



March 2021

Policies, Regulations, and Financial Review Report



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Executive Summary - Mission Fulfillment

The current framework used by Dawson Community College (DCC) for its ongoing accreditation and mission fulfillment efforts consists of the DCC Mission, Core Themes, Strategic Action Plan and Key Performance Indicators. The institution has a widely published mission statement—approved by its governing board, that articulates a purpose appropriate for an institution of higher learning and gives direction for its efforts.

The institution's mission statement affirms: Dawson Community College fosters a culture of excellence in education, providing all students quality learning and opportunities for growth and partnership in local and global communities.

This mission statement was developed during the 2017 comprehensive and all-inclusive strategic planning process. The 2018-2022 Strategic Action Plan, including the mission statement and core themes, was formally adopted by the Dawson Community College Board of Trustees on March 26, 2018. The mission statement, which identifies the reasons for existence, is the primary guidepost for the creation and improvement of services.

Dawson Community College collects evidence that supports mission fulfillment as well as collects evidence that highlights areas in need of improvement. As a living document, the College reviews and revises the Strategic Action Plan supported by the Key Performance Indicators quarterly for the purpose of continuous improvement.

The seven core themes represent pathways to operational success. Each priority listed below has an action plan, performance indicators, timelines, and responsibilities:

- **Excellence through Academics:** This objective provides quality curriculum and instruction through multiple learning pathways, expanding opportunities in education adaptive to the needs of a changing student body.
- **Excellence through Student Engagement:** This objective provides a student-centered focus through student and academic support services, quality faculty and staff, residence life, clubs, and organizations.
- **Excellence through Community:** This objective provides the greater community lifelong learning opportunities through open access to the College.
- **Excellence through Outreach:** This objective provides opportunities for workforce development, apprenticeships and internships, continuing education, personal enrichment and youth programming.
- **Excellence through Recruiting:** This objective provides opportunities to invite all learners to be a part of DCC, maintain sustained growth with not only more applicants, but also better prepared students equipped with tools for success.
- **Excellence through Financial Practices:** This objective provides budget oversight and expanded opportunities in education for both transfer and career and technical education and workforce development, as well as personal enrichment for our faculty, staff, students and community.
- **Excellence through Property and Learning Facilities:** This objective provides the management of all grounds and facilities to help provide the best learning environment possible.

Institutional Report Certification Form



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Dawson Community College
(Name of Institution)

Scott Michelson
(Name of Chief Executive Officer)

Scott Michelson
(Signature of Chief Executive Officer)

2/22/2021
(Date)

NWCCU 2020 STANDARDS

Governance

Standard 2.A.1:

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Dawson Community College (DCC) is one of the three community colleges in the state of Montana. The College was created in 1940 by a public election in Dawson County pursuant to Montana law (1939 Mont. Laws 378, Chapter 38). The governance and organizational structure of DCC is determined by Montana Board of Regents (BOR) Policy 209.1, which refers to the Montana statutes regarding management and control of the community colleges. The Constitution of the state of Montana vests the management and control of the community college to the locally elected Board of Trustees (BOT).

The DCC BOT is composed of seven publicly-elected officials from Dawson County. Trustees serve three-year-terms on a rotating basis and evaluate the BOT's performance annually. The role of the BOT is one of oversight, and members are expected to fulfill all the duties and responsibilities stated in Board Policy 1-6 under the supervision of the BOR. The Board of Regents appoints the Deputy Commissioner of Higher Education to serve as the coordinator for community colleges.

Trustees have no contractual, employment relationship with DCC and are prohibited from participating in business activities related to DCC for personal or financial interests.

Board Policy 1-7 establishes clear separation of personal interest from BOT roles. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups or membership on other boards. It also supersedes the personal interest of any trustee acting as an individual consumer of DCC's services. Trustees are not permitted to use their positions to obtain employment in the organization for themselves, family members, or close associates. Should a trustee be considered for employment, they must temporarily withdraw from BOT deliberation, voting, and access to applicable BOT information. Furthermore, trustees may not attempt to exercise individual authority over DCC, except as explicitly set forth in BOT policies.

Supporting Documentations:

[Board of Regents Policy 209.1 Community Colleges: Division of Governance Responsibilities Montana Code Annotated](#)

[Board of Trustees](#)

[Board Policy 1-4 Board Evaluation](#)

[Board Policy 1-6 Legal Basis and Authority](#)

[Board of Regents Policy 209.2 Community College Districts; Organization](#)

[Board Policy 1-7 Conflict of Interest](#)

[Copy of Board of Trustees' Self Evaluation](#)

[Board Policy Page](#)

[Board Policy 1-15 Board Policy](#)

[College Policy 1-6B Board Code of Ethics](#)

[College Policy 1-6C Board Meetings and Organizations](#)

[College Policy 1-6A Trustee Elections and Vacancies](#)

Standard 2.A.2:

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

The Board of Trustees appoints and delegates day-to-day operations of the college to the DCC President. In addition to the President, Dawson Community College employs a diverse group of qualified administrators to provide effective leadership and management across the institution. The President is supported by the Executive Cabinet, which is composed of the Vice President of Academic and Student Affairs, Vice President of Human Resources and Advancement, Vice President of Business and Finance, Director of Athletics and Director of Maintenance. The Executive Cabinet serves as the College's Institutional Effectiveness Committee and is responsible for planning, organizing and assessing specific areas of the college, including the supervision of middle-level-managers and directors who are responsible for daily operations within each department.

Supporting Documentations:

[Executive Cabinet](#)

[DCC Organizational Chart](#)

[College Policy 1-6D Delegation of Authority](#)

Standard 2.A.3:

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

The DCC Board of Trustees employs an appropriately qualified President that serves as the chief executive officer with full-time responsibility to the institution. Dawson Community College conducts an extensive national search that is clearly defined in Board Policy and College Procedure 2-24. The president serves as an *ex officio* member of the Board of Trustees.

Dr. Scott Mickelsen has served as the full-time the president of Dawson Community College since 2016 and reports directly to the DCC Board of Trustees. Prior to his current appointment, he held the position of Vice President of Academics at DCC. Dr. Mickelsen serves as Treasurer and Trustee of the national board of the American Technical Education Association; is a member of American Association of Community College's Commission of Small and Rural Colleges; and was appointed by Governor Bullock to the advisory council of Get Outdoors Montana. Locally, he serves on the boards of Dawson County Economic Development Council and Makoshika Wellness. Previously, Dr. Mickelsen served as Associate Dean and Interim Dean at the University of Nebraska's College of Technical Agriculture in Curtis, Nebraska. He has also held positions at North Central Technical College in Wausau, Wisconsin, and at Iowa Lakes Community College in Emmetsburg, Iowa. Dr. Mickelsen received his doctorate in Agriculture Education from Iowa State University; both his MS Adult Education and BS-Agriculture Education from Utah State University and an associate's degree from Ricks College.

The Board of Trustees evaluates the college president annually as defined in Board Policy 2-20. The BOT agenda and minutes include references to the president's performance evaluation, conducted in an executive session.

Supporting Documentation:

[Board Policy 2-24 Presidential Appointment](#)

[College Procedure 2-24 Presidential Appointment](#)

[Board Policy 2-20 Evaluation of the College President](#)

[Board Chair Letter on President's Last Evaluation](#)

[Copy of President's Last Evaluation](#)

[President Scott Mickelsen Resume](#)

[College Policy 1-6D Delegation of Authority](#)

Standard 2.A.4:

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

DCC's decision-making structures and processes are based on a shared governance model. The institutional effectiveness system forms a framework by which the College applies clearly defined planning procedures and structures. DCC's institutional effectiveness committee structure consists of nine committees. Based on the structure of these committees, representatives from the faculty, staff, administrators, and students are eligible to serve on committees that are related to their direct and reasonable interests. Committees meet regularly and their agendas and minutes are available on DCC's shared drive.

DCC Board of Trustee meetings are open and available to the public, and meeting minutes are available on the college website. In addition, DCC administrators host regular listening sessions for faculty, staff, and students to improve our effectiveness as an institution.

