUTSIDE PARTIES</b>	<b>Last Completed FY13-14 Dates:7/1-6/30</b>	<b>One Year Prior to Last Completed FY12-13 Dates:7/1-6/30</b>	<b>Two Years Prior to Last Completed FY11-12 Dates:7/1-6/30</b>
For Capital Outlay	3,285,198	3,585,722	3,920,196
For Operations	0	0	0

**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
N/A	N/A	N/A	N/A	N/A

**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
N/A	N/A	N/A	N/A	N/A

## PREFACE

### **Institutional Changes Since Last Commission Visit**

Since the Year Three Evaluation, Dawson Community College (DCC) has entered an era of renewal and significant institutional change. The Board of Trustees appointed Dr. Michael Simon as President of DCC in July 2013. The Trustees charged President Simon with revising the College's strategy, implementing reforms within the college as necessary, and improving institutional performance. Following an initial period of transition to new leadership, input from internal and external constituents, and a thorough analysis of the College's environment and past performance, the President introduced several initiatives to address immediate concerns. First, in May 2014, the Board of Trustees adopted a new mission statement and core themes to clarify the institution's purpose and give direction for its efforts. Next, with the new mission and core themes to guide them, a group of faculty and staff members engaged in a comprehensive analysis of the College's policies, procedures, and operations to identify any gaps between standards set by the Northwest Commission on Colleges and Universities and the institution's performance. The gap analysis team produced a comprehensive report, and the faculty, staff, and administration used that report to address each area of concern.

Meanwhile, a different group of faculty, staff, and administrators spent the summer of 2014 preparing for the implementation of an institutional effectiveness system. The intent of the institutional effectiveness system is to form the framework with which the College ensures shared governance, assesses mission fulfillment, measures accomplishment of core theme objectives, engages in planning and budgeting, aligns goals and objectives at every level of the institution, responds to opportunities and threats, and fosters continuous improvement of systems and processes. The College launched the institutional effectiveness system in August 2014 with training and orientation sessions for all faculty and staff and formation of the system's standing committees. Each of the standing committees in the institutional effectiveness system has a clearly articulated mission and membership drawn from faculty, staff, student, and administrator ranks as appropriate.

One of the first activities undertaken by the College through the institutional effectiveness system was the creation and adoption of a balanced scorecard to measure mission fulfillment and accomplishment of core theme objectives. Kaplan and Norton (1996) explain that organizations use balanced scorecards "to translate an organization's mission and strategy into a comprehensive set of performance measures that provides the framework for a strategic measurement and management system" (p. 1). Beginning in November 2014, the College collected data on each of the key performance indicators included on the balanced scorecard to inform planning and assessment activities. Going forward, the College will collect these data annually and report on its performance to the Board of Trustees, internal stakeholders, and the public. The College has reported these baseline data in this *Year Seven Self-Evaluation Report*. Although the College continues to engage in the renewal and change process, it has made significant progress and moves forward with a culture of trust, a culture of shared governance and vision, and a culture of evidence and continuous improvement.

### **Response to Recommendations**

The College received two recommendations from the evaluation team for the Year Three *Resources and Capacity* Peer-Evaluation Report. The recommendations were the following:

1. conduct consistent and regular evaluation of classified staff to ensure policies, procedures, and criteria of staff performance are regularly and periodically reviewed and consistently applied (Standard 2.B.2); and
2. establish and execute a systematic process for assessment of all programs at the degree level, and develop clear means for assessing student achievement of learning outcomes and demonstrate that the institution uses the assessment process for the improvement of teaching and learning in the General Education program (Standards 2.C.1 and 2.C.10).

The College addressed both of these recommendations in an Ad Hoc Self-Evaluation Report submitted to the Commission in 2013. Although the College addressed recommendation 1 adequately in the Ad Hoc Self-Evaluation Report, it is noteworthy that all classified staff received an annual evaluation by October 1, 2014, for the 2013-2014 year. Furthermore, the College (a) refined the evaluation system to include a self-assessment stage in addition to the traditional evaluation by the supervisor; (b) developed procedures to ensure the President reviews compliance with policies, procedures, and criteria of staff performance and reports his/her findings to the Board of Trustees; and (c) added an annual review of all Board Policies by a subcommittee of the Board of Trustees in August of each year.

The College has established and begun executing a systematic process for assessment of all programs at the degree level. The College has developed clear means for assessing student achievement of learning outcomes and has demonstrated that the institution uses the assessment process for the improvement of teaching and learning in the general education program. In summary, the College addressed recommendation 2 through (a) the implementation of the institutional effectiveness system, which involved course-level Student Outcome Assessment Plans (SOAP) used to assess student achievement of learning outcomes, (b) program-level Institutional Effectiveness Plans that aggregate SOAP data enabling the College to use data from the assessment process for the continuous improvement of academic programs, and (c) the revision and re-launch of a new program review protocol and a new general education review protocol (See Chapter Four and Appendix B).

## CHAPTER ONE

### MISSION, CORE THEMES, AND EXPECTATIONS

#### **Eligibility Requirement 2 – Authority**

Dawson Community College (DCC) has formal authority from the state of Montana to grant associate degrees and postsecondary certificates pursuant to Montana Code Annotated Title 20, Chapter 15 § 225 (Mont. Code Ann. 20-15-225).

#### **Eligibility Requirement 3 – Mission and Core Themes**

The DCC Board of Trustees adopted a revised mission statement and core themes on May 21, 2014. The College administration, faculty, and staff participated in the development of the mission and core themes.

The mission guides the College in its planning and operations. The College's four Core Themes derive from the mission and represent the educational interests of DCC students. The College's budget demonstrates that the institution directs resources toward achievement of educational objectives.

### STANDARD 1.A – MISSION

#### **Standard 1.A.1 – Mission**

*The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

The Board of Trustees adopted the current College mission, which is, “Dawson Community College provides affordable and open access to quality teaching and learning” on May 21, 2014. The College publishes the mission statement on (a) the College website, (b) the College Catalog, (c) framed posters in high traffic areas of the campus, and (d) the College Policy and Procedure Manual. Furthermore, the President and College representatives refer to the mission in public presentations.

The College mission statement is brief and easily understood. It focuses on affordability, open access, and quality, which are values derived from the community as represented by the locally elected Board of Trustees. The mission is appropriate for a comprehensive two-year public community college and guides all DCC programs and services.

#### **Standard 1.A.2 – Mission Fulfillment**

*The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

The College defines mission fulfillment in the context of its purpose, characteristics, and expectations as a public, comprehensive community college. The College measures accomplishments and outcomes in four core themes and one focus area that collectively have 19 key performance indicators (KPI). The College core themes are (1) transfer education, (2) career

and technical education, (3) college readiness education, and (4) continuing education and community service. The focus area is affordability and operational quality, which aligns with the values expressed in the College mission statement, and expectations of external and internal constituents. Whenever practical, the College selected KPIs that were also included in the American Association of Community College's (2014) Voluntary Framework of Accountability. In aggregate, the core themes and focus area and related key performance indicators form a balanced scorecard (Kaplan & Norton, 1996), which the College uses to assess mission fulfillment holistically.

In order to determine acceptable performance each academic year, the College sets a performance range in each KPI. When the actual performance falls within the range, that KPI is green. When the actual performance falls below the range but within three percent of the lower range value, that KPI is yellow. When the actual performance falls more than three percent below the lower range value, that KPI is red. The College sets the acceptable threshold for mission fulfillment at 70% of KPIs being green. If the College does not meet the acceptable performance threshold for a given KPI (yellow or red), faculty and staff develop tactics for improving performance on that KPI through the institutional effectiveness planning process. Moreover, performance on the scorecard informs the strategic plan (Appendix C) and annual institutional effectiveness plans.

In order to set the performance ranges for KPIs, the College used data from several sources. For the student retention and persistence KPIs (Table 1, KPIs 1, 2, 5, 6, & 9), the College calculated the average student retention and persistence rates among a cohort of 42 public institutions with the same Carnegie classification, highest degree offered, and degree of urbanization as DCC using the U.S. Department of Education's Integrated Postsecondary Data System (IPEDS). The College used the average net cost of attendance among these same 42 institutions as reported in IPEDS to set the affordability KPI target (Table 1, KPI 17). The College set the target percentage for the successful transfer KPI and degree attainment KPI (Table 1, KPIs 3 & 4) based on research by Shapiro and Dundar (2013). Research by Bailey, Jeong, and Cho (2010) informed the target percentage for performance in college-level courses among students enrolling in developmental classes (Table 1, KPI 10). In order to set the target percentage of students who successfully complete an adult basic education level (Table 1, KPI 12), the College relied on data from the U.S. Department of Education's Office of Vocational and Adult Education (2013) and Columbia University's Community College Research Center (2014). For the remaining KPIs (Table 1, KPIs 7, 8, 11, 13, 14, 15, 16, 18, & 19), the College set the target performance based on past performance at the College and input from faculty and staff on reasonable yet aspirational performance.

**Table 1**

**DCC Balanced Scorecard & Key Performance Indicators**

<b>Core Theme: Transfer Education</b>	<b>Range</b>	
1. Percent of first-time, full-time AA/AS students that enroll in the fall semester of their second year (retention)	40%	50%
2. Percent of first-time, full-time AA/AS students that complete a degree within three years of their initial enrollment (persistence)	30%	35%
3. Percent of first-time, full-time AA/AS students that successfully transfer to four-year institutions	40%	50%
4. Percent of AA/AS alumni that complete a baccalaureate degree within four years of transfer	45%	50%
<b>Core Theme: Career &amp; Technical Education</b>	<b>Range</b>	
5. Percent of first-time, full-time AAS students that enroll in the fall semester of their second year (retention)	40%	50%
6. Percent of first-time, full-time AAS students that complete a degree within three years of their initial enrollment (persistence)	30%	35%
7. Percent of AAS alumni employed in their fields, pursuing further education, or using knowledge and skills learned in the AAS program	75%	85%
8. Percent of industry partners and professionals in the field who rate the curriculum in each AAS program as appropriate	85%	95%
<b>Core Theme: College Readiness Education</b>	<b>Range</b>	
9. Percent of first-time, full-time developmental education students that enroll in the fall semester of their second year (retention)	40%	50%
10. Percent of first-time, full-time students from developmental education who pass the first college-level course in that topic with a "C" grade or better	50%	60%
11. Percent of TRIO eligible students who access academic support services offered by the college	50%	75%
12. Percent of students who successfully complete an adult basic education level	20%	25%
<b>Core Theme: Continuing Education and Community Service</b>	<b>Range</b>	
13. Workforce training course enrollments	150	300
14. Noncredit personal enrichment enrollments	80	150
15. Campus events open to the community	50	75
16. Net revenue derived from noncredit workforce training and personal enrichment courses	\$10,000	\$20,000
<b>Focus Area: Affordability &amp; Operational Quality</b>	<b>Range</b>	
17. Affordability as measured by average net price compared to 42 comparable colleges in the United States	\$6,224	\$8,298
18. Percent of students and faculty indicating the facilities support teaching and learning	60%	70%
19. Percent of students, faculty, and staff rating college operations effective	60%	70%



## **STANDARD 1.B – CORE THEMES**

### **1.B.1 – Core Theme Identification**

*The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

Dawson Community College identified four core themes that individually manifest essential elements of the College's mission and collectively encompass its mission. The themes represent the comprehensive mission of DCC and the commitment to provide affordable and accessible quality teaching and learning.

The College serves a wide range of constituents who have varying preparation, skills, abilities, and goals. Some learners enroll at DCC planning to transfer to a four-year baccalaureate institution; some learners plan to immediately enter the workforce after completing a two-year degree; some learners seek noncredit workforce training or personal enrichment, while some learners enroll unprepared for the rigor of college-level work and must remediate in order to develop the necessary skills for success in college. Serving each of these learner groups is fundamental to the College mission.

The Core Themes:

1. Transfer Education - Programs and services that prepare learners for transition to and success in further degree programs;
2. Career and Technical Education - Programs and services that prepare learners for vocational and technical career entry, transition, and advancement;
3. College Readiness Education - Pre-college programs and services that prepare learners for successful transition to college-level work;
4. Continuing Education and Community Service - Programs and services that help address the professional, social, and personal enrichment needs of the region.

### **1.B.2 – Core Themes Objectives and Indicators**

*The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

For each of its core themes, the College has identified key performance indicators (KPI) of achievement and accomplishment. The KPIs are meaningful, assessable, and verifiable. Appendix D provides operational definitions for each KPI and describes each KPIs data source in detail.

#### **Core Theme One: Transfer Education**

College transfer education is a major component of the College's mission to provide affordable and open access to quality teaching and learning. A significant proportion of students enroll with the intention of completing an Associate of Arts or Associate of Science degree, and furthering their education beyond DCC. The College also enrolls many students who do not plan to

complete an associate degree but rather enroll to complete some prerequisite courses that transfer to four-year institutions.

The objective of the College Transfer Education core theme is to provide programs and services that prepare learners for transition to and success in further degree programs. The College has identified four key performance indicators of achievement for this core theme (see Table 2). The indicators evaluate achievement in student retention, student persistence, alumni transfer rate, and baccalaureate degree completion. Through the annual planning cycle, DCC will focus continuous improvement efforts and resource allocation in relation to its performance on these key performance indicators.

**Table 2**

**Core Theme One: Transfer Education Key Performance Indicators**

Key Performance Indicators	Data Source	Range	
Percent of first-time, full-time AA/AS students that enroll in the fall semester of their second year (retention)	Banner	40%	50%
Percent of first-time, full-time AA/AS students that complete a degree within three years of their initial enrollment (persistence)	Banner	30%	35%
Percent of first-time, full-time AA/AS students that successfully transfer to four-year institutions	NSC	40%	50%
Percent of AA/AS alumni that complete a bachelor's degree within four years of transfer	NSC	45%	50%

Note: NSC = National Student Clearinghouse

The first key performance indicator (KPI) listed in Table 2 measures the College's effectiveness at retaining first-time, full-time, degree-seeking students from their first fall enrollment to the next fall. The College's enrollment management initiative should contribute to success in this KPI. The verifiable source of data for this indicator is the College's Banner database.

The second KPI, completing an associate degree within three years, measures the College's success in student persistence to graduate. The College's enrollment management initiative should contribute to success in this KPI. The verifiable source of data for this indicator is the College's Banner database.

The third KPI, successful transfer to a four-year institution, measures the effectiveness of the College's efforts to facilitate educational continuation for students with transfer intentions. Effective coordination of advising, transfer facilitation, and articulation agreements should increase transfer rates. The National Student Clearinghouse provides assessable and verifiable data to measure this indicator.

The fourth KPI, completing a four-year degree within four years of transfer, measures student performance at the receiving institution after transferring from DCC. Improved assessment of

student learning and the resulting continuous improvement in classroom instruction are salient factors in the College’s performance on this KPI. The National Student Clearinghouse provides assessable and verifiable data to measure this indicator.

**Core Theme Two: Career and Technical Education**

The College plays a critical role in providing a skilled workforce for Eastern Montana. The College develops career and technical programs through collaboration with business and industry partners and stakeholders and input from professionals employed in the industry.

The College offers the following Associate of Applied Science degrees:

- Agribusiness Technology
- Agribusiness Technology – Equitation Option
- Business Management
- Criminal Justice Law Enforcement
- Criminal Justice
- Early Childhood Education
- Engineering Technology
- Music Technology
- Welding Technology

The objective of the Career and Technical Education core theme is to provide programs and services that prepare learners for vocational and technical career entry, transition, and advancement. The KPIs of achievement include performance in student retention, student persistence, goal attainment following AAS program completion, and relevance of learning outcomes among AAS students and alumni (see Table 3). Through the annual planning cycle, DCC will focus continuous improvement efforts and resource allocation in relation to its performance on these key performance indicators.

**Table 3**

<b>Core Theme Two: Career and Technical Education Key Performance Indicators</b>			
Key Performance Indicators	Data Source	Range	
Percent of first-time, full-time AAS students that enroll in the fall semester of their second year (retention)	Banner	40%	50%
Percent of first-time, full-time AAS students that complete a degree within three years of their initial enrollment (persistence)	Banner	30%	35%
Percent of AAS alumni employed in their fields or using knowledge and skills learned in the AAS program	Alumni Survey	75%	85%
Percent of industry partners and professionals in the field who rate the curriculum in each AAS program appropriate	Advisory Committees	85%	95%

The first KPI listed in Table 3 measures the College’s effectiveness in retaining first-time, full-time, degree-seeking students from their first fall of enrollment to their second fall of enrollment. The verifiable source of data for this KPI is the College’s Banner database.

The second KPI, completing an AAS degree within 3 years, measures students’ persistence to graduation. Career and technical degrees feature course sequences that build skills and abilities necessary to reach standards set by business and industry. When students enroll with the goal of obtaining the skills necessary to enter the workforce, the College must stress the importance of

completing a degree. The verifiable source of data for this indicator is the College’s Banner database.

The third KPI, AAS alumni employed in their fields or using knowledge and skills gained in the AAS program, provides meaningful evidence on how well the College’s career and technical programs prepare students for the workplace as well as the College’s contribution to the regional workforce. The College determines the percentage of AAS alumni employed in their field or using knowledge and skills within six months of leaving the College through annual alumni surveys.

The fourth KPI, industry partners and professionals in the field rating the curriculum in each AAS program as appropriate to the field, enables the College to assess the relevance of its AAS programs for employers, and its ability to continue meeting industry sector human capital needs. The verifiable source of data for this indicator is AAS program advisory committee minutes.

**Core Theme Three: College Readiness Education**

As a comprehensive community college, DCC has an open access admission policy for students over 16 years old. The open admission policy results in a large proportion of entering students being unprepared for the rigors of college coursework. The College provides instruction in basic writing and mathematics to facilitate academically underprepared students progressing to college-level work.

The objective of the College Readiness Education core theme is to provide pre-college programs and services that prepare learners for successful transition to college, and to develop basic academic skills. The four KPIs of achievement are student retention, college-level target course success, percentage of students accessing support services and level completion in an adult basic education course (see Table 4). Through the annual planning cycle, DCC will focus continuous improvement efforts and resource allocation in relation to its performance on these key performance indicators.

**Table 4**

<b>Core Theme Three: College Readiness Education Key Performance Indicators</b>			
Key Performance Indicators	Data Source	Range	
Percent of first-time, full-time developmental education students that enroll in the fall semester of their second year (retention)	Banner	40%	50%
Percent of first-time, full-time students who pass developmental education and go on to pass the first college-level target course in that topic with a “C” grade or better	Banner	50%	60%
Percent of TRIO eligible students who access academic support services offered by the college	ASC Records	50%	75%
Percent of students who successfully complete an adult basic education level	ABE Records	20%	25%

Note: ASC = Academic Support Center; ABE = Adult Basic Education

The first KPI listed in Table 4 measures effectiveness in retaining underprepared students from the first fall of enrollment to their second fall of enrollment. The verifiable source of data for this indicator is the College’s Banner database.

The second KPI, earning a “C” or better grade in the target college-level course, demonstrates success in developmental courses remediating deficiencies in student preparation for college-level coursework. The verifiable source of data for this indicator is the College’s Banner database.

The third KPI measures the percent of TRIO eligible students who access academic support services offered by the College. Students are strongly encouraged to use academic support services in order to remain on track to degree completion and graduate in a timely manner. The verifiable data source for this indicator is the Academic Support Center client database.

The fourth KPI, completing an adult basic education level, enables the College to examine student milestones related to this program. Adult Basic Education / English for Speakers of Other Languages (ABE/ESOL) completion rates help the College assess the extent to which students are gaining the skills they need to meet their goals. Students complete pre- and post-assessment at each level in the areas of math, reading, writing, speaking and/or listening using the Comprehensive Adult Student Assessment System (CASAS). This federally approved standardized assessment system provides reliable benchmarking. The verifiable source of data for this indicator is the ABE program records.

**Core Theme Four: Continuing Education and Community Service**

DCC plays an important role in serving Glendive and the surrounding region with opportunities for noncredit workforce training and personal enrichment courses. Additionally, the College serves as a vital contributor to the region’s social and cultural environment. The College is committed to meeting the workforce and personal enrichment needs of the community.

The objective of the Continuing Education and Community Services core theme is to provide programs and services that help address the professional, vocational, social, and personal enrichment needs of the region. The four KPIs listed in Table 5 include enrolling participants in training courses, enrolling participants in personal enrichment courses, serving as a source for community events, and earned revenue from continuing education programs and services. Through the annual planning cycle, DCC will focus continuous improvement efforts and resource allocation in relation to its performance on these key performance indicators.

**Table 5**

<b>Core Theme Four: Continuing Education and Community Service Key Performance Indicators</b>			
Key Performance Indicators	Data Source	Range	
Workforce training course enrollments	Workforce Records	150	300
Noncredit personal enrichment enrollments	Workforce Records	80	150
Campus events open to the community	Facilities Use Forms	50	75
Net revenue derived from noncredit workforce training and personal enrichment courses	Banner	\$10,000	\$20,000

The first KPI listed in Table 5 measures the number of participants enrolled in workforce training courses. This measure demonstrates the extent to which offerings align with trends in market demand and regional relevance. The second KPI, personal enrichment course enrollments, also allows the College to assess the extent to which offerings align with trends in market demand. The verifiable source of data for these KPIs is the College's workforce records report.

The third KPI, campus events open to the community, allows the College to assess its contribution to the region's social and cultural milieu. The College strives to provide positive experiences and to maintain community awareness of the institution as a comprehensive community college. The verifiable source of data for this KPI is the campus facilities use forms.

The fourth KPI measures financial performance of noncredit workforce training and personal enrichment offerings. Because this unit operates on a self-supporting basis, offerings must align with regional interests, be priced competitively, and sustain a level of quality that facilitates return customers. The verifiable source of data for this KPI is the College Banner database.

## CHAPTER TWO

### RESOURCES AND CAPACITY

#### **Eligibility Requirement 4 – Operational Focus and Independence**

Dawson Community College's programs and services are predominantly concerned with higher education. Pursuant to the Constitution of the State of Montana, the Montana Board of Regents for Higher Education provides supervision and coordination for all higher education institutions in the state (See also Mont. Code Ann. 20-15-103). However, the Constitution also empowers the locally elected Board of Trustees to manage, control, and provide governance for the College. The Board of Trustees has sufficient organizational and operational independence under Montana law to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

#### **Eligibility Requirement 5 – Non-Discrimination**

Dawson Community College is committed to equal opportunity for all persons in all facets of community college operations. The College's equal employment opportunity/affirmative action policy is as follows:

Dawson Community College does not discriminate on the basis of creed, race, religion, gender, national origin, age, disability, veteran status, genetic information, pregnancy status, marital status, gender identity or expression, or sexual orientation with respect to access, employment, programs, or services. The College is in compliance with Executive Order 11246; Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX regulation Implementing Educational Amendments of 1972; Section 504, Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; the 1991 Civil Rights Act; the Age Discrimination in Employment Act of 1967, as amended; the Vietnam Era Veterans' Readjustment Assistance Act of 1974; Title 49, the Montana Human Rights Act; and all other federal, state, and college rules, laws, regulations and policies. If any constituent has an inquiry or complaint concerning these matters, he or she is encouraged to bring it to the attention of John Bole, Director of the Academic Support Center, Title IX Coordinator. Telephone: (406) 377-9416. Email: [jbole@dawson.edu](mailto:jbole@dawson.edu). Office: 117 Library. Mailing Address: John Bole, Title IX Coordinator, 300 College Drive, Glendive, MT 59330.

The College links the preceding information to all pages of the College website, and includes the information in relevant policies, procedures, and publications.

#### **Eligibility Requirement 6 – Institutional Integrity**

Dawson Community College adheres to the highest ethical standards in the management and operations of the College and in its transactions with students, employees, the public, and external organizations and agencies. The College regularly evaluates and revises, as necessary, its policies, procedures, and publications to ensure continuing integrity. The College publishes its policies and procedures on the College website.

### **Eligibility Requirement 7 – Governing Board**

The seven-member, locally elected, Board of Trustees is responsible for the quality and integrity of the College to ensure that the College is achieving its mission and core themes. None of the Trustees has a contractual, employment, or financial interest in the College.

### **Eligibility Requirement 8 – Chief Executive Officer**

The Board of Trustees appoints the President as the chief executive officer of the college, and the Board evaluates the President. The position requires fulltime responsibility to the institution. Neither the President nor an executive officer of the College chairs the College’s governing board. The Trustees elect Board leadership, including the Board Chair, from among the Trustee ranks.

### **Eligibility Requirement 9 – Administration**

In addition to the President, the College employs three qualified administrators who provide effective leadership and management for the College’s major support and operational functions, and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

### **Eligibility Requirement 10 – Faculty**

Consistent with its mission and core themes, the College employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever the College offers and however it delivers those programs. The College procedure for hiring faculty members (College Procedure 2-5) states, “The College will continually strive to hire the most qualified individuals available to teach on a full-time or part-time basis. The College will meet or exceed Montana Board of Regents policy (Policy 730) regarding qualifications for faculty at two-year institutions.”

The College currently employs 16 full time teaching faculty members, one library director who is in the faculty unit, and adjunct faculty members who collectively teach the equivalent of 1.5 to 3.0 full-time faculty loads.

### **Eligibility Requirement 11 – Educational Programs**

DCC provides educational programs that include appropriate content and rigor consistent with the College’s mission and core themes. The educational programs culminate in achievement of clearly identified student learning outcomes, and lead to Associate of Arts, Associate of Science, Associate of Applied Science degrees, or Certificates of Applied Science in recognized fields of study and in alignment with program content.

### **Eligibility Requirement 12 – General Education and Related Instruction**

Dawson Community College’s degree programs require students demonstrate competency in critical thinking, effective communication, cultural competency, scientific and mathematical proficiency, information literacy, and mastery of emphasis area content. Transfer associate degree programs (Associate of Arts and Associate of Science degrees) require a substantial and coherent component of general education as an essential element of the programs. The general education core requirements comprise the areas of communications, fine arts & humanities,



social science/history, natural science, mathematics and computer applications, and multicultural/global perspective.

**Eligibility Requirement 13 – Library and Information Services**

DCC provides access to library and information resources with the appropriate level of currency, depth, and breadth to support DCC programs and services.

**Eligibility Requirement 14 – Physical and Technological Infrastructure**

DCC maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to provide a learning and working environment that supports the College's mission, core themes, programs, and services.

**Eligibility Requirement 15 – Academic Freedom**

The Board of Trustees is committed to protecting the College's essential freedoms to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study. In exercising these freedoms, the College recognizes that its purpose is to serve the common good and not to further the interest of either the individual teacher or the institution as a whole, and that the common good depends upon the free search for truth and its free exposition.

The College recognizes and protects under the law full freedom of inquiry, teaching, research, discussion, study, publication, and creation and exhibition of works of art, without hindrance, restriction, equivocation, and/or Board or Administration reprisal.

In the exercise of this freedom, a member of the faculty is free to discuss his/her subject in the classroom. The faculty member may not claim as a right the privilege of discussing personal viewpoints that are unrelated to the subject of the class. When a College employee makes statements pursuant to his or her official duties, the employee is not speaking as a citizen for First Amendment purposes or as a scholar for academic purposes, therefore the employee should ensure the administration approves the content of his/her statements. In a public forum, a faculty member has the same freedoms as other citizens. However, in community utterances as a private citizen, the faculty member has an obligation to indicate that he/she is not a College spokesperson.

Faculty members are entitled to academic freedom in the selection of textbooks, audio-visual and other teaching aids. This policy also applies to College library collections and resources.

**Eligibility Requirement 16 – Admissions**

As a public community college serving students with a wide range of abilities and educational goals, DCC adheres to an open admission policy for those who are 16 years or older. Specific programs or courses may require prerequisite coursework or instructor approval for enrollment. The College publishes the student admission policy online in the College Policy and Procedure manual and in the College Catalog.

**Eligibility Requirement 17 – Public Information**

The College publishes all information regarding mission and core themes, admission

requirements and procedures, grading policies, information on programs and courses, administrator and faculty credentials, student conduct policies, student rights and responsibilities, and financial information in the College Catalog and/or on the College website.

**Eligibility Requirement 18 – Financial Resources**

DCC demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. The budgeting process reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

**Eligibility Requirement 19 – Financial Accountability**

For each year of operation, The Montana Legislative Audit Division contracts with an audit firm to conduct an external financial audit of DCC, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted accounting principles. The administration, governing board, and the Montana Legislative Audit Committee consider in a timely, appropriate, and comprehensive manner the results from the audit, including findings and management letter recommendations.

**Eligibility Requirement 20 – Disclosure**

The College accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

**Eligibility Requirement 21 – Relationship with Accreditation Commission**

The College accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the College agrees that the Commission, at its discretion, may make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

**STANDARD 2.A – GOVERNANCE**

**2.A.1 – System of Governance**

*The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

The Constitution of the State of Montana vests the authority to manage and control the College in the locally elected Board of Trustees. The Constitution also grants the Montana Board of Regents of Higher Education the authority to supervise and coordinate community college districts as “other public educational institutions” in the state.

In appropriate collaboration with internal and external stakeholders, the Board of Trustees sets all College policies; reviews and approves the College budget; and adopts the College mission, core themes, strategic plan, and facilities master plan. The Board of Trustees delegates administrative authority to the President of the College. The President’s executive staff

comprises three administrators, who meet weekly to provide direction for the institution.

The institutional effectiveness system (IES) is the decision-making structure and process that provides for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. Membership of the IES standing committees include representatives from appropriate internal stakeholder groups. For each standing committee, the College publishes the committee's charge, the name of the chairperson, the names of the members, and the most recent meeting minutes on the College website.

The Glendive Federation of Teachers, Local No. 3402 of the American Federation of Teachers, AFL-CIO, the sole bargaining agent of the faculty, represents the faculty in its entirety to the Board of Trustees and administration on matters concerning faculty working conditions and contract negotiations. The Dawson Community College Unified, affiliated with the Montana Education Association – Montana Federation of Teachers, the sole bargaining agent of the classified staff, represents the staff in its entirety to the Board of Trustees and administration on matters concerning staff working conditions and contract negotiations.

In addition to serving as members of various IES standing committees, all DCC students are members of the Associated Student Body, which elects a Student Senate each year. The Student Senate, with advisement from a faculty or staff member, controls the proceeds from the student activity fee. Furthermore, the Associated Student Body votes on all proposed mandatory fees and changes in existing mandatory fees charged by the College. The Student Senate President meets regularly with the College President, and the Board of Trustees invites the Associated Student Body President or Senate Representative to present a monthly report to the Board during the Board's public meeting.

#### **2.A.2 – Multi-Unit Governance System**

*In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

Not applicable to DCC.

#### **2.A.3 – Compliance with Commission Standards**

*The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

The College administration monitors the College's compliance with the Commission's standards for accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

#### **2.A.4 – Functioning Governing Board**

*The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities,*

*and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.*

The College has a functioning Board of Trustees consisting of seven voting members, none of whom has contractual, employment, or financial interest in the institution. The Trustees have clearly defined roles and responsibilities outlined in the College Policy and Procedure Manual (Board Policy 1-6: Legal Basis and Authority). The Board of Trustees sets all College policies; hires and evaluates the College President; reviews and approves the College budget; and adopts the College mission, core themes, strategic plan, and facilities master plan in collaboration with internal and external stakeholders as appropriate. The Board of Trustees conducts a monthly public meeting announced in accordance with Montana law.

#### **2.A.5 – Committee of the Whole**

*The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

The Board of Trustees acts only as a committee of the whole. A majority of the Board of Trustees constitutes a quorum for the transaction of business, except that a contract may not be let, faculty member employed or dismissed, or bill approved unless a majority of the total board membership votes in favor of the action. When the Board of Trustees appoints a committee or subcommittee to discuss college affairs, the membership comprises no more than three Trustees. The Board of Trustees does not delegate authority to make final decisions on matters of significant interest to the public to any committee or subcommittee of the Board. The preceding is outlined in the College Policy and Procedure Manual (Board Policy 1-5: Public Participation in Board of Trustees Decisions).