Supporting Documentations:

[Board Policy 1-2 Institutional Effectiveness](#)

[College Procedure 1-2 Institutional Effectiveness](#)

[Institutional Effectiveness Committee Structure](#)

[Board of Trustees Page](#)

Academic Freedom

Standard 2.B.1:

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

DCC adheres to the principles of academic freedom and independence to protect all its constituencies. The Board recognizes and supports academic freedom in Board Policy 4-4 in which “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 (Sweezy v. New Hampshire, 1957)”. Academic freedom is also addressed in the Glendive Federation of Teachers Agreement, Local #3402, Article 4.1. The article addresses BOT’s and the College’s commitment to protect academic freedom, which is encouraged and protected as essential to the objectives and values of the College.

DCC’s commitment to academic freedom is evident in both the classroom and outside activities as showcased by faculty, staff, and students.

Supporting Documentations:

[Board Policy 4-4: Academic Freedom](#)

[Glendive Federation of Teachers Master Agreement 2019-2023](#)

[Academic Freedom \(page 3\)](#)

Standard 2.B.2:

Within the context of its mission 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 test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

DCC supports and actively promotes an environment that supports independent thoughts. As indicated in Article 4.1 of the Glendive Federation of Teachers Master Agreement, Local #3402 (GFT), faculty members are entitled “full freedom of inquiry, teaching, research, discussion,

study, publication, and creation and exhibition of works of art, without hindrance,” and are also “free from institutional censorship or discipline.”

Support for academic freedom is maintained within the GFT agreement and is embedded within the College’s system of shared governance. The College has policies and processes regarding harassment and discrimination and a deep respect for individual views, beliefs, and opinions. Respect for diverse opinions is one of the key items in student evaluations of instructors.

DCC’s commitment to academic freedom is evident in both classroom and outside activities as showcased by faculty, staff, and students.

Students are “guaranteed the rights of free inquiry, expression and assembly” in facilities that are open to the public while respecting the rights of others (Student Handbook, pg. 22).

Supporting Documentations:

[Board Policy 4-4 Academic Freedom](#)

[Glendive Federation of Teachers Master Agreement 2019-2023](#)

[Academic Freedom \(page 3\)](#)

[Student Evaluations of Instruction Template](#)

[Student Conduct Code](#)

[Annual Notice of Anti-Discrimination](#)

Policies and Procedures

Standard 2.C.1:

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

DCC offers transferable associate degrees in arts and science which fulfill the MUS transferable core, facilitating efficient mobility within the Montana University System. In addition, DCC collaborates with multiple institutions within the MUS and outside of the university system on transfer agreements.

DCC has developed and implemented policies and procedures that maintain the integrity of its programs. The college follows the Montana Board of Regents of Higher Education Transfer policy in order to facilitate the ease of undergraduate student transfer between campuses. The transfer policy is published in the DCC Catalog and is defined in Board Policy 4-5 and College Procedure 4-5. The Registrar is responsible for reviewing, evaluating, and articulating transcripts of students wishing to transfer coursework to DCC.

Supporting Documentations:

[Board Policy 4-5 Transfer of Credit](#)

[College Policy 4-5 Transfer of Credit](#)

[DCC Catalog](#)

[Transfer of Credit \(page 42\)](#)

[Degrees and Programs Page](#)

[DCC Academic Advising Page](#)

[Registrar Page](#)

Standard 2.C.2:

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The Office of Student Success maintains and administers the College's policies and procedures (Policy 3-5) regarding students' rights and responsibilities related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Policies and procedures dealing with academic honesty, student conduct, grievances, and appeals—can be found on the DCC Student Success web page, DCC Catalog and Student Code of Conduct.

The Student Code of Conduct addresses the college’s commitment to creating a healthy learning environment for students “to study, to learn, and to conduct themselves with academic integrity in relation to the college, its mission, and its processes and functions.”

Students at Dawson Community College are expected to practice academic honesty at all times. Dawson Community College upholds and enforces high standards of academic honesty and integrity both in and out of the classroom. The College establishes and follows a process for defining and addressing academic dishonesty. Students’ rights and responsibilities to academic conduct are outlined in the student handbook and catalog. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or Student Conduct Sanction(s) by the College through the Vice President of Academic and Student Affairs.

The Student Success department oversees and administers student conduct cases using a judicial hearing process as the primary advocate when students bring issues of concern against the institution or any of its members. In addition, the Code of Conduct addresses academic honesty, conduct, appeals, grievances, and disability accommodations.

The Academic Affairs department oversees Student Disability & Accommodation Services. This office abides by all appropriate laws and regulations for students with disabilities. According to Board Policy 3-12 Accommodations for Students with Disabilities and following the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Dawson Community College provides reasonable and appropriate accommodations to ensure equal access to all programs and activities. In addition, the Disability Accommodation manual includes instructions on how to prepare for an appointment, documentation guidelines, examples of accommodations, etc. Each student qualifying for an accommodation receives a cover letter, in both paper and electronic formats, that explains the process for implementing accommodations.

Supporting Documentation:

[Board Policy 3-5 Student Code of Conduct](#)

[Board Policy 3-11 Academic Policies](#)

[College Policy 3-11 Academic Policies](#)

[Board Policy 3-12 Accommodations for Students with Disabilities](#)

[DCC Catalog](#)

[Disability Accommodation \(page 31\)](#)

[DCC Accessibility Page](#)

[Disability Accommodations Policies and Procedures](#)

[Student Complaint & Concern Form](#)

[Accommodation Intake Form](#)

[Student Rights and Responsibilities Form](#)

Standard 2.C.3:

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

DCC has an open admissions policy and accepts all student applicants who are 18 years or older. To qualify for admission, a student must possess a high school diploma, general education diploma (GED), or any other record of graduation. DCC admits students who are under the age of 18 through the dual enrollment program, where high school students 16 years or junior in high school may register for classes either at the College or through their high school. Please see Board Policy 3-4 and College Policy and Procedure 3-4 for detailed information on admissions policies.

Students are required to submit American College Testing (ACT) or Scholastic Assessment Test (SAT) scores or take a placement test, such as AccuPlacer, as part of the admission process. Students can also be placed in courses based on alternative methods, such as high school transcript or per instructor's permission. In addition, students are also able to provide transfer coursework to satisfy prerequisite requirements. Admissions and placement assessment information is available in the Admission section of the Catalog, on the admissions page, and through a variety of student communications.

DCC enforces a Scholastic Probation and Suspension Policy to ensure that students who are in academic distress with the institution receive the resources they need to be successful. The Scholastic Probation and Suspension Policy, including academic suspension and reinstatement, are also described in the Academic Policies section of the Catalog. Information about continuation in and termination from specific academic programs are available in the program description pages of the DCC Catalog.

Supporting Documentation:

[College Policy 3-11 Academic Policies](#)

[Board Policy 3-4 Student Admission Policy](#)

[College Policy and Procedure 3-4 Admissions](#)

[Draft Conditional Acceptance letter](#)

[Draft Acceptance Letter](#)

[Enrollment Checklist](#)

[Admissions Page Link](#)

[Admissions Application](#)

[Placement Guidelines](#)

[DCC Catalog](#)

[Scholastic Probation/Suspension \(page 42\)](#)

Standard 2.C.4:

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

The DCC Registrar follows recommendations of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for the retention of student records. Additionally, DCC follows a records retention schedule as detailed in Board Policy 6-9 and College Procedure 6-9. All student records reside within DCC's student records information system, Ellucian Banner. DCC follows Board Policy 6-8A in order to protect confidential student records. Paper records reside in a secure vault, with electronic back-up copies stored in another campus location.

DCC follows applicable state and federal laws, rules and regulations that apply to students' records as outlined in the Family Educational Rights and Privacy Act (FERPA). FERPA rights and responsibilities are published in the DCC Catalog and Student Handbook and are communicated to students, faculty, and staff annually. Students may complete a FERPA Consent to Release Student Information form, which allows them to waive any portion of their FERPA rights. Students also have the option to withhold the release of directory information by completing the Request to Withhold Directory Information form, which creates a confidentiality indicator in the student information system.

Supporting Documentations:

[Board Policy 6-9 General Records Retention Schedule](#)

[College Procedure 6-9 General Records Retention Schedule](#)

[DCC Catalog](#)

[FERPA \(page 34\)](#)

[Registrar Page](#)

[FERPA Release Form](#)

[Board Policy 6-8a Information Technology](#)

[Request to Withhold Directory Information](#)

Institutional Integrity

Standard 2.D.1:

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 ensure accuracy and integrity in all representations about its mission, programs, and services.

DCC presents itself in a clear, accurate and consistent way through its announcements, statements, and publications. The College communicates with its students, faculty, staff, and the public through a variety of communication channels. The office of Marketing and Public Relations works closely with all departments in the creation of all marketing materials to ensure integrity and consistency in messaging. The office is responsible for disseminating the information to internal and external constituencies. The Office of Marketing and Public Relations has developed a Branding Style Guide, which defines the attributes that should be common to all official DCC publications.

While specific webpages are maintained by individual departments, the Office of Marketing and Public Relations oversees the main web pages and all official social media accounts. The college's website is largely used for communication with students, faculty, and the public. Where appropriate, information is also shared through the college's social media channels (Facebook, Instagram, Twitter, YouTube, Snapchat, and TikTok). Supplemental communication, including print and digital media, directs constituents to the website. Each operational department of the college has a webpage in order to provide transparency and allow students to make informed decisions.

College employees are reminded periodically that all information for public consumption, including requests from the media are submitted by the President/or his/her designee, as per policy Board Policy 2-31.

Supporting Documentations:

[Board Policy 2-31 Public Communication](#)

[College Procedure 2-31 Public Communication](#)

[Dawson Community College Webpage](#)

[Dawson Community College Facebook Official Page](#)

[DCC Twitter link](#)

[DCC Instagram link](#)

[DCC Tiktok Account](#)

[DCC News and Events Page](#)

[Style Guide](#)

Standard 2.D.2:

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Dawson Community College Board of Trustees, administration, faculty and staff advocate, subscribe to, and exemplify high ethical standards in its operations, including its dealings with NWCCU, the public, and other external organizations.

BOT sets an example with the college community by maintaining high standards of ethical conduct for its members. Board Policy 2-33 addresses employee standards of conduct. Employees at Dawson Community College are required to demonstrate kindness, respect, integrity, professionalism, and caring regard. Employees adhere to the highest ethical standards in the fulfillment of their jobs, to honor the College and Montana University System policies and procedures and to promote the educational objectives of the institution. Each member of the DCC community is responsible for creating an atmosphere free of violence, discrimination, intimidation, and harassment as addressed in Board Policy 2-7. Employees at Dawson Community College support and promote a positive image of Dawson Community College.

DCC ensures fair and equitable treatment of students, faculty, staff and administrators by following all required federal and state laws. DCC provides equal opportunity in education and employment and maintains compliance with the Americans with Disabilities Act of 1990, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The College regularly publishes compliance and contact information on job postings, the college's website, posters, flyers, forms, College Catalog and the Student Handbook.

DCC has procedures for handling complaints and grievances in order to ensure they are addressed in a fair, equitable and timely manner. Grievances procedures for classified staff and faculty are outlined in their respective union agreements and in the employee handbook. For students, academic grievance procedures are detailed in the Student Handbook in the section of Student Rights and Responsibilities.

The office of Marketing and Public Relations handles all public inquiries, suggestions and complaints. The director routes these issues to appropriate individuals within the college, typically by email in order to maintain a record of correspondence. As appropriate, the director monitors institutional follow-up to external inquiries to ensure timely response. All college employees share responsibility for maintaining positive relations with external stakeholders and constituencies; this requires good communication, awareness of and respect for the missions of those constituencies, and fair, equitable and timely interactions.

Supporting Documentations:

[Board Policy 2-7 Violent, Discriminatory, and Sexual Misconduct](#)

[Board Policy 2-33 Employee Standards of Conduct](#)

[College Policy 1-6B Code of Ethics](#)

Standard 2.D.3:

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Consistent with its mission and core themes, DCC adheres to clearly defined policies that prohibit conflicts of interest of members of the governing board(s), administration, faculty, and staff. The Dawson Community College Board of Trustees serve in a voluntary capacity and are publicly elected officials. College Procedure 1-7 prohibits the DCC Board of Trustees and all employees from participating in any way in a decision or action when a conflict of interest exists for the Trustee or employee.

The Human Resource department discusses expectations for ethical behavior in the new employee orientation and reviews the Employee Standards of Conduct. In addition, Human Resources provides periodic ethics training reminders via email to all employees, who take refresher training as requested.

Supporting Documents:

[Board Policy 1-6 Legal Basis and Authority](#)

[Board Policy 2-33 Employee Standards of Conduct](#)

[Employee Handbook](#)

Conflict of Interest (page 13)

Financial Resources

Standard 2.E.1:

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Per Montana Code Annotated Title V, Chapter 13, Legislative Audit Act, a financial audit is performed annually by a Certified Public Accounting (CPA) firm. The Legislative Audit Division contracts a CPA firm through a request for proposal process. All proposals are sent to the Legislative Audit Division for auditor selection. Once the auditor is selected, a contract is executed between the Legislative Audit Division and the CPA firm.

The financial audit of DCC's consolidated financial statements can be found on the Montana Legislative Audit Division website. The results from the audit are shared with the Legislative Audit Committee for acceptance prior to final release. Once accepted by the Legislative Audit Committee, the DCC Vice President of Business and Finance shares the audit results with the Finance Committee and BOT. After acceptance by the BOT, the audit is available for public review in the DCC Library, President's Office, and Business Operations department. The audit is also published on the Electronic Municipal Market Access site for bond issuance compliance.

In the last audit, the firm Wipfli LLP issued an unmodified opinion and identified two significant deficiencies. The two significant deficiencies were:

- 1) 2019-001 Reconciliation of Ending Account Balances
- 2) 2019-002 Audit Adjustments and Restatement of Net Position

DCC agreed with the auditor's finding, and has since corrected the cause. Both findings were carried over from the prior fiscal year.

- 1) During fiscal year 2020, it was discovered that the refund process was not being completed fully, causing refunded amounts not to feed to the finance module and post to the general ledger causing an unexplainable variance. Once the refund processes started running properly, the fiscal year 2020 ending balance of the Aging Analysis Report for Student Accounts Receivable reconciled with the general ledger student accounts receivable balance.
- 2) During the fiscal year 2018 audit preparation, DCC used a third--party CPA firm for compiling the year-end trial balance and financial statements. During this process an entry was transposed and sent to the third party firm, which caused the beginning balances to be different than reported in the fiscal year 2018 financial statements. The correction has been made to correct the beginning balance, and to date all beginning balances tie to the fiscal year 2019 issued financial statements.

DCC has an inclusive, transparent budget process designed to allocate resources in accordance with the DCC's strategic priorities for the purpose of providing constituents with sufficient information to contribute effectively to financial stability. The BOT reviews and approves the

college's operating budget annually and receives monthly budget status updates. In addition, the President's cabinet has a standing weekly agenda item regarding financial matters (i.e., budget versus actual-to-date, fund balances, cash flow and analytics that inform planning and decision-making).

DCC follows Board and College policies to ensure that it demonstrates financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Supporting Documentations:

[Legislative Audit Act](#)

[DCC Audit](#)

[Strategic Action Plan](#)

[Business Office Page](#)

[Financial Statements](#)

Cash flow (pages 14-16)

Balance sheets (pages 10-11)

[Board Policy 5-0b Budgeting System](#)

[Board Policy 5-0c Financial Condition](#)

[Board Policy 5-0 Asset Protection](#)

[Board Policy 5-11 Relationship Between Funds](#)

Standard 2.E.2:

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Consistent with its mission and core themes, DCC created a shared governance system through the Institutional Effectiveness Committee structure that assures participation by its internal stakeholders. The Budget and Planning Committee is a standing committee with representatives from all campus areas. This committee meets regularly, and presents a proposed budget to the BOT. The Vice President of Business and Finance is responsible for leading the Budget and Planning Committee.

All Institutional Departments submit budget requests to the Budget Planning Committee beginning in November of the previous fiscal year for the new fiscal year. The Budget Planning Committee begins their review of the requests in the Spring semester. Board Policy 5-0b details the timeline for preparation, submission, and adoption of the budget.

Risk management is addressed by DCC carrying adequate insurance to cover in the event of a loss. The investments of DCC are entrusted to Edward Jones, a member of SIPC. SIPC is a non-

profit corporation who works directly with investors if their brokerage firm fails. Under the delegation of the BOT, the President of the college protects, maintains, and manages risk with regard to the financial assets of the institution as per Board Policy 5-0. In compliance with Board Policy 5-0c, the President is responsible for the financial strength of DCC which supports the mission and core themes of the college.