#### **2.A.6 – Oversight of Institutional Policies**

*The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

The Board establishes, reviews regularly, revises as necessary, and exercises broad oversight of College policies, including those regarding its own organization and operation. The College Policy and Procedure Manual, which the College publishes online, contains the policies set forth by the Board, and the procedures established by the administration. The Board annually establishes a monthly calendar to ensure that it fulfills its governance obligations. The Board's monthly calendar designates each August for a full review of all board policies. Furthermore, the President reports on the College's operational compliance with four to five Board Policies per month at the monthly Board of Trustees meeting.

#### **2.A.7 – Selection and Evaluation of CEO**

*The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.*

Montana Code Annotated 20-15-225(1h) grants the Board of Trustees authority to “appoint and

dismiss a President.” The President is accountable to the Board of Trustees as a whole, and the Board delegates all authority to the employees through the President. Each Board Policy includes a provision authorizing the President to promulgate such procedures necessary to comply with the policy and to operate the institution. Board Policy 2-20 states that the Board of Trustees will evaluate the College President by June 30 each year. The annual evaluation always includes a self-appraisal and an evaluation of annual goal achievement. The Board of Trustees may solicit evaluative input from the faculty and staff at its discretion.

#### **2.A.8 – Board Evaluation**

*The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.*

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve. The Board of Trustees conducts a self-assessment process every year that includes (a) the completion of a self-assessment instrument by each Trustee, (b) a discussion of the compilation of the results during a public meeting, and (c) the development of a set of objectives for the next year.

#### **2.A.9 – Effective System of Leadership**

*The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

The College effectively operates with an efficient system of leadership focused on continuous process improvement, data-driven decisions, and collaboration across functional lines. Each of the administrators has appropriate authority, responsibility, and accountability. The President’s Cabinet, comprising all executive-level staff, meets weekly to discuss college operations, strategy, planning, and assessment.

#### **2.A.10 – Chief Executive Officer**

*The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.*

Dr. Michael J. Simon has served as President of Dawson Community College since July 2013. President Simon holds an Education Doctorate in Higher Education from Texas Tech University. The Board of Trustees selected Dr. Simon through a national search. Prior to joining the College, Dr. Simon worked in higher education for more than 20 years in progressively responsible positions, including five years as the chief executive officer of a community college campus in Colorado. Furthermore, President Simon has extensive experience with government relations, economic development, community outreach, and nonprofit board leadership.

#### **2.A.11 – Administrators**

*The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the*

*institution's mission and accomplishment of its core theme objectives.*

The College employs three qualified administrators in addition to the President, who provide effective leadership and management for the institution's major support and operational functions. The administrative team works collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives. The College employs the President serving as the Chief Executive Officer, the Vice President for Academic Affairs serving as the Chief Academic Officer, the Vice President of Student Affairs serving as the Chief Student Affairs Officer, and the Vice President of Administration serving as the Chief Financial Officer.

#### **2.A.12 – Communication of Academic Policies**

*Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.*

The College publishes academic policies — including those related to teaching, service, scholarship, research, and artistic creation — in the Policy and Procedure Manual on the College website and in the College Catalog.

The Master Agreement between the Board of Trustees and the Glendive Federation of Teachers includes language on academic freedom, intellectual property, and the allocation and use of professional development funds. The College provides each new faculty member with a copy of the Master Agreement, and the Master Agreement is available on the College network drive. While faculty research is certainly not discouraged, as a community college, DCC does not require faculty to engage in research. Some instructors whose classroom curricula have been innovative and unique have presented their scholarly approaches at various conferences and conventions.

#### **2.A.13 – Library and Information Resources**

*Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.*

College policies and procedures regarding access to and use of the library resources regardless of format, location, and delivery method are available on the College's website and in the Jane Carey Memorial Library. The library staff enforce policies and procedures, and the College relies upon its computer login authentication protocol to enforce policies regarding off-site access. Each library employee is responsible for knowing and following procedures.

#### **2.A.14 – Transfer Credit Policy**

*The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

Board Policy 4-5 and College Procedure 4-5 provide for an effective and clearly stated policy and procedure regarding transfer credit that maintains the integrity of its programs while

facilitating efficient mobility of students between institutions.

The College also participates in the Montana University System Common Course Numbering system. Under common course numbering, any course determined by faculty to be equivalent to any other course must have the same prefix, number, and title. By participating in the MUS Common Course Numbering System, the College facilitates efficient mobility of students between institutions in completing their educational programs.

#### **2.A.15 – Student Rights and Responsibilities**

*Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.*

The Student Handbook contains policies that delineate student rights and responsibilities, and are available on the College website. The College provides direction on how to access these documents online during all new and transfer student orientation programs. These documents contain sections addressing academic honesty, appeals, grievances, and accommodations for persons with disabilities. The College EEO/AA webpage contains a hyperlink to a webpage containing information on how persons with disabilities can request accommodations. Every College webpage includes a link to the EEO/AA website in the webpage's footer.

#### **2.A.16 – Admission and Placement**

*The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.*

The College adopts and adheres to admission and placement policies and policies on student termination, appeal, and readmission. The College publishes guidelines and processes related to admission, placement, termination, and appeal decisions in the Student Handbook, which is available online and explained extensively during new student orientation. The College also describes admission and placement policies and procedures in Board Policy 3-4 and College Procedure 3-4 in the Policy and Procedure Manual. The College maintains an open admissions policy for those who are 16 years or older and does not discriminate on the basis of creed, race, religion, gender, national origin, age, disability, veteran status, genetic information, pregnancy status, marital status, gender identity or expression, or sexual orientation with respect to access, employment, programs, or services (Board Policy/College Procedure 3-4). Verification of academic eligibility is made by way of high school ACT or SAT scores or through the on campus test for evaluation and placement into math and writing classes.

Students receiving federal financial aid are subject to Financial Aid Satisfactory Academic Progress regulations, which the College publishes on its website and in the College Catalog. The published regulations concerning Financial Aid Satisfactory Academic Progress include information on grade point averages, pace of courses, maximum period of completion, warnings,

and suspensions. Procedures for appeal and explanation of the process to regain financial eligibility are also outlined.

### **2.A.17 – Co-Curricular Activities**

*The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.*

The College maintains and publishes policies that clearly state the College's relationship to co-curricular activities, and the roles and responsibilities of students and the institution for those activities in the Policy and Procedure Manual, which is available online. The relevant policies and procedures include Board Policy 3-3 (Intercollegiate Athletics Programs); Board Policy 3-8 (Conduct of Student Athletes); Board Policy 3-5 (Student Conduct Code); and College Procedure 3-5 (Student Conduct Code).

### **2.A.18 – Human Resources Policies and Procedures**

*The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.*

The College reviews human resources policies and procedures regularly to ensure compliance with current state and federal legislation, collective bargaining agreements, negotiated agreements, and best business practice. The Board of Trustees must approve any new HR policy in a public meeting. The College applies policies and procedures consistently to ensure treatment that is fair and equitable for both students and employees of the College. College policies are available to students, faculty, and staff online in the Policy and Procedure Manual. The negotiated collective bargaining agreements with the Glendive Federation of Teachers and Dawson Community College Unified outline additional employment-related practices, and these agreements are available on the College network drive.

### **2.A.19 – Appraisal of Conditions of Employment**

*Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

The College apprises employees of their conditions of employment; work assignments; rights and responsibilities; and criteria and procedures for evaluation, retention, promotion, and termination. The Policy and Procedure Manual governs conditions of employment, work assignments, rights and responsibilities, criteria for evaluation, retention, promotion, and termination. For employees properly included in bargaining units, the Dawson Community College Unified (DCCU) Collective Bargaining Agreement and Glendive Federation of Teachers (GFT) Master Agreement also govern conditions of employment.

The Human Resource office is responsible for onboarding and distributing the DCCU Staff Agreement and the GFT Master Agreement to employees properly included in the respective bargaining units. All employees can access job descriptions through the College shared network



drive in the human resources folder.

#### **2.A.20 – Security and Appropriate Confidentiality of HR Records**

*The institution ensures the security and appropriate confidentiality of human resources records.*

The College ensures the security and appropriate confidentiality of human resources records. Employee records are maintained in a secure file in the Human Resources Office. The Human Resources Office is secured with a keypad lock. Employees and their supervisors may access these personnel files only under the supervision of the Controller and Labor Relations Administrator. Files must be returned in the condition they were removed. An employee's signature must be on any document before the College places it in the employee's personnel file.

#### **2.A.21 – Integrity of Announcements, Statements, and Publications**

*The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.*

The College represents itself clearly, accurately, and consistently through its announcements, statements, and publications. All supervisors have received training on how to represent the College in statements and interviews. Before any publication is mass-produced, the Publication Quality Review Action Team ensures it accurately and clearly communicates the College's academic intentions, programs, and services to students and to the public.

The College Catalog includes guides listing courses students must take each semester in order to complete each Associate of Applied Science degree within four semesters. The Catalog also includes a guide for how students can complete an Associate of Arts or an Associate of Science degree within four semesters. The College also provides students pursuing AA, AS, and AAS degrees with one-page advising guides to help them plan and track their progress meeting the degree requirements.

The Marketing Committee -- a standing committee in the institutional effectiveness system -- creates, evaluates, and implements marketing strategy and tactics within the context of the college mission to ensure integrity in the College's representations about its mission, programs, and services. Administrators regularly review each department's publications and press releases to ensure integrity in all representations about the College's mission, programs, and services.

#### **2.A.22 – Ethical Standards**

*The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.*

The College exemplifies high ethical standards throughout the institution. The College deals

with the public, the Commission, and external organizations honestly, directly and in a fair and consistent manner. The Student Conduct Code, which is available online in the Student Handbook, outlines how the College ensures the equitable treatment of students. College policy and procedures, as outlined in the College Policy and Procedure Manual, and the respective collective bargaining agreements govern the treatment of faculty and staff. These bargaining agreements clearly delineate the process for complaints and grievances.

#### **2.A.23 – Conflict of Interest**

*The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff.*

The College adheres to Board Policy 1-7, which prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff.

#### **2.A.24 – Intellectual Property**

*The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

The College maintains a clearly defined policy (Board Policy 1-8: Intellectual Property) with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

#### **2.A.25 – Current Accreditation Status**

*The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

The College uses language to describe its accreditation status only as it appears in official Northwest Commission on Colleges and Universities (NWCCU) correspondence. The College uses the nature of its accreditation status only in marketing and recruitment to the extent that is accurate and factual according to NWCCU. The College provides information about regional accreditation on its website and catalog.

#### **2.A.26 – Integrity in Contractual Agreements**

*If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.*

When the College enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that

contains provisions to maintain the integrity of the institution. The College ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures (Board Policy 5-1 and College Procedure 5-1), and complies with the Commission's Standards for Accreditation.

#### **2.A.27 – Policies Regarding Academic Freedom**

*The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

The Board of Trustees is committed to protecting the College's essential freedoms to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study. In exercising these freedoms, the College recognizes that its purpose is to serve the common good and not to further the interest of either the individual teacher or the institution as a whole, and that the common good depends upon the free search for truth and its free exposition.

The College recognizes and protects under the law full freedom of inquiry, teaching, research, discussion, study, publication, and creation and exhibition of works of art, without hindrance, restriction, equivocation, and/or Board or administration reprisal (Board Policy 4-4). Furthermore, the Master Agreement between the Glendive Federation of Teachers and the Board of Trustees addresses academic freedom.

#### **2.A.28 – Independent Thought and Freedom of Expression**

*Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

Pursuant to Board Policy 4-4, the College recognizes and protects under the law full freedom of inquiry, teaching, research, discussion, study, publication, and creation and exhibition of works of art, without hindrance, restriction, equivocation, and/or Board or Administration reprisal. Furthermore, faculty members are entitled to academic freedom in the selection of textbooks, audio-visual and other teaching aids. This policy also applies to College library collections and resources.

#### **2.A.29 – Presentation of Scholarship**

*Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

Individuals with teaching responsibility present scholarship fairly, accurately and objectively. Faculty members teach according to the highest professional standards as noted in the master

agreement between the Board of Trustees and the Glendive Federation of Teachers. The faculty evaluation process, outlined in College Procedure 2-13, provides for classroom observations by faculty supervisors and feedback from students to help ensure faculty present scholarship fairly, accurately, and objectively.

### **2.A.30 – Finance**

*The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

Montana law and Board Policy 1-6 vests the authority for oversight and management of financial resources in the Board of Trustees. The Board of Trustees has formed a finance committee comprising the President, Vice President of Administration, and two Trustees that meets monthly and monitors operating and capital budgets, reserves, investments, fundraising, cash management, debt management, as well as transfers and borrowing between funds. The Board Finance Committee reports to the Board of Trustees each month during the Board's public meeting. An independent auditing firm contracted with the Montana Legislative Audit Division audits the College annually and the auditing firm forwards the results to the Montana Legislative Audit Committee, the Board of Trustees, and the College administration for review and action as necessary.

## **STANDARD 2.B – HUMAN RESOURCES**

### **2.B.1 – Qualified Personnel**

*The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.*

The College employs a sufficient number of qualified personnel to maintain its support and operations functions. The College Policy and Procedure Manual clearly and publically outlines procedures for the selection of personnel. College vacancy postings and job descriptions outline criteria and qualifications for the selection of personnel. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Currently, the total number of full-time employees is 44. The College employs 16 full-time teaching faculty, 1 library director, approximately 13 adjunct faculty, 23 classified and exempt staff, and 4 administrators. The College also employs 4 regular part-time staff and 20 to 30 work-study students. A staff and faculty of 44 qualified full-time personnel is sufficient to maintain College operations.

The College outlines minimum and preferred qualifications for all employees in the respective job descriptions, which are available on the College network drive. Job descriptions also reflect the duties, responsibilities, and authority of each position. Qualifications for faculty are set forth in Board Policy 2-5 and College Procedures 2-5. College Procedure 2-5 notes that the College

will meet or exceed Montana Board of Regents of Higher Education policy regarding qualifications for faculty at two-year institutions.

The College publishes policies and procedures pertaining to the appointment of the College President, the hiring of faculty, and the hiring of classified staff in College Procedures 2-24, 2-5, and 2-25 respectively. All staff and faculty position openings are posted in-house for five business days, at which time it is determined if there are any qualified applicants. If there are not qualified in-house applicants, or if the College determines that it desires a larger pool of applicants, the College posts the opening on the website and with relevant national job posting databases (e.g., The Chronicle of Higher Education, HigherEdJobs.com, etc.). Additionally, the College posts all external job postings with the local Job Service and regional newspapers.

The Human Resources Department and hiring manager/position supervisor jointly determine which candidates meet the minimum requirements of the position. A search committee appointed by the President (a) reviews the application materials submitted by qualified applicants for a specific DCC job; (b) uses information in the application materials to narrow the pool of applicants to a group of semifinalists; (c) develops appropriate interview questions for semifinalists and finalists; (d) schedules and conducts telephone or video interviews with semifinalists, and uses appropriate information from the interviews to narrow the pool of semifinalists to three or four finalists; (e) organizes, schedules, and conducts an on-campus interview process for each finalist; and (f) develops, as a committee, a list of strengths and weaknesses for each finalist candidate. Once the above process is completed, the chairperson of the search committee submits the strengths/weaknesses lists and all committee materials/notes to Human Resources. Human Resources forwards the search committee materials to the hiring manager and/or President.

### **2.B.2 – Regular Evaluation of Administrators and Staff**

*Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

Board Policies (Board Policy 2-4, 2-18, and 2-20) and College Procedures (College Procedure 2-4 and 2-18) outline the policies and procedures relating to the evaluation of the President, administrators, and staff respectively. Board Policy charges the President with promulgation of procedures for implementing annual evaluations.

Annual evaluations are required for all classified staff employees. The College asks staff members to conduct a self-evaluation of their performance annually in August. Supervisors review each employee's self-evaluation and the supervisor's evaluation with each employee. Upon completion of self-evaluations, peer-evaluations, and supervisor's written feedback, both the employee and supervisor sign all documents used in the evaluation process and forward the documents to the Human Resources (HR) department. HR staff secures the documents in the Human Resource office.

The College also conducts annual evaluations of all administrators. The evaluation process consists of three components: self-appraisal, supervisor evaluation, and performance goal setting. At the discretion of the President, the College may solicit feedback from subordinates. The

President completes evaluation of administrators by June 30 of each year.

The Board of Trustees evaluates the College President. The evaluation process consists of three components: self-appraisal, evaluation of annual goal achievement, and may include evaluation by faculty and staff. The Board evaluates the College President by June 30 of each year.

### **2.B.3 – Professional Growth & Development**

*The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.*

The College provides faculty, staff, administrators, and other employees with appropriate opportunities for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities. The College encourages employees to enroll in College courses, attend professional conferences, and participate in webinars or online training modules. The College provides a faculty development fund pursuant to Article 15.3 of the Master Agreement between the Board of Trustees and the Glendive Federation of Teachers. The College also provides a staff development fund. The College President and administrators encourage employees to participate in professional development opportunities, and helps to identify applicable opportunities. All personnel have access to ongoing in-house professional development opportunities, including the use of technology.

### **2.B.4 – Appropriate Qualified Faculty**

*Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.*

Consistent with the College's mission, core themes, academic programs, services, and characteristics, the College employs an appropriately qualified faculty in sufficient number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs. College Procedure 2-5 states, "The College will continually strive to hire the most qualified individuals available to teach on a full-time or part-time basis. The College will meet or exceed Montana Board of Regents policy regarding qualifications for faculty at two-year institutions." The relevant Montana Board of Regents (BOR) of Higher Education policy is Policy 730. The Vice President of Academic Affairs is responsible for ensuring all full-time and part-time faculty members meet or exceed Policy 730 requirements.

The College currently employs 16 full-time, teaching faculty members and approximately 12 adjunct faculty members each semester, all of whom comply with College Procedure 2-5 and Montana BOR Policy 730. Faculty members serve in key roles on standing committees such as the Institutional Effectiveness Committee, the Academic and the Administrative Quality and Continuous Improvement Committees, the Teaching and Learning Excellence Committee, the Scheduling Committee, and the Assessment Committee, to establish and oversee academic policies, and assure the integrity and continuity of the College's academic programs.

### **2.B.5 – Faculty Responsibilities and Workloads**

*Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

The College ensures that faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and artistic creation. In the Master Agreement between the Board of Trustees and the Glendive Federation of Teachers, the College agreed that the faculty assigned credit load would not exceed 18 credit hours each semester, nor more than 30 credit hours each academic year. The Master Agreement provides a process for waiving the credit hours restriction if the faculty member and the Vice President of Academic Affairs concur. Typically, the College assigns overloads at the request of the faculty member; the administration rarely initiates the process to have faculty members teach overload. The College has no formal expectation for its faculty to engage in research or artistic creation. While the College does not discourage these endeavors, it does not require them.

The *Instructor* job description, which is located on the College network drive, lists the duties and responsibilities for full-time and adjunct faculty members. The duties include the following:

1. Provides learning experiences for students in accordance with the mission and purposes of the College.
2. Remains current in assigned teaching area(s).
3. Meets classes as scheduled.
4. Develops and publishes syllabi as directed.
5. Conforms to College regulations regarding textbook selection and replacement.
6. Completes department duties as assigned by Instructional Chair.
7. Maintains active liaison with business and industry, when appropriate.
8. Assists the department in meeting the mission and purposes of the College.
9. Maintains laboratory equipment in proper working order.
10. Supervises aides and work-study students.
11. Assists the Instructional Chair and Vice President of Academic Affairs in the development of day and night classes.
12. Performs academic advising.
13. Complies with the Master Agreement.
14. Performs other duties as assigned by the administration if necessary to fulfill the mission and purposes of the College.

### **2.B.6 – Faculty Evaluation**

*All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.*

The College evaluates tenured faculty members at least once every five years following the date

when the institution awarded tenure to the faculty member (Board Policy 2-15). The evaluation of tenured faculty members, outlined in College Procedure 2-15, involves three components. Administrators have access to the data associated with each component. The first component involves the feedback data from students collected annually by each faculty member's immediate supervisor. If he or she identifies trends in the data, the supervisor shares that information with the faculty member each year. However, during the formal evaluation conference, the supervisor discusses ongoing trends in the student feedback data with the faculty member and documents plans to address any issues.

The second component is a self-evaluation in which the faculty member describes performance progress since the last evaluation, documents any new methods or courses that the faculty member has designed and implemented since the last evaluation, and creates new goals for the next evaluation period. The faculty member also documents performance in (a) professional growth efforts, (b) community service involvement, and (c) service to the College (e.g., committees, special assignments, student club advising, etc.). The faculty member may request to substitute an alternative area for one of these three.

After the faculty member completes the self-assessment and the direct supervisor conducts at least one classroom observation, the faculty member and his or her direct supervisor meet in an evaluation conference. During this conference, a professional development plan for the faculty member is developed.

College Procedure 2-13 provides for the annual evaluation of non-tenured faculty members on (a) knowledge of subject matter, (b) professional growth, (c) methods of instruction, (d) acceptance of responsibility, (e) effectiveness of communication, (f) effectiveness of instruction, (g) professional conduct, and (h) attitude through a process similar to that used to evaluate tenured faculty.

## **STANDARD 2.C – EDUCATION RESOURCES**

### **2.C.1 – Content and Rigor**

*The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.*

The College offers a comprehensive curriculum that is responsive to the needs of students, employers, and community. Educational programs include the associate of arts, associate of science, associate of applied science, certificate of applied science, developmental education, and basic skills development. These programs, wherever offered and however delivered, are consistent with the College mission and contain appropriate rigor and content.

Faculty members in two academic divisions oversee curriculum and program content. Faculty-designed curricula, including course outcomes and assessment tools, are sequenced toward achieving program and degree outcomes. Regular reviews assure that degree content leads to a collegiate level degree.



As an associate's degree granting institution, the College is particularly attentive to its transfer mission. The majority of degree seeking students are enrolled in transfer degree majors thus it is imperative that the College provide rigor and content that prepares students for entry into baccalaureate level courses. To that end, the College faculty follow a statewide system of common course numbering thus providing a high level of assurance that students have the prerequisite knowledge to enter baccalaureate programs.

Faculty teaching in the terminal degree programs, the associate of applied science (AAS) and the certificate of applied science (CAS), have also established course and program outcomes appropriate to college-level degrees or certificates. Faculty members, with appropriate input from administration, design each program to provide comprehensive knowledge and skills for entry-level positions in the respective field of study. AAS and CAS programs have Program Advisory Committees comprised of business and industry representatives who meet regularly to review program relevance and guide program content.

### **2.C.2 – Expected Learning Outcomes**

*The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.*

The College identifies and publishes expected learning outcomes for all programs and degrees in the College Catalog, which the College updates annually, publishes online, and shows to all students during orientation programs. Faculty provide a syllabus with identified learning outcomes for each course. Enrolled students receive a printed course syllabus for each course in which they enroll, and a copy is on file with instructional services in the office of the Vice President of Academic Affairs.

### **2.C.3 – Awarding of Credit and Degrees**

*Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.*

All associate degrees require students to complete at least 60 credit hours of coursework to graduate. One credit hour represents 50 minutes of class time per week in a 15-week semester. The faculty award credit and degrees based on documented student achievement. In order to earn any degree, students must have a cumulative grade point average of 2.0 or higher on a 4.0 scale. The Vice President of Academic Affairs is a member of the Montana Chief Academic Officer's Council, which comprises all CAOs for Montana higher education institutions. The CAO group vets all programs and courses to ensure they meet expected norms and equivalencies in Montana.

### **2.C.4 – Degree Program Design**

*Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.*

Degree programs demonstrate a coherent design with appropriate courses and synthesis of learning. The College offers two transfer degrees, which are the Associate of Arts (AA) and the Associate of Science (AS), nine Associate of Applied Science (AAS) degrees, and four Certificates of Applied Science (CAS).

The general transfer AA and AS degrees provide a course of study equivalent to the first four semesters of a baccalaureate degree. These degrees have no formal designation of major with the exception of the Associate of Arts in Chemical Dependency Counseling.

The College Catalog lists the specific degree requirements and suggested sequence of courses by semesters for all degree programs. Even though the AA and AS degrees are awarded with no major field of study, the catalog offers suggested courses that are most commonly transferred to a major field of study at a baccalaureate institution. Requirements for admission and graduation for all degrees are outlined in the Catalog and on the College website. Faculty advisors work closely with students to ensure that progress is made towards completion of degrees or certificates.

### **2.C.5 – Faculty Role in Curriculum Development**

*Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.*

The institutional effectiveness system provides the framework through which faculty members exercise a major role in the design, approval, implementation, and revision of curriculum. A significant proportion of the members of the Academic Quality and Continuous Improvement Committee are members of the faculty. Additionally, a faculty member chairs the Teaching and Learning Excellence Committee, and its membership includes a significant representation by faculty members. Individual faculty members exercise a major role in the design, review, and implementation of curriculum by preparing recommendations to the two standing committees of the institutional effectiveness system described above. Board Policy 4-2 and College Procedure 4-2 outline the Board of Trustees responsibilities in approving new programs and addresses role played by the Montana Board of Regents of Higher Education.

Faculty take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. Although individual faculty members establish learning outcomes for each course in the Student Outcomes Assessment Plans (SOAPs), the SOAPs for courses in each degree program form the basis of the program's Institutional Effectiveness Plan, which the faculty reviews collectively through the Academic Quality and Continuous Improvement Committee.

Faculty members are involved in the selection of new faculty as specified in College Procedure 2-5. Faculty members serve on the search committees for all faculty vacancies and evaluate the teaching abilities of each finalist candidate.

### **2.C.6 – Integration of Library and Information Resources**

*Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.*

Faculty with teaching responsibility partner with library personnel to ensure that the use of library and information resources is integrated into the learning process. Teaching faculty bring students to the library to receive tailored instruction from librarians created in conjunction with teaching faculty and based on course assignments. The library provides reference and instructional services to foster students' ability to think critically about their information needs, and to apply information tools and resources to meet those needs successfully. Students receive assistance with locating materials, searching databases, accessing digital resources, and using proper citation format. Teaching faculty also consult with the librarian to assure that students gain information literacy skills. The librarian is a faculty member and serves on various instruction related committees of the institutional effectiveness system.

### **2.C.7 – Credit for Prior Experiential Learning**

*Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.*

The guidelines for how the College grants credit for experiential learning are documented in the Catalog. The College limits credit for experiential learning to a maximum of 25% of the credits needed for the degree, and the faculty only approve credit for documented student achievement equivalent to expected learning achievement for courses within the College's regular curricular offerings. The College designates experiential learning credits as such on the student's transcript. The Catalog outlines procedures and describes the method of granting credit for prior experiential learning. As explained in the Catalog, the College awards credit for documented achievement in traditional programs of Advanced Placement (see also Board Policy 3-1 and College Procedure 3-1), College Level Examination Program (CLEP), and credit awarded to veterans based on the American Council of Education's Guide to the Evaluation of Educational Experience in the Armed Services (ACE). The Catalog also outlines the opportunity to earn credit for prior nontraditional education and work experience.

### **2.C.8 – Accepting Transfer Credit**

*The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality,*

*and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

The final judgment in accepting transfer credit is the responsibility of the receiving institution. The College follows Board Policy 4-5 when considering the acceptance of transfer credit. The procedure for accepting transfer credit provides adequate safeguards to ensure high academic quality. The College accepts transfer credits from regionally accredited colleges by evaluation on a course-by-course basis. Equivalency is determined by assessment of course content through review of course descriptions and/or syllabi. The College also honors reciprocity between Montana institutions. Most Montana higher education institutions participate in the recently developed common course number system therefore these common numbered course credits transfer directly without need for further review if the course is offered by the College.

## **Undergraduate Programs**

### **2.C.9 – General Education and Related Instruction**

*The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes*

The College's general education component demonstrates an integrated course of study that helps students become more effective learners and prepare for productive careers and personal fulfillment. The general education requirement involves an integrated course of study in core intellectual areas which are communication (6 credits), fine arts and humanities (6 credits), social sciences/history (6 credits), natural sciences (7 credits), mathematics and computer applications (6 credits), and multicultural/global perspective (3 credits). In addition to completing the general education core of 34 credits, students must also complete nine credits in a concentration as specified in the Catalog for an Associate of Science degree or Associate of Arts degree, and a sufficient number of elective credits to complete the degree. Associate of Applied Science degrees and Certificates of Applied Science of at least 30 semester credits include a general education requirement with courses in the areas of computation, communication, and human relations.

### **2.C.10 – General Education and Learning Outcomes**

*The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

The College demonstrates that the general education component of transfer associate degree programs has identifiable and assessable learning outcomes that relate to the College mission and program outcomes. The general education core curriculum provides an integrated study in communication, humanities, social science, natural science, mathematics and multicultural perspectives. The Catalog provides a list of the learning outcomes for each core area of the general education component. The faculty, collectively at the program level and individually at the course level, assess general education learning outcomes and ensure alignment with the college mission and the Institution-Wide Learning Outcomes. The Academic Quality and Continuous Improvement Committee is responsible for evaluating general education using data from the relevant program and course learning outcome assessment strategies in aggregate and the annual general education assessment process.

The general education learning outcomes inform the development of curriculum in the Associate of Arts and Associate of Science degrees and the relevant components of Associate of Applied Science degrees. The operational definitions of Institution-Wide Learning Outcomes, which inform the development of assessable general education learning outcomes, are the following:

- *Critical Thinking* is the objective analysis and evaluation of issues, ideas, or assertions by collecting, researching, and judging relevant data, artifacts, perspectives, and their sources to form a judgment.
- *Effective Communication* comprises oral and written communication. Oral communication is expression designed to inform, instruct, persuade, or entertain the receiver. Written communication is the development and expression of a message through the written word. Written communication involves working in multiple genres and styles, using relevant technologies, and skillfully combines text, data, and images to convey information to the reader.
- *Cultural Competency* is the attainment of “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Bennett, 2008).
- *Scientific and Mathematical Proficiency* in science refers to the ability to use the body of knowledge and the scientific method to explain the natural world, identify questions, and to draw evidence-based conclusions. Mathematical proficiency is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).
- *Information literacy* is the ability to obtain and evaluate specific information to meet a wide range of personal, political, social, and business needs. The use of technology to store, organize, and access information is integral to this competency (Association of College and Research Libraries, 1989).

- *Mastery of Emphasis Area Content* comprises familiarity with a body of knowledge, which may include a concentration or emphasis area, and/or applied understanding and skills related to specific program objectives and outcomes developed at the program level.

### **2.C.11 – Related Instruction and Learning Outcomes**

*The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

Related instruction components of applied degrees and certificates have identifiable and assessable learning outcomes that align with and support program goals and intended outcomes. Applied degree and certificate program related instruction courses align with the program learning outcomes. Teaching faculty are appropriately qualified in these related areas and work closely with career and technical education faculty in program assessment activities.

### **Graduate Programs**

2.C.12, 2.C.13, 2.C.14, 2.C.15 - Not Applicable to Dawson Community College

### **Continuing Education and Non-Credit Programs**

#### **2.C.16 – Credit and Non-Credit Continuing Education**

*Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.*

Credit and noncredit continuing education programs and other special programs are compatible with the College mission and goals. The Assistant Vice President for Workforce and Technical Programs (AVP) oversees noncredit offerings across various topics designed for career, personal enrichment, and corporate training. The AVP is also responsible for Adult Basic Literacy Education, which offers noncredit basic skills courses. These courses use a national system of course placement based on the Test of Adult Basic Education. The College also provides courses for teaching renewal units for primary and secondary teachers, which must be approved through Montana's Office of Public Instruction.