The DCC budget book guides the college in the budgeting and financial management process. The Vice President of Business and Finance creates multi-year projections every year as supporting documentation to the general budget. A culture of open communication in the budgeting process is continuously encouraged and strengthens the financial resources of individual departments, programs and the college.

Supporting Documentations:

[Board Policy 5-0b Budgeting System](#)

[Board Policy 5-0c Financial Condition](#)

[2019-2020 Adopted Budget](#)

[2019-2020 Budget Book](#)

[Institutional Effectiveness Committee Structure](#)

Standard 2.E.3:

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

The Business and Finance department utilizes Board Policies 5-0 to 5-1 to manage the College's financial resources in a transparent manner. In accordance with the college policies, the BOT has general oversight over DCC and its budget. The President is responsible for the execution and control of the adopted budget, and day-to-day operational responsibility is delegated to departmental managers. The Vice President of Business and Finance serves as chief financial officer and leads the Business Operations Department. The Business Operations department is responsible for facilitating the annual budget process and overseeing budget management during the fiscal year. All constituents involved in the budgeting process at DCC are responsible for ensuring a favorable budget variance throughout the year and managing funds within their approved budget.

Supporting Documentations:

[Board Policy 5-0b Budgeting System](#)

[Board Policy 5-0c Financial Condition](#)

[Board Policy 5-1 Institutional Purchasing](#)

[College Procedure 5-1 Institutional Purchasing](#)

[DCC Policies and Procedure - Chapter 5](#)

[Legislative Audit Act](#)

Human Resources

Standard 2.F.1:

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

Faculty, classified and exempt administrative staff are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination depending upon classification of employment. DCC employees are apprised of these conditions in various ways, via the respective collective bargaining agreements, job postings, DCC website, and regular meetings with supervisors.

The College has different categories of employees: classified staff, faculty, exempt staff and non-classified temporary staff. Classified staff and faculty members are represented by unions respective of their employment group. Dawson Community College Unified (DCCU) represents classified staff. The DCCU Collective Bargaining Agreement describes the evaluation of classified staff members.

Glendive Federation of Teachers, Local #3402 (GFT) represents all faculty. The GFT Collective Bargaining Agreement describes the evaluation procedures for faculty members (tenured and non-tenured faculty). Administrative exempt staff are not part of a union or collective bargaining unit. All employees utilize Board Policies 2-1 through 2-32 to describe conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The DCC Human Resource office onboards new faculty, staff, exempt and non-classified temporary employees with an individual meeting and new employee orientation.

Supporting Documentations:

[DCC Employee Classifications](#)

[DCC HR webpage](#)

[Classified Staff Offer Letter Template](#)

[Exempt Staff Offer Letter Template](#)

[Faculty Offer Letter Template](#)

[Dawson Community College Unified Agreement 2020-2022](#)

[Promotion \(Article 15.2\)](#)

[Glendive Federation of Teachers Master Agreement 2019-2023](#)

[Retention \(Articles 11 & 12\)](#)

[Hiring Process Checklist](#)

[New Employee Orientation and Onboarding Checklist](#)

[Employee Handbook](#)

[Working Conditions \(page 12\)](#)

[Rights and responsibilities \(throughout\)](#)

[Evaluation \(page 12\)](#)

[Termination \(pages 12-13\)](#)

[College Policy 2-26 Selection of Administrative Staff](#)

[College Policy 2-16 Distinguished Service Awards](#)

[College Policy 2-21 Community Service](#)

[Board Policy 2-28 Emeritus Faculty](#)

[Board Policy 2-30 Employee Recognition Awards](#)

Standard 2.F.2:

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

DCC encourages and provides faculty, classified staff and administrative staff with appropriate opportunities and support for professional growth and development. DCC believes that increasing knowledge and developing skills enhances the value of each employee. DCC grants tuition waivers and/or tuition discounts to employees for furthering their education in support of professional growth and development.

Funding for professional development opportunities is included in departmental budgets through designated funding and is reviewed annually during the budgeting process. DCC provides additional funds for faculty and classified staff professional development opportunities. The faculty development fund is outlined in Board Policy 2-6. Classified staff have monies that are set aside from year to year. The staff meet as a committee to review requests for the staff development fund. Supervisors may also request professional development money in their yearly budget requests. If a department has exhausted professional development funding, but would like to propose and pursue an opportunity, the President's office may provide additional funding for development through the President's budget.

Faculty, classified staff, and administrative exempt staff are notified of training opportunities through campus email with information on cost and instructions for registration. DCC encourages employees to engage in professional development opportunities that align with the employee's job responsibilities as well as DCC's Core Themes and Strategic Action Plan. By providing regular training and opening conversations about equity and inclusion, professional development at DCC supports our diverse student body, faculty and staff. In-service training at the beginning of each semester, brings all employees together to address the goals and objectives of the college for the upcoming semester and year. In-service training is used to increase cultural competency, to manage unconscious biases, to support internationalization, and to be a part of the global community.

Through our Learning Management System (Moodle), online learning opportunities are available, which provides regulatory compliance training for faculty, staff and administrators.

Online training is also available through the Employee Assistant Program (EAP) and the Montana University System (MUS). The Human Resources Office maintains professional development records in the employee's personnel files.

Supporting Documentations:

[InService Agenda Fall 2020](#)

[InService Agenda Fall 2019](#)

[InService Agenda Fall 2018](#)

[Glendive Federation of Teachers Master Agreement 2019-2023](#)

[Promotion of Professional Development \(Article 15.3.4.\)](#)

[Duty Days \(Article 9.7\)](#)

[Board Policy 2-6 Faculty Professional Development](#)

[Employee Tuition Waiver Detail](#)

Standard 2.F.3:

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Consistent with its mission, programs, and services, DCC employs a sufficient number of qualified faculty, staff, and administrators to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of the institution. DCC's recruitment practices are in compliance with affirmative action, and equal employment opportunity guidelines. The student to faculty ratio at DCC is 14:1, which supports DCC's mission and educational objectives. The recruitment and selection of faculty and classified staff are outlined in the Glendive Federation of Teachers Master Agreement, Local #3402 (GFT) and the Dawson Community College Unified (DCCU) bargaining agreements as well as the board and college policies. DCC recognizes and values the important role college staff play in fulfilling the College's mission to provide affordable and open access to quality teaching and learning. The College strives to recruit a strong and diverse applicant pool and to hire the most qualified candidate for each vacancy.

Board Policies 2-5 Faculty Hiring Requirements, 2-25 Selection of Classified Staff, and 2-26 Selection of Administrative Staff and the corresponding College Policies 2-5, 2-25, and 2-26 provide additional direction for recruitment and selection of all DCC employees.

DCC employed 14 full-time faculty, 3 part-time faculty, and 35 adjunct faculty, 14 full-time classified staff, 2 part-time classified staff, 19 temporary and seasonal workers, and 23 administrative exempt staff at the beginning of the 2020 academic year. The faculty and staff of DCC comprises a diverse group of individuals. DCC strives to balance the financial challenges faced by a small institution with the comprehensive goals of its Strategic Action Plan.

Supporting Documentations:

[Board Policy 2-5 Faculty Hiring Requirements](#)

[College Procedure 2-5 Faculty Hiring Requirements](#)

[Board Policy 2-25 Selection of Classified Staff](#)

[College Procedure 2-25 Selection of Classified Staff](#)

[Board Policy 2-26 Selection of Administrative Staff](#)

[College Procedure 2-26 Selection of Administrative Staff](#)

[Glendive Federation of Teachers Agreement 2019-2023](#)

[Dawson Community College Unified Agreement 2020-2022](#)

[DCC Employee Resources Page](#)

[DCC Organizational Chart](#)

[Position Form](#)

[Academic Organizational Chart](#)

Standard 2.F.4:

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Faculty, classified staff, and administrative staff are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations of faculty, classified and administrative staff are outlined in board policies. In addition, evaluation of faculty and classified staff are also outlined in their respective union agreements. Evaluations are based on a set of criteria that is shared with employees during in-service days, in their new employee packet, and via emails.

Administrative and classified staff are evaluated annually and consistently in the fall, per Board Policy 2-4 Evaluation of Classified Staff and 2-18 Evaluation of Administrative Staff. Supervisors are responsible for completion of the annual evaluation for each of their employees. Employees are also required to self-evaluate during the annual evaluation. The evaluation is a composition of performance assessments, reviewing position description and performance standards goals achieved, outlined in College Procedures 2-4 and 2-18. During the evaluation, the employee also sets goals and objectives for the future that align with the employee's job description and the mission and goals of the institution. The evaluation is not punitive, but works as an environment for reflection and growth.

In addition, DCC conducts a mid-year evaluation of the members of the Executive Cabinet. Mid-year evaluations are performed six months after the regular yearly evaluation and are used to assess the status of the progress of goals set at the annual evaluation.

DCC faculty are evaluated based on the Glendive Federation of Teachers Master Agreement, Local #3402, Article 11.1-6. Per the bargaining agreement, DCC has developed the Faculty Observation Rubric to evaluate the faculty performance. The Vice President of Academic and Student Affairs and/or designee evaluates faculty performance based on six key areas: Knowledge of the Subject/Discipline, Course Preparation and Organization, Clarity and Understandability, Enthusiasm for Subject/Teaching, Sensitivity to and Concern with Student's Learning Progress, and Student Engagement with the Learning. DCC faculty are also evaluated near the end of each semester/course conclusion by their respective students. Student evaluations of instructors are anonymous and confidential, and aggregate information is provided to the instructor. The faculty are encouraged to consider student feedback, supervisor feedback, and the evaluation received from the Vice President of Academic and Student Affairs and utilize this information for professional improvement and career advancement.

Employee evaluations are a collaborative process that provides the employee and supervisor with feedback concerning job performance, with the purpose of supporting DCC's Mission and Core Themes.

Supporting Documentations:

[DCC Cabinet](#)

[Glendive Federation of Teachers Master Agreement 2019-2023](#)

[Dawson Community College Unified Agreement 2020-2022](#)

[Board Policy 2-13 Faculty Evaluation](#)

[College Policy 2-13 Faculty Evaluation](#)

[Board Policy 2-18 Administrator Evaluation](#)

[College Procedure 2-18 Admin Eval](#)

[Board Policy 2-4 Classified Staff Eval](#)

[College Procedure 2-4 Classified Evaluation](#)

[Classroom Observation Form](#)

[Student Evaluation of Instruction Form](#)

[Mission and Core Themes](#)

[Distance Learning Observation Form](#)

Student Support Resources

Standard 2.G.1:

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Consistent with its mission and core themes, DCC creates and maintains an effective learning environment that helps remove barriers to success and provide strategic support to students on an individual or group basis. During the last accreditation cycle, DCC provided student support through programs and services designed to help remove obstacles and boost student achievement with a particular focus on equity and closing the equity gaps:

Working together to close equity gaps

DCC promotes equity and inclusion for its students by offering the Dawson College Success Course (DCC 101). This course affords all DCC students, regardless of their background or socioeconomic status, the opportunity to have the same introduction to college and supports the first year college experience. The course introduces students to the DCC integrated learning model while connecting them with all the critical campus resources. DCC 101's is integrated as one of the general education core component requirements for graduation.

In order to improve educational outcomes for youth and young adults who experience homelessness and who are aging out of foster care, DCC created the Dawson Promise program. This program promotes college access by providing a two-year education without debt to unaccompanied youth, homeless youth, or youth aging out of the foster care system who participate fully in the program. Through grants and DCC funded waivers, the college provides these students with mentorship, help filling out financial aid documents, on or off campus employment, and proactive academic support.

The College is committed to creating a culture of intellectual and personal growth. Because learning is enhanced when topics are examined from diverse perspectives and because individuals possess unique outlooks which reflect the world around us, DCC is dedicated to creating an inclusive community that embraces a rich mix in the composition of its student body, staff, and faculty. As a reflection of this commitment, DCC designated gender inclusive bathrooms and gender neutral housing on campus in the Fall 2020 semester.

The College intentionally supports the international student population by encouraging and supporting them in obtaining a Social Security Number. This allows students to feel connected to their community and to contributing to their own educational and personal expenses by opening the door for on campus employment. In addition, DCC hosts an annual International Student Night in which students, administration, faculty and staff are invited to bring a dish from their home country or ethnic background to share with the community.

Because the geographic location of Dawson Community College can feel isolating to some students, DCC created the Adopt-a-Buc student-host family program. The program matches students with a family or member of the community who helps them get to know Glendive and find a home away from home through excursions and visits. This program has helped students feel more connected to their community and to their educational experience.

While DCC strives to provide support for its students on a continuous basis, the College increased its effort in the Spring 2020 due to the campus shifting to online instruction. DCC immediately responded by developing the Moodle Support Team, composed of a group of administrative, classified staff, and faculty to support students as they were navigating the new online environment caused by COVID-19. The team followed up with students weekly via email, calls, and text messages. These efforts aided in DCC reporting the highest completion and graduation rates in comparison to the previous years.

Developing college infrastructure to foster equity in the classroom

College infrastructure plays an integral role in attracting future students, in addition to enhancing current students' college experience. In support of its mission and core themes, Dawson Community College maintains a physical plant consistent with its strategic initiatives and goals which are committed to provide a safe, inviting, accessible, and effective learning environment for all students, staff, faculty, and community.

All buildings are inspected, at least annually, to ensure they are safe and in compliance with Local, State and Federal codes and regulations. DCC puts a substantial focus on providing quality learning and working environments. The institution strives to create facilities that meet the needs of the students, visibly represent the quality of our education, and enhance the educational experience.

After research conducted by DCC employees, the College enhanced areas commonly used by students such as classroom spaces, food service, and the library. These areas were enhanced with colors (recommended by color psychology research), new furniture, and seating arrangements that promote an inviting, engaging, and effective learning environment.

Addressing Supporting Services

Tutoring Services provides academic support services including one-on-one and small group tutoring (face to face and online). The college also subscribes to an e-tutoring service which is available to students at no cost. Tutoring is provided by professional tutors, peer tutors and online tutors. These different modalities of tutoring allow DCC students to access student support services in the way that works best for their lifestyle and learning habits. By offering 24/7 online tutoring, DCC supports its nontraditional students and working students.

During COVID- 19, when DCC had to move online, DCC purchased enough laptops for every student on campus to check-out one. DCC mailed laptops and jetpacks to students who needed internet access to ensure that the students had access to their classes and to learning support services to successfully complete the Spring 2020 semester.

Addressing the cost of education and financial insecurity

Starting summer 2020, DCC transitioned to become a Cengage Unlimited Institution. Cengage Unlimited allows students to pay a flat fee for their textbooks, online access, and modules related to their coursework and allows students to access their textbooks online from any location and to download their textbooks to any device. It promotes equality for DCC students as all students have access from the first day of class to their textbooks and online access to modules. By moving to Cengage Unlimited and utilizing other Open Educational Resources when possible, DCC has saved students, on average, 60% on their cost of textbooks. Faculty were compensated for reworking their courses to support this initiative, and have worked closely with the Academic Coordinator to ensure access to learning resources. In the Fall of 2020, when DCC transitioned to a fully online for the remainder of the semester, the transition went smoother than in the Spring of 2020. This was because almost every courses' textbooks and learning resources were available online and accessible to students and both students and instructors were familiar with them being available and utilized online.

The COVE includes a food resource for all students. This pantry is designed to meet the immediate food needs of its students on campus by providing a variety of non-perishable food items and basic necessities to students and their families. The pantry is located in the main lobby of Kettner Hall (the COVE) and is available 24/7.

The college has worked to support students who have been directly affected by COVID in multiple ways. By applying for and distributing emergency grant funding, DCC provided financial assistance to students who had documented financial need or hardship due to COVID-19. In addition, DCC is supporting students in Housing who are required to be in quarantine or isolation by providing food through a combination of delivery of 3 meals per day from our dining services when it is open as well as groceries for when dining service is closed. Students are also able to have their laundry done, their garbage taken out, and have access to our virtual behavioral health and medical services 24/7 with unlimited usage.

Addressing mental and physical health challenges:

The Dean of Academics office works with students and faculty to ensure that appropriate academic accommodations and services for students with documented disabilities are provided. This supports equitable access to course materials and activities. The Dean of Academics serves as the Disability and Accommodations Services (SDAS) Coordinator for students' Individualized Educational Plans (IEP), 504 Plans, and other documentation to facilitate solutions to environmental and educational barriers.