#### **2.C.17 – Continuing Education Academic Quality**

*The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement.*

*Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities*  
The Assistant Vice President for Workforce and Technical Programs, in collaboration with the

faculty teaching in AAS programs, is responsible for ensuring the academic quality of all aspects of the College's continuing education and special learning programs and courses. The College maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Noncredit offerings are subject to proposal review by the Vice President of Academic Affairs and the appropriate full-time faculty member. Proposals must include a syllabus and course outcomes. Final decision to offer a course rests with the Vice President. Courses that are proposed for credit follow the formal curriculum proposal process, which begins with a review by the related academic division. Instructors are responsible for assessing course outcomes. Participants evaluate courses through a participant survey feedback form. The Assistant Vice President maintains an advisory council that meets periodically to plan and evaluate continuing education activities.

### **2.C.18 – Continuing Education Units**

*The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

The College grants credits and continuing education units according to generally accepted norms, appropriate to the course objectives, and determined by student achievement. Montana teacher renewal units are subject to the College curriculum standards as well as those of the Montana Office of Public Instruction. The renewal unit is a time specification set by the Montana Office of Public Instruction. Except for the teacher renewal units, the College does not grant continuing education units for its noncredit classes, but does maintain records of attendance.

### **2.C.19 – Continuing Education Records**

*The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

The College maintains records that describe the number of courses and nature of learning provided through noncredit instruction. The College maintains paper records indicating class title, topic, and enrollment for noncredit offerings. The Vice President of Academic Affairs retains instructor résumés and course proposals on file, and maintains records of teaching renewal units.

## **STANDARD 2.D – STUDENT SUPPORT SERVICES**

### **2.D.1 – Learning Environment**

*Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

Consistent with the nature of its educational programs, the College creates an effective learning environment with programs and services that support student learning. The classroom faculty-

to-student ratio is conducive to student engagement and success. A comprehensive spectrum of course offerings is available across all levels of student academic preparation. All learners regardless of program of study have access to relevant and timely support services. Consistent with its mission to provide quality education, the College designs services to foster a student-centered learning environment.

Full-time professional tutors are available to assist students in math, writing, and business in the Academic Support Center by appointment and non-appointment, drop-in method. As a result of the 2007 Jane Carey Memorial Library renovation, both the Center and Library offer a very student friendly design. The Library accommodates students with its numerous tables, desks, couches, computer stations, and group study rooms. A 14-seat open use computer lab is adjacent to the library service desk. Up-to-date computer equipment and software is in place as well as wireless access to the computer network, which is available in all campus buildings including residence halls. Classrooms are equipped with computer and projection instructional technology.

A federally funded TRiO Student Support Services (SSS) grant augments the services offered by the Academic Support Center. SSS is designed to increase persistence, improve GPAs, and increase transfer to four-year colleges and universities among at risk students. The program annually serves 140 low-income students, first-generation students, or students with disabilities. SSS provides one-on-one and group tutoring, academic advising, financial literacy instruction, study skills instruction, financial aid application assistance, college transfer assistance, laptop computer check out, private study/testing areas, and disability services. Access to all College programs and services is assured, and in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The Director of the Academic Support Center is responsible for disability accommodation requests.

The College also uses grant funds to give students access to a student advocate, a full-time staff position, who assists with a wide range of student needs. The goal of the advocate position is to assist students in achieving academic goals. This includes providing information on the various College processes that are necessary along the continuum of registration to graduation. The student advocate is also a resource for community services such as medical, housing, day care, and mental health. The student advocate acts as a liaison between students and the faculty, administration, College offices, and coaches. The student advocate serves as a valuable communication channel with students who encounter any number of problems or difficulties.

Enrollment Management is another crucial support service instrumental in creating a supportive learning environment. Enrollment Management focuses on all student populations to provide a network of assistance. While education is the primary focus, Enrollment Management works with students to grow and develop through participation in College academics and co-curricular programs. Enrollment Management is a resource to faculty and staff for strategies and best practices to assist students in achieving their academic goals

#### **2.D.2 – Safety and Security of Students and Their Property**

*The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.*



The College makes adequate provision for the safety and security of students and their property. The Safety Committee assesses the campus environment; examines current policies, procedures, and practices; and makes recommendations to improve continuously safety and security in the context of the College's mission and core themes. The College publishes and distributes widely an Emergency Response Plan that provides information on how students, visitors, and College personnel should respond to potentially dangerous situations. This colorful spiral bound flip chart style plan is posted in all classrooms and public areas, and distributed to all faculty and staff for their offices. Well-trained Physical Plant staff manage the facilities and grounds to address any safety and security issues as well as unlocking and re-securing facilities at the start and end of each workday. Student housing is a safe and secure living complex staffed by housing professionals.

Should an on-campus emergency occur, the College notifies all students via the College's emergency mass-notification system with text messaging and email messages. The College reviews and demonstrates the mass-notification system at orientation each semester, and encourages students to opt into the system.

The College is under the jurisdiction of the Glendive City Police Department, which provides law enforcement and community policing services. College administrators and employees in key positions (e.g., Housing, Student Conduct, etc.) meet with police department personnel regularly. College personnel also develop effective working relationships with other local law enforcement agencies, the Glendive Fire Department, and Dawson County Local Emergency Planning Committee to help ensure the well-being of students on College property. College administrators investigate, document, and resolve on campus incidents, including leveraging resources through campus and local agencies. The College complies with the Cleary Act and disclosure of campus safety and security reporting is readily available on the College website.

### **2.D.3 – Recruitment and Orientation**

*Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.*

Consistent with its mission and core themes, the College is an open access institution and admits all students who meet minimum age and education requirements and those with potential to benefit from its offerings (Board Policy 3-4). Recruitment efforts send clear and consistent messages via traditional high school and college fairs, mailings, social media, and text messages. The College presents information about academic and co-curricular programs in marketing materials, the College website, and social media.

All new degree- or certificate-seeking students must attend a student orientation, which assures that students receive accurate information related to their programs of study, graduation requirements, and transfer policies. Students meet their respective academic advisors to review degree requirements, placement test scores, and register for appropriate courses.

#### **2.D.4 – Program Elimination and Significant Change**

*In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption*

The College follows Board Policy 4-3 and College Procedure 4-3 in the event the College deems it necessary to eliminate a program. At that time, the College will provide information for students that outlines the planned sequence of events to implement changes and closures, and explains pathways to complete current program requirements. Advisors meet with students to discuss options that assist currently enrolled students through this transition period. The College offers reasonable deadlines for degree completion, and information on alternative degree options.

The faculty are highly involved in all program changes and moratoriums through the institutional effectiveness system. The two key standing committees that govern program and curricular decisions are the Academic Quality and Continuous Improvement committee and the Teaching and Learning Excellence committee. Admissions and records staff members are apprised of changes and catalog modifications and website changes are made accordingly.

#### **2.D.5 – Current and Accurate Information**

*The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.*

The College provides accurate information to prospective and current students as well as the community through the Catalog posted on the College website. The Catalog, which the College updates annually, provides information on entrance requirements, grade procedures, academic programs and courses, faculty titles and degrees, tuition and fees, refund procedures, and financial aid. Board Policy 3-5 outlines the rules and regulations for student conduct, rights, and responsibilities. The current Catalog along with four previous years are available on the website. The Registrar retains previously printed Catalogs. The College publishes the mission and core themes and academic calendar on its website, relevant publications, and on posters in each of the campus academic buildings.

#### **2.D.6 – Publication of Program Eligibility Requirements**

*Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered and b) Descriptions of unique requirements for employment and advancement in the occupation or profession*

The Catalog and academic program brochures accurately describe the course offerings for the Associate of Arts degree, Associate of Science degree, and the Associate of Applied Science degrees. Most programs and courses are open access to enrolled students. The only academic program with eligibility requirements for licensure is the Chemical Dependency Counseling Associate of Arts; its brochures describe eligibility requirements for potential licensure.

#### **2.D.7 – Secure Retention of Student Records**

*The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records*

The College adopts and adheres to policies and procedures for the secure retention of student records. The Registrar is primarily responsible for retention and security of all student records. The College files student records from 1940 to the present in a fireproof vault located in the Registrar's office. The Registrar limits access to the vault to authorized personnel. Beginning in 1986, the College also created electronic student records. In 2010, the College transitioned to the Banner system and started securing all student records going forward on that system. Additionally, the College has transitioned student records from 1991 to 2010 to the Banner system. The College contracts with the University of Montana for Banner database functions including record security and backup. The College is developing a plan to duplicate paper records from 1940 to 1986 that can serve as a back up to student paper records.

The College adheres to students' rights, confidentiality, and release of student records through the Family Educational Rights & Privacy Act of 1974 (FERPA). FERPA rights are articulated in the College Catalog. Faculty and staff receive FERPA training when they are hired and during annual in-service training programs.

#### **2.D.8 – Financial Aid**

*The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The College provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. The College tailors financial assistance to individual needs and circumstances and designs aid packages to help each student achieve educational objectives as permitted by federal and state funding regulations.

The College publishes information regarding categories of financial assistance online in the Catalog and on the College website Financial Aid pages. Financial Aid staff also direct students to the Department of Education's website ([www.studentaid.ed.gov](http://www.studentaid.ed.gov)) for additional information.

The College offers many scholarship opportunities for new and continuing students. Prospective and enrolled students can easily access the College scholarship application packets from the Financial Aid web pages on the College website.

The Academic Support Center, the Enrollment Management office, and Student Support Services assist students with completion of the FAFSA, online entrance and exit counseling, and completion of other forms required for an applicant's file. The College provides financial aid award information online via the student self-service portal on the College website. Questions and complex issues are referred to the Director of Admissions and Financial Aid for service by telephone, in person, or e-mail.

#### **2.D.9 – Financial Aid Repayment Obligations**

*Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

Students receiving financial assistance are informed of any repayment obligations. The College complies with regulations and directs students to the federal website ([www.studentloans.gov](http://www.studentloans.gov)) for entrance counseling, exit counseling, and financial awareness counseling.

From 2011 to the present, the College Financial Aid Office provides debt management sessions for all student borrowers. College personnel are available by telephone, email, or in person for students with questions about repayment. In Fall 2013, the College was awarded a one-year \$10,000 grant through the Montana College Access Challenge Grant to promote financial literacy among students. This initiative, led by the College's Student Advocate, is aimed at reaching a broad cross-section of students with information and strategies to reduce student loan debt.

Perkins Loan borrowers participate in required debt information counseling with the Director of Admissions and Financial Aid. These borrowers receive an information packet as well as required attendance in the online Federal Stafford Entrance session. When student borrowers are graduating or exiting the institution, they receive one-on-one counseling and hard copy documents about repayment. Those students who are unable to meet with the Director of Admissions and Financial Aid receive a mailed packet. Student borrowers are also required to complete the Federal Stafford exit session online.

The College monitors Direct Loan default rates through U.S. Department of Education data, which the department releases in draft form in February and in final form in October. With the implementation of the three-year cohort default rate, the College's rates have increased substantially, with the most recent rate being 16.9 for 2011. The Financial Aid Office has a Memorandum of Understanding with the Student Financial Services of the Montana Office of the Commissioner of Higher Education for assistance contacting borrowers on the delinquent borrower list received from the Department of Education monthly.

#### **2.D.10 – Academic Advising**

*The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

Full-time faculty members serve as academic advisors for all students and provide advising based on programs of study. Each semester, the College requires students to meet with their faculty advisors prior to registering for classes. The Office of Admissions and Financial Aid collects student information necessary for academic advising, assigns students to a faculty member for advising, and provides the student information to the faculty member. Enrollment Management staff explain the role and function of academic advising during each student orientation program. Additionally, the Catalog and Student Handbook outline advising requirements and responsibilities.

Because faculty members are responsible for the development and implementation of the curriculum and management of academic programs, they are knowledgeable about curriculum, program requirements, and graduation requirements. Furthermore, faculty make all changes to courses and programs through the institutional effectiveness system.

The College provides an Academic Plan of Study guide for Associate of Arts and Associate of Science degrees in orientation packets. Students pursuing an Associate of Applied Science degree or Certificates of Applied Science receive the plan of study guide from their faculty advisors. The plans of study guides provide suggested classes and requirements needed for degree completion.

#### **2.D.11 – Co-curricular Activities**

*Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

Co-curricular activities are consistent with the College's mission, core themes, programs, and services. Co-curricular activities and programs encourage and foster the intellectual and personal development of students. The many clubs and organizations available through the College meet a wide range of student interests. Club activities often reinforce classroom learning related to future career interests while providing fun peer interaction. Students find other students with common interests by getting involved with the programs offered through clubs such as Art Club, WRITE Club, Criminal Justice Club, Ag Club, Pep Band, Music Club, Tech Club and intramural sports activities. The student honor society, Phi Theta Kappa, is open to students by invitation based on academic eligibility.

All students are members of the Associated Student Body (ASB) of Dawson Community College. The student body elects officers to the Student Senate each spring, with freshman Senate members elected in the fall semester. The Student Senate meets weekly. An active and highly visible Student Senate enriches the social well-being of the student body by planning free events each year including movies, musical entertainment, welcome back barbeque and pancake breakfast, and end-of-year events. A College faculty or staff member serves as the ASB advisor. Board Policy 5-8 describes the College's practices regarding agency accounts held for student organizations.

#### **2.D.12 – Auxiliary Services**

*If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the*

*campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

The College operates Housing and Residence Life, Food Service, and College Bookstore as auxiliary services. The President hosts a monthly open forum in conjunction with the Student Senate for students to provide input on any College service. Frequently, the students take this opportunity to provide input on auxiliary services. The President also hosts a monthly open forum for faculty and staff members to provide input and suggestions on College operations, including auxiliary services. Lastly, the College conducts an annual survey of all faculty, students, and staff members that includes opportunities for respondents to provide input on auxiliary services.

### **Housing and Residence Life**

The College operates three residence halls with capacity of 160 students, a dining facility in the Main Hall student center, and a campus bookstore. Each of these auxiliary services support the College's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Because the College serves a region that is rural and sparsely populated, the distance from students' homes can make commuting difficult or impractical. Consequently, the residence halls support the institution's mission to provide affordable and open access to quality teaching and learning by making attendance more feasible for students throughout the region. The residence halls are attractive and economical, while offering students a living-learning experience that stimulates their personal growth and development. Beginning in Fall 2014, the College initiated a review of residence life programming and operations to ensure this auxiliary operation closely aligns with the College's mission and core themes.

### **Food Service**

The College contracts to provide food service in the Main Hall student center to support the teaching and learning environment. Although each residence hall room includes a full kitchen, this food service ensures that residential students have access to high quality, healthy meals. In addition, the dining facility serves faculty, staff, commuter students, and the public. The College sends survey instruments to all students to solicit their input on food service operations.

### **Campus Store/Bookstore**

The College Campus Store/Bookstore maintains a collection of required and suggested textbooks as well as supplies recommended by faculty each semester. Students are able to access the title and ISBN of required and recommended textbooks for each class in advance of each semester on the College website. The store sells locally made products, clothing and other goods with the College logo to support student retention efforts. The Campus Store is open to the public

### **2.D.13 – Intercollegiate Athletics**

*Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

The College competes in four sports within the National Junior College Athletic Association (NJCAA), which are women's softball, men's baseball, and men's and women's basketball. The College also competes in the National Intercollegiate Rodeo Association (NIRA) with a team comprising men and women. The intercollegiate athletic programs and related financial operations offered by the College align with its mission and core themes by providing applied learning opportunities for student athletes, contributing to the campus culture, and providing a social opportunity for community members and students (Board Policy 2-3). The Vice President of Student Affairs oversees the intercollegiate athletics program, and all head coaches report directly to the VP of Student Affairs.

Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in intercollegiate athletics are consistent with those for other students. Athletic scholarships are available through the College's general fund in the same way as other institutional aid. The financial aid office handles all disbursement of athletic scholarships to ensure the student's total aid package complies with relevant regulations and College policies.

The NJCAA and NIRA enforce additional academic standards for student athletes. The College explains these standards during orientation. It is important to note that if a student becomes ineligible to compete by not meeting NJCAA or NIRA standards, his or her ability to continue attending the College is governed by the same policies under which all students attend DCC.

#### **2.D.14 – Student Identity Verification for Distance Education Programs**

*The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

The College maintains an effective identity verification process for students enrolled in distance education courses. Students access online courses with a unique identification number via the College website. Student logins can be tracked and associated with computer IP addresses.

The College offers a large proportion of fully online courses through a contract partnership with Colorado Community College Systems. Students access these online courses through the Dawson Community College secure online portal, which navigates students to their online class. Throughout the semester, students may be presented with random pop-up security questions when logging into their online course(s). Other means of verification include phone calls and emails to the online student throughout the semester. At this time, the College does not charge students for identity verification processes.

### **STANDARD 2.E – LIBRARY AND INFORMATION RESOURCES**

#### **2.E.1 – Access to Library and Media Services**

*Consistent with its mission and core themes, the institution holds or provides access to library*

*and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.*

The principal responsibility of the Jane Carey Memorial Library is to provide information resources and services that advance the mission of the College and support the College's programs and services. The library develops and integrates resources in a variety of formats, utilizing technologies that provide broad access to information in support of the curricula of the College by following the Library Collection Procedure (College Procedure 6-4). The library's central location on campus provides easy access to its resources and services. District residents are welcome to borrow books, use any of the study areas, and access online resources using designated computers located in the front corner of the library. The library collection includes books, periodicals, and a variety of audiovisual formats, electronic resources, and equipment. In recent years, the number of electronic resources has increased. User accessibility to both electronic resources and the online catalog has been leveraged by the use of a federated search product.

In order to ensure that the library resources and materials have the depth and breadth to support the College's mission, core themes, programs, and services, all faculty members are encouraged to submit suggestions for additions to the library's resources and collection. The Library Director prioritizes recommendations from faculty members when considering new library resources and materials. Furthermore, the Academic Quality and Continuous Improvement Committee participates in the library materials selection process because changes in academic programs, curricula, and learning outcomes flow through this committee as part of the institutional effectiveness system. The Library Director's membership on this standing committee facilitates efficient adaptation of the library's collection and resources to the evolving academic needs of the institution.

The library staff also utilizes retrospective and current selection tools to aid in the selection of materials and ensure the collection's currency, depth, and breadth. Retrospective tools include the American Library Association's *Vocational and Technical Resources for Community College Libraries*, *Books for College Libraries*, and bibliographies in specific subject areas. Current selection tools include reviewing sources such as *Choice: Current Reviews for College Libraries*, *Library Journal*, and other general and subject specific journals.

Electronic resources significantly enhance the currency of the library collection. Faculty, staff, and students are able to access DCC library electronic resources off-campus at anytime from anywhere with Internet access. The website also contains information about the library's personnel, hours of operation, procedures, collection development procedures, services, online catalogs, databases, encyclopedia, and other web-based services to assist students in completing their academic work. In addition, the library also provides free wireless access and e-printing to any patron with a Wi-Fi device.

The *Outreach Montana: Networked Information* (OMNI) consortium augments the library's holdings. The OMNI catalog provides students, employees, and community members access to nine other college library holdings in Central and Eastern Montana. In addition, the library is a



member of Online Computer Library Center (OCLC), which allows users to borrow from libraries throughout the world.

### **2.E.2 – Planning Guided by Data**

*Planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators.*

In order to provide the most appropriate resources and services for library patrons, numerous stakeholders are involved in the library's planning processes, outlined in the Library Collection Management Procedure (College Procedure 6-4). The Library Action Team, made up of library employees, faculty, staff, and a student representative, provide a cross section of users to help guide the decision making process, and facilitate communication with library patrons. The Action Team's role is to ensure the library supports the College mission by making suggestions for improving library services, recommending resources, and providing a forum for discussion for library issues. Additionally, the library conducts biennial spring user surveys of patrons in order to obtain feedback from stakeholders. When patrons note concerns or suggestions, the library staff incorporates this data into its planning.

### **2.E.3 – Instruction and Support for Students**

*Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

The library provides reference and instructional services to foster students' ability to think critically about their information needs and to apply information tools and resources to meet those needs successfully. Students, employees, and community members can receive assistance checking out materials, using interlibrary loan, returning materials, understanding library guidelines, searching databases, using the electronic catalog, locating materials, and using proper citation format. Library staff members also assist with tasks such as setting up wireless access, computer software trouble shooting, locating reserve materials, printing documents, photocopying, and overseeing the library's study rooms. Help and assistance also is available on the library's website; librarians continually explore technologies to provide services to patrons.

Library orientation sessions for campus classes are available upon request by faculty members. In sessions, the librarian focuses on selecting appropriate information resources, how to access resources, how to search databases, citation formats, evaluation of sources, and how to use the sources in a legal and ethical manner. Library staff is active in seeking out and capitalizing on opportunities to provide information literacy to its patrons.

### **2.E.4 – Systematic and Ongoing Evaluation**

*The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

The library staff evaluates the effectiveness, quality, and adequacy of resources and services to

ensure it is meeting the information needs of the College and the community. Library employees gather information informally and anecdotally by soliciting student and employee feedback about resources, services, and issues. The Library Action Team considers and responds to this information in its role to evaluate the quality and adequacy of library resources and services. In addition to ongoing collection of qualitative data on library resources and services, quantitative data from the biennial survey provides further information for evaluating the quality and adequacy of library and information services. Finally, analysis of usage statistics helps ensure that patrons are using resources, including print, electronic, and the facility itself.

The College ensures the security of library facility and physical resources by scheduling full time staff to monitor the library whenever it is open. The College takes appropriate precautions to ensure the security of the library when it is closed. Regarding security and use of online or electronic resources, the library conforms to the College's Computer Information System Usage policy and procedure (Board Policy 6-8 and College Procedure 6-8).

## **STANDARD 2.F – FINANCIAL RESOURCES**

### **2.F.1 – Financial Stability**

*The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.*

The College demonstrates financial stability through its annual budgeting process and subsequent review of actual revenues and expenditures. Reviewing actual revenues and expenditures vis-à-vis the budget helps ensure the budgeting process accurately reflects the operation of the College. Furthermore, the Vice President of Administration regularly reviews cash flows and monitors reserves, and reports on her findings to the Board Finance Committee, which comprises two Trustees, the College President, and the Vice President of Administration.

Several Board Policies (Board Policy 5-0 through Board Policy 5-0c) require the President to ensure that financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipated long-term obligations, including payment of future liabilities. As part of the institutional effectiveness system, the Budget and Strategic Planning Committee meets several times throughout the year to hold discussions with administration, faculty, and staff members regarding the upcoming fiscal year budget. The Budget and Strategic Planning Committee creates a budget draft using this input, a review of fund balances and reserves, year-to-date actual data, future projections, and priorities of the College in relation to the mission and core themes. The public and Board of Trustees have two opportunities to discuss the budget and make revisions before the Board of Trustees approves the final budget.

### **2.F.2 – Resource Planning and Development**

*Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.*

The College conducts resource planning and development by relying upon data derived from actual revenues, expenses, and actual enrollment performance. Enrollment projections are determined based on enrollment trends, regional demographic trends, and expected outcomes from recruiting and student retention. In order to strengthen enrollment management systems and processes, the College has created or reallocated three full-time positions to this function. The investment in enrollment management has resulted in improved monitoring of enrollment trends throughout the year. Resource planning for tuition, federal and state financial aid, and course fee revenues benefits from data collected by employees in enrollment management.

The State allocates funding to the College based on a formula using enrollment performance and actual costs. The College plans for state revenue using the same formula. The College also receives revenue from ad valorem taxes paid by citizens owning property in the College district. The calculation for setting the number of mills assessed relies upon a formula in Montana law (Mont. Code Ann. 15-10-420). Consequently, the College is able to develop very reliable projections of these revenue sources.

Resource planning and development only incorporates grants, donations, and other non-tuition sources of revenue when the College secures those revenues. The College plans for resources from grant funding sources only after the funding entity awards a grant. The College receives \$258,664 annually through a Department of Education TRiO grant, which the DOE funds on a five-year cycle. Although the TRiO grant is a significant source of revenue for the Institution, the five-year cycle enables the College to plan effectively. The College also receives \$56,236 annually through a Best Beginnings Higher Education grant through the Department of Education. The Best Beginnings grant program is on a four-year cycle, and the College plans accordingly.

### **2.F.3 – Policies, Guidelines and Processes for Financial Planning**

*The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

The College clearly defines and follows policies, guidelines, and processes for financial planning and budget development that include opportunities for participation by appropriate constituencies. Board Policy 5-0b outlines the budgeting procedures. Throughout the year, the Budget and Strategic Planning Committee solicits input from faculty, staff, students, and administration as it develops the budget. The Budget and Strategic Planning Committee forwards the budget draft to the Administration Quality and Continuous Improvement Committee (AdQCI). After its review, the AdQCI Committee forwards the budget draft to the Institutional Effectiveness Committee for its review. Once the Institutional Effectiveness Committee approves the budget draft, it forwards it to the President. The President delivers the proposed budget to the Board of Trustees during two public meetings for which the public receives special notice pursuant to Montana law (Mont. Code Ann. 20-9-115). Any member of the public may comment on any aspect of the College budget during these two public meetings.

### **2.F.4 – Timely and Accurate Financial Information**

*The institution ensures timely and accurate financial information through its use of an*

*appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.*

The College ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls (Board Policy 5-0a). During FY14, the College contracted with an outside accounting firm for an audit of existing internal controls. The Vice President of Administration has implemented changes to internal controls based upon the outside accounting firm's recommendations. Ongoing assessment and cross training efforts help to insure that internal controls are reviewed continuously. The College financial accounting system uses the Banner database, which allows the Montana Office of the Commissioner of Higher Education to access College financial information as needed. An independent auditing firm contracted with the Montana Legislative Audit Division audits the College annually and the auditing firm forwards the results to the Montana Legislative Audit Committee, the Board of Trustees, and the College administration for review and action as necessary.

### **2.F.5 – Capital Budgets**

*Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.*

The Board of Trustees makes decisions on capital investments based on the College's mission and core themes and its plans for physical facilities and acquisition of equipment. As the Board considers capital plans, it relies upon projections of the total cost of ownership, equipment, furnishings, and operation. The College reviews existing and anticipated debt related to capital projects during the annual budget process, and charges the administration with ensuring capital expenses do not create an unreasonable drain on resources available for educational purposes. The College has not developed a master plan for its physical development since the Board of Trustees updated the existing plan in 2003. The College has secured the services of the Montana State University School of Architecture's Community Design Center to complete a facilities master plan in 2015. The plan will consider existing building stock, recommend renovations to existing facilities or new facilities to meet anticipated College needs, and analyze the College's student housing options.

### **2.F.6 – General Operations and Auxiliary**

*The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

The College's auxiliary operations, which include residence life, dining services, and the campus bookstore, operate as enterprise funds. The College contracts with a third-party vendor to operate dining services. The contract clearly defines the financial relationship between the vendor and the College. Residence life and the campus bookstore are College operations and

operate under the same policies and procedures as other College units. General operations funds and resources (i.e., Business Office processes and Physical Plant services) support auxiliary enterprises at no cost to the enterprise. The College incurred long-term debt for the construction of the residence halls; however, revenue derived from housing fees funds the debt service payment.

#### **2.F.7 – External Audit**

*For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.*

An independent auditing firm contracted with the Montana Legislative Audit Division audits the College using generally accepted auditing standards within seven months of the close of each fiscal year. The auditing firm forwards the findings and management letter recommendations to the Montana Legislative Audit Committee, the Board of Trustees, and the College administration for review and action as necessary.

#### **2.F.8 – Institutional Fundraising**

*All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.*

The College conducts fundraising activities in a professional and ethical manner and complies with federal, state, and local requirements. The College adopted a procedure for internal fundraising activities (College Procedure 5-0c). The College has a written agreement with the Dawson College Foundation, which is an independent 501(c)(3) nonprofit organization. The written agreement clearly defines the relationship. The College's annual comprehensive audit incorporates an independent audit of the Dawson College Foundation.

### **STANDARD 2.G – PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE**

#### **2.G.1 – Accessible, Safe, Secure, and Sufficient Facilities**

*Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.*

Consistent with its mission, core themes, and characteristics, the College creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthy learning and working environments that support the institution's mission, programs, and services. Table 6 provides information on the College's building stock. The College employs an adequate number of full-time, part-time, and seasonal Physical Plant staff to maintain the

physical plant. The Physical Plant staff comprises a part-time director, a full-time maintenance engineer, two full-time maintenance technicians, three part-time maintenance technicians, a seasonal full-time grounds technician, and two to three part-time seasonal student employees. College constituents place requests for service from the Physical Plant staff by sending an email message to *work@dawson.edu*.

**Table 6**

<b>Dawson Community College Building Stock</b>		
Construction Year	Building Name	Square Feet
1967	Main Hall	43,659
1973	Gymnasium addition to Main Hall	12,388
1982	Brueberg Residence Hall	9,424
1982	Gibson Residence Hall	12,104
1984	Student Center addition to Main Hall	5,280
1987	Ullman Center	19,380
1999	Kettner Residence Hall	7,872
2003	Baseball/Softball Complex	n/a
2006	Toepke Physical Education and Performing Arts Center	54,420
2007	Jane Carey Memorial Library expansion and Mid-Rivers Academic Support Center addition to Main Hall	10,688

The mission of the Safety Committee, which is a standing committee in the institutional effectiveness system, is to assess the campus environment; examine current policies, procedures, and practices; and make recommendations to improve continuously safety and security in the context of the College's mission and core themes. Furthermore, the College conducts an annual survey of students, faculty, and staff members to collect data on the campus physical facilities supporting teaching and learning. The College uses these data to assess the quality and quantity of the building stock and to ensure the preservation of healthy learning and working environments that support the institution's mission, programs, and services.

The College has secured the services of the Montana State University School of Architecture's Community Design Center to complete a facilities master plan in 2015. The plan will consider existing building stock, recommend renovations to existing facilities or new facilities to meet anticipated College needs, and analyze the College's student housing options in relation to its mission and strategic plan.

### **2.G.2 – Safe Use, Storage, and Disposal of Hazardous or Toxic Materials**

*The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

The College adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. The Safety Committee assesses the campus environment; examines current policies, procedures, and practices; and makes recommendations to improve continuously safety and security in the context of the College's mission and core themes. In June 2013, the Safety Committee developed a school-wide Emergency Management Plan that includes a section on dealing with

chemical spills. The Safety Committee collects Materials Safety Data Sheets (MSDS) for the use, storage, and disposal of hazardous materials, and maintains an MSDS file in the Business Office. The Safety Committee also approves the Science Laboratory Hygiene plan for the chemistry, biology, and physics laboratories, which the faculty members teaching science classes developed.

The chemistry program has developed and implemented a computerized inventory of chemicals, and inventory linked to the MSDS collection. Many of the hazardous materials used by biology and physics are included in the chemistry collection and thus MSDS for all natural sciences are included in this collection. The natural sciences use more hazardous materials than any other area of the College and the chemistry instructor is a standing member of the Safety Committee.

The welding department also deals with a number of potentially hazardous materials such as welding rods, fluxes, acetylene, oxygen and propane. The welding department stores flammable products in a sealed “flammables” cabinet when not in use. Examples of these include paints, primers, metal cleaners and lubricants. The department stores acetylene in a safe location well beyond the minimum suggested safe distance from the other gas bottles. The welding instructor has removed any unnecessary products from the facility, including automotive cleaners, aerosol paints and aerosol lubricants. The welding department stores janitorial products in a locked closet that is inaccessible to everyday operations. The welding instructor updates MSDS sheets as needed to reflect changes, and he keeps MSDS sheets on file in the welding department classroom and in the Business Office. All welding students receive instruction in basic shop safety as well as safety protocols for specific classroom projects.