Virtual behavioral health services are provided to DCC students at no cost to them as part of the institution's commitment to elevating the health and mental wellness of all students. This service of qualified behavioral health professionals is available 24/7 anywhere in the United States from the start of the fall semester to the last day of spring semester including winter break. The Virtual Care Group also provides virtual health care services to DCC students from qualified physicians. In addition, DCC has multiple blue light therapy lamps in the library and other public spaces to aid in combating seasonal depression and seasonal affective disorder.

Supporting Documents:

[DCC Core Themes](#)

[Student Handbook](#)

[Resident Life Manual](#)

[Tutoring Page](#)

[Virtual Care Contract](#)

[Dawson Promise Page](#)

[Adopt a Buc page](#)

[Gender Inclusive Housing Application](#)

Standard 2.G.2:

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; 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; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Dawson Community College publishes an annual catalog that is posted on the DCC website and a print copy can be obtained upon request from the Registrar's office. The DCC catalog provides the following:

- A comprehensive report of the institution's mission and core themes of the college (pg 10)
- Admission requirements and procedures (pg 15)
- Grading policies (pgs 40-41)
- Information on academic programs (pgs 45-73) and courses, including
 - degree and program completion requirements
 - expected learning outcomes
 - required course sequences
 - projected timelines to completion based on normal student progress and the frequency of course offerings
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (pgs 112-114)
- Rules and regulations for conduct, rights, and responsibilities (pgs 30-37)
- Refund policies and procedures for students who withdraw from enrollment (page 19 & addendum 115)
- Opportunities and requirements for financial aid (pgs 20-24)

- The academic calendar (pgs 4-5)

The college has adopted a catalog production schedule to ensure catalog information is provided in a consistent and timely manner.

DCC also publishes on its website:

- Academic Catalog
- Academic Calendar
- Tuition and Fees which contains a breakdown of tuition and fees per credit and per residency
- Plans of Study for each academic program
- Student Handbook which contains rules and regulations for student conduct, rights, and responsibilities

Supporting Documentations:

[DCC Catalog](#)

[Institutional mission \(page 10\)](#)

[Admission requirements and procedures \(page 15\)](#)

[Grading Policy \(page 40\)](#)

[Academic Programs and Courses \(pages 44-71\)](#)

[Administrators and Full Time Faculty \(pages 112-114\)](#)

[Tuition, fees, and other program costs \(page 17\)](#)

[Refund Policies and Procedures \(page 19\)](#)

[Financial Ad \(page 21\)](#)

[Academic calendar \(pages 4-6\)](#)

[Registrar Page](#)

[Catalog Production Timeline](#)

[Course Schedule Production Timeline](#)

[Tuition and Fees Page](#)

[Student Handbook](#)

[Academic Resources](#)

[Academic Calendar](#)

[Plans of Study Page](#)

[Student Conduct Code](#)

[Board Policy 3-11 Academic Policies](#)

[College Policy 3-11 Academic Policies](#)

Standard 2.G.3:

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Consistent with its mission and core themes, DCC provides publications and other written materials that describe educational programs offered. The materials and communication include information about legal eligibility requirements for program entry, licensure, and entry into the profession.

Employment requirements such as completion of internship hours and successful examination completion are specified for each program on the respective program webpages. For example, the Licensed Addiction Counseling program license requirements are posted on the program page and DCC Catalog.

The welding program does offer a certification of ‘Certified Welder’ performed by an American Welding Society Certified Associate Welding Inspector at the end of the completion of the A.A.S. Welding Technology degree.

The welding program is also in the first year of a contract with the National Coalition of Certification Centers (NC3). DCC is in the process of obtaining necessary equipment and tools to be in compliance with the requirements of the contract. Once in compliance with the requirements, DCC will be able to certify students after the completion of the program in house.

Supporting Documentations:

[DCC Catalog](#)

[Chemical Dependency Counseling \(page 50\)](#)

[Welding Technology Program \(page 71\)](#)

[DCC Welding Technology Program](#)

[DCC Chemical Dependency Program](#)

[NC3 Contract](#)

Standard 2.G.4:

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.

Consistent with its mission, DCC provides an effective and accountable financial aid program by affording students with quality opportunities for growth. The DCC Financial Aid office awards federal, state, institutional, and private grants, loans and scholarships.

The DCC Financial Aid website provides information for prospective and enrolled students regarding all types of financial assistance including institutional scholarships, third-party scholarships, grants, military financial aid benefits, work study, and loans in accordance with state and federal guidelines. Information on financial aid processes, forms, eligibility requirements, and satisfactory academic progress requirements is reviewed and updated regularly to ensure compliance with state and federal requirements. The information is also included in the Financial Aid website, as well as in publications provided to current and prospective students.

The Financial Aid director hosts Financial Aid workshops for current and prospective students, providing information about the application process at recruiting events and at New Student Orientation. A summary of financial aid is also available within the DCC catalog. The Financial Aid Department reviews and updates policies and procedures guiding the awarding and disbursement of state and federal aid as needed in accordance with federal and state regulations.

DCC's Cost and Affordability webpage provides links to DCC Financial Aid information, Tuition and Fees, Scholarships, Professional Judgment/Special Circumstances, Consumer Information and School Reporting, and Billing and Payment. By organizing these materials into a single webpage, this information is readily available to prospective and enrolled students.

Dawson Community College Scholarships

DCC Foundation awards over 50 scholarships to students on a yearly basis. The Foundation awarded \$54,912.00 in scholarships for the 2019-2020 academic year. Each scholarship under the Foundation has a unique set of criteria, which the Foundation staff update for current and new scholarships annually, or more frequently as needed for the addition of new scholarships. Scholarship applications are reviewed by a committee that independently scores applicants and awards based on cumulative scores.

In addition to DCC Foundation scholarships, students have the opportunity to earn various scholarships through the Buccaneer Excellence Program. Students can be eligible for Buccaneer Excellence scholarships for a variety of reasons, including but not limited to academic excellence, non-traditional student status, co-curricular activities, and previous DCC Dual

Enrollment. These scholarships are awarded on a first-come, first-served basis to students who apply for the scholarship and are eligible.

Supporting Documentations:

[Dawson Community College Financial Aid webpage](#)

[Apply for Financial Aid](#)

[DCC Cost and Affordability](#)

[DCC Catalog](#)

[Financial Aid \(pages 21-24\)](#)

[DCC Scholarships](#)

Standard 2.G.5:

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

DCC students who receive financial assistance are informed of repayment obligations via annual disbursement letters mailed to them and detailed information on the website. Prior to obtaining a federal student loan, students are required to complete entrance counseling and sign a Master Promissory Note with the U.S. Department of Education at studentaid.ed.gov.

Upon completion of a college degree or failure to re-enroll in an institution of higher education, the student will receive an exit letter informing them of their obligation to complete loan exit counseling through the U.S. Department of Education at studentaid.ed.gov. DCC Financial Aid office mails students exit counseling letters explaining their loan counseling obligations and instructions for accessing the counseling online.

The Financial Aid office communicates with students, by letter, when they enter Return to Title IV status. Once the student is notified, the Business Operations department also follows up with an outstanding balance invoice. Once the initial invoice is sent, the Business Operations department follows up with another letter discussing repayment options. Repayment information and guidelines are also found in the DCC catalog and DCC website.

The DCC Financial Aid office partners with Inceptia to address the default rate by educating our students about the consequences of borrowing and how to avoid default. Inceptia identifies students at risk of defaulting. Inceptia follows up with students via emails, letters and by phone when a student's enrollment drops below halftime. DCC's current three-year cohort default rate is 9.5% which is posted on the DCC website.

Supporting Documentations:

[Dawson Community College Financial Aid webpage](#)

[Apply for Financial Aid](#)

[DCC Cost and Affordability](#)

[DCC Catalog](#)

[Financial Aid \(pages 21-24\)](#)

[DCC Loan Counseling](#)

[USDE Management Counseling](#)

[DCC-Inceptia Contract](#)

[Loan notification letter](#)

[Loan exit letter](#)

[Return to Title IV Letter](#)

Standard 2.G.6:

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 and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Academic advising at DCC is a collaborative process that supports student success. Students and advisors work together to set goals based on academic and/or career interests and develop a plan of action to achieve those goals. Advisors communicate with current and prospective students regarding degree, certificate, and transfer requirements as well as college policies and procedures in order to support students in making informed decisions. Using evidence-based best practices, DCC advisors empower students to make the most of their college experience. In turn, students are expected to actively participate in their academic planning and advising.