Students in chemistry and biology are given basic safety training, and must sign a safety contract at the beginning each semester. The faculty provides instruction to students on the safe use of specific chemicals prior to each laboratory exercise. Students in chemistry labs are required to wear goggles and aprons in all lab work involving hazardous chemicals, heat, or glassware. Students in biology are required to wear goggles when the instructor considers such use necessary. The College provides Nitrile gloves for student use, and students are required to wear gloves when handling hazardous chemicals. The chemistry, biology, and physics laboratories all contain a class ABC fire extinguisher, a main gas shutoff valve in the instructor’s station, and a first aid cabinet. The biology laboratory also contains an autoclave for sterilization of any biologically contaminated apparatus or waste. Chemistry and biology labs are equipped with dedicated eyewash units and spill control materials. Chemistry has a safety shower, fire blanket, fume hood, and a ventilation system. The eyewashes and the safety shower in the science laboratories are function tested regularly when school is in session and a record is kept of these tests. Electrical systems in both biology and chemistry laboratories are GFCI protected.

The College disposes of waste from the chemistry and biology labs through accepted lab procedure using recommendations from Flinn Scientific. The faculty avoid laboratory experiments that create especially hazardous waste, and an effort is made to only mix needed amounts of reagents to minimize disposal amounts. Montana State University Bozeman’s hazardous materials officer is available for consultation for disposal of hazardous substances not covered by Flinn Scientific disposal methods. Microbial contaminated waste and apparatus are autoclaved before disposal. The physics lab produces no hazardous waste.

Employees obtain any needed cleaning supplies for their offices/work spaces from the custodial staff. The custodial department has added flammable materials cabinets for storage of paints, thinners, and other flammable materials, and implemented a purchasing plan requiring the vendor of any new material to provide an MSDS.

### **2.G.3 – Facilities Master Plan**

*The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

The Board of Trustees approved the current College facilities master plan in 2003. The College has secured the services of the Montana State University School of Architecture's Community Design Center to complete a new facilities master plan in 2015. The plan will consider existing building stock, recommend renovations to existing facilities or construction of new facilities to meet anticipated College needs, and analyze the College's student housing options.

### **2.G.4 – Equipment**

*Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

The College has sufficient equipment to support institutional functions and fulfillment of its strategic plan and its mission. Depending upon the intended use of equipment, the College has relied upon the general fund, the course fee fund, the auxiliary fund, Dawson College Foundation support, grants from governmental agencies, and donations from private individuals and businesses to meet equipment needs. The Board of Trustees has made an allocation from the Ullman Program Development Fund to purchase necessary equipment for the welding program. The Information Technology Department develops a schedule for rotation of technology equipment, which the College purchases through a technology fee assessed to students.

### **2.G.5 – Technology Systems and Infrastructure**

*Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.*

Consistent with its mission and core themes, the College has appropriate and adequate technology systems to support its operational functions, academic programs, and support services. In response to the increased demand for electronic resources, the College provides students and employees with 22 Mbps access to the Internet with a 50 Mbps connection to the University of Montana, where the Banner system servers reside. All campus buildings have 1 Gbps copper and fiber connections with upgraded switching hardware to support the demand on intranet resources and assure more efficient protection of mission-critical data.

Classrooms are equipped with multimedia technology including document cameras, ceiling-mounted projectors, and interactive white boards. The Information Technology department maintains two classroom computer labs and one open lab with additional student use computers



in several common areas, including the library and a kiosk style computer in the Admissions office. A secure, enterprise-grade, wireless network is available throughout the campus, including full coverage of campus housing facilities.

To support the computing infrastructure, 11 servers run various server applications. The Information Technology department takes special care to ensure that the hardware consumes as little power as possible. This has led to the purchase of server units that consume less power than a compact fluorescent light bulb. Several other servers running in a semi-virtualized environment allow this equipment to use less power while still having resources to maintain redundancy if a component should fail.

Students receive e-mail accounts through a partnership with *Google Apps for Education*. Local programming has enabled the Information Technology department to create these accounts systematically for all degree-seeking students, and upon request, for any non-degree seeking students. *Google Apps* accounts allow students to take advantage of many product offerings from Google, including *Google Calendar* and *Google Docs*. The College utilizes the *Adobe Connect Hosted* platform to serve hybrid courses and replace interactive television classes. This technology allows students from all over the College's region to participate in classes and get the education they need without leaving their current jobs. Additionally, all students have access to Moodle, the campus learning management system.

The University of Montana in Missoula hosts the Banner information system. This securely maintained system hosts and supports all business functions, employee records, and student account functions. The College purchases additional support directly from SunGard Higher Education for any issues that cannot be resolved otherwise. This collaboration with the University of Montana has created better access to information and streamlined input of data by faculty and staff.

The Technology Committee actively seeks new technology solutions that will enhance the classroom experience and meet student and faculty needs. The Committee is attentive to the computing needs of management and support staff to ensure that all facets of the institution can operate at a high level of efficiency.

## **2.G.6 – Technology Instruction and Support**

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

The College provides appropriate instruction and support for faculty, staff, and students on uses of technology systems related to programs, services, and operations. Information Technology personnel are knowledgeable in the use of all campus equipment and software. Staff from the Information Technology department are onsite during normal business hours for the entire calendar year and on call after hours to assist instructors teaching evening classes. Students receive technology-related instruction through various classes and additional training through the library, other support services, and the Information Technology department when appropriate.

The Information Technology department maintains an online Help Desk as a means to record and respond to faculty, staff, and student issues and aid users in operating any campus technology. Information Technology employees troubleshoot hardware and software problems in offices and labs as they are reported.

#### **2.G.7 – Technological Infrastructure Planning**

*Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

The College provides opportunities for input from all staff and constituencies concerning technology infrastructure planning. The Technology Committee, a standing committee within the institutional effectiveness system, develops, maintains, and reviews the campus Technology Plan. Committee members are representatives from the various departments and constituency sectors with the Director of Information Technology serving as the chair of the committee. The Committee facilitates the collection of input from technology support staff and constituencies who rely on technology for institutional operations, programs, and services. Students, faculty, and staff are encouraged to communicate technology needs to committee members. The institutional effectiveness webpage on the College website includes a link to the Technology Committee charter and meeting minutes.

#### **2.G.8 – Technology Update and Replacement Plan**

*The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

The College, through its Technology Committee, develops, implements, and reviews a technology update and replacement plan to ensure its technological infrastructure supports operations, programs, and services. In accordance with the current plan, the College replaces computer stations for employee and instructional lab use on a three-year cycle and replaces auxiliary computers within their warranty period to avoid downtime from hardware failures. The College rotates servers on a four-year basis, and replaces projectors and printers typically within a five-year period. The College upgrades network equipment based on infrastructure needs using a guide plan of replacement on a six-year cycle.

## CHAPTER THREE

### INSTITUTIONAL PLANNING

#### STANDARD 3.A – INSTITUTIONAL PLANNING

##### **3.A.1 – Comprehensive Institutional Planning**

*The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

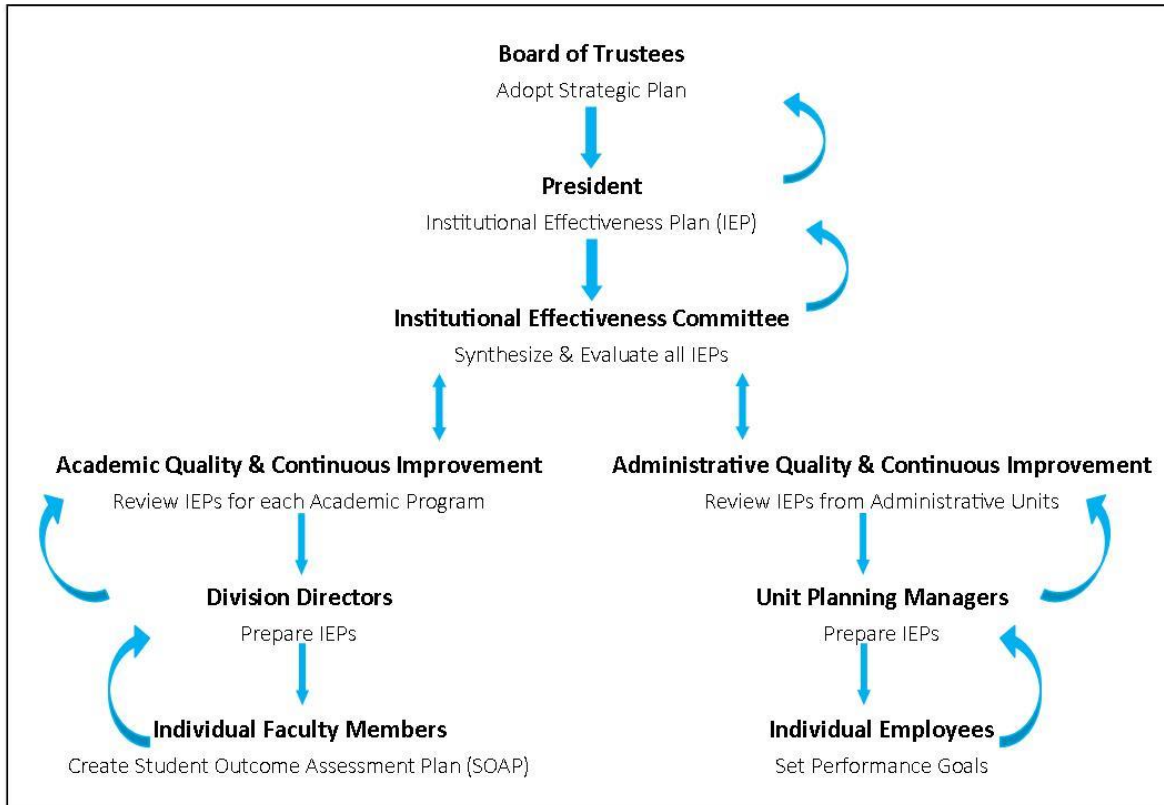
The College engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that provides direction for the institution. The resulting plans lead to achievement of the intended outcomes of the College's programs and services, accomplishment of its core themes, and fulfillment of its mission as measured by the Balanced Scorecard. The Board of Trustees adopts the College's mission and core themes and approves the Balanced Scorecard with which the College measures mission fulfillment. With the mission, core themes, and balanced scorecard as guides, the President coordinates the strategic planning process for the College. The College's strategic planning process engages a broad spectrum of constituents and stakeholders to purposefully assess factors in the College's environment including social, educational, economic, regulatory, and demographic trends; develop a shared vision for the strategic direction of the College derived from its mission that results in sustainable competitive advantage in the higher education sector; and sets strategic objectives that are integrated, comprehensive, and attainable within a three to five year timeframe. The Board of Trustees approves the strategic plan in a public meeting, and the College publishes the approved plan on its website to ensure its availability to appropriate constituencies.

The IES is the framework the College uses to ensure implementation of the strategic plan. The IES enables the institution to ensure annual course, program, and administrative unit planning aligns with the strategic plan. Each faculty member prepares Student Outcomes Assessment Plans (SOAPs) that document alignment of course objectives to program outcomes. Student Outcomes Assessment Plans describe how the faculty member will assess learning. In collaboration with the Vice President of Academic Affairs, the Division Director for the Associate of Arts and the Associate of Science programs develops Institutional Effectiveness Plans (IEP) for the AA and the AS based on the SOAPs from faculty teaching in those programs. Input from those faculty members informs the strategic plan, and relevant key performance indicators on the Balanced Scorecard. The program faculty teaching in the Associate of Applied Science degree programs write IEPs for each Associate of Applied Science (AAS) program based on SOAPs. Input from faculty members teaching in AAS programs and advisory committee members informs the strategic plan initiatives and relevant key performance indicators on the Balanced Scorecard. The Academic Quality and Continuous Improvement Committee, which is a standing committee in the institutional effectiveness system, reviews and approves the IEPs from academic programs.

Meanwhile, each administrative unit writes an IEP to set goals for the unit that align with the College's strategic plan, relevant key performance indicators on the Balanced Scorecard, and

input from personnel assigned to the unit. The Administrative Quality and Continuous Improvement Committee, which is another standing committee in the institutional effectiveness system, reviews and approves the IEPs from the administrative units. Chart 1 illustrates the Institutional Effectiveness System of Continuous Improvement. The Institutional Effectiveness Committee (a standing committee of the IES) reviews all IEPs in aggregate to ensure the plans adequately address all aspects of the Strategic Plan.

**Chart 1**  
**Institutional Effectiveness System of Continuous Improvement**



At the end of the academic year, the AA/AS Division Director, the AAS Division Director and administrative unit managers analyze data collected in the manner described in their IEPs, assess performance based on these data, and document suggestions for improvement in a report to the respective quality and continuous improvement committee. The quality and continuous improvement committees use program and unit reports to assess performance and prioritize recommendations. In the final step of the annual planning process, the Institutional Effectiveness Committee, which is a standing committee in the IES, reviews the prioritized recommendations and initiates planning for the next planning cycle.

The IES, which launched in 2014, fosters a culture of evidence in an environment conducive to ongoing planning and assessment and facilitates engagement by constituents and stakeholders. Because it launched so recently, the College expects it to mature in the next few years, which is in keeping with the College’s commitment to continuous improvement. It is also noteworthy

that the College's strategic plan ended in 2013. The President initiated another iteration of the strategic planning process in 2014. The Board of Trustees adopted the new strategic plan in January 2015.

### **3.A.2 – Input from Constituencies**

*The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.*

The College's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies. In 2013, the College recognized that the prior mission and "strategic priorities," which were roughly analogous to core themes, did not facilitate appropriate and effective measurement of the College's performance in terms of mission fulfillment. Following a process that collected input from faculty, staff, students, administrators, and stakeholders, the Board of Trustees adopted a new mission and core themes for the College in May 2014.

When the College initiated another iteration of the strategic planning process in 2014, it intentionally developed opportunities for input by students, faculty and staff, the public, and other key stakeholders through a series of input sessions. The College also created an input form for the strategic planning process on its website. The Institutional Effectiveness Committee, which is a standing committee in the institutional effectiveness system (IES), synthesized the input collected through the strategic planning process and developed a proposed strategic plan for the next three to five years. The Board of Trustees reviewed and approved the plan in a public meeting in January 2015 after receiving input from interested citizens.

The IES provides the framework for aligning individual and unit planning with the strategic plan and the College's mission and core themes. The IES intentionally engages a large proportion of the faculty, staff, students, and administration through membership on standing committees. Ultimately, the goals and outcomes measures identified at the unit or individual levels align with the College's Balanced Scorecard, which is how the institution measures mission fulfillment.

### **3.A.3 – Data and Evaluation**

*The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.*

The collection of appropriate qualitative and quantitative data informs the College's comprehensive planning process. The key performance indicators on the College's Balanced Scorecard are clearly defined and widely understood. The institutional effectiveness system provides the framework through which the College collects and analyzes data on the performance of individual units within the institution. In aggregate, through the Balanced Scorecard, the data collected by individual faculty and staff members on everything from the performance of students in the classroom to the performance of administrative units flow up through the IES to the President and the Board of Trustees to evaluate the fulfillment of the College's mission. These iterative planning and data collection processes result in ongoing assessment of performance and comprehensive planning for the following year.

### **3.A.4 – Prioritization and Resource Allocation**

*The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.*

The College's strategic plan articulates priorities and guides decisions on resource allocation and application of institutional capacity. The mission of the Budget and Strategic Planning Committee is to develop the annual College budget to ensure resource allocation and application of institutional capacity aligns with the College's mission, core themes, and strategic plan. When unanticipated opportunities or threats occur during the fiscal year, the administration and the Budget and Strategic Planning Committee assess capacity to address the situation. Because the committee is a standing committee in the IES, its membership comprises representation from appropriate constituency groups.

### **3.A.5 – Emergency Preparedness and Contingency Planning**

*The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.*

The College plans for continuity and recovery of operations should catastrophic events significantly interrupt normal operations. The College maintains appropriate financial reserves and insurance coverage to recover from catastrophic events, including short-term rental of facilities for instruction if necessary. The College stores financial, student, and personnel records on computer servers located on the University of Montana campus. The servers are maintained and backed-up in Missoula, Montana, which is approximately 564 miles from the DCC campus. It is highly unlikely any catastrophic event in Montana would affect both Glendive and Missoula, which helps ensure the College's ability to recover and initiate normal operations after a catastrophe.

Should a catastrophe affect institutional operations, the College will notify and keep all students, faculty, and staff informed about re-initiation of operations via the College's emergency mass-notification system with text messaging and email messages. The College reviews and demonstrates the mass-notification system at orientation each semester, and encourages students to opt into the system.

The College also has created close ties with the leaders of Dawson County and Glendive City emergency services agencies to ensure the best possible response to any catastrophic event thereby mitigating the event's impact on College operations and mediating recovery. Additionally, the Vice President of Student Affairs is an active member of the Dawson County Local Emergency Planning Committee to ensure the College is included in relevant regional planning. The IES Safety Committee is currently developing the College's Emergency Prevention, Preparedness, Response, and Recovery Plan, which will anticipate potential catastrophic events as recommended by the U.S. Department of Education (2010).

## CHAPTER FOUR

### CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

#### **Eligibility Requirement 22 – Student Achievement**

*The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.*

The College identifies and publishes the expected learning outcomes for each of its degrees and certificate programs. Ongoing assessment of learning and student achievement takes place at the course, program, and institutional level. The institutional effectiveness system provides the framework through which the College considers outcomes and systematically develops plans for improvement of pedagogy, curriculum, and academic programs.

#### **Eligibility Requirement 23 – Institutional Effectiveness**

*The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.*

The College systematically applies defined evaluation and planning procedures to achieve its mission and core themes. Through the institutional effectiveness system, the College applies what it learns through evaluation and assessment activities to effect institutional improvement. Individual academic and administrative units suggest modifications and improvements through the Administrative Quality and Continuous Improvement Committee and the Academic Quality and Continuous Improvement Committee respectively. The system is responsive to internal and external factors by regularly collecting input and feedback from key constituents. The College engages in environmental scanning to identify potential opportunities and threats through relationships with state and local lawmakers, civic and nonprofit leaders, and key business and industry partners.

### STANDARD 3.B – CORE THEME PLANNING

#### **3.B.1 – Core Theme Planning Alignment**

*Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

The College combined its response to Standard 3.B.1 with its response to 3.B.2.

### **3.B.2 – Contributing Components**

*Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

Planning for each core theme is consistent with the College's Strategic Plan and guides the selection of programs and services to ensure they align with and contribute to accomplishment of the core theme objectives. Core theme planning is coordinated through the College's institutional effectiveness system thus providing the framework for annual and longer-range planning, implementation, and the assessment and evaluation of core theme achievement.

The core themes presented in this self-evaluation were established during Spring 2014. Programs and services align with the new core themes and connect to the comprehensive nature of the College mission. Planning for programs and services likewise is coordinated through the institutional effectiveness system. Academic departments, administrative units, and student development units propose new programs and services through the institutional effectiveness system. Plans must demonstrate alignment with the Strategic Plan, core themes, and contribute to the accomplishment of core theme objectives.

Planning for core theme programs and services guides the selection of contributing components to ensure those components align with and contribute to achievement of the goals and intended outcomes of the respective programs and services. Contributing components purposefully support and align with programs to reach intended outcomes and achieve core theme goals.

#### **Transfer Education Core Theme Planning and Contributing Components**

The purpose of the transfer education core theme is to provide programs and services that prepare learners for transition to and success in further degree programs. Planning for the programs, services, and contributing components that comprise this core theme aligns with the College mission and focuses on student retention, student persistence to graduation, graduation rates, and success of graduates in bachelor's degree programs. The College selects contributing components of the programs and services in this core theme to ensure that students receive an effective learning experience across the continuum of admission, graduation, and successful transfer. Enrollment, graduation, and transfer reports produced by the Registrar using data from the Banner database and the National Student Clearinghouse inform the analysis of the achievement of the goals and outcomes of the transfer education core theme. The development of measures to evaluate the achievement of the core theme objectives are contained in the annual evaluation process of the institutional effectiveness system.

The planning process and contributing components emphasize mechanisms for delivering effective enrollment advice and providing academic support and resources for student learning. Furthermore, faculty members serve as academic advisors for each student enrolled in transfer degrees to help students prepare for the transition from Dawson Community College to four-year institutions. Faculty involvement in both classroom instruction and academic advising contributes to student success.



When planning the transfer education core theme for the 2013-2014 academic year, the College recognized a lack of focus on student retention. To address this deficiency, the College created an Office of Student Enrollment Management and hired a coordinator of enrollment management in August 2013. The College evaluated the results of the enrollment management initiative and accomplishments of the first year. It was determined that greater emphasis and investment was needed to increase enrollment and retention. Thus, when planning for academic year 2014-2015, the College reassigned two additional staff members to the Office of Enrollment Management. Through this additional investment, the College offers a greatly improved New Student Orientation that focuses on tactics expected to increase student success and strategies to provide relevant information for students and parents about accomplishing academic goals through degree completion. Moreover, the additional staffing allows the office to provide ongoing assistance to students throughout the academic year, such as helping them understand the academic advising system.

One contributing component of the enrollment management initiative that helps support students throughout the academic year is a student success software platform that the Office of Enrollment Management proposed and the Teaching and Learning Excellence Committee, which is a standing committee in the institutional effectiveness system, approved. Because the institutional effectiveness system engages faculty and staff in each of its standing committees, the College can be transparent and inclusive while maintaining efficiency. Although the College purchased the software package, called *Copley Square*, in Fall 2014, its implementation—including staff and faculty training—is still in progress. When fully implemented, the software will facilitate gathering information about student performance and will facilitate interaction between students by providing students and their advisors digital tools to communicate accomplishments and challenges. The enrollment management initiative, including the process for approving the implementation of the *Copley Square* software, demonstrate the College's commitment to (a) aligning programs and services with the mission, (b) leveraging data and the institutional effectiveness system to continuously improve programs and services, and (c) completing the planning cycle by making adjustments based on outcomes.

### **Career and Technical Education Core Theme Planning and Contributing Components**

The purpose of the career and technical education core theme is to provide programs and services that prepare learners for vocational and technical career entry, transition, and advancement. Planning for the programs, services, and contributing components that comprise this core theme aligns with the College mission and focuses on student retention, student persistence to graduation, entry of graduates into targeted careers, and feedback from business and industry partners about program curriculum. The College selects contributing components of the programs and services in this core theme to ensure that students receive an effective learning experience across the continuum of admission, graduation, and career entry. Enrollment and graduation reports produced by the Registrar using data from the Banner database and data from the recent graduate survey form the analysis of achievement of the goals and outcomes of the career and technical education core theme. The development of measures to evaluate the achievement of the core theme objectives are contained in the annual evaluation process of the institutional effectiveness system.

Planning for this core theme also includes mechanisms for offering specific career pathways, programs designed for timely completion, and workforce training aligned with regional needs. Faculty advisors developed career pathways and program of study materials with specific degree completion timelines. A full-time faculty member, who is also the director of the particular degree program, advises each student in the given program. Each academic program in the career and technical education core theme works closely with an advisory committee comprising experts in their fields and business owners/operators. These advisory committees play a vital role in evaluating the curriculum and providing input on contributing components.

When planning for the career and technical education core theme the College again, as with the transfer education core theme, observed the need to improve student retention and graduation rates. Therefore, the determination to improve retention and graduation outcomes in career and technical programs also contributed to the decision to launch the Office of Enrollment Management and the subsequent addition of staffing and software to that office as described above.

Additionally, core theme planning included a scan of regional employment needs that the career and technical degree programs could meet given additional investment in equipment or curriculum expansion. One aspect of the scanning process was soliciting input from the Dawson County Economic Development Council, the Richland County Economic Development Corporation, and the Sidney Chamber of Commerce. Based on this input and regional employment data, the College identified a growing employment demand for highly skilled welders holding industry-recognized credentials. Although the College had an existing welding program, the faculty were not certified to administer tests for industry-recognized credentials. The College initiated a plan to expand the welding technology curriculum to include the National Center for Construction Education and Research (NCCER) credential in welding. As part of this planning, the welding instructor completed the requirements for certification as an NCCER instructor. Furthermore, a great deal of collaboration occurred between Dawson Community College and other two-year colleges in the state to align the curriculum so that students could seamlessly move between programs and earn valuable skills and credentials if/when employment caused the student to relocate. Through this collaboration, the College was able to join a statewide consortium that was successful in securing a grant through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) program that augmented funding for equipment and facility upgrades needed to deliver the welding program effectively. Through this planning, the welding curriculum is responsive to the needs of regional employers and can ensure graduates are ready for the workplace, which align with the College mission and the intended outcomes of the core theme.

### **College Readiness Education Core Theme Planning and Contributing Components**

The purpose of the college readiness core theme is to provide pre-college programs and services that prepare learners for transition to college level courses. Planning for the programs, services, and contributing components that comprise this core theme aligns with the College mission and focuses on student retention, the success of students who complete a developmental education course in the target college-level course, the percentage of TRIO eligible students who access academic support services offered by the college, and the percentage of students who

successfully complete an adult basic education level. Enrollment and graduation reports produced by the Registrar using data from the Banner database and data from the Academic Support Center form the analysis of the achievement of the goals and outcomes of the college readiness education core theme. The development of measures to evaluate the achievement of the core theme objectives are contained in the annual evaluation process of the institutional effectiveness system. The College selects contributing components of the programs and services in this core theme to ensure that students receive an effective learning experience including mechanisms for creating an environment of effective academic support, a system of accurate placement, and progress in accordance with the students' academic goals.

When planning the college readiness core theme for Fall 2014, the faculty teaching developmental math identified the need to increase the likelihood college students would progress through the math sequence from pre-college level to college level math courses. In an effort to increase success in course progression, a developmental math faculty member conducted a review of relevant literature in peer-reviewed journals. The literature suggested that an online modularized system of supplemental instruction called *emporium math* could augment conventional developmental math pedagogy, but that the instructor should introduce the software to students after several weeks of classroom instruction. Based on the literature and in consultation with the College's lead math instructor, the faculty member initiated a pilot project using emporium math software. The faculty member taught the pilot course using conventional pedagogy for most of the semester, and introduced the emporium math software to students approximately 10 weeks through the 15-week semester. Compared to students who did not participate in the pilot program, which means their courses did not include emporium math software, the students in the pilot scored 11% higher on the comprehensive final exam.

Nevertheless, the faculty member who conducted the pilot determined that the timing of when students first interacted with the emporium math software might warrant further investigation. Consequently, the faculty member is piloting another course in Spring 2015 that combines the emporium math software, conventional classroom lectures, and one-on-one support throughout the semester. At the end of this second pilot class, the faculty member will collect and analyze student-outcome data, compare it to the learning outcomes of students in the first pilot class, develop recommendations, and present the findings to the Academic Quality and Continuous Improvement Committee.

Another planning initiative that supports the College Readiness Education core theme is being researched for possible implementation in Fall 2015. Faculty are in the initial stages of collaborating with area high school faculty on an initiative intended to decrease the number of high school graduates who cannot pass the placement test for entry into college-level math. The college faculty will be utilizing the *EdReady* software system as a means to prepare secondary students and bridge them to postsecondary with the skills required for college level course work. Several faculty members are proposing this initiative to the Academic Quality and Continuous Improvement Committee in Spring 2015.

### **Continuing Education and Community Service Core Theme Planning and Contributing Components**

The purpose of the continuing education and community service core theme is to provide programs and services that help address the professional, workforce, and personal enrichment needs of the region while generating sufficient revenue to defray expenses associated with the programs and services. Reports produced by the Business Office, the Office of the Vice President of Academic Affairs (responsible for event scheduling, workforce training, personal enrichment programming), and the Office of the Vice President of Student Affairs (responsible for intercollegiate athletic event planning) form the analysis of the achievement of the goals and outcomes of the continuing education and community service core theme. The development of measures to evaluate the achievement of the core theme objectives are contained in the annual evaluation process of the institutional effectiveness system.

Planning for the programs, services, and contributing components that comprise this core theme aligns with the College mission and focuses on community participation in associated programs and events and net revenue realized by the college from these programs and events. The College selects contributing components of the programs and services in this core theme to ensure students, community members and businesses, and other learners have access to high quality and affordable college sponsored events, customized workforce training, and personal enrichment courses. When planning for this core theme, the College recognizes it fills a significant role within the region as a neutral convener. In support of this role, the College has become more deliberate in planning its cultural events, forums, lectures, and athletic events.

Also considered when planning this core theme was the delivery of quality, relevant noncredit and workforce courses that support the needs of the community in a proactive, timely manner. Through membership and association with local economic development councils and communication with business and industry, the College decided to respond to workforce needs by leveraging the TAACCCT grant funds to employ a Workforce Coordinator. The Coordinator will partner with Job Service personnel to stay abreast of the needs of local business and industry and serve as a career coach and quasi placement coordinator to participants in the short-term training programs.

#### **3.B.3 – Data Evaluation Guides Planning**

*Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

The collection of appropriately defined data informs core theme planning and the College uses these data to evaluate accomplishment of core theme objectives. Specifically, the College uses data collected annually for the Balanced Scorecard key performance indicators (KPIs) to measure accomplishment of core theme objectives. The College has developed an operational definition of each key performance indicator included in the Balanced Scorecard and identified reliable and verifiable data sources for each key performance indicator.

Additionally, Institutional Effectiveness Plans (IEP), which intentionally align with the College mission and core theme objectives, are the instruments used to plan for programs and services and evaluate the degree to which they accomplish intended outcomes. The IEPs include definitions of data and goals or intended outcomes for each planning unit. See Table 7 for a list of all planning units. The IEPs developed for academic programs aggregate data collected by individual faculty members teaching in the respective program through the Student Outcome Assessment Plans (SOAPs) those faculty prepare. At the end of each planning cycle, the College uses data collected for the Balanced Scorecard and the IEPs to evaluate achievement of the goals and intended outcomes of programs and services and the College’s core themes. The Academic Quality and Continuous Improvement (QCI) Committee and the Administrative QCI Committee review the collected data and corresponding plans for improvement. When a plan for improvement is within the scope of the respective QCI committee and supported by the committee, the committee authorizes the implementation of the plan. The QCI committees submit recommendations for improvement that will require investment of institutional resources beyond the scope of the QCI committees to the Institutional Effectiveness Committee for consideration. Moreover, the Board of Trustees, College administration, the Institutional Effectiveness Committee, and other stakeholders and constituents consider the Balanced Scorecard results at the end of each planning cycle.

**Table 7**

**Planning Units and Managers Responsible for Institutional Effectiveness Plans**

Planning Units	Planning Unit Manager
Associate of Arts	Division Director
Associate of Science	Division Director
Associate of Applied Science – Welding Technology	Program Faculty
Associate of Applied Science – Criminal Justice	Program Faculty
Associate of Applied Science – Business Management	Program Faculty
Associate of Applied Science – Early Childhood Education	Program Faculty
Associate of Applied Science – Agribusiness Technology	Program Faculty
Associate of Applied Science – Music Technology	Program Faculty
Business Office	VP of Administration
Residence Life	VP of Student Affairs
Information Technology Department	IT Director
Campus Bookstore	Bookstore Manager
Human Resources	VP of Administration
Intercollegiate Athletics	Athletic Director
Financial Aid	Financial Aid Director
Jane Carey Memorial Library	Library Director
Office of Enrollment Management	EM Coordinator
Office of the Registrar	Registrar

A recent example of data informing planning and assessment of performance is the planning currently underway about the development of remedial reading course(s), which the College has not offered in recent years. The data collected for the academic IEPs in Fall 2014 suggested student outcomes in several core theme key performance indicators might benefit from the implementation of remedial or developmental reading courses. The Vice President of Academic Affairs, AA/AS Division Director, and Teaching and Learning Excellence Committee reviewed the relevant IEP data and five years of reading score data from the *ACT Compass Test*, which the

College administers to all incoming students during new student orientation. Armed with this data, the Teaching and Learning Excellence Committee is initiating the planning process by considering how the College can best offer remedial reading. Other planning informed by data from Fall 2014 IEPs that is taking place as of this writing include (a) improving the Multicultural/Global Perspectives core of the general education program; (b) implementing the *Community College Survey of Student Engagement (CCSSE)* to better represent data collection from an indirect source; and (c) consider the organization of a developmental education organizational unit to facilitate communication, share best practices among faculty members, coordinate the efforts of Academic Success Center tutors with faculty teaching developmental courses, and generally develop a comprehensive approach to student remediation.

Admittedly, the College created and implemented the Balanced Scorecard, institutional effectiveness system, Institutional Effectiveness Plans, and Student Outcome Assessment Plans recently. However, the faculty, staff, administrators, and trustees are pleased with the data collected to date, and they are enthusiastically developing plans based on this evidence. The implementation of these instruments and system and the resulting planning already underway demonstrates that the College is committed to maintaining a culture of evidence.

#### **STANDARD 4.A – ASSESSMENT**

##### **4.A.1 – Evaluation of Core Theme Objectives**

*The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.*

To be completely candid, the College historically struggled to develop a systematic approach to assessing the accomplishment of its core theme objectives through analysis of meaningful, assessable, and verifiable data. Part of the motivation in changing the College's core themes in 2014 was to make assessing accomplishment of core themes more empirical and straightforward. The new core themes enable the College to engage in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data appropriate to its indicators of achievement as the basis for evaluating the accomplishment of the core theme objectives. The core theme objectives developed in Fall 2014 align and support the new College mission that was adopted in May 2014. The core theme objectives demonstrate alignment between the core theme purposes and the College mission.

The objective of the transfer education core theme is to provide programs and services that prepare learners for transition to and success in further degree programs. The College evaluates its success in preparing learners for transitions to further degrees by collecting and analyzing data on student retention, student persistence to graduation, successful transfer to four-year institutions, and completion of Bachelor's degrees within four years of transfer. The Balanced Scorecard incorporates these data points as key performance indicators in KPIs 1 through 4.

The objective of the career and technical education core theme is to provide programs and services that prepare learners for vocational and technical career entry, transition, and advancement. The College evaluates its success in preparing learners for career entry and

advancement by collecting and analyzing data on student retention, student persistence to graduation, employment in the target field within six months of graduation, and feedback about the programs' curriculum from business and industry partners. The Balanced Scorecard incorporates these data points as key performance indicators in KPIs 5 through 8.

The objective of college readiness core theme is to provide pre-college programs and services that prepare learners for successful transition to college-level work. The College evaluates its success in preparing learners for transition to college-level work by collecting and analyzing data on student retention, students from developmental education who pass the first college-level course in that topic with a "C" grade or better, the proportion of TRIO eligible students who access academic support services offered by the college, and the percent of learners who successfully complete an adult basic education level. The Balanced Scorecard incorporates these data points as key performance indicators in KPIs 9 through 12.

The objective of the continuing education and community service core theme is to provide programs and services that help address the professional, social, and personal enrichment needs of the region while generating sufficient revenue to defray expenses associated with programs and services. The College evaluates its performance in accomplishing the objectives of this core theme through enrollments in workforce training and personal enrichment courses, the number of events hosted by the College that are open to the community, and the net revenue generated through the core theme's programs. The Balanced Scorecard incorporates these data points as key performance indicators in KPIs 13 through 16.

The College collects meaningful, verifiable data on a systematic cycle to evidence mission fulfillment and accomplishment of core theme objectives and indicators. The sources of data collection for the indicators are (a) the Banner system, (b) the U.S. Department of Education's Integrated Post-Secondary Education Data System, (c) the National Student Clearinghouse and (d) department statistics.

The 2014-2015 academic year is the inaugural year of the Balanced Scorecard. Data collection began in the Fall 2014 semester and is ongoing. Once the College updates data for each key performance indicator at the end of the assessment cycle, the College administration and Institutional Effectiveness Committee will complete an item-by-item review of the results for each scorecard indicator. The committee will communicate the results to the College community. The President will share the Balanced Scorecard with the Board of Trustees, who will use the data to assess mission fulfillment and overall College performance. The College will also release an updated Balanced Scorecard and an appropriate explanation of its content to the media via a press release. Lastly, in collaboration with the Institutional Effectiveness Committee, the President will develop an Institutional Effectiveness Plan, which will initiate the next planning cycle.

#### **4.A.2 – Program and Services Assessment**

*The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.*

The College engages in an effective system of evaluation of its programs and services to evaluate achievement of program goals and outcomes. Evaluation of non-academic processes and services occurs on an ongoing annual basis through the institutional effectiveness system. Staff and faculty engage at all levels of this collaborative and participatory system. The accounts receivable function in the Business Office provides an example of the College using the results of the assessment of non-academic services for improvement by informing planning, decision-making, and allocation of resources and capacity. When the new Vice President of Administration conducted initial conversations with staff members in the business office in November of 2013, she learned that the Accounts Receivable Clerk was spending a significant amount of time trying to collect receivables that were up to 12 years old. This practice was inefficient because the College had already sent many of the accounts to collections, so her work was redundant and not likely to produce results. Additionally, the College was increasing the amount of uncollected revenue by up to \$9,000 per semester.

After engaging in a planning process to address this issue, the College wrote off all accounts that were past due by 18 months or more, which was over \$200,000. By taking this step, the Accounts Receivable Clerk had more time to focus on current accounts, which increased the likelihood of successfully collecting. Another step in the plan was to document the collection process (e.g., timing of letters, telephone campaign, electronic notices to students, etc.) to ensure it was consistent from semester to semester. Lastly, the VP coached the Business Office staff on how to conduct conversations with students during fee payment day regarding different payment options and timelines. Because of these efforts, the College was able to collect 98% of tuition and fee revenue earned in FY14. Moreover, the Business Office has a standardized process that has enabled this performance to continue in FY15 to date. The VP shared the results of this planning and execution in the Business Office with the trustees during a public meeting of the Board and informed the faculty and staff during a pre-semester in-service training session.

Faculty have a primary role in the evaluation of academic programs and services. Faculty members coordinate with Division Directors, who are also among the faculty ranks, to follow a prescribed format of program review requiring compilation of descriptive statistics and program quality metrics. The format of the program review report requires faculty to address numerous questions about the program's intended goals/objectives, curriculum, student achievements, enrollments, personnel, facilities, and institutional support.

Faculty members complete the program review over several months. Descriptive statistics included in the analysis are (a) number of declared majors, (b) number of degrees awarded, (c) credit hour generation, and (d) employment rate from annual alumni survey. Faculty also outline new initiatives and/or plans for program improvement along with projected costs to implement changes. Appendix B provides a detailed description of the academic program review process and a detailed description of the general education program review process. The Academic Quality and Continuous Improvement Committee in concert with the Institutional Effectiveness Committee approves and funds plans to address opportunities or issues identified by the faculty.

#### **4.A.3 – Student Achievement Assessment**

*The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses,*



*programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.*

The College documents that students who complete courses, programs, and degrees achieve identified learning outcomes. The faculty are responsible for evaluating student achievement of learning outcomes within the process and cycle of the institutional effectiveness system.

At the course level, individual faculty members are responsible for assessing how well students achieve the course learning outcomes. Through the course-level assessment process, individual faculty members develop clear outcomes for courses and assess student performance in meeting these expectations. The purpose of course-level assessment is to communicate to students the skill and knowledge objectives of each course and to help faculty members improve methods and materials to better support student learning in each course. At the end of each planning cycle, the Vice President of Academic Affairs facilitates a conversation among faculty to identify courses for which the faculty will prepare Student Outcome Assessment Plans. The SOAP instrument intentionally aligns course learning outcomes with program and College learning outcomes. The faculty members teaching sections of those courses prepare SOAPs, collect data throughout the semester, and analyze the data to develop plans for improvement. SOAPs are a foundational component of the institutional effectiveness system with results reviewed annually by the faculty, standing committees, and the Vice President of Academic Affairs.

At the program- and degree-level, the faculty members formulate outcomes for the overall program of study and assesses student success in meeting program competencies and outcomes. The purpose of program and degree assessment is to assure student performance meets program and degree expectations and to help faculty improve teaching designated outcomes. Each year, institutional effectiveness plans (IEP) are developed for AA/AS programs and AAS programs. The IEPs are foundational components of the institutional effectiveness system. The Academic Quality and Continuous Improvement Committee, which is a standing committee in the institutional effectiveness system, annually reviews these IEPs and the reports generated by faculty and administrators at the end of the academic year. Additionally, the faculty engage in a cycle of academic program and general education program reviews.

Along with the academic program review process and the general education program review process, the College assesses whether students who complete educational programs achieve identified program and degree outcomes through Balanced Scorecard KPIs, specifically the percent of AA/AS alumni that complete a baccalaureate degree within four years of transfer; the percent of AAS alumni employed in their fields, pursuing further education, or using knowledge and skills learned in the AAS program; the percent of students who successfully complete an adult basic education level; and the percent of students from developmental education who pass the first college-level course in that topic with a “C” grade or better. Based on the data in the Balanced Scorecard for the current academic year, the College is developing strategies and plans to increase the percentage of AA/AS alumni that complete a baccalaureate degree within three years of transfer because the results showed the percentage is not within the range for acceptable performance for that KPI (AY15 = 27%; acceptable performance range = 45% to 50%).

The College launched the institutional effectiveness system in spring 2014 with data collection beginning in fall 2014. Faculty and staff are positive about the revised system, but the College anticipates that the system will require refinement over the next few years, which aligns with the institution's commitment to continuous improvement. Furthermore, the successful adoption and launch of the institutional effectiveness system also requires changes in the campus culture to emphasize shared governance and responsibility and increased prominence of data and evidence in decision-making. Changing campus culture is challenging because each individual on the campus helps construct it and uniquely experiences it; yet, campus culture's affects are cumulative. One important constant in the campus culture is an ongoing commitment to ensure faculty members play a significant role facilitating the learning necessary for students to accomplish course and program outcomes. With the institutional effectiveness system in place, the College is poised to begin strengthening a culture of evidence that will allow it to assess and communicate the effectiveness of teaching and learning activities to internal and external constituents and stakeholders.

#### **4.A.4 – Holistic Evaluation of Programs and Services**

*The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

The College evaluates holistically the alignment and integration of programs and services with respect to accomplishment of core theme objectives. All units within the College have spent a great deal of time developing institutional effectiveness plans that indicate how that functional area contributes to accomplishing the core theme objectives. The institutional effectiveness plans for each unit demonstrate that services directly relate to the objectives and purposes of each core theme. Because the core themes were revised in 2014, there has been little time to uncover what gaps might exist. On the other hand, each service unit has established assessment measures that correlate and integrate with the core theme objectives. The institutional effectiveness system provides an effective method to evaluate alignment and correlation between program and service and the core themes. Holistic evaluation occurs with the Academic Quality and Continuous Improvement Committee and the Administrative Quality and Continuous Improvement Committee.

#### **4.A.5 – Institutional Resources and Practices Support Intended Outcomes**

*The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.*

The College evaluates the alignment, correlation, and integration of planning, resources, capacity, and assessment to achieve intended outcomes of programs and services. Through the institutional effectiveness system, the College is able to approach evaluation in a holistic manner. For example, support services such as admissions, financial aid, business services, enrollment management, facilities, and information technology demonstrate their support for core theme success through institutional effectiveness plans (IEP). The Administrative Quality and Continuous Improvement Committee reviews each IEP from these units in the same way the Academic Quality and Continuous Improvement Committee reviews IEPs from academic units. Together, these two vital committees inform the work of the Institutional Effectiveness

Committee, which is responsible for assuring integration of all planning and resource provisions. The new institutional effectiveness system is stimulating a culture shift for all employees, as they now must justify budget requests by showing how the request supports one or more of the core theme objectives. Again, it is noteworthy that the system is in its initial stage of implementation and limited time has been available to show improvement in holistic evaluation.

#### **4.A.6 – Appraisal of Assessment Process**

*The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

The Institutional Effectiveness Committee is responsible for the review of IEP reports and resulting standing committee actions to ensure assessment processes appraise authentic achievements and yield meaningful results that lead to improvement. Furthermore, the institutional effectiveness system and associated assessment activities and processes themselves are subject to review and continuous improvement.

### **STANDARD 4.B – IMPROVEMENT**

#### **4.B.1 – Results of Core Themes, Programs, and Services Assessments**

*Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

The College annually reviews the results of core theme evaluation and assessment of programs and services, which are based on meaningful institutionally identified indicators of achievement, and uses the results for improvement by informing planning, decision making, and allocation of resources and capacity. The College makes the results of assessment activities available through public meetings of the Board of Trustees. Moreover, the diverse representation of students, faculty, staff, and administrators on standing institutional effectiveness committees ensures appropriate internal constituencies have access to assessment results.

In addition to annual Student Outcome Assessment Plans at the course level and Institutional Effectiveness Plans at the program level, the College reviews each academic program on a three-year cycle. In the program review process, faculty members teaching in each program collect information relating to the program's intended outcomes and performance. The Teaching and Learning Excellence Committee and academic administrators are currently evaluating the program review process to ensure it is thorough yet efficient.

Assessment of non-academic programs and services occurs on an annual basis through administrative unit Institutional Effectiveness Plans, which are prepared by planning unit managers and reviewed by the Administrative Quality and Continuous Improvement Committee. The College employs meaningful institutionally identified indicators of achievement to assess non-academic programs and uses the results for improvement by informing planning, decision-making, and allocation of resources and capacity. The College makes the results of the

assessment of non-academic programs and services available to appropriate constituencies in a timely manner.

**Academic Year 15 Balanced Scorecard Core Theme Assessment Results**

The College assesses each core theme using key performance indicators, which are included on the Balanced Scorecard. Additionally, the Student Learning Outcome Plans prepared by faculty members document how course-level learning objectives align with core theme objectives thereby augmenting the data relating to the key performance indicators. During the Fall 2014 semester, faculty members assessed a large proportion of the three- and four-credit courses offered in order to form baseline data about student learning outcomes. Meanwhile, the Registrar and academic administrators collected data for each key performance indicator.

The objective of the transfer education core theme is to provide programs and services that prepare learners for transition to and success in further degree programs. Data presented in Table 8 demonstrate that the College achieved desired retention rates among students enrolled in the transfer education core theme’s programs. However, the data also suggest that the percentage of graduates from Associate of Arts and Associate of Science degree programs who complete a bachelor’s degree within four years of transfer is significantly below the target range. The President communicated the data presented in Table 8 to faculty, staff, administrators, and Trustees in January 2015. The Academic Quality and Continuous Improvement Committee, the Teaching and Learning Excellence Committee, and the Office of Enrollment Management are engaging in planning to improve performance in this area. The Budget and Strategy Committee will initially consider financial implications associated with the resulting plans, and if necessary recommend allocation of funding in the College’s FY16 budget proposal to the Board of Trustees.

**Table 8**

**Results for Transfer Education Core Theme’s Key Performance Indicators**

Key Performance Indicator	Range		Result
Percent of first-time, full-time AA/AS students that enroll in the fall semester of their second year (retention)	40%	50%	48%
Percent of first-time, full-time AA/AS students that complete a degree within three years of their initial enrollment (persistence)	30%	35%	29%
Percent of first-time, full-time AA/AS students that successfully transfer to four-year institutions	40%	50%	36%
Percent of AA/AS alumni that complete a bachelor’s degree within four years of transfer	45%	50%	27%

The objective of career and technical education is to provide programs and services that prepare learners for vocational and technical career entry, transition, and advancement. As the data presented in Table 9 suggest, the College achieved desired retention rates among students enrolled in the career and technical education core theme’s programs. However, the data also suggest that the rate of student persistence to graduation within three years of their initial enrollment is lower than the acceptable performance range set by the College. Disappointingly,

the rate of student persistence to graduate in both the career and technical education programs and the transfer education programs, are not in the acceptable performance range. Because student persistence is not in the acceptable range among students enrolled in programs in both core themes, initial phases of planning to improve student persistence is already underway, and the College will place significant emphasis and invest resources as necessary to address student persistence for the next planning cycle.

**Table 9**

<b>Results for Career and Technical Education Core Theme's Key Performance Indicators</b>			
Key Performance Indicator	Range		Results
Percent of first-time, full-time AAS students that enroll in the fall semester of their second year (retention)	40%	50%	63%
Percent of first-time, full-time AAS students that complete a degree within three years of their initial enrollment (persistence)	30%	35%	20%
Percent of AAS alumni employed in their fields, pursuing further education, or using knowledge and skills learned in the AAS program	75%	85%	100%
Percent of industry partners and professionals in the field who rate the curriculum in each AAS program appropriate (data collection in progress = IP)	85%	95%	IP

The objective of college readiness education is to provide pre-college programs and services that prepare learners for successful transition to college-level work. The data presented in Table 10 suggest the College's performance is within the acceptable range for each key performance indicator in the developmental education core theme. Nevertheless, data collected by individual faculty members on student achievement of course learning outcomes during the Fall 2014 semester suggested that students' ability to read at the college level might be a factor in their ability to achieve intended learning outcomes. Data from incoming student performance on the *ACT Compass Test* over five years support this assessment of student reading ability. Consequently, the Teaching and Learning Excellence Committee is considering tactics and strategies for remediating student reading for the next planning cycle.

**Table 10**

<b>Results for College Readiness Education Core Theme's Key Performance Indicators</b>			
Key Performance Indicator	Range		Results
Percent of first-time, full-time developmental education students that enroll in the fall semester of their second year (retention)	40%	50%	50%
Percent of first-time, full-time students who pass developmental education and go on to pass the first college-level target course in that topic with a "C" grade or better	50%	60%	56%
Percent of TRIO eligible students who access academic support services offered by the college	50%	75%	66%
Percent of students who successfully complete an adult basic education level	20%	25%	20%

The objective of continuing education and community service is to provide programs and services that help address the professional, social, and personal enrichment needs of the region

while generating sufficient revenue to defray expenses associated with programs and services. The data presented in Table 11 suggest the College’s performance is within the acceptable range for each key performance indicator in the continuing education and community service core theme. The *Dawson Community College Strategic Plan 2015-2018* identifies growing the number of noncredit workforce training offerings and revenue as a strategic priority for the College. Although the College’s performance was in the acceptable performance range, it is likely the acceptable performance range will increase within the next few planning cycles.

**Table 11**

<b>Results for Continuing Education and Community Service Core Theme’s Key Performance Indicators</b>			
Key Performance Indicator	Range		Results
Workforce training course enrollments	150	300	158
Noncredit personal enrichment enrollments	80	150	81
Campus events open to the community	50	75	74
Net revenue derived from noncredit workforce training and personal enrichment courses	\$10,000	\$20,000	\$10,082

**4.B.2 – Assessment of Student Learning Support Planning and Practice**

*The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

The College uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements through the institutional effectiveness system. The College makes the results of student learning assessments available to appropriate constituencies through the standing committees.

During the Fall 2014 semester, faculty assessed 89% ( $n = 57$ ) of the three- and four-credit courses offered by the College using SOAPs to document what course learning objectives were measured, how those learning objectives articulated with the institutional-wide and program learning outcomes, what assessment methods were used, the data collected, and plans for improvement. The data in Table 12 demonstrate that faculty assessed 39 courses included in the general education program as follows:

- Critical Thinking listed as a student learning outcome (SLO) and measured 39 times,
- Effective Communication listed as an SLO and measured 30 times,
- Cultural Competency listed as an SLO and measured 10 times,
- Scientific/ Mathematical Proficiency listed as an SLO and measured 11 times,
- Information Literacy listed as an SLO and measured 16 times,
- Content Mastery listed as an SLO and measured 17 times.

Each faculty member determined how to best measure the SLOs. Methods used included, pre-test/posttest, rubric-graded projects, and portfolios. Table 12 presents the aggregate data from

assessment activities in courses included in the general education cores. For example, in Table 12 the “72.0” entered in the cell at the intersection of the row labeled “writing” and the column labeled “critical thinking” indicates that of students enrolled in all writing courses in which faculty prepared SOAPS, 72% of the students met the learning outcome goal set by the faculty member. Table 12 does not present data for general education math because of an unforeseen illness of a faculty member. Interim math instructors assessed math courses and collected data; however, analysis was not adequate for the purpose of this assessment process. Also assessed but not included in the table are three elective courses.

**Table 12**

Courses by General Education Core		Aggregate Percent of Students Achieving Learning Outcome						
		Critical Thinking	Effective Communication	Cultural Competency	Scientific & Math Proficiency	Information Literacy	Content Mastery	Courses Average
CORE I	WRITING	72.0	50.0			70.0	72.0	66.0
	COMMUNICATION	78.2	75.8	63.0		82.2		74.8
CORE II	ART	91.5	88.1	78.3		77.2	95.5	86.1
	HUMANITIES	61.0	61.0	50.0		83.0		63.8
CORE III	HISTORY	55.0	55.0	68.2		46.0	83.0	61.4
	SOCIAL SCIENCES	67.9	54.0	69.8			74.0	66.4
CORE IV	NATURAL SCIENCES	76.5	74.1	66.1	76.35	62.0	78.1	72.2
CORE V	MATH							
	COMPUTER APPLICATIONS	57.9	55.3		55.8			56.3
CORE VI	MULTICULTURAL/GLOBAL PERSPECTIVE	65.0	65.0	65.0		74.0	65.0	66.8
	AVERAGE BY LEARNING OUTCOME	69.4	64.3	65.8	66.1	70.6	77.9	

One of the faculty interpretations of the aggregated data from fall 2014 SOAPS was that students’ were not demonstrating the ability to write at the college level. In order to collect

additional data to explore this interpretation, two faculty members agreed to collect data by measuring writing outcomes across several courses taught in fall 2014. One faculty member taught four College Writing I (WRIT 101) sections. The other faculty member taught one section each of Introduction to Humanities Contemporary (LSH 101), Introduction to Native American Studies (NASX 105), American History I (HSTA 101), and Western Civilization I (HSTR 101). These courses shared specific outcomes regarding writing embedded in different contexts. At the end of the semester, each faculty member evaluated writing assignments from the classes he taught using a common rubric. The rubric measured thesis, organization, development, and language mechanics and style as dimensions of college-level writing. The faculty members scored each dimension included in the rubric using a four-point scale where 1 equaled *needs improvement*, 2 equaled *adequate*, 3 equaled *good*, and 4 equaled *excellent*. Each instructor then aggregated the students' scores from sections he had taught to produce an overall assessment of students' performance on the writing dimensions.

Table 13 presents the aggregated results of the rubric scoring from all eight sections. The data suggest that the overall mean score was 1.92, which indicates that writing performance was less than adequate in this sample of courses. The dimension with the lowest overall score was Development (i.e., writer composes a paragraph with a logical flow of ideas clearly connected to the controlling idea) with a mean score of 1.72. These data support the interpretation of SOAP data suggesting that college writing should be a focus area for the upcoming planning cycle.

**Table 13**

<b>Rubric-Based Assessment of Writing Skills Across Different Courses</b>				
Dimensions	College Writing (Sections = 4)	History (Sections = 3)	Humanities (Sections = 1)	Mean Dimension Score (Sections = 8)
Thesis	2.75	2.33	1.00	2.03
Organization	2.50	2.33	1.00	1.94
Development	2.50	1.67	1.00	1.72
Language, Mechanics, and Style	2.00	2.00	2.00	2.00
Mean Course(s) Score	2.44	2.08	1.25	1.92

Meanwhile, many faculty members proposed that students' inability to read at the college level was a contributing factor to poor writing performance. Subsequently, the Teaching and Learning Excellence Committee asked the Academic Support Center to provide aggregate data for incoming student performance for the reading module of the *ACT Compass Test* scores from 2010 through 2015. The *ACT Compass Test* data suggest 57.65% of incoming students were not able to read at the college level. Informed with data from the SOAPs and the *ACT Compass Test*, the faculty has started planning for the implementation of a developmental reading course, which the College has not offered in recent years. The planning for this developmental reading initiative will include (a) financial implications, (b) implications for Academic Support Center and Office of Enrollment Management, and (c) mechanisms for faculty to identify and advise students for remediation.



The data from the writing assessment across eight sections, the *ACT Compass Test* data, and assessment data from SOAPs prompted the Academic Quality and Continuous Improvement Committee and the Teaching and Learning Excellence Committee to begin planning around developmental reading, developmental writing, and first year experience programming to support college-level writing. The committees are also engaged in planning to offer more courses and assessments of the cultural competency Institution-Wide Learning Outcome in order to understand better student achievement in this important learning outcome.

Assessment of student learning in Associate of Applied Science degree programs also informs planning and practices to enhance student learning in AAS degree programs. Faculty evaluated courses specific to five of the College’s AAS degrees using Student Outcome Assessment Plans (SOAP). With the implementation of the new SOAP instrument, the faculty aligned student learning outcomes in content courses with program learning outcomes. Using the SOAP instrument, faculty members teaching AAS courses assessed achievement of program learning outcomes and documented linkages to the College’s Institution-Wide Learning Outcomes. The tables below illustrate the first semester results from the new system of assessment. Faculty will continue course assessment in spring courses, which will provide an expanded picture of the alignment of course assessment to program assessment. In future planning cycles, faculty members will use SOAPs iteratively to continuously improve teaching and learning outcome achievement.

Table 14 presents the results of student learning outcome assessment for courses in the Agribusiness Technology AAS degree program. The faculty member teaching the Agribusiness Technology AAS degree program analyzed Fall 2014 course assessment data to determine where improvement was needed. Several areas were identified as key to enhancing student achievement in these courses and ultimately in the degree program. The plan for improvement in the below courses include increasing online interaction with students through the College’s *Moodle* platform. Likewise, after analysis of the Agri Business course revealed only 44% of students met the course outcomes, faculty will add the use of a software tool specific to agriculture-based planning to course and program content. Lastly, the faculty interpreted outcome assessment data demonstrated the need to increase the number of writing assignments and level of proficiency through a progression of portfolio elements.

**Table 14**  
**Associate of Applied Science / Agribusiness Technology Summary of Assessment Data: Fall 2014**

Courses	Percent of Students Achieving Learning Outcome								
	Critical Thinking	Effective Communication	Cultural Competency	Proficiency	Scientific & Math	Information Literacy	Content Knowledge	Ag Strategies	Course Average
AGED140 Leadership Dev for Ag	60.0	60.0	60.0	70.0	50.0	60.0	60.0	60.0	60.0
ANSC100 Intro Animal Science	74.0	73.0	80.0	72.0		75.0	75.0	75.0	75.0

**Table 14 – Continued**

Courses	Percent of Students Achieving Learning Outcome						Course Average
	Critical Thinking	Effective Communication	Cultural Competency	Scientific & Math Proficiency	Information Literacy	Content Knowledge	
AGBE210 Economics Ag Bus	50.0		50.0			50.0	50.0
AGBE278 Ag Business Plan	44.0	44.0			44.0	44.0	44.0
EQUH253 Colt Starting	70.0					70.0	70.0
Outcome Average	59.0	58.0	62.0	71.0	47.0	60.0	57.0

Table 15 presents the results of student learning outcome assessment for courses in the Business Management AAS degree program. The faculty member teaching and directing this degree program analyzed Fall 2014 course assessment data to determine where improvement was needed. The faculty member was satisfied with results in the human resource content area assessment but identified deficiencies in other areas. The plan for improvement includes additional content emphasis on social media in the business field. And, with only a 48% student outcome achievement in Introduction to Business, the faculty believes that learning can be improved by incorporating and adjusting lectures to topics more relevant to students.

**Table 15**

**Associate of Applied Science / Business Management Summary of Assessment Data: Fall 2014**

Courses	Percent of Students Achieving Learning Outcome							Course Average
	Critical Thinking	Effective Communication	Cultural Competency	Scientific & Math Proficiency	Information Literacy	Effective Decision Making	Manage Human Resources	
ACTG101 Acct Procedures	72.0	72.0				72.0		72.0
BGEN105 Intro to Business	48.0					48.0	48.0	48.0
BGMT215 HR Mngmt	92.0	92.0			79.0		92.0	89.0
M108 Business Math	65.0			65.0		65.0		65.0
WRIT122 Intro to Bus Writing	83.0	83.0			79.0		83.0	82.0
Outcome Average	72.0	82.0		65.0	79.0	62.0	74.0	74.0

Table 16 presents the results of student learning outcome assessment for courses in the Criminal Justice AAS degree program. The College also offers a criminal justice law enforcement degree with courses common to the Criminal Justice AAS degree program. The faculty member teaching and leading the Criminal Justice AAS degree program analyzed Fall 2014 course assessment data to determine where improvement could be made. Areas key to enhancing

student achievement in these courses and ultimately in the degree program were identified. The plan for improvement in the below listed courses include increasing online interaction with students to improve comprehension of terms through increased practice using the *Moodle* platform. Rubric grading sheets will be added to assigned essays and projects particularly for Introduction to Corrections where just 55% of students met the learning outcomes. The faculty member also determined that learning could be improved by increasing the number of writing assignments in vital focus areas.

**Table 16**  
**Associate of Applied Science / Criminal Justice Summary of Assessment Data: Fall 2014**

Courses	Percent of Students Achieving Learning Outcome							Course Average
	Critical Thinking	Effective Communication	Cultural Competency	Scientific & Math Proficiency	Information Literacy	CJ Content Knowledge	Ethical, Legal, & Strategic Concerns	
CJUS121 Intro to Criminal Justice	86.0	86.0				86.0	86.0	86.0
CJUS220 Intro to Corrections	25.0	25.0				75.0	75.0	55.0
SOCI101 Intro to Sociology	80.0	76.0	80.0					76.0
SOCI211 Intro to Criminology	86.0	81.0					76.0	81.0
PSCI210 Intro to American Government	62.0	56.0	62.0					60.0
Outcome Average	68.0	65.0	71.0			80.0	79.0	79.0

Table 17 presents the results of student learning outcome assessment for courses in the Early Childhood Education AAS degree program. The faculty and program director teaching in the program analyzed Fall 2014 course assessment data to determine where improvement was needed. Several areas were identified as key to enhancing student achievement in these courses and ultimately in the degree program. The faculty member was satisfied with results in some courses and outcomes but identified other areas that could be improved. The faculty plan for course learning outcome improvement includes increasing the number of in-class discussions with the goal of encouraging better results on assignments and portfolio content. The faculty also determined that learning could improve by adding two onsite observations at childcare and pre-school facilities. Likewise, these additional elements are intended to enhance and help students clarify the foundational essay assignment on their individual philosophy of teaching. Lastly, the faculty member advocated for an on-site daycare facility to facilitate student learning and serve a critical need in the community.

**Table 17**

**Associate of Applied Science / Early Childhood Education Summary of Assessment Data: Fall 2014**

Courses	Percent of Students Achieving Learning Outcome							Course Average	
	Critical Thinking	Effective Communication	Cultural Competency	Scientific & Math Proficiency	Information Literacy	Child Dev Birth to Age 8	Curriculum & Instruction		Guidance
EDEC105 Observation & Assessment	93.0	93.0	93.0			93.0	93.0		93.0
EDEC108 Intro to Early Childhood	96.0	96.0	96.0			96.0	96.0	96.0	96.0
EDEC220 Creating Env for Learning	90.0	90.0	90.0				90.0	90.0	90.0
EDEC210 Meeting Needs of Families	97.0	97.0	97.0			97.0		97.0	97.0
EDEC247 Child & Adolescent Dev	96.0	96.0	96.0			96.0		96.0	96.0
Outcome Average	94.0	94.0	94.0			96.0	93.0		

Table 18 presents the results of student learning outcome assessment for courses in the Welding Technology AAS degree program. This degree program is the College’s newest AAS degree offering. The College has recently made significant investments in equipment and faculty professional development. The faculty member teaching the Welding Technology AAS degree program analyzed Fall 2014 course assessment data to determine where improvement was needed. In this program, there are specific skills that must be mastered in order to meet the skills required by industry employers thus students practice to reach a determined level of mastery. The faculty member was satisfied with most outcome results but identified some deficiencies. To enhance student achievement of courses and ultimately program degree learning outcomes the faculty member plans to improve teaching demonstrations by incorporating visual aids and possibly simulated demonstrations. Likewise, the addition of specific tools and equipment are being proposed for purchase to enhance the course and program content.