DCC advisors utilize various individualized channels to communicate with their respective students depending upon the student's unique needs. Students and advisors are encouraged to be in continuous communication throughout their time at DCC. Advising meetings take place based on the student's availability and may include times outside of the standard work day and over semester breaks.

Degree-seeking students at DCC are required to meet with an advisor every semester until graduation for academic advising and registration. A description of Advising at DCC, including academic planning and changes in registration can be found in the DCC Catalog and on the Academic Advising webpage. DCC utilizes a shared structure of advising, in which advising is carried out by both faculty advisors and professional academic advisors through a modified Split Model:

Degree-seeking students who are enrolled at DCC in an Associate of Arts (A.A.) or Associate of Sciences (A.S.) program with a specific concentration are advised by the faculty within that area. Faculty also advise students within their area of academic interest and expertise. For instance, Animal Science and Agriculture faculty advise students interested in veterinary science. When there is not a faculty member for a specific concentration (or if program courses are taught solely by adjunct instructors), students are advised by a professional academic advisor.

Degree-seeking students who are enrolled in an Associate of Applied Science program or a Certificate of Applied Science program are advised by the faculty within that program. E.g., AAS-Animal Science students and CAS-Livestock Production students are advised by Animal Science and Agriculture faculty. When there is not a faculty member for a specific AAS program (or if program courses are taught solely by adjunct instructors), students are advised by a professional academic advisor.

Non-degree seeking students are not assigned an advisor, and are not required to meet with an advisor before registration. However, these students are often advised by professional academic advisors or faculty advisors in the discipline their coursework falls under.

High school students registered for college courses through Dual Enrollment are advised by the Dual Enrollment coordinator in partnership with their high school guidance counselor.

In addition, faculty and professional advisors communicate regularly about and are knowledgeable on advising outreach, curricula, program and graduation requirements, academic policies, best practices, and resources.

Advising at DCC is evaluated from the student and the advisor perspective via surveys conducted after advising meetings.

Supporting Documentations:

[DCC Advising Page](#)

[DCC Catalog](#)

[Advising Program \(page 17\)](#)

[Academic Advising Survey](#)

[Advisor Survey](#)

[Advisee Packet](#)

[Advising Handbook](#)

Standard 2.G.7:

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that 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.

All students at DCC are provided a login for secure access to college systems, including distance learning. Secure login credentials are created based on student name and ID number. This information is then shared via their student email account.

Students are responsible for providing their complete and true identity information in any identification verification process. It is against College Procedure 6-8 for a user to give someone their password or to allow others to use their account.

Dawson Community College uses Moodle as its in-house learning management system. The Moodle system integrates with college authentication services to ensure appropriate and secure student access to courses and other Student Information Systems, including Cengage online resources. The Moodle learning management system also provides the option for students to upload photos associated with their account and this is visible in areas of the course including the discussion.

As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity. All users of the college's learning management systems are responsible for maintaining the security of user IDs and passwords, or any other access credentials as required.

For more robust online course offerings, DCC partners with Colorado Community College (CCC) offering DCC students online courses taught by CCC instructors for DCC credit. Their learning management system is D2L Brightspace. The D2L system uses a separate student online ID for login.

Instructors may require proctored exams for distance learning, at their discretion, in order to verify and accurately evaluate student achievement. The student provides the proctor a form of identification and student ID number, or if they are using a proctoring service such as Examity, the student creates an online profile that is authenticated by the system to preserve integrity.

At this time there are no additional student fees associated with student verification. In the event any verification fee is needed, it will be posted on the course registration site to provide an advance alert to students.

Dawson Community College complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records. Faculty and staff protect student information by verifying the identity of the person or entity to whom they are providing the information.

Supporting Documentations:

[Registrar Page](#)

[Online Learning](#)

[Online Enrollment Email Template](#)

[Admissions Letter Template](#)

[Board Policy 5-13 Identity Theft Prevention](#)

[College Policy 6-8a Information Technology](#)

Library and Information Resources

Standard 2.H.1:

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Consistent with its mission, the Jane Carey Memorial Library employs qualified personnel and provides access to library and information resources to support Dawson Community College (DCC). DCC currently employs a full-time Director of Library, Mr. John Schuck and a contracted librarian to support Mr. Schuck in all library matters.

The library has over 20,000 print volumes, over 50 carefully-chosen periodicals, and research databases including EBSCO, Gale Academic OneFile, Proquest, Newsbank, LibGuides, and Credo Reference. This provides access to millions of research articles, newspapers, e-books, reports, images, audio-visual content, as well as hundreds of encyclopedias and dictionaries to students, faculty, staff, and community members. These resources can be accessed through the library's website and are available for students and faculty on or off campus. The library is connected with Treasure State Academic Information and Library Services (TRAILS), a consortium of college and university libraries in the Montana University System, providing the DCC community access to resources such as inter-library loan and to a larger professional community of librarians for collaborative engagement. The library through its displays, periodical selections, and general atmosphere, shows its commitment to full inclusion of all people regardless of race, gender, sexual orientation, religious or political views, economic status, or identity.

The Jane Carey Memorial Library has a history of offering resource and research support to all programs offered at the college and supports the College's mission that "fosters a culture of excellence in education, providing students quality learning and opportunities for growth in local and global communities". The librarian works closely with faculty and is invited to lecture and train in multiple disciplines to enhance the learning environment and share expertise in the research process. Through these resources and assistance from the librarian, students are given the tools they need for research and to achieve excellence in academics.

In addition to a traditional collection, the library has expanded into offering service and project-based learning tools to students, faculty and the community including tutoring programs for Kindergarten - 14, educational and cultural events such as Indigenous Peoples Day, events during Black History Month, and international nights. The library is especially interested in fostering relationships with community elementary, middle school, and high school students, familiarizing and encouraging them in post-secondary learning.

Supporting Documentations:

[Board Policy 6-4 Library Collection Management Policy](#)

[DCC Library Page](#)

[Jane Carey Memorial Library Guide](#)

[College Procedure 6-4 Library Collection Management](#)

Physical and Technology Infrastructure

Standard 2.I.1:

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

DCC maintains one site in our service district. The campus is located on 300 college drive, Glendive, Montana. The DCC campus is 328.6 acres total; the main campus is 77.8 acres and includes the academic buildings, housing, storage areas, and sports facilities. The three academic buildings are maintained by DCC for instructional and staff purposes and workforce development. In accordance with local, state, and federal laws and ordinances, DCC's facilities staff maintains all campus buildings, walkways, parking areas, and open spaces to the highest standard possible and with consideration for the health, safety, and comfort of students, staff, and faculty. Staff and faculty requests for maintenance are assessed and undertaken in order with priority given to safety and security.

The main building houses administrative offices, faculty offices, classrooms, athletic facilities, auxiliary services, campus food service, library and storage space. Portions of the building are also leased to community organizations: Dawson County Economic Development and Dawson County Domestic Violence Program..

The Ullman Center houses faculty offices, the agriculture technical skills lab, welding technology lab, corrosion technology lab, classrooms, storage rooms, and facilities workspaces.

The Toepke Center houses faculty offices, athletics offices, weight rooms, cardio room, athletic facilities, walking track, gymnasium, auditorium, classrooms, music practice rooms, concessions, and storage space.

DCC assesses the buildings on a regular basis to ensure safety and security and makes infrastructure improvements based on the needs of each building and the college budget aligned with the strategic plan and mission of the college.

DCC was approved by NWCCU on September 19, 2020 to add a second location at the Central Montana Education Center (CMEC) in Lewistown, Montana, effective January 20, 2021.

Accessibility

DCC's commitment to providing access for persons with disabilities and to maintaining healthy and safe facilities for all is reflected in key planning documents: Facilities Master Plan; 2016-19 DCC Master Plan; and the 2018-19 Facilities Department Review.

All of these documents are used by a variety of constituents to guide renovations and mapping of new construction of college facilities. A thorough assessment of DCC campus properties and buildings is conducted regularly to ensure compliance with the Americans with Disabilities Act (ADA). Facilities department operations include: assessment and maintenance of signage, ADA-accessible doors, bathrooms, ramps and other areas. Signage and map updates are undertaken annually and more frequently if deemed necessary. DCC publications regarding college functions, such as course registrations, scheduling and public events, contain ADA statements regarding how to request accommodations. Students and community members may request ADA accommodations for classes and on-campus events through the Disability and Accommodations Coordinator. If the request involves an adjustment to campus facilities, the Support Services Coordinator works with the Director of Facilities and staff to ensure compliance.