**Table 18**

**Associate of Applied Science / Welding Technology Summary of Assessment Data: Fall 2014**

Courses	Percent of Students Achieving Learning Outcome							Course Average	
	Critical Thinking	Effective Communication	Cultural Competency	Scientific & Math Proficiency	Information Literacy	Content Knowledge	Workplace Safety		Practice & Application
WLDG105 Shop Safety	100	100			100	100	100	100	100
WLDG110 Welding Theory	100			100	100	100	100		100
WLDG112 Cutting Process	95.0	95.0		95.0		95.0	95.0	95.0	95.0
WLDG150 Welding Layout Tech	100	100		100	100	100	100	100	100

**Table 18 – Continued**

Courses	Percent of Students Achieving Learning Outcome								
	Critical Thinking	Effective Communication	Cultural Competency	Scientific & Math Proficiency	Information Literacy	Content Knowledge	Workplace Safety	Practice & Application	Course Average
WLDG180 Shielded Metal Arc	95.0	95.0			95.0	95.0	95.0	95.0	95.0
WLDG186 Cert Test Prep	89.0	89.0			89.0	89.0		89.0	89.0
WLDG235 Oxy-Acetylene	95.0	95.0			95.0	95.0	95.0	95.0	95.0
Outcome Average	96.0	96.0		98.0	96.0	96.0	97.0	96.0	

In addition to analysis of student learning outcomes presented in the above tables, faculty teaching in the career and technical education programs also reviewed results of key performance indicators within Core Theme Two shown in Table 9. As a group, the faculty agreed that student retention and persistence to graduation would be initiatives within the institutional effectiveness plans for AAS degrees. The faculty will increase and intensify student advising during the current student pre-registration periods. The intent of this tactic is to increase retention and persistence to graduation.

The SOAP instrument is the first step of the College’s institutional effectiveness system and is key to the institution’s continuous improvement efforts. The learning outcome results from the fall semester using the SOAP has made a significant impact on the teaching methods and expectation for student learning. Faculty look forward to outcome assessment results from the spring semester, which will assist the College in better aligning course, program, and College wide goals and outcomes.

## CHAPTER FIVE

### MISSION FULFILLMENT, ADAPTATION, SUSTAINABILITY

#### STANDARD 5.A – MISSION FULFILLMENT

##### **Eligibility Requirement 24 – Scale and Sustainability**

The College's operational scale is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the future.

##### **Standard 5.A.1 – Assessment of Accomplishments**

*The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.*

With the implementation of the institutional effectiveness system and adoption of the Balanced Scorecard, the College engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. The institutional effectiveness system forms the framework with which the College applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, and uses the results of assessment to guide institutional improvement. The number and foci of the standing committees help ensure broad representation of internal stakeholders in the institutional effectiveness system, and allows committee members to develop necessary content area expertise. The College publishes the progress and results of these efforts on its website. In a shared governance and self-reflective environment, the institutional effectiveness system integrates assessment of mission and core theme fulfillment, strategic planning, annual budgeting, and the continuous improvement of systems and processes.

The Institutional Effectiveness Committee serves as the direct conduit between the institutional effectiveness system and the College President and Board of Trustees by reviewing all recommendations and decisions from the other standing committees, and making recommendations for action as necessary. The Academic Quality and Continuous Improvement (QCI) Committee and the Administrative QCI Committee serve dual purposes, which are to (a) review, approve, and monitor academic or administrative institutional effectiveness plans from the Division Director and the unit managers respectively; and (b) consider and take decisions on recommendations from the standing committees reporting to them. The other standing committees consider opportunities and threats for specific areas of College operations, and consider operational issues relevant to the committee's specialized focus area and/or mission.

##### **Standard 5.A.2 – Determination and Communication of Quality, Effectiveness, and Mission Fulfillment**

*Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.*

The College aggregates assessment results through the Balanced Scorecard to make determinations of quality, effectiveness, and mission fulfillment. The College updates the

Balanced Scorecard annually with data on each key performance indicator. The President presents the annual Balanced Scorecard update to the Trustees during a public meeting of the Board. The College publishes the Balanced Scorecard on its website and works with local media outlets to ensure community stakeholders have access to the College’s performance. The College sets the acceptable threshold for mission fulfillment at 70% of KPIs being green. Table 19 is the Balanced Scorecard for the current academic year. The College is still collecting data for KPI 8, but it is noteworthy that 14 of the 19 KPIs are currently green (73.68%).

**Table 19**

<b>DCC Balanced Scorecard</b>			
<b>Core Theme: Transfer Education</b>	<b>Range</b>		<b>AY15</b>
1. Percent of first-time, full-time AA/AS students that enroll in the fall semester of their second year (retention)	40%	50%	48%
2. Percent of first-time, full-time AA/AS students that complete a degree within three years of their initial enrollment (persistence)	30%	35%	29%
3. Percent of first-time, full-time AA/AS students that successfully transfer to four-year institutions	40%	50%	36%
4. Percent of AA/AS alumni that complete a baccalaureate degree within four years of transfer	45%	50%	27%
<b>Core Theme: Career &amp; Technical Education</b>	<b>Range</b>		<b>AY15</b>
5. Percent of first-time, full-time AAS students that enroll in the fall semester of their second year (retention)	40%	50%	63%
6. Percent of first-time, full-time AAS students that complete a degree within three years of their initial enrollment (persistence)	30%	35%	20%
7. Percent of AAS alumni employed in their fields, pursuing further education, or using knowledge and skills learned in the AAS program	75%	85%	100%
8. Percent of industry partners and professionals in the field who rate the curriculum in each AAS program as appropriate	85%	95%	IP
<b>Core Theme: College Readiness Education</b>	<b>Range</b>		<b>AY15</b>
9. Percent of first-time, full-time developmental education students that enroll in the fall semester of their second year (retention)	40%	50%	50%
10. Percent of first-time, full-time students from developmental education who pass the first college-level course in that topic with a “C” grade or better	50%	60%	56%
11. Percent of TRIO eligible students who access academic support services offered by the college	50%	75%	66%
12. Percent of students who successfully complete an adult basic education level	20%	25%	20%
<b>Core Theme: Continuing Education and Community Service</b>	<b>Range</b>		<b>AY15</b>
13. Workforce training course enrollments	150	300	157
14. Noncredit personal enrichment enrollments	80	150	81
15. Campus events open to the community	50	75	74
16. Net revenue derived from noncredit workforce training and personal enrichment courses	\$10,000	\$20,000	\$10,802
<b>Focus Area: Affordability &amp; Operational Quality</b>	<b>Range</b>		<b>AY15</b>
17. Affordability as measured by average net price compared to 42 comparable colleges in the United States	\$6,224	\$8,298	\$6,699
18. Percent of students and faculty indicating the facilities support teaching and learning	60%	70%	69.77%
19. Percent of students, faculty, and staff rating college operations effective	60%	70%	66%

Note: IP = data collection in progress

Although the data on the Balanced Scorecard confirms the College's performance meets the threshold for mission fulfillment, the data also indicates areas requiring improvement. The College is developing plans through the institutional effectiveness system to improve performance of (a) first-time, full-time AA/AS students that successfully transfer to four-year institutions, (b) AA/AS alumni that complete a baccalaureate degree within four years of transfer, and (c) first-time, full-time AA, AS, and AAS students that complete a degree within three years of their initial enrollment.

## **STANDARD 5.B – ADAPTATION AND SUSTAINABILITY**

### **Standard 5.B.1 – Adequacy of Resources, Capacity, and Effectiveness**

*Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

The College evaluates the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services. The College administration and Board of Trustees synthesize information from the annual strategic plan update, unit institutional effectiveness plans, the Balanced Scorecard, input from the Institutional Effectiveness Committee, the annual audit of financial activities, and data from survey instruments administered to students and alumni to evaluate resources, capacity, and effectiveness. Furthermore, the institutional effectiveness system's Budget and Strategic Planning Committee engages in ongoing evaluation of the alignment between the College's budget and strategic priorities, and the committee evaluates unanticipated opportunities and threats to determine if budget or strategic adjustments are necessary.

In addition to assessing the adequacy of resources, capacity, and effectiveness through the institutional effectiveness system, individual units evaluate their efficiency and effectiveness using various methods. The Business Office uses feedback from the College's annual fiscal audit to assess its operations and institutional capacity from a financial perspective. The Registrar participates in an annual survey conducted by Noel-Levitz that provides benchmark data on term-to-term persistence rates, progression rates, and retention for first-year students and second-year students. The Office of Enrollment Management and the administration use the resulting Noel-Levitz report to assess the relevant functions of the College. The Office of the Vice President of Academic Affairs conducts an annual survey of all enrolled students that collects student feedback on the learning environment and various College units.

Although the effectiveness of the College's operations was less than optimal for several years, the College is currently engaged in a period of renewal and excitement about the future. The faculty have worked diligently to implement assessment activities and have embraced the use of data to inform decision making and planning. Moreover, the College has created a culture of evidence and has rallied around the new mission and core themes in a manner that has increased institutional resilience, responsiveness, and performance.



**Standard 5.B.2 – Evaluation of Cycle of Planning, Practices, Et cetera**

*The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.*

As mentioned earlier in this report, the institutional effectiveness system and all of its components are subject to assessment and continuous improvement in the same manner as all other aspects of the institution. Specifically, the Institutional Effectiveness Committee collects reports from other standing committees and information from the administration to identify areas of improvement in the cycle of planning and to develop recommendations for re-allocation of resources to meet emerging needs. Table 20 provides the planning cycle for the College.

**Table 20**

<b>Dawson Community College Annual Planning Cycle</b>	
Activity	Month
Office of the President complete Institutional Effectiveness Plan (IEP)	August
Cabinet members complete IEPs for each division	August
Planning Unit Managers complete IEPs for academic programs and admin units	August
Faculty members complete the planning sections of SOAPs for fall classes	August
Faculty members collect assessment data for fall classes	September - December
Administrative units collect assessment data as indicated on each unit's IEP	September - December
Faculty members complete SOAP results and planning sections for fall classes	December
Mid-Year review of planning unit IEPs and review of fall SOAPs	December – January
Faculty members complete the planning sections of SOAPs for spring classes	January
Annual Board of Trustees retreat: review state of College and progress on strategic plan objectives	January
Budget and Strategic Planning Committee and VP of Administration begin preparing budget for the next fiscal year	February
Analysis of fall data and plans for improvement by Quality and Continuous Improvement Committees	February - March
Fiscal audit for the previous year released for review	March
Board of Trustees reviews tuition and fee rates for upcoming fiscal year	March
Faculty members collect assessment data for spring classes	February - May
Planning to implement improvements for the next planning cycle	March - April
Review of the institutional effectiveness system's performance	April
Faculty members complete SOAP results and planning sections for spring classes	May
Planning unit managers complete IEPs and submit to respective Quality and Continuous Improvement Committee	May
Academic Quality and Continuous Improvement Committee identifies which courses will be assessed in the next cycle	May
Balanced Scorecard updated for academic year	July
Progress on Strategic Plan update to Board of Trustees	July
Institutional Effectiveness Committee makes recommendations to the President for the next planning cycle's IEP	August

### **Standard 5.B.3 – Internal and External Environments**

*The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.*

The College regularly monitors its internal and external environments to determine how and to what degree changing circumstances may affect the institution and its ability to ensure its viability and sustainability. Through the Institutional Effectiveness System (IES), the College ensures that planning and implementation processes are sufficiently flexible to address unexpected circumstances that have the potential to affect the institution's ability to accomplish its core theme objectives and to fulfill its mission. Any College employee, student, or stakeholder may forward suggestions for College improvement, raise concerns about College performance, or identify changing conditions in the College's internal or external environment to the chairpersons of the Administrative QCI, Academic QCI, or Institutional Effectiveness Committees. The chairperson will refer the topic to the appropriate standing committee(s) for consideration and analysis. If the committee determines that an action — including a change in plans or tactics — is necessary, the standing committee(s) will make recommendations for action, if any, to the referring Institutional Effectiveness Committee or QCI Committee. If necessary, the Academic or Administrative QCI Committee will forward recommendations to the Institutional Effectiveness Committee.

The College also uses the strategic planning process to monitor the external environment to identify current and emerging patterns, trends, and expectations. The Board of Trustees, faculty, staff, and students are engaged in collecting input for the plan, synthesizing and prioritizing opportunities and threats, and identifying strategies and tactics to move the College forward. Although the current strategic plan identifies strategies for the next three years, the College reviews the plan bi-annually to ensure it continues to be relevant and to monitor progress.

In preparation for the current strategic plan, which the Board of Trustees adopted in January 2015, the College prepared the following analysis based on an environmental scan. The College shared this analysis with students, faculty, staff, trustees, and community stakeholders.

#### **Environmental Scan Prepared in November 2014**

One of the desired outcomes of the planning process is to identify relevant environmental conditions through input from College constituents and stakeholders. The following sections summarize five salient environmental conditions, which can serve as a starting point in the planning process. The five conditions are (1) affordability of higher education, (2) economic factors in the College's region, (3) trends in the higher education sector, (4) the College's role in the region's social milieu, and (5) demographic trends in the College's region.

#### **Affordability of higher education**

Affordability is one of the first issues that comes to mind when people think about higher education. The Pew Research Center (2011) recently conducted a telephone survey of 2,142 Americans to gauge opinions about higher education quality, affordability, and importance.

Some of the key findings of the Pew Research Center’s survey included:

- 57% of respondents said the U.S. higher education system fails to provide students with good value for the money they and their families spend. Only five percent of the respondents thought the higher education system is providing excellent value for the money.
- 75% of survey respondents said college is too expensive for most Americans to afford.
- Of respondents who were young adults not in college, 57% say they chose not to attend because they preferred to work and save money, and 48% claimed they could not afford college.

In an environment where potential students and their families are acutely concerned about affordability and value, many community colleges have successfully positioned themselves vis-à-vis pricing. Table 21 provides a comparison of higher education pricing in the regional higher education sector. Although the College recently raised tuition rates by 15% and increased the price of food service to respond to student requests for expanded hours of operation and dining options, the data in Table 21 suggest the College’s pricing is competitive in the sector.

**Table 21**

**Pricing Comparison: 15 Credit Hour Tuition & Fees and Annual Housing & Dining Fees**

	District Tuition	State Tuition	WUE Tuition	Out of State Tuition	Fees	Housing	Food Service
Dawson C.C.	944	1,612	2,423	4,424	735	2,500	2,025-3,075
Miles C.C.	1,245	1,725	2,587	3,225	705	2,510-3,800	2,420-3,020
MSU Billings		2,198	3,297	7,647	715	3,730	2,740
City C. (MSU-B)		1,236	1,854	3,108	674	3,730	2,740
Fort Peck C.C.		1,050			210	1,350	
Chief Dull Knife C.		980			160		
Little Big Horn C.		2,400			360		
Rocky Mountain C.		11,614			490	3,462	3,968
Fort Berthold CC		3,600			610		
Bismarck State C.		1,681	2,523	4,491	316	2,573	2,573
Dickinson State U.		2,351	2,939	3,528	571	2,146	3,130-3,436
Williston State C.		1,510	1,510	1,510	580	1,850	2,832-3,300
Minot State U.		6,086				1,800	3,400
Sitting Bull C.		1,800			155	3,275	3,275
United Tribes T.C.		1,312			510	3,000	3,000
Rasmussen C.		4,485			750		
U. of Mary		7,140			400	2,350	3,048

Note: Data obtained from institutional websites in fall 2013; DCC data are current

**Economic factors in the College’s region**

Nationally, enrollments in community colleges tend to be countercyclical to economic activity; when the economy is expanding, community college enrollments tend to decrease and when the economy is contracting, enrollments tend to increase (Dunbar, Hossler, & Shapiro, 2011). The economic activity related to oil and gas exploration and development in the Bakken oilfields has

resulted in rapid economic expansion in the College's region, which comprises eastern Montana and western North Dakota. From 2007 to 2011, employment in the Bakken oilfield grew by 35.9 percent, and average annual pay in the region where the oilfield is situated increased by 53.1 percent (Feree & Smith, 2013).

Barring significant changes in the regulatory environment or global economic conditions, oil and gas industry sources suggest the Bakken oilfield will continue to be a significant driver of economic expansion in the region for at least 10 to 15 years. In addition to affecting the College's enrollment due to the countercyclical economic-enrollment phenomenon described above, the anticipated economic expansion in the Bakken might also affect the College's ability to recruit instructors for credit and noncredit technical and vocational courses. The sparse population in the region, anticipated demand for workers in the extractive industry, rising wages throughout the region, and ongoing economic expansion related to the Bakken oilfield may result in continued pressure on the College's enrollment and employee recruitment efforts.

Communities throughout the College's region are responding to the population growth associated with oilfield activity; however, many find that increases in the number of oilfield workers in a community do not necessarily correspond to comparable growth in families moving to the community. Anecdotal observations suggest that oilfield workers may be temporary residents who do not intend to move families with them to the region. It is noteworthy, however, that the types of jobs created and sustained by the oil and gas industry will likely shift from exploration and well development to production. Conducting research for the Government of Western Australia, Syme Marmion & Co. (2010) found production jobs in the extractive industry might be more likely to attract workers who will move to the region permanently. If the findings reported by Syme Marmion & Co. hold true in the College's region, growth in demand for noncredit workforce training may emerge as well as sustainable population growth that results in more potential students for the College.

### **Trends in the higher education sector**

As Table 21 illustrates, seventeen postsecondary institutions have at least one physical campus located in eastern Montana and western North Dakota, which results in a relatively competitive market given the population density in the region. Moreover, advances in online curriculum delivery systems and changes in federal student financial aid regulations have enabled proprietary postsecondary institutions to enter the Montana higher education market and to gain significant market share. The number of institutions competing in the College's region, and demographic trends described above have led to intensified competition in the higher education market.

Traditional aged students pursuing conventional degree programs do not comprise the entire higher education market. Many institutions balance for-credit academic programs with noncredit workforce and corporate training. In Montana, the state funding formula does not include noncredit production by colleges, so higher education institutions must price noncredit workforce and corporate training at a level to cover the cost of instruction and appropriate overhead expenses. However, a prevalent theme in Montana political rhetoric about higher education continues to be workforce training. For example, Johnstone and Simkins (2014) note that one of the pillars of the Main Street Montana Project, which is a business plan for the state initiated by

Governor Bullock, is to “train and educate tomorrow’s workforce today” (p. 6). Although the College already offers 11 career and technical education degree programs, it has offered very few noncredit programs in the recent past. Given the business and industry activity in the College’s region and support among the state’s lawmakers, it might be advisable for the College to explore growing noncredit programming.

### **The College’s role in the region’s social milieu**

Dawson Community College has historically played a significant role in the region’s social milieu. A relatively high proportion of community members attend College intercollegiate athletic competitions, student performances, and cultural events. Additionally, the College facilities accommodate a number of events such as trade shows, high school athletic tournaments, and public meetings. An indication of the community’s support of the College is the noteworthy charitable giving to the Dawson College Foundation by community members. In addition to being an outcome of the good work of the Foundation, this type of giving is an indication of how effectively the College has developed an affinity with community members. However, Kroff, Segil, and Esposito (2013), who were a research team from the College of Business at Montana State University – Bozeman, found that community members do not report a clear understanding of the College’s mission or strengths as a higher education institution. Kroff et al. (2013) suggested the College reposition its brand by emphasizing (a) personalized atmosphere, (b) specialized programs, and (c) athletic opportunities. With approximately 35% of the College’s revenue deriving from local taxpayers, it is appropriate for the College to continue serving the social and cultural needs of the community, and to communicate effectively with community stakeholders and constituents.

### **Demographic trends in the College’s region**

According to the U.S. Census data, the Eastern and Northern Montana region was a net exporter of 18 to 24 year olds from 2000 to 2010 (Haynes et al., 2012). In other words, more people who were in the traditional college age range left the College’s service region than moved to the region from 2000 to 2010. In recent years, over 60% of the College’s enrolled students have been between 18 and 24 years old. As the number of potential students in that market sector declines, competition intensifies in the form of advertising buys, recruitment budgets, and tuition discounting among postsecondary institutions. New entrants to the higher education market, specifically online proprietary schools, have further intensified competition for new students. Consequently, the number of potential students in the age range that comprised over 60% of the College’s enrollment in recent years is becoming smaller while recruiting those students has become more competitive and expensive.

For a community college, regional demographic trends may affect enrollment more so than state or national trends. Although Dawson Community College is a local district, the College has historically served a region encompassing much of Eastern Montana and Western North Dakota. Therefore, a relevant demographic trend for the College is regional high school enrollment. The Montana Office of Public Instruction (OPI) and the North Dakota Department of Public Instruction (DPI) publish data on regional high school enrollments on their websites (see Table 22). The data from OPI and DPI suggest high school enrollments in eastern Montana declined by 2.31% from 2009 to 2014 while high school enrollments in western North Dakota remained stable for the same period (0.4% increase). Declining high school enrollments in the region

coupled with net loss of 18 to 24 year olds in the state suggest the College will need to emphasize recruitment and retention in the near term.

**Table 22**

<b>Demographic Trend Data: Regional High School Enrollment 2009 – 2012 and % Change from 2009 to 2012</b>					
Montana County School	2009	2010	2011	2012	Percent Change
Dawson					
County	374	361	335	311	-13.64%
Richey	27	25	30	29	4.88%
Richland					
Sidney	407	389	365	371	-7.39%
Savage	46	32	29	31	-22.39%
Fairview	101	107	104	103	1.79%
Lambert	29	28	31	33	10.26%
Wibaux					
Wibaux	148	143	137	143	-2.63%
Fallon					
Baker	390	363	398	431	8.86%
Plevna	84	85	79	81	-3.06%
Carter					
County	42	45	39	36	-8.96%
Roosevelt					
Popular	206	216	210	198	-3.52%
Culbertson	100	88	91	80	-26.32%
Wolf Point	255	253	231	237	-5.47%
Brockton	52	31	34	19	-64.71%
Bainville	105	114	116	139	45.33%
Froid	27	25	25	24	-8.57%
Sheridan					
Westby	53	57	61	65	20.34%
Medicine	92	97	100	108	13.01%
Plentywood	335	348	347	357	5.03%
Daniels					
Scobey	244	266	267	265	7.45%
Valley					
Glasgow	807	804	812	803	-0.50%
Frazer	42	39	30	33	-23.08%
Hinsdale	32	32	29	30	-5.41%
Opheim	57	53	45	45	-15.58%
Nashua	126	143	128	129	2.33%
McCone					
Circle	96	93	94	88	-9.52%
Prairie					
Terry	127	140	157	144	9.04%
Custer					
County	611	559	547	494	-19.28%
Powder River					
County	120	122	128	112	-5.76%
Rosebud					
Forsyth	141	124	134	121	-12.66%
Rosebud	40	44	35	94	207.69%
Colstrip	241	212	215	201	-13.65%
Lame Deer	154	141	125	120	-16.19%
Garfield					
County	44	44	49	56	17.65%
Phillips					

Dawson Community College, Year Seven Self-Evaluation Report

**Table 22 - Continued**

<b>Montana County School</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Percent Change</b>
Dodson	20	18	55	57	127.59%
Saco	33	33	30	24	-33.33%
Malta	561	570	537	516	-7.25%
Whitewater	50	40	37	51	1.20%
Winnett	99	102	98	93	-7.14%
Roundup	198	187	181	177	-9.63%
Melstone	29	27	31	27	-6.06%
Yellowstone					
Billings	5,280	5,179	5,132	5,165	-2.05%
Laurel	632	616	616	631	-0.17%
Custer	84	82	84	83	-1.04%
Broadview	59	56	59	46	-30.95%
Huntley	706	726	735	754	6.22%
Shepherd	280	279	270	258	-8.03%
Big Horn					
Hardin	482	464	453	452	-6.62%
Lodge Grass	121	117	111	104	-10.63%
Plenty Coups	58	38	46	41	-19.77%
Treasure					
Hysham	112	104	91	84	-18.06%
<b>Total MT Proximity</b>	<b>18,577</b>	<b>18,281</b>	<b>18,145</b>	<b>18,118</b>	<b>-2.31%</b>
<b>North Dakota School</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Percent Change</b>
Divide County	122	116	98	107	-12.30%
Grenora	72	80	88	112	55.56%
Burke Central	81	82	85	93	14.81%
Bowbells	64	66	61	57	-10.94%
Powers Lake	59	50	47	51	-13.56%
Tioga	147	145	146	151	2.72%
Stanley	171	179	209	258	50.88%
New Town	370	387	370	345	-6.76%
McKenzie County	184	192	210	204	10.87%
Alexander	56	65	69	92	64.29%
Killdeer	376	373	372	380	1.06%
Halliday	26	27	22	40	53.85%
White Shield	128	130	119	124	-3.13%
Beulah	262	247	252	224	-14.50%
Richardton-Taylor	118	113	116	127	7.63%
Hebron	174	169	182	178	2.30%
Glen Ullin	140	152	157	151	7.86%
Mott-Regent	155	231	219	227	46.45%
Elgin-NewLeipzig	152	142	140	124	-18.42%
Hettinger	279	283	258	248	-11.11%
Scranton	139	138	123	116	-16.55%
Bowman County	387	383	375	398	2.84%
Beach	173	173	170	165	-4.62%
Dickinson	877	845	813	765	-12.77%
Belfield	217	207	224	224	3.23%
South Heart	233	200	205	233	0.00%
Williston	795	788	787	787	-1.01%
<b>Total North Dakota Proximity</b>	<b>5,957</b>	<b>5,963</b>	<b>5,917</b>	<b>5,981</b>	<b>0.40%</b>

References: Montana Office of Public Instruction (2014), North Dakota Department of Public Instruction (2014a), and North Dakota Department of Public Instruction (2014b)

## CONCLUSION

Since the Year Three Evaluation, Dawson Community College has entered an era of renewal and significant institutional change. The new leadership of the institution is committed to fostering a culture of evidence, transparency, mutual trust, and shared governance. Indications of this culture include the objective analysis of gaps between institutional performance and NWCCU standards conducted in summer 2014 and the successful launch of the institutional effectiveness system. The development and implementation of new instruments like the Student Outcome Assessment Plans and the Institutional Effectiveness Plans enabled the College to engage in assessment and planning at the individual, program, unit, and institutional level while documenting and tracking assessment activities and continuous improvement initiatives. A hallmark of a culture of evidence is the pervasive desire to collect, analyze, and interpret data to guide planning and decision-making. Although the College is still developing its culture of evidence, the faculty, staff, administration, and trustees are proud of the progress made in the last 18 months. Moreover, the application of assessment data to impact student learning and outcome achievement has engendered a palpable enthusiasm and energy on campus.

Going forward, the College will need to continue developing the professional capacity of faculty and staff, which will include encouraging employees to participate in professional organizations, read peer-reviewed journal articles relating to their field, and continue engaging in the practice of continuous improvement. In summation, the College has taken tremendous strides since 2013, and it is now positioned to enjoy sustainable and measured success.



## REFERENCES

- American Association of Community Colleges. (2014). *Voluntary framework of accountability metrics manual* (version 3). Retrieved from <http://vfa.aacc.nche.edu/>
- Association of College and Research Libraries. (1989). *Presidential committee on information literacy: Final report*. Retrieved from <http://www.ala.org/acrl/publications/whitepapers/presidential>
- Bailey, T., Jeong, D. W., & Cho, Sung-Woo. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29(2), 255-270.
- Bennett, J. M. (2008). Transformative training: Designing programs for culture learning. In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, (95-110). Thousand Oaks, CA: SAGE Publications, Inc.
- Columbia University, Community College Research Center. (2014). *Community college FAQs*. Retrieved from <http://ccrc.tc.columbia.edu/>
- Dunbar, A., Hossler, D., Shapiro, D. (2011). National postsecondary enrollment trends before, during, and after the Great Recession. Retrieved from Indiana University website: <http://pas.indiana.edu/pdf/National%20Postsecondary%20Enrollment%20Trends.pdf>
- Ferree, P. & Smith, P. W. (2013, April). Employment and wage changes in oil-producing counties in the Bakken Formation, 2007–2011. Beyond the numbers: employment & unemployment (Vol. 2, No. 11). Retrieved from U.S. Department of Labor, Bureau of Labor Statistics website: <http://www.bls.gov/opub/btn/volume-2/employment-wages-bakken-shale-region.htm>
- Haynes, G. W., Watts, M. J., Young, D. J., Smart, H., & Zimmerman, G. (2012). Project 2030: Montana's aging population. Bozeman, MT: Montana State University.
- Johnstone, B. & Simkins, L. (2014). Main Street Montana Project: A business plan for Montana by Montana. Retrieved from Montana Governor's website: <http://governor.mt.gov/>
- Kaplan, R. S., & Norton, D. P. (1996). *Translating strategy into action: The balanced scorecard*. Cambridge, MA: The President and Fellows of Harvard College.
- Kaplan, R. S., & Norton, D. P. (1996). Using the balanced scorecard as a strategic management system. *Harvard Business Review*, 74(1), 75-85.
- Kroff, M. W., Segil, C., & Esposito, N. (2013). Dawson Community College: Marketing analysis and promotional proposal [unpublished manuscript]. Bozeman, MT: Montana State University.

- Lafley, A. G., & Martin, R. L. (2013). *Playing to win: How strategy really works*. Cambridge, MA: Harvard Business Press.
- Montana Office of Public Instruction. (2012). *Montana Public School Enrollment Data Fall 2011-2012*. Retrieved from <http://opi.mt.gov/Reports&Data/Index.html>
- Montana Office of Public Instruction. (2014). *Montana public school fall enrollment booklet by school year [2011-2012]*. Retrieved from: <http://www.opi.mt.gov/Reports&Data/Measurement/Index.html>
- North Dakota Department of Public Instruction. (2014a). *Enrollment history pivot table*. Retrieved from: <http://www.dpi.state.nd.us/finance/resources/>
- North Dakota Department of Public Instruction. (2014b). *Enrollment history public school districts 2008-2014*. Retrieved from: <http://www.dpi.state.nd.us/finance/resources/>
- Pew Research Center (2011). *Is college worth it? College presidents, public assess value, quality and mission of higher education*. Retrieved from: <http://www.pewsocialtrends.org/2011/05/15/is-college-worth-it/1/>
- Shapiro, D., & Dunder, A. (2013). *Baccalaureate attainment: A national view of the postsecondary outcomes of students who transfer from two-year to four-year institutions*. Retrieved from National Student Clearinghouse Research Center website: <http://nscresearchcenter.org/wp-content/uploads/SignatureReport5.pdf>
- Syme Marmion & Co. (2010). *Extractive industry and sustainable regional development*. Retrieved from the Government of Western Australia Department of Regional Development website: <http://www.drd.wa.gov.au/Pages/default.aspx>
- U.S. Department of Education. (2010). *Action guide for emergency management at institutions of higher education*. Retrieved from <http://www.ed.gov/emergencyplan>
- U.S. Department of Education, Office of Vocational and Adult Education (2013). *National reporting system, table 4, Montana data*. Retrieved from <http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/main.cfm>

**APPENDIX A**

**ANALYSIS OF GAPS BETWEEN NWCCU STANDARDS AND COLLEGE PERFORMANCE CONDUCTED IN SUMMER 2014**

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists</b>
1.A.1	No but...	Website needs updating		Mike Simon
1.A.2	Yes but...	in process of implementing change to measure the new mission statement		Mike Simon
1.B.1	No but...	Website is needs updating as well as promotional materials		Mike Simon
1.B.2	Yes	No articulation on how DCC measures this standard.		Mike Simon
2.A.1	Yes	Constitution of the State of MT Article X §§ 9.2 (a) and M.C.A. 20-15-103	Website link at DCC site under Board Policy Manual and M.C.A. section of DCC Board of Trustees Policy Manual	Mike Simon, Kathleen Zander, Ted Phillips
2.A.2	Yes - There is a DCC New Trustee Packet being developed with info on board governance - Not yet approved as policy or otherwise	Board of Regents Policy 209.1	Website MSU Board of Regents Policy and Procedures Manual	Mike Simon, Kathleen Zander, Ted Phillips
2.A.3	Yes	MCA statutes and master bargaining agreement	Website and library	Mike Simon, Kathleen Zander, Ted Phillips
2.A.4	Yes - There are not bylaws that exist adopted by the board as to makeup and governance	No documentation on this matter	Website link at DCC site under Board Policy Manual and M.C.A. section of DCC Board of Trustees Policy Manual	Need to visit with board members?

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists</b>
2.A.5	Yes and No - Again no overall governance adopted by board. However, no evidence to support board member acting independently.	No documentation on this matter	Website link at DCC site under Board Policy Manual and M.C.A. section of DCC Board of Trustees Policy Manual	Need to visit with board members?
2.A.6	Yes - Polices were reviewed for update at board meetings (10/13, 11/13, and 12/13). However, there is no board documentation for ongoing review of policies.	Board of Regents Meeting Minutes from July 2013 to Present	Board Minutes binders located in library	Need to visit with board members?
2.A.7	No - The board did perform a yearly evaluation for the president. None for 2013 with interim president. The minutes do reflect institutional authority, follow up and accountability is given to President. There is policy for president evaluation BP 2-20.	Board of Regents Meeting Minutes June of 2010, 2011, 2012.	Board Minutes binders located in library	Rita Young - Need to visit with board members?
2.A.8	Yes - From 2003 to present there has been limited board evaluation. There was a board retreat in Dec. 2012 and a recent board survey with the president.	Board of Regents Meeting Minutes Dec. 2012.	Board Minutes binders located in library	Rita Young - Need to visit with board members???
2.A.9	Yes - There is no established system in place that DCC has to effectively evaluate and measure leadership achievements and effectiveness.	None		
2.A.10	No- There is a president in place with the credentials and experience to be qualified to lead DCC.	CP 2-26 discusses the selection of deans. This is not current to the current process to select administrators as it exists today.	HR File	Glenda Phillips

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists</b>
2.A.11	Yes - There is no established system in place that DCC has to effectively evaluate and measure leadership achievements and effectiveness.	There are transcripts of the administrators indicating that the administrators have degrees and experience. However, in CP-26 there needs to be credential verification forms which there are none.	HR File	Glenda Phillips
2.A.12	No - There are academic policies on the DCC website. When academic policies are searched there is an entire section on this topic.	Internet Academic Policies	Website and board minutes	
2.A.13	Yes - There is a DCC Library Collection Management Procedure document in the library. There is a note on the website but is not linked to the document.	Missing link on DCC website	There is a DCC Library Collection Management Procedure document in the library. There is a note on the website but is not linked to the document.	Todd Knispel
2.A.14	Yes - There is a transfer of credit policy in the academic policy section. It is vague and does not address specifics as to how credits transfer. No info as to who, what, where to contact on transfers is listed.	Policy on DCC internet	Internet	Mike Simon
2.A.15	Yes - There is no information on disabilities. The student conduct policy has not been updated since 2005.	CP 3-5/BP 2 are student conduct policies.	Internet	Mike Simon
2.A.16	No - There is an admission and placement policy clearly defined as to what is required. There is an appeals process and readmission policy.	BP/CP 3-4 outlines the admission policy.	Internet	Mike Simon

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists</b>
2.A.17	Yes - There is a student conduct policy as well as a student athlete conduct policy. The gap is that there is not a link or reference to all co curricular activities for student conduct.	BP/CP 3-5 and 3-8 are policies.	Internet	Mike Simon
2.A.18	Gap-Yes	There is no Human Resources Policy and Procedure Manual		Kathleen Zander, Patty Thompson & Glenda Phillips
2.A.19	Gap-Yes	Work Assignments— Job Descriptions are not found in EH (they are on the K:drive). Rights & Responsibilities-could not find Retention—could not find While some of the information is there, there is no documentation indicating that employees have read or been shown this information (maybe include it on a check list)	Classified Staff: Employee Handbook— Classified Staff (C) Cond of Employment—it is listed. Evaluation--Board Policy CP2-4 (However there is no link from HB or BP) create one Promotion—EH C.7 (needs to be updated Termination—EH C.9 Faculty: in EH and Board Policy.	Kathleen Zander, Patty Thompson & Glenda Phillips
2.A.20	Gap-Yes	I would encourage this to be written down in the P&P when it is created.	There is no documentation on this. However, employees in this department know what the P&P is for this standard and it is solid.	Kathleen Zander, Patty Thompson & Glenda Phillips
2.A.21	Yes - Student catalog, student handbook, and website are not updated as to what programs are offered, times to complete programs, and class break downs by program what is required for completion. Plan of study is not in student handbook but is on DCC website as a search.		Internet	Mike Simon

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists</b>
2.A.22	No There are grievance procedures for students, faculty, and staff. Need to investigate how grievances have been handled.		Internet	Visited with Mike Simon - Need to Ted and Kathleen
2.A.23	Yes - Policy is determined by MCA 2-2-121, 20-1-201 and 205, 20-15-104 for conduct of public officers and public employees. No DCC governance and bylaws in this area.		Internet	Need to visit with Mike Simon
2.A.24	Yes - There is an intellectual policy in the faculty master agreement. This is ratified by the DCC Board of Trustee. This is a gap due to information in the collective bargaining agreement with faculty but no board policy governing this area. Collective bargaining agreement master is not readily known to all faculty.		Internet	Mike Simon
2.A.25	No - We believe to be no gap based on the question dealing specifically on speculation of accreditation status. There exists no evidence that DCC has misrepresented their accreditation status.		Internet	Mike Simon
2.A.26	Yes - The guidance for contractual agreements is under the guidance of MCA. There are not adopted policies in place to deal with how DCC deals with contractual agreements.		Internet	Mike Simon

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists</b>
2.A.27	Yes - There is an academic freedom policy in the faculty master agreement. This is ratified by the DCC Board of Trustee. There is only a gap if this information needs to be public domain. It was found word of mouth in the office of the library director.		Internet	Mike Simon and Todd Knispel
2.A.28	Yes - This is a gap due to information in the collective bargaining agreement with faculty but no board policy governing this area. Collective bargaining agreement master is not readily known to all faculty.		Internet	Mike Simon and Todd Knispel
2.A.29	Yes - There is not a system in affect that clearly defines and outlines the process for students to express their beliefs, views and opinions.		Internet	
2.A.30	Yes - There are steps being taken to put in place procedures and policies of the financial department but do not exist today.	There are no policies and procedures for day to day and long term financial decisions of the Finance Dept. - Decisions based on CFO.	None	Kathleen Zander
2.B.1	Gap—Yes	Job Descriptions are not found on the website maybe revisit having them included as a section in the Employee handbook again. Not all employees had their credentials on their employee profiles on the website if they even had a profile.	Need to create a system to prove this standard	Kathleen Zander, Patty Thompson & Glenda Phillips



Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists</b>
2.B.2	Gap—Yes	Not all Administrators and Staff have been evaluated as stated in the P&P	Procedures are clearly stated in Employee handbook and Board Policy	Kathleen Zander, Patty Thompson & Glenda Phillips
2.B.3	Gap—Yes	We could not find anything on the Staff Development Fund. In regard to the Faculty Development Fund no documentation could be provided to show that faculty have been using it. I am sure it is somewhere, maybe in an AP file??	EH--A.1.1 Faculty Development Fund--BP2-6 There needs to be a policy on Staff Development.	Kathleen Zander, Patty Thompson & Glenda Phillips
2.B.4	Gap—Yes	We need to adopt our own policy.	Collective Bargaining Agreement-14.1-3 & MT Board of Regent policy 730	Kathleen Zander, Patty Thompson & Glenda Phillips
2.B.5	NO	Collective Bargaining Agreement	Library	Kathleen Zander, Patty Thompson & Glenda Phillips
2.B.6	Gap—Yes	Not consistently done	BM CP2-13 & CP2-15	Kathleen Zander, Patty Thompson & Glenda Phillips
2.C.1	Yes	Catalog, website, employee handbook are all seriously outdated.	Catalog, website, employee handbook. Academic Affairs, advisory boards, articulation agreements. While programs are on a cycle for review, it is not followed	
2.C.2	Yes	Catalog outdated.	catalog on the website but is not accessible from the homepage, nor user friendly. Syllabi should be more accessible, perhaps placed on each faculty member's webpage.	
2.C.3	Yes	Catalog does not state we follow Board of Regent policy.	catalog and website.	

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists?</b>
2.C.4	Yes	Catalog. Orientation session on academic Policies/procedures - are they consistently presented by faculty?	Core is vague. Courses are listed for degree requirements but not detailed by semester so student has an idea of what courses are taken when. Students are provided info at academic policies and procedures.	Holly Dershem-Bruce provided info that is to be reviewed at orientation.
2.C.5	Yes	Employee Handbook; faculty master agreement; board P&P	Board P&P and Employee handbook (both very outdated). Could not locate master agreement.	Marilyn Dutton
2.C.6	Yes	Mostly utilized by the transfer side; Librarian should reach out to technical side.	Library	Todd Knispel
2.C.7	Yes	We follow NW policy for 25%. No p&p on awarding experiential learning but is instructor driven as should be.	Catalog; Kdrive LE folder only,.	Virginia Boysun
2.C.8	Yes	Catalog does not address credits transferring in - only out. Articulation agreements are outdated and only reside on the Kdrive.	Catalog; Kdrive.	Marilyn Dutton
2.C.9	Yes	No process to measure outcomes	catalog; BOR policy	
2.C.10	Yes	No process to measure outcomes	catalog; BOR policy	
2.C.11	Yes	catalog; employee handbook; no process in place.	catalog. Kdrive has benchmark statements for 2007; Board P&P; employee handbook.	

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists</b>
2.C.16	Yes	Handbook, webpage	handbook, webpage.	MaryAnn Vester
2.C.17	No	Advisory council; has non-credit proposal similar to credit courses.	with MaryAnn	MaryAnn Vester
2.C.18	Yes, but...	We don't issue CEUs but do provide a process to obtain from OPI	No process/info in writing - they are directed to speak with Marilyn Dutton	MaryAnn Vester
2.C.19	No	Lists of participants are kept	MaryAnn & Teresa	MaryAnn Vester
2.D.1	No	TRiO, Computer Labs and Library	Student Handbook, Website, catalog.	
2.D.2	Gap--Yes	The crime statistics on the website are from 2010, 2011 & 2012 and those printed in the handbook are from 2010. Information is not current. Could not find Housing Handbook on the website.	BP Manual & Student Handbook on the website. Student Handbook in print. However, there is no link to them from the catalog. As a student, I would not look under Employees to find the information.	
2.D.3	Gap--Yes	What is suppose to be covered in Academic P&P session during orientation.	Orientation and registration in Fall and Spring. 2 summer registrations.	Need to talk to Holly (emailed)-- she had info and will bring it in the week of the 16th
2.D.4	Gap--Yes	We need a policy that clearly states what We, DCC, does as an institution.	There is not one, however we currently follow MT Board of Regent of Higher Education	
2.D.5	Gap--Yes	The 2014/15 catalog is not available at this time...	Catalog is on the website.	
2.D.5.a	Gap--Yes	Did not find core themes in the catalog rather purpose	Mission is stated	
2.D.5.b	Gap--Yes	It is being updated at this time	Under Admissions	
2.D.5.c	Gap--Yes	States that Grade reports are issued after each semester--they are not-- Update information	Under Grades-- Grading	

Dawson Community College, Year Seven Self-Evaluation Report

Standard Number	Does a Gap exist?	What documentation supports if Gap exists or not?	Where was documentation located	Contact to determine if Gap exists
2.D.5.d	Gap—Yes	Some of the programs listed are no longer offered but they are still listed: Gas and Diesel Technology, Office Assistant, etc. OR the links do not work: Livestock Technology, Welding Technology & Course Descriptions. Courses that we have not offered in a long time are still listed in the catalog: Varsity golf, pep-squad to name a few.	Under Curriculum Plans AA/AS, Applied Science, & Certificate of Applied Science. As well as Course Descriptions	
2.D.5.e	Gap—Yes	For the most part ok, but needs to be updated. Some people are still on there (Joyce Ayre) Others are not (Executive Director of Business and Finance Vacant)	Personnel	
2.D.5.f	Gap—Yes	While information is there, it would be nice to have the 3 documents linked together so you don't have to do too much searching.	Website: Catalog, Student Handbook and Board Policy Manual	
2.D.5.g	Gap—Yes	It states: For latest Tuition and Fees Schedule contact the DCC Student Services Office at 406.377.3396. There should be a link to the T&F table.	Tuition & Fees	
2.D.5.h	Gap—Yes	The policy is there, however it is vague-- There is a document 'Attending Dawson Community College' that has a section – 'Adding, Dropping & Withdrawal'—that has some wording that could be used in this section of the catalog	It is listed under Tuition & Fees Refunds - Institutional Policy	
2.D.5.i	No	I feel it is clearly stated.	Financial Aid	

Dawson Community College, Year Seven Self-Evaluation Report

Standard Number	Does a Gap exist?	What documentation supports if Gap exists or not?	Where was documentation located	Contact to determine if Gap exists?
2.D.5.j	Gap—Yes	The academic calendar is on the website, whoever it is not associated with the catalog--create a link in the catalog to it.	<a href="http://www.dawson.edu/students/academic-calendar">http://www.dawson.edu/students/academic-calendar</a>	
2.D.6.a	Gap—Yes	Our publications are out of date and/or they don't have this information on them.		
2.D.6.b	Gap—Yes	Our publications are out of date and/or they don't have this information on them.		
2.D.7	Gap—Yes	There is no Registrar/Student Records Policy and Procedure Manual. However, everything is kept forever in students' Permanent file. Backup of these files are inadequate. Confidentiality/Release of student records: FERPA and FERPA Release of Info Form	There is electronic backup for pre-fall 1991 located on an access database stored on the iSeries server and in permanent files. Fall 1991 to present is in Banner and in Permanent files. Hard copies of transcripts are located in permanent files prior to Fall 2010. FERPA: Very little on FERPA in the Catalog. There are some forms that are on the K:drive under registrar, maybe those should be on the website	Virginia Boysun
2.D.8	No	Freshman students are given a paper award along with printouts of repayment. Sophomore student are sent a postcard. Information about the award is also on their Student/MyInfo Account.	FA in the Catalog online, Student handbook.	Jolene Myers

Dawson Community College, Year Seven Self-Evaluation Report

Standard Number	Does a Gap exist?	What documentation supports if Gap exists or not?	Where was documentation located	Contact to determine if Gap exists?
2.D.9	No	Information is on website and printouts are given to students. The Feds tell us our default rate and DCC 3rd party contracts with MGSLP it work on the delinquency report and help contact those students in default.	<a href="http://www.dawson.edu/future/financial_aid">http://www.dawson.edu/future/financial_aid</a>	Jolene Myers
2.D.10	Gap—Yes	Are there trainings for Advisors and is attendance on that kept for documentation? Graduation Application is not on the website. As for being available to students, the Advising information is under the Employee Handbook. Is it possible for some of this information to be placed within their MyInfo accounts?	Website: Employee Handbook-- Academic Advising. This should be reviewed to make sure that all the information is current and being followed--for example the part E.4.2 Advisee Files--#10. Copy of the Student Withdrawal Form (if student withdraws completely from school) is not being followed.	Virginia Boysun
2.D.11				
2.D.12	Gap--Yes	Areas of concern – especially input from constituents and updated information on website – in all three areas (housing, food service, bookstore).	The Living Complex Handbook has never been on the website and should be. Students have been given hard copies of the handbook. FoodService: <a href="http://www.dawson.edu/students/student-food-plan">http://www.dawson.edu/students/student-food-plan</a> Bookstore: <a href="http://www.dawson.edu/students/bookstore">http://www.dawson.edu/students/bookstore</a>	

Dawson Community College, Year Seven Self-Evaluation Report

Standard Number	Does a Gap exist?	What documentation supports if Gap exists or not?	Where was documentation located	Contact to determine if Gap exists?
2.D.13	Gap--Yes	Admission requirements/procedures, degree requirements and financial aid awards are the same for all students whether in athletics, co-curricular programs or not. As for academic standards, student athletes do have other guidelines under NJCAA policies that need to be followed however, those guidelines are not easily found on our website if they are posted. When are the student athletes informed of those requirements.	Catalog & Student handbook- admissions, financial aid, SAP. I could not find anything on Academic Standards on the website.	
2.D.14	No	Registration is linked between online & Banner systems and the student is sent an email and a letter via regular mail. Also throughout the semester the student will receive random questions through a 3 <sup>rd</sup> party to verify they are who they say they are when logging in.	In policy on the K:drive and a hard copy in office.	
2.E.1	Gap--Yes	It is not online, there is a line item but it isn't linked to anything	Collection Development Procedure: There is a physical copy in the Library. It is reviewed and updated by the Library Committee and given to the President for final approval every 3 years.	
2.E.2	No	A survey is done with each Cohort (every 2 years).	The results are kept in a file in the Library Director's Office	

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists?</b>
2.E.3	No	<a href="http://www.dawson.edu/students/jane-carey-memorial-library">http://www.dawson.edu/students/jane-carey-memorial-library</a>	The Library operates with open communication. Information is provided on the website. If there is some sort of change or addition to the Library, the Director and Assistant communicate with the Library Committee prior to a final decision. --- Library minutes are kept on the K:drive	
2.E.4	No	Collection Development Procedure, surveys, evening headcounts of patrons utilizing the Library. Security is adequate—the Database is administered by the IT Department.	Hard copies kept in Library.	
2.F.1	Yes, How does the institution demonstrate financial stability? How do we plan long-term obligations?			Kathleen
2.F.2	Yes, How do we show we are being realistic in our budget?	Board Regents from Fall -12 and Ranger Review address concerns about the financial stability of the college.		
2.F.3	Yes, No policy on budget process	Board policy and College procedures		
2.F.4	Yes	While Banner has controls on access there is little else in place for oversight.		Kathleen Zander
2.F.5	Yes & Yes No long long-range capital plan or Master Plan. Good policy on purchasing, acquisitions policy. No policy on surplus materials.		Online BP & CP	



Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists?</b>
2.F.6	Yes because no policies are available for these general operations to support auxiliary enterprises.			
2.F.7	No	Annual audit according to state & federal law		
2.F.8	No & Yes	BP 5-10 CP 5-10 and MUA with foundation HOWEVER, no policy exist on athletics or other student organizations		
<b>2.G</b>	Yes, there is no master plan providing a schedule for replacement of perishable large equipment, i.e. boilers, autos, etc.			
2.G.1	Yes nothing in writing			
2.G.2	Yes, No, Yes	MSDS sheets and lab safety policy does exist Welding, Art, and Ag need to develop a lab safety policy for themselves. Only the chem lab has a storage and disposal of hazmat nothing for the rest of the campus		
2.G.3	Yes	Master Plan expired in 2007		
2.G.4	Yes- No - Yes	P&P needs to be developed. Service records do exist on equipment, but no policies on fine Dorms fines checks, snow removal and other day-to-day activities.		
2.G.5	No	Tech Plan spells out rotation and budget		
2.G.6	No	Tech Plan and help desk, drop-in service for students and employees		

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists?</b>
2.G.7	No	Tech Plan and the Tech Committee meets regularly		
2.G.8	No	Tech Plan and Tech committee meets regularly.		
Standard Three		Dawson Community College has had many Mission Statement and Core Theme changes over the years. In the last 9 years there have been 3 different Missions Statements...		
<b>3.A</b>				
3.A.1	Yes - There is a Strategic Plan 2010-2013 that was compiled with input from many sources. In visiting with staff it doesn't appear that results were captured and progress was not reviewed. There was a DCC Board of Trustees January 2014 retreat that initiated strategic planning. There does not appear to be anything adopted by the board from these efforts.			Marilyn Dutton, MaryAnn Vester, Virginia Boysun, Ted Phillips, Kent Dion
3.A.2	YES	No Master plan out of date Strategic plan	not online	N/A
3.A.3	Yes - Surveys are done, but it does not appear that they are being analyzed			

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists?</b>
3.A.4	Yes and No - The 2010-2013 Strategic Plan outlines Mission, Vision of Excellence, Core Themes, Strategic Priorities, Goals and Actions. However the strategic plan is outdated and a current one is not in place.	Strategic Plan 2010-2013 (reference to Institution Effective Model in January 2014 board of trustees minutes but no finalized and approved model in effect)	K Drive	Marilyn Dutton, MaryAnn Vester, Virginia Boysun, Ted Phillips, Kent Dion
3.A.5	Yes but..	We have the little flip cards but no overall document that could be located that covers major facilities catastrophes	N/A	Checked website and K:Drive Jim LeProwse
<b>3.B</b>				
3.B.1	Yes - working on a new strategic plan that will reflect the new core themes.			
3.B.2	Yes - There does not appear to be documented information that shows follow up on progress and work performed specifically outlined in the 2010-2013 strategic plan.	Strategic Plan 2010-2013 (reference to Institution Effective Model in January 2014 board of trustees minutes but no finalized and approved model in effect)	K Drive	Marilyn Dutton, MaryAnn Vester, Virginia Boysun, Ted Phillips, Kent Dion
3.B.3	Yes	Strategic plan placed on shelve and used for decoration	not widely adopted or followed or time to asses properly	
4.A				
<b>4.A.1</b>	Yes - Data is collected, but what is being done with the data.			
4.A.2	Yes Information is collected but no mechanism for data to be monitored and used for improvements.	SEIs, Graduate surveys, continuing student surveys, Noel Levitz surveys	Marilyn and Virginia	Marilyn Dutton, MaryAnn Vester, Virginia Boysun, Ted Phillips

Dawson Community College, Year Seven Self-Evaluation Report

<b>Standard Number</b>	<b>Does a Gap exist?</b>	<b>What documentation supports if Gap exists or not?</b>	<b>Where was documentation located</b>	<b>Contact to determine if Gap exists?</b>
4.A.3	Yes with a but	No Long term data exists but change is being implemented		
4.A.4	Yes	Have not had new themes long enough to assess properly		
4.A.5	Yes	If and when the evaluations are complete the assessment part seems to go nowhere.		
4.A.6	Yes	Program review calendar was adopted but never followed or enforced.		
<b>4.B</b>				
4.B.1(a)	Yes -			
4.B.1(b)				
4.B.1(c)				
4.B.2	Yes	Again, we go through the motions of assessment but the data collected does not get analyzed or the results given to the appropriate constituencies.		
5.A				
5.A.1	Yes with a but	Most recent "non-visit" pointed to deficiencies in this area		
5.A.2	Yes - Coming soon, not in place yet.			
5.B				
5.B.1	Yes	The evaluations happen (SEI, current students, graduate students, Noell Levitz) but not documented, evaluated nor implemented.		

Dawson Community College, Year Seven Self-Evaluation Report

Standard Number	Does a Gap exist?	What documentation supports if Gap exists or not?	Where was documentation located	Contact to determine if Gap exists?
5.B.2	Yes	Though the institution does document it is not used effectively to make decisions for improvement or aligns with the institutional goals		
5.B.3	No	Students are informed of repayment obligations on the website under FA. The Federal Government and MGSLP monitor the students and default rates. DCC assists wherever possible.	Website and printouts given to students	

**APPENDIX B**

**RESPONSE TO NWCCU RECOMMENDATION 2**

**B1: ACADEMIC PROGRAM REVIEW**

Program review is a systematic process of evaluation intended to facilitate continuous improvement in academic programs. The college conducts a program review of each degree every three years on a rolling cycle. This process requires application of a variety of criteria to determine and document program viability and effectiveness. It provides for program evaluation, development of specific recommendations for improvement, and plans to implement the recommended improvements based upon program results, measurable standards, and institutional resources.

Faculty members are responsible for completing the program review process and writing a report of findings. The review format is contained within this document. Faculty members submit completed reports to the Division Director. Faculty members should expect to receive comments and questions from any or all of the reviewers.

**DESCRIPTIVE STATISTICAL REVIEW**

The descriptive statistical review provides program leaders, faculty, advisory committees, and other stakeholders a snapshot of data that reflects the overall health of the program. In addition to the required data points included in Table 1, the lead faculty member may collect descriptive statistics that are useful in assessing the program (e.g., alumni surveys, employer surveys, transfer rates, ratio of full-time to part-time students, etc.). The program leader or lead faculty member will work with the Registrar and other external sources to compile and present the data. The faculty member will also explain how the descriptive statistics reflect the program health and viability, and describe any specific environmental factors that affect the data.

<b>Table 1</b>				
<b>Program Review Required Quantitative Data</b>				
	<b>Year 1:</b>	<b>Year 2:</b>	<b>Year 3:</b>	<b>Current Year:</b>
<b>Declared Majors</b>				
<b>Degrees Awarded</b>				
<b>Associate Degrees</b>				
<b>Certificates</b>				
<b>Student Credit Hours per Year</b>				
<b>Employment rate from annual alumni survey</b>				

## PROGRAM QUALITY REVIEW

The faculty member should respond to each of the following sections.

- A. Purpose of the Program
- B. Intended Program Outcomes from the College Catalog
- C. Alignment with Institutional Outcomes
  - a. Critical Thinking
  - b. Effective Communication
  - c. Cultural Competency
  - d. Scientific and Mathematics Proficiency
  - e. Information Literacy
  - f. Mastery of Emphasis Area Content
- D. Alignment with College Mission and Core Themes
- E. Faculty Credentials:
  - a. Name of each full-time and adjunct faculty member that teaches in the program
  - b. Degree(s) held by full-time and adjunct faculty members
  - c. Related occupational experience
  - d. Professional affiliations, certifications, memberships, etc.
- F. Program Success: measures may include, but are not limited to the following:
  - a. Awards or recognitions
  - b. Student employment, internships, apprenticeships, or volunteerism
  - c. Successful student transfer for continued study of this career/profession
  - d. Transition into employment opportunities within a discipline or related area
- G. Curriculum: Program leaders and advisory committee members review and evaluate the curriculum of each program. Potential measures may include, but are not limited to:
  - a. Relevance of each course
  - b. In-depth look at the program content and relevance
  - c. Recent updates or changes made since last review
  - d. Comparisons with similar programs at other institutions
  - e. Industry related certifications
  - f. Additional specialty courses developed for specific reason
  - g. Percentage of the program that is career oriented versus “general education”<sup>1</sup>
- H. Demand: The stability and potential growth of the job market. Potential resources include, but are not limited to:
  - a. The Occupational Outlook Handbook
  - b. Advisory Committee Input
  - c. Job Service listings
  - d. Local and statewide need for program
  - e. Trends and historical employment
- I. Library Resources: faculty member will collaborate with the Library Director to write a short summary after reviewing the adequacy and appropriateness of existing library resources and services available for the program. Potential measures may include, but are not limited to:
  - a. Books, periodicals, relevant databases, etc.

---

<sup>1</sup> Note: MT Board of Regents policy requires that at least 2/3 of the courses be career-related courses.

- b. Videos, DVD's, etc.
- c. Electronic media
- J. Facilities and Equipment: Program Leaders will write a short summary after reviewing the adequacy and appropriateness of the facilities and equipment available for their program.
  - a. Inventory of the program's capital equipment (over \$5,000 in value)
  - b. Equipment replacement schedule
  - c. Advisory Committee input on equipment and facilities
- K. Support Staff: Program Leaders will write a short summary of the adequacy and types of support staff and services available to their program.
- L. Budget/Financial: The faculty member will work with the Vice President of Administration to provide a brief overview related to financial support for this program including course and program fees.
- M. Recommendations: faculty members will make recommendations as to the future direction of the program. Describe and summarize immediate needs, program modifications and short- and long-range plans. Recommend future direction for the program.

**OVERALL PROGRAM EVALUATION**

Once the descriptive statistical review and the program quality review are completed, the faculty member places the program in one of the quadrants provided in Table 2 to indicate the overall health of the program.

<b>Table 2</b>	
<b>Program Review Quadrants</b>	
Quadrant I Excellent Program, no additional action necessary	Quadrant II Good program, needs resources
Quadrant III Average program, needs significant resources and/or renewal	Quadrant IV Poorly performing program, consider substantive re-design, phase-out, etc.

Once the faculty member completes the program review report, he or she submits a signed and dated copy to the Division Director. The Division Director reviews the report for accuracy and completeness, and he or she submits a final copy to the Vice President of Academic Affairs. The Vice President presents the final report to the Academic Quality and Continuous Improvement Committee for review and planning as necessary. The Academic Quality and Continuous Improvement Committee will forward the report with recommendations to the Institutional Effectiveness Committee for consideration of recommendations that have significant institutional implications.



## B2: GENERAL EDUCATION PROGRAM REVIEW PROCESS

The purpose of the general education program is to help students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. The general education requirement involves an integrated course of study in core intellectual areas, which are communication, fine arts and humanities, social sciences/history, natural sciences, mathematics and computer applications, and multicultural/global perspective.

Academic Quality and Continuous Improvement Committee establishes a four-year cycle for reviewing the general education program (see Table 1).

<b>Table 1</b>	
<b>General Education Review Cycle</b>	
<b>Cores Under Review</b>	<b>Academic Years</b>
Core I – Communication Core VI – Multicultural/Global Perspective	2015-2016
Core II – Fine Arts and Humanities Core III – Social Sciences/History	2016-2017
Core IV – Natural Sciences Core V – Math and Computer Applications	2017-2018
Overall Review of General Education Program and Review Process	2018-2019

Each year faculty complete Student Outcome Assessment Plans for each course offered in the cores under review in that year. The SOAPs must assess the learning outcomes for the core identified in the College Catalog (see Table 2). The SOAP document will require faculty members to identify the alignment between the core’s general education learning outcomes to the institutional learning outcomes. The Teaching and Learning Excellence Committee will identify acceptable methods for assessing student learning outcomes for general education assessment.

The Vice President of Academic Affairs and the Transfer Education Division Director will collect all completed SOAP documents for general education courses under review and synthesize the data into a report in collaboration with the teaching faculty.

The Academic Quality and Continuous Improvement Committee will use the report to determine the extent to which the courses offered in the cores under review achieve the intended learning outcomes and help students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

In the fourth year of the review cycle, the Academic Quality and Continuous Improvement Committee will review the reports from all three of the previous years in aggregate to assess the degree to which the general education program demonstrates an integrated course of study.

<b>Table 2</b>	
<b>General Education Core Learning Outcomes</b>	
Core 1	<ul style="list-style-type: none"> <li>• Communicate in standard American English;</li> <li>• Write extended essays and speeches which effectively develop and support theses, narratives, events, and/or express feelings, insights, and personal values;</li> <li>• Incorporate and cite research materials into informative and analytical communication;</li> <li>• Demonstrate the ability to communicate effectively with a variety of audiences;</li> <li>• Demonstrate effective listening skills by critiquing the communication of others.</li> </ul>
Core 2	<p>Category I – Production and Performance</p> <ul style="list-style-type: none"> <li>• Demonstrate the technical and expressive skill, methods, practice, and production of a fine art form.</li> <li>• Demonstrate an aspiration and appreciation for the beneficial application of traditional and experimental inquiry, focused practice, and the conceptual precepts of the creative process in developing a fine art work.</li> </ul> <p>Category II – Appreciation and Theory</p> <ul style="list-style-type: none"> <li>• Articulate an understanding of the basic elements, principles, and practices of a fine art during the historic eras of its development and its relationship to other academic disciplines and applied fields.</li> <li>• Compare and contrast world cultures, their global influence, social beliefs, and their practices and production of works of art.</li> <li>• Explain the important insights works of art have contributed to the expression and understanding of human capabilities, dilemmas, and aspirations.</li> <li>• Discuss great works of art which have decisively influenced or been influenced by the course of history.</li> <li>• Describe and critically assess prominent theories on the nature of reality, and the qualities and requirements of a meaningful life.</li> </ul> <p>Category I and II</p> <ul style="list-style-type: none"> <li>• Make informed observations and evaluations concerning the aesthetic, entertainment, intellectual, and social value of a work of art.</li> <li>• Demonstrate an appreciation of the creative process.</li> <li>• Demonstrate empathy for the personal in the universal, as revealed in the fine arts and humanities. Formulate and articulate a tentative personal philosophy of life, after reflecting on important personal experiences, and the way family and culture have shaped one’s beliefs in light of the models and theories of human behavior one has encountered in their studies.</li> </ul>
Core 3	<ul style="list-style-type: none"> <li>• Describe the major focuses/purposes of the social sciences (psychology, sociology, history, geography, and economics);</li> <li>• Name at least two major social institutions and describe their impacts on the daily existence of individual;</li> <li>• Gather information, analyze data, and draw conclusions in selected areas of the social sciences;</li> <li>• Synthesize ideas and information explaining historical events, their causes and some of their consequences;</li> <li>• Analyze human ideas and behaviors behind selected social institutions for historical and cultural meaning; and,</li> <li>• Apply the concepts used to describe relationships between humans, organizations, and the environment.</li> </ul>
Core 4	<ul style="list-style-type: none"> <li>• Define the fundamental concepts of modern science through courses in the natural sciences;</li> <li>• Continue education in scientifically oriented fields at senior institutions;</li> <li>• Identify and solve problems using methods of the discipline;</li> <li>• Gather empirical data through scientific experimentation and analyze this data to make predictions about the natural world;</li> <li>• Demonstrate how the scientific method is used to develop scientific knowledge.</li> </ul>

<b>Table 2 Continued</b>	
Core 5	<ul style="list-style-type: none"> <li>• Apply acquired skills to other courses;</li> <li>• Reason analytically and quantitatively;</li> <li>• Think critically and independently about mathematical situations;</li> <li>• Understand the quantitative aspects of current events;</li> <li>• Make informed decisions that involve interpreting quantitative information;</li> <li>• Create, edit, format, save, and print documents in common software applications;</li> <li>• Use Internet tools to research and communicate electronically.</li> </ul>
Core 6	<ul style="list-style-type: none"> <li>• Describe various belief systems as to their significance in shaping culture's values and norms.</li> <li>• Discuss ethnocentrism and how it impacts cross-cultural communication.</li> <li>• Describe the significance of the core areas of ancient civilizations; to include China, India, Mesopotamia, Egypt, and the Americas.</li> <li>• Analyze the structural relationship in multicultural societies with regard to power and influence.</li> </ul>

**APPENDIX C**



**DAWSON COMMUNITY COLLEGE  
2015-2018 STRATEGIC PLAN**

**MISSION**

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

**VISION**

Dawson Community College will be the premier source for higher education, workforce training, personal enrichment, and community events and partnerships in Eastern Montana.

**Core Theme 1 Strategy:** Improve the student experience and enrich the learning environment

**Table 1**

CORE THEME 1: Provide programs and services that prepare learners for transition to and success in further degree programs	
<b>Strategic Objective</b>	<b>Indicators of Achievement</b>
<b>1.A</b> Grow enrollment through recruitment and retention activities	<b>1.A.1</b> Annualized FTE
<b>1.B</b> Increase accessibility	<b>1.B.1</b> Number of students enrolled in hybrid courses, block schedules, evening courses, or weekend courses <b>1.B.2</b> Continuously improve efficiency and convenience of non-academic programs and services
<b>1.C</b> Foster teaching excellence	<b>1.C.1</b> Percent of AA/AS alumni that complete a baccalaureate degree within four years of transfer <b>1.C.2</b> Number of faculty members engaging in professional development <b>1.C.3</b> Feedback from students and alumni collected through survey instruments
<b>1.D</b> Expand the number of learning opportunities offered each year	<b>1.D.1</b> Variety of general education elective courses offered each year <b>1.D.2</b> International, internship, and career exploration experiences available to students
<b>1.E</b> Grow the number of community service opportunities for students, faculty, and staff	<b>1.E.1</b> Participation in community service programs
<b>1.F</b> Grow the opportunities for students to participate in intercollegiate athletics	<b>1.F.1</b> Number of scholarship and non-scholarship athletes enrolled

**Core Theme 2 Strategy:** Improve the student experience and enrich the learning environment

**Table 2**

CORE THEME 2: Provide programs and services that prepare learners for vocational and technical career entry, transition, and advancement

<b>Strategic Objective</b>	<b>Indicators of Achievement</b>
<b>2.A</b> Grow enrollment through recruitment and retention activities	<b>2.A.1</b> Annualized FTE
<b>2.B</b> Increase accessibility & relevance	<b>2.B.1</b> Number of students enrolled in hybrid courses, block schedules, evening courses, or weekend courses <b>2.B.2</b> Number of new CTE programs launched <b>2.B.3</b> Continuously improve efficiency and convenience of non-academic programs and services <b>2.B.4</b> Feedback from regional employers on curriculum relevance
<b>2.C</b> Foster teaching excellence	<b>2.C.1</b> Percent of AAS alumni employed in their fields, pursuing further education, or using knowledge and skills learned in the AAS program <b>2.C.2</b> Number of faculty members engaging in professional development
<b>2.D</b> Increase experiential learning opportunities	<b>2.D.1</b> Internship, job shadowing, and career exploration experiences available to students <b>2.D.2</b> Expand career exploration and employment services

**Core Theme 3 Strategy:** Develop existing and new programs and services to support student success

**Table 3**

CORE THEME 3: Provide pre-college programs and services that prepare learners for successful transition to college

<b>Strategic Objective</b>	<b>Indicators of achievement</b>
<b>3.A</b> Collaborate with primary and secondary schools	<b>3.A.1</b> Number of concurrently enrolled students <b>3.A.2</b> Partnerships and shared programming with primary and secondary schools
<b>3.B</b> Strengthen developmental education outcomes	<b>3.B.1</b> Launch of developmental reading course(s) <b>3.B.2</b> Launch of a First Year Experience course <b>3.B.3</b> Fully integrate <i>Emporium Math</i> into development math sequence

**Core Theme 4 Strategy:** Expand workforce training and customized business services in partnership with regional employers

**Table 4**

CORE THEME 4: Provide programs and services that help address the professional, social, and personal enrichment needs of the region

<b>Strategic Objective</b>	<b>Indicators of Achievement</b>
<b>4.A</b> Improve communication with external constituencies especially regarding campus accomplishments and services	<b>4.A.1</b> Number of press releases, advertisements, and human interest stories in local media outlets <b>4.A.2</b> Feedback from external partners regarding the college’s brand position
<b>4.B</b> Grow workforce training offerings while maintaining a net positive revenue from this programming	<b>4.B.1</b> Number of enrollments in workforce training <b>4.B.2</b> Net revenue deriving from workforce training programs
<b>4.C</b> Purchase equipment necessary to provide students with rich learning experiences	<b>4.C.1</b> Feedback from partners and students

**Operational Strategy:** Continuously improve the programs, services, and operations of the college

**Table 5**

The college is committed to maintaining a culture of evidence that empowers continuous improvement

<b>Strategic Objectives</b>	<b>Indicators of Achievement</b>
<b>5.A</b> Update classroom, residence hall, and lab furniture and equipment and improve the campus appearance	<b>5.A.1</b> Feedback from students, employees, and trustees
<b>5.B</b> Provide a safe and modern residence living experience	<b>5.B.1</b> Feedback from resident students <b>5.B.2</b> Annual occupancy rate in residence halls
<b>5.C</b> Continuously improve the efficiency and effectiveness of programs and services leading	<b>5.C.1</b> Assessment and reports associated with the institutional effectiveness system <b>5.C.2</b> Feedback from students and alumni
<b>5.D</b> Improve campus security	<b>5.D.1</b> Annual campus crime and student conduct data

## APPENDIX D

### BALANCED SCORECARD OPERATIONAL DEFINITIONS AND FORMULAS

#### Transfer Education (Core Theme 1)

##### **KPI 1: Percent of first-time, full-time AA/AS students that enroll in the fall semester of the second year (retention).**

Source: Banner DCC Enrollment Data and Data Warehouse

Population: Fall 2013 Cohort

Measure: The number of F13 Cohort students returning in Fall 2014

Data collection date: November 2014

Responsible for data collection: Registrar

##### Formula and Parameters KPI 1

The data source is the previous fall cohort of first-time, full-time students as recorded in Banner. For example, in November 2014, scorecard data collection begins by identifying the students in the Fall 2013 cohort.<sup>2</sup> The Registrar or designee accesses the Data Warehouse *enrollment by term* information associated with Banner records to organize the Fall 2013 first-time, full-time cohort by declared major. Then groups the AA/AS majors together but also sets aside the AAS majors for use in KPI 5. Next uses Info Griz *student enrollment by term* for a list of students enrolled in Fall 2014. Then compares the Fall 2013 cohort students by name or ID number to the list of students enrolled in Fall 2014 searching for Fall 2013 cohort students in this next fall enrollment list. As stated above, the cohort must be separated into two groups which are group one, AA/AS declared majors and group two AAS declared majors. AAS declared majors will be used to calculate KPI 5.

Formula: To determine the percentage of F2013 AA/AS first-time, full-time cohort students that return in Fall 2014 divide the number who return in Fall 2014 by the total number of AA/AS F2013 cohort students and multiple by 100 to determine the percentage retained.

##### **KPI 2: Percent of first-time, full-time AA/AS students that complete a degree within three years of their initial enrollment (persistence to graduate)**

Source: Banner DCC Graduation Data and Data Warehouse

Population: Fall 2011 Cohort

Measure: The number of F11 Cohort students graduating from DCC in S2012 (year 1), F2012 or S2013 (year 2), F2013 or S2014 (year 3), (include summer 2012 and 2013)

Data collection date: November 2014

Responsible for data collection: Registrar

---

<sup>2</sup> All examples from 2014 – 2015 Balanced Scorecard Report

#### Formula and Parameters KPI 2

The data source is the Fall cohort from three years prior to the data gathering period. For example, in November 2014, scorecard data collection begins by identifying the students in the Fall 2011 cohort.

The Registrar or designee accesses the Data Warehouse of Banner records organizing the Fall 2011 first-time, full-time cohort by declared majors. The AA/AS majors are grouped together and the AAS majors are grouped together and set aside for use in KPI 6. Data from Info Griz *degrees awarded by term* is used to develop a list of students who have graduated. The Fall 2011 cohort students are compared by name to the graduation lists. All possible graduation years must be reviewed which in this case will be Year 1 Spring 2012; Year 2 F2012 and S2013; Year 3 F2013 and S2014; and include summers 2012 and 2013. A count of the total number of graduates for AA, AS and AAS is recorded. As stated above, the F2011 cohort must be separated into two groups which are group one, AA/AS declared majors and group two AAS declared majors. AAS declared majors will be used to calculate KPI 6. Note: A student in the F 2011 first-time, full-time student cohort who has graduated with both an AA/AS degree and also an AAS degree may be counted in both KPI 2 and KPI 6.

Formula: Manually count the names of graduates that fit the search criteria to determine the total number of graduates with AA/AS degrees. Next take the total number of graduates and divide by the total number of AA/AS declared major students in Cohort F2011. Multiple the number by 100 to determine the percentage that persisted to graduation within three years of initial enrollment.

#### **KPI 3: Percent of first-time, full-time AA/AS students that successfully transfer to a four-year institution.**

Source: National Student Clearinghouse

Note: Clearinghouse data tracks students who receive federal financial aid

Note: Clearinghouse data tracks only “public” higher education institutions

Population: Fall 2011 Cohort

Measure: The number of F11 first-time, full-time cohort students who are enrolled in any four-year institution. Search range is S2012, summer2012, F2012, S2013, summer 2013, F2013, S2014, summer 2014, F2014

Data collection date: November 2014

Responsible for data collection: Registrar

#### Formula and Parameters KPI 3

The data source is the Fall cohort from three years prior to the data gathering period. For example, in November 2014 begin scorecard data collection by identifying the Fall 2011 first-time, full-time student cohort. The Registrar or designee accesses the Data Warehouse of Banner records organizing the Fall 2011 cohort by declared majors. Only the AA/AS declared majors are maintained because these majors are intended for transfer to four-year institutions. The Fall 2011 first-time, full-time cohort students with AA/AS declared majors are counted and become the total population for this KPI. The Registrar sends these names to the National Student Clearinghouse in the format required by the Clearinghouse. The search range is S2012, summer2012, F2012, S2013, summer 2013, F2013, S2014, summer 2014, F2014.



The Clearinghouse will respond within 7 to 10 days with a report showing names of students who are enrolled in any four-year institution beginning with S2012 through the current date when they respond to the Registrar request. When the report is returned a manual count will be taken of the F2011 first-time, full-time student cohort names that are listed as attending a four year institution. Students who attended at least one semester will show on the Clearinghouse report and will be counted for this KPI.

Formula: The manual count of students in the Clearinghouse report listed as attending a four-year institution is the total number of students who successfully transfer. Divide the total number of students from the manual count in the Clearinghouse report by the total number of AA/AS students in the Cohort F2011 then multiply by 100. The result is the percentage of AA/AS students that successfully transfer to four-year institutions.

**KPI 4: Percent of AA/AS alumni that complete a bachelor's degree within four years of transfer.**

Source: National Student Clearinghouse

Note: Clearinghouse data tracks students who receive federal financial aid

Note: Clearinghouse data tracks only "public" higher education institutions

Population: Fall 2008 & Spring 2009 DCC Graduates who earned AA/AS degrees

Measure: The number of F 2008 or S 2009 graduates earning a baccalaureate degree between 2009 and S2014

Data collection date: November 2014

Responsible for data collection: Registrar

The data source is the Fall and Spring DCC graduates who entered DCC six years prior to the data gathering period. For example, in November 2014 begin scorecard data collection by identifying the Fall 2008 and Spring 2009 AA/AS graduates. Only names of AA/AS degree graduates will be used as these degrees are intended for transfer to four-year institutions. The Registrar or designee accesses the Banner graduation records for the list of AA/AS student graduates. The Registrar sends these names to the National Student Clearinghouse in the format required by the Clearinghouse. The Clearinghouse will search for these names sent by the Registrar across all years up to the present day. The Clearinghouse will send back a report of all names that appear at any college or university during anytime up to the present. Two lists must be developed for this report. The first is the number of DCC graduates who names appear on the Clearinghouse list. This represents the number of alumni who transferred to four-year institutions. The second list is the names of those DCC graduates who then also are recorded as graduating with a bachelor's degree from a four-year institution. This is the total number of alumni who transfer and earn a bachelor's degree

Formula: Count the number of student names that are reported as graduating from a four-year institution following their graduation from DCC. Divide the number of four-year institution graduates by the total number of DCC AA/AS graduates that are recorded as transferring to a four-year institution and multiply by 100. The result is the percentage of AA/AS alumni that

transferred to a four-year institution and completed a bachelor's degree within four years of transfer.

### **Career and Technical Education (Core Theme 2)**

#### **KPI 5: Percent of first-time, full-time AAS students that enroll in the Fall semester of the second year (retention).**

Source: Banner DCC Enrollment Data and Data Warehouse

Population: Fall 2013 Cohort

Measure: The number of F13 Cohort students returning in Fall 2014

Data collection date: November 2014

Responsible for data collection: Registrar

#### Formula and Parameters KPI 5

The data source is the previous fall cohort of first-time, full-time students as recorded in Banner. For example, in November 2014, scorecard data collection begins by identifying the students in the Fall 2013 cohort. The Registrar or designee accesses the Data Warehouse *enrollment by term* information associated with Banner records to organize the Fall 2013 first-time, full-time student cohort by declared major and then groups the AAS majors together. Next uses Info Griz *student enrollment by term* for a list of students enrolled in Fall 2014. Lastly, compare the Fall 2013 cohort students by name or ID number to the list of students enrolled in Fall 2014 searching for Fall 2013 cohort students in this next fall enrollment list.

Formula: To determine the percentage of F2013 AAS first-time, full-time cohort students that return in Fall 2014 divide the number who return in Fall 2014 by the total number of AAS F2013 Cohort Students then multiply by 100.

#### **KPI 6: Percent of first-time, full-time AAS students that complete a degree within three years of their initial enrollment (persistence to graduate)**

Source: Banner DCC Graduation Data and Data Warehouse

Population: Fall 2011 Cohort

Measure: The number of F11 cohort students graduating with an AAS from DCC in S2012 (year 1), F2012 or S2013 (year 2), F2013 or S2014 (year 3), (include summer 2012 and 2013)

Data collection date: November 2014

Responsible for data collection: Registrar

#### Formula and Parameters KPI 6

The data source is the Fall cohort from three years prior to the data gathering period. For example, in November 2014, scorecard data collection begins by identifying the students in the Fall 2011 cohort.

The Registrar or designee accesses the Data Warehouse of Banner records organizing the Fall 2011 first-time, full-time cohort students by declared majors. Group the AAS majors together. Next use Info Griz *degrees awarded by term* to develop a list of students who have graduated.

Next compare the Fall 2011 cohort students by name to the graduation lists. Be sure to include all possible graduation years which in this case will be Year 1 Spring 2012; and Year 2 F2012 and S2013; and Year 3 F2013 and S2014; and include summer 2012 and 2013. Count the total number of graduates who earn an AAS. Note: A student in the F2011 first-time, full-time student cohort who has graduated with both an AA/AS degree and also an AAS degree may be counted in both KPI 2 and KPI 6.

Formula: Manually count the names of graduates that fit the search criteria to determine the total number of graduates with AAS degrees. Next take this total number of graduates and divide by the total number of AAS students in Cohort F2011 (multiply by 100). The result is the percentage that persisted to graduation.

**KPI 7: Percent of AAS alumni employed in their fields, pursuing further education or using knowledge and skills learned in the AAS program.**

Source: Survey of Career & Technical Education (CTE) program graduates (AAS degree)

Population: Fall 2013 & Spring 2014 AAS degree graduates

Measure: The number of previous year graduates who are employed in their field of study, or attending a four-year institution, or working in a field using the knowledge and skills learned in the AAS program.

Data collection date: November 2014

Responsible for data collection: Assistant Vice President for Workforce and Technical Programs

Formula & Parameters KPI 7

The data source is self-report by AAS degree program graduates from the previous year. For example, in November 2014 scorecard data collection begins by identifying the names of students who graduated with AAS degrees in Fall 2013 and Spring 2014. The Registrar or designee accesses the Data Warehouse of Banner records for the names of the previous year's program graduates. The Assistant Vice President or Designee is responsible to mail a survey to the graduates.

Formula: Tabulate the survey responses to determine the number of graduates who self-report that they are employed in their fields of study or pursuing further education or using knowledge and skills learned in the AAS program. Take this number and divide it by the total number of completed surveys returned to the Assistant Vice President or designee then multiply by 100. The result is the percentage of AAS alumni that report success in the established criteria.

**KPI 8: Percent of industry partners and professionals in the field who rate the curriculum in each AAS program as appropriate.**

Source: AAS Program Advisory Committee members (feedback from semi-annual meetings)

Population: Program Advisory Committee members from all CTE degree programs

Measure: Questionnaire feedback results rating curriculum relevance/appropriateness

Data collection date: November 2014

Responsible for data collection: Faculty members leading CTE programs & Assistant Vice President

#### Formula and Parameters KPI 8

The data source is questionnaire feedback responses by committee members serving on CTE Program Advisory Committees. For example, in November 2014 scorecard data collection begins by gathering the completed feedback response questionnaires from the CTE faculty. The questionnaires can be distributed by faculty to PAC members in Fall and Spring of the previous year or Fall 2014 prior to the November data gathering period. The Assistant Vice President and CTE faculty are responsible to distribute the questionnaire during a PAC meeting and elicit feedback concerning the curriculum.

Formula: Tabulate the ratings from each questionnaire to determine the number of PAC members that rate the curriculum “appropriate.” Count the number of “appropriates” from the responses and divide that number by the total number of completed questionnaires (multiply by 100). The result is the percentage of PAC members that rate the curriculum in AAS programs as appropriate.

### **College Readiness Education (Core Theme 3)**

#### **KPI 9: Percent of first-time, full-time developmental education students who enroll in fall semester of the second year (retention).**

Source: Banner DCC Enrollment Data

Population: Fall 2013 Cohort

Measure: The number of F13 Cohort students enrolled in developmental education courses who then return to DCC in Fall 2014

Data collection date: November 2014

Responsible for data collection: Registrar

#### Formula and Parameters KPI 9

The data source is the previous fall student cohort as recorded in Banner. For example, in November 2014, begin scorecard data collection with the Banner Data Warehouse report to identify the Fall 2013 first-time, full-time cohort students. The Registrar or designee will access the Data Warehouse report for *course enrollment* for the courses in the search criteria of any pre-college, below 100 level math and/or writing courses and do the same for spring 2014 developmental education rosters. These will produce the total number of Fall 2013 first-time, full-time cohort students who are enrolled in developmental education math and/or writing courses in Fall 2013 or Spring 2014. Note that a student will be counted only one time even when the student appears in multiple classes and or in both semesters. The next step is to determine the number of students who return the next Fall 2014. This is accomplished by accessing the Fall 2014 Banner *currently enrolled* reports. Names from the F2013 first-time, full-time student cohort list who enrolled in a developmental education class are then compared to the list of students enrolled in the next Fall 2014. A manual count will be made of the students enrolled in developmental education courses in Fall 2013 and Spring 2014 whose name also appears as attending (returning) in the next Fall 2014. Manually count the number of students in the Fall 2014 list that fit the criteria. This is the total number students from developmental education classes who are returning students.

Formula: Determine the total number of returning students enrolled in Fall 2014 who were previously enrolled in developmental education classes. Divide that number by the total Fall 2013 cohort students who enrolled in developmental education classes in Fall 2013 and/or Spring 2014 (multiply by 100). The result is the percentage of developmental education students retained to their second year.

**KPI 10: Percent of first-time, full-time students from developmental education who pass the first college-level course in that topic with a C grade or better.**

Source: Banner DCC Grade Data

Population: Fall 2013 Cohort

Measure: The number of F13 Cohort students who take a developmental education class in Fall 2013 and go on to a college-level course in that topic in Spring 2014, and then earn a grade of C or better in the Spring 2014 class.

Data collection date: November 2014

Responsible for data collection: Registrar

Formula and Parameters for KPI 10

The data source is the previous fall student cohort as recorded in Banner. For example, in November 2014, begin scorecard data collection with the Banner Data Warehouse report to identify the Fall 2013 first-time, full-time cohort students. The Registrar or designee will then access the Data Warehouse report for *course enrollment* for the courses in the search criteria of any pre-college, below 100 level math and/or writing courses. The rosters of the developmental education courses will be searched to identify those students from the Fall 2013 cohort. This list will be set aside and next the Registrar will access the Data Warehouse for *grade rosters* from Spring 2014 college algebra courses and college writing courses. The objective is to identify names of students from the Fall developmental education courses who go on to the college level course in the following Spring semester. When the names have been matched, the next step is to check the grade earned in the college level course making two groups; those with “C” or better and those below “C” grades. Note that a student can be counted in both a math class and a writing class.

Formula: Determine the number of Fall 2013 cohort students who took developmental courses in the Fall and also took a college level course in the spring semester and earned a grade of C or better. Divide this number by the total number of Fall 2013 cohort students who took a developmental course(s) in the fall and went on to take a college-level course in the spring semester and earned a grade (multiply by 100). The result is the percent of developmental education students went on to be successful in a college-level topic course.

**KPI 11: Percent of TRIO eligible students who access academic support services offered by the college.**

Source: Grant Reporting Data maintained by grant officer

Population: Fall 2013 TRIO Eligible Students

Measure: The number of Fall 2013 TRIO eligible students who establish case records with the TRIO program.

Data collection date: November 2014

Responsible for data collection: Grant Principle Investigator (PI)

Formula and Parameters for KPI 11

The Grant Principle Investigator determines the number of students to be served by the grant as indicated by the grant award letter. The Grant PI accesses grant records to determine the number of students served during the Fall 2013 and Spring 2014 semesters. Grant records and reports will have this information.

Formula: Divide the number of students served by the grant by the total number that should be served according to the grant application (multiply by 100). The result is the percentage of TRIO eligible students who utilized the academic support services.

**KPI 12: Percent of students who successfully complete an adult basic educational functioning level (ELF).**

Source: Enrollment data maintained by instructors and in-take staff

Population: Fall 2013 and Spring 2014 enrolled students

Measure: The number of enrolled students who progress one Adult Basic Education (ABE) Educational Functioning Level (EFL) as measured by the Test of Adult Basic Education (TABE).

Data collection date: November 2014

Responsible for data collection: Supervisor or Lead Instructor for Adult Basic Education

Formula and Parameters for KPI 12

Combine enrollment numbers from ABE instruction programs from all DCC sites that provide ABE instruction. Use Fall 2013 and Spring 2014 enrollment records from all sites to determine total number. Access the MABEL database for records of enrollment as well as names of students who progress a level.

Formula: Divide the total number of students who progress a level as recorded in MABEL by the total number enrolled in ABE courses in Fall 2013 and Spring 2014 (multiply by 100). The result is the percentage of students who successfully complete an ABE level.

**Continuing Education and Community Service (Core Theme 4)**

**KPI 13: Workforce Training course enrollments**

Source: Attendance Rosters

Population: Participants July 1, 2013 through June 30, 2014

Measure: Number of participants during the designated period.

Data collection date: November 2014

Responsible for data collection: Workforce Coordinator and the Assistant Vice President

The data source is enrollment records from the previous business calendar year. For example, in November 2014, begin scorecard data collection with the workforce training records from July 1, 2013 through June 30, 2014. The Workforce Coordinator maintains rosters of all courses offered during the designated time period.

Formula: The Workforce Coordinator counts the number of participants in all courses offered. This number is given to the Scorecard Data Collection Manager who places it into the scorecard and compares it to the established range for successful mission fulfillment.

**KPI 14: Non-credit personal enrichment enrollments**

Source: Attendance Rosters

Population: Participants July 1, 2013 through June 30, 2014

Measure: Number of participants during the designated period.

Data collection date: November 2014

Responsible for data collection: Supervisor for Workforce and Community Service and AVP

The data source is enrollment records from the previous business calendar year. For example, in November 2014, begin scorecard data collection with the non-credit training records from July 1, 2013 through June 30, 2014. The Workforce Coordinator maintains rosters of all courses offered during the designated time period.

Formula: The Workforce Coordinator or AVP counts the number of participants in all non-credit courses offered. This number is given to the Scorecard Data Collection Manager who places it into the scorecard and compares it to the established range for successful mission fulfillment.

**KPI 15: Number of Campus events open to the community.**

Source: Facility Use Records maintained by the Office of the Vice President of Academic Affairs

Population: Events from July 1, 2013 – June 30, 2014 that were (a) open to the public and (b) not sponsored by a third party.

Measure: Number of qualifying events during the designated period.

Data collection date: November 2014

Responsible for data collection: Academic Affairs Administrative Assistant and VPAA

The data source is facility use records from the previous business calendar year. For example, in November 2014, begin scorecard data collection with events held between July 1, 2013 and June 30, 2014. Events sponsored by the college and open to the public qualify in this KPI. Events such as a high school team using the gym as a practice facility is not open to the public thus does not qualify. The rental of a room by an agency or business for a purpose of the agency or business also does not qualify in this KPI. The Office of Academic Affairs maintains records of most events and relies on other offices such as athletics for some records.

Formula: The Administrative Assistant to Academic Affairs counts the number of qualifying events that are open to the public and not sponsored by a third party. This number is given to the

Scorecard Data Collection Manager who places it into the scorecard and compares it to the established range for successful mission fulfillment.

**KPI 16: Net revenue derived from non-credit workforce training and personal enrichment courses.**

Source: DCC Banner Finance Module

Population: Revenue collected from July 1, 2013 through June 30, 2014

Measure: Net revenue

Data collection date: November 2014

Responsible for data collection: Vice President of Administration

Formula: The Vice President of Administration uses Banner financial data to determine the revenue and expenses of workforce and non-credit offerings. The resulting net-revenue dollar amount is given to the Scorecard Data Collection Manager who places it into the scorecard and compares it to the established range for successful mission fulfillment for this KPI.

**Affordability & Operational Quality (Focus Area)**

**KPI 17: College affordability as measured by net cost compared to 42 comparable colleges in the United States.**

Source: Integrated Postsecondary Education Data System (IPEDS)

Population: Forty-two comparable colleges

Measure: Net cost as reported to IPEDS for the year under study (using most recent available data)

Data collection date: November 2014

Responsible for data collection: VP of Administration

Formula: The VP of Administration establishes the list of colleges that will be used as the “42 comparable colleges.” The comparable colleges are 42 public institutions with the same Carnegie classification, highest degree offered, and degree of urbanization as DCC using the U.S. Department of Education’s Integrated Postsecondary Data System (IPEDS). Once this is established the VP determines the Dawson Community College net cost of attendance. This information is given to the Scorecard Data Collection Manager who places it into the scorecard and compares it to the established range for successful mission fulfillment for this KPI.

**KPI 18: Percent of students and faculty indicating the facilities support teaching and learning.**

Source: In-house survey

Population: Faculty and student survey respondents from Fall 2014

Measure: Response ratings of “5” and “4” on the survey questions about the facilities supporting teaching and learning

Data collection date: December 2014

Responsible for data collection: Office of the President



Formula: The President’s office initiates the annual on-line survey. The number of student responses are totaled and kept separate from the total number of faculty responses in order to calculate a weighted average. Add the ratings of 5s and 4s to arrive at the total 5 and 4 response ratings for both groups (students separate from faculty). Multiple the total number of student responses by the total number of 5 and 4 ratings to arrive at the student weighted total. Do the same for faculty to arrive at the faculty weighted total. Add the two weighted totals and divide by the total response number which is the addition of student and faculty responses. Divide the value (weighted totals divided by total response number) by the total number of responses. This decimal number is the weighted average which then is multiplied by 100 to arrive at the percentage of students and faculty indicating the facilities support teaching and learning

Sample: Formula for Weighted Average

	Column A	Column B	A x B
	# of Responses	# of '4 & 5' Ratings	
Student	145	90	13,050
Faculty	10	8	80
Total	<b>155</b>	<b>98</b>	<b>13,130</b>
	To determine the percentage of '4 & 5' ratings take total (AxB)/total A = weighted total responses (wtr) then divide by total A		
	$13130 / 155 = 85$ then divide by 155 = .546		
	$.546 \times 100 = 54.6\%$		
	Answer 54.6% of students and faculty rated the facility supports teaching and learning		

**KPI 19: Percent of students, faculty and staff rating college operations effective.**

Source: In-house survey

Population: Faculty, staff, and student survey respondents from Fall 2014

Measure: Response ratings of “5” and “4” for operations provide help/service question

Data collection date: December 2014

Responsible for data collection: Office of the President

Formula: Use same formula as KPI 18 except there will be three weighted groups; faculty, staff and students.