Safety, Security, and Training

For the safety of the campus community, DCC policies (Board Policy 2-8, Board Policy 3-2, Board Policy 6-11) and the student handbook prohibit the use or possession of drugs, tobacco, alcohol, weapons, and non-service animals on campus. Appropriate signage is located campus wide to notify students and visitors who use the campus of these policies.

Fire and safety drills are coordinated biennially with all internal departments and any tenant agencies. All fire-suppression equipment is tested and maintained in accordance with standards. Local police authorities coordinate with college administrators to ensure rapid response times and best-practices for safety.

Security of the physical infrastructure is accomplished through an electronic key system and a physical key admission. The Director of Facilities and executive cabinet have access to the automatic door locking system, electronic keycard permissions, and security monitoring equipment.

Safety and security training is held periodically to ensure staff and faculty are well-versed in procedures for possible events ranging from active-shooter incidents to natural disasters. The Executive Cabinet, who serves as the reunification team, trains to ensure that students displaced from campus buildings during an emergency are ushered to safety and reunified with parents or guardians. Emergency evacuation and reunification signage is located throughout all campus buildings. An Automated External Defibrillator (AED) device is located in a central and readily accessible area of each building. DCC has also designated college employees that are trained in the use of AED.

During inclement weather, the safety of students, staff, and faculty is an important factor in determining college closure. Facilities will assure safe passage to and from the campus.

Technology Infrastructure

Consistent with its mission, the Information Technology (IT) Department policies address the security of institutional data. Operating under DCC Board policies 6-8 and 6-8a, the College articulates the rights and responsibilities of DCC students, faculty, and staff with access to DCC information systems and data.

DCC complies with Department of Education FERPA requirements. The College notifies students and their families of their rights by publishing an annual notice regarding privacy and the release of student education records.

Backups of Institutional systems are managed on premise and off premise. The College uses Ellucian Banner as its student information system. Banner is maintained and managed on behalf of DCC by the Information Technology Office of the University of Montana. Backup schedules and backup media remain the responsibility of the University of Montana. All production database backups are stored within the University of Montana Commvault system. Full backups of PRDD are run every Friday at 9:00 PM. Archive log backups for PRDD are run every day of the week, and are completed every two hours with the first archive log backup starting at 2:00 AM each day. On-premise institutional systems are managed by Morrison-Mairle, a third-party contracted vendor, who provides a broad range of information-technology services to DCC. These services include routine backups, ongoing security updates, secure configuration, and management of campus servers and network infrastructure, and routine disaster-recovery testing. The College also contracts with E-Learning Innovation to provide vendor-managed enterprise services. Of particular importance, the college Learning Management System, Moodle, is hosted and managed by E-Learning Innovation, who ensures the security and continuity of the system as part of its service. In all cases, enterprise systems are managed by proven vendors with significant experience ensuring the secure backup and recovery of critical information systems.

Supporting Documentations:

[Board Policy 2-8 Alcohol, Drugs and Tobacco](#)

[College Procedure 2-8 Drug-Free Workplace](#)

[Board Policy 3-2 Alcohol, Drugs and Tobacco](#)

[College Procedure 3-2 Alcohol and Dangerous Drugs](#)

[Board Policy 6-9 General Records Retention Schedule](#)

[College Procedure 6-9 General Records Retention Schedule](#)

[Board Policy 6-8 Computer Information System](#)

[Board Policy 6-8a Information Technology](#)

[Board Policy 1-12 Campus Safety and Security](#)

[Strategic Action Plan](#)

[Emergency Plan](#)

[Annual Notice - Privacy and Release of Student Education Records](#)

[Ease Learning Help Desk Agreement](#)

[Morrison-Mairele Contract](#)

Moving Forward

As Dawson Community College prepares for the Evaluation of Institutional Effectiveness (EIE) report, supported and informed by its own self-study and strategic planning processes, the college is both enthusiastic about the opportunities and prepared for the challenges that lie ahead.

Even with the challenges that COVID-19 has brought to higher education, Dawson Community College continues to offer courses and programs that lead to certificates and two-year degrees in several technical fields. Students can also take courses that transfer to a four-year institution. The transfer degree, either Associate of Arts or Associate of Science, contains the Montana University System transfer core, which is accepted across the state of Montana and across the nation. DCC also offers numerous non-credit courses through the Workforce Development Department. Whether the courses are workforce development, adult basic skills, or enrichment in nature, the college takes pride in the community partnerships that often lead to the development of the courses.

The diversity of course offerings and programs that DCC provides has contributed to enrollment growth at the college. DCC has grown considerably in the last five years with an average yearly enrollment increase of 8%. Fall 2020 saw another increase in the sixth consecutive year at DCC, showing a 9% increase in relation to Fall 2019. This is a strong indication of growth and excitement surrounding the college and our community.

In addition, NWCCU accepted DCC's request to establish a new location in Lewistown, MT at the Central Montana Education Center (CMEC). The additional location supports the mission of the College through its core themes of Excellence through Academics and Excellence through Outreach by providing quality curriculum and instruction to its local communities. Students at the CMEC location will have opportunities to earn two-year degrees through programs that are in existence at the College's main campus. These would include the Associate of Arts degree program, Associate of Arts degree program in Addictions Counseling, the Associate of Science degree program, the Associate of Applied Science degree program in Business Management, the Associate of Applied Science degree program in Early Childhood Education, and the Associate of Applied Science degree program in Rural Organization Employee Management.

Dawson Community College continues to embrace this transitional phase of COVID-19's impact in education across the nation. DCC took many actions to combat the pandemic, including transitioning courses online, supporting students in isolation, and ensuring the health and safety of faculty, staff and administration. Accomplishments prior to the pandemic, in addition to presently in the midst of it, are in large part due to the dedication, passion and hard work of DCC's talented administration, faculty, and staff.

While the college is excited by the progress that it has made, it realizes that there is much work still to be done to ensure the long-term relevancy, viability, and sustainability of the institution. Guided by the 2018-2022 Strategic Action Plan and supported by the Key Performance Indicators, the leadership of the institution is committed to fostering a culture of evidence, transparency, shared governance and continuous improvement.

APPENDIX A: GLOSSARY OF TERMS

Academic Year: Period of time schools use to measure a quantity of study. Academic year can vary from school to school and even from educational program to educational program at the same school, but generally refers to July 1 through June 30.

Accreditation: The review of the quality of higher education institutions and programs by an association composed of institutional representatives.

Admissions: Completing and submitting the application to the college. Upon completion, accepted students receive an identification number and can take the next step of meeting with an advisor and enrolling in classes.

Administrative Withdrawal: A process initiated by the administration where a student is withdrawn from all classes.

Administrators: Administrators are defined as the Executive Cabinet (President, Assistant to the President, Vice President of Academic and Student Affairs, Vice President of Advancement and Human Resources, Director of Budget Operations, Director of Physical Plant and the Director of Athletics.)

Adult Education: Pre-college courses that help students build basic skills in reading, writing and math. The courses are non-credit.

Advisor: A faculty member or another qualified individual at the collegiate institution designated to assist students in the educational process through planning their program of study.

Advisory Committee: A representative group of individuals from a given career field who assist and advise regarding programs representing their career area. Committees are required for all career and technical programs.

Articulation Agreement: A formal agreement between colleges and universities that identifies courses on one campus that are comparable to courses on another campus.

Assessment: The process of collecting student information through standardized tests, academic transcripts, surveys, and interviews for the purpose of assisting students with the development of educational plans.

Assistant I Coaches: Those faculty who are employed up to half-time and whose primary responsibilities are to assist coaches in completion of duties related to College-recognized athletic programs. These faculty are given annual contracts. Assistant coaches are subject to the provisions of the MOU.

Associate Degree: A degree granted to students who complete a specific program of study, usually totaling 60 semester credits or more. Dawson Community College offers Associate of Arts (AA), Associate of Science (AS) and Associate of Applied Science (AAS) degrees.

Associate of Applied Science (A.A.S.): The degree designation for programs designed to lead to employment.

Associate of Arts (A.A.): General degree granted by Montana Commission of Higher Education.

Associate of General Studies (A.G.S): A degree consisting of general education and electives. The student may choose from a variety of Liberal Arts and Career/Technical courses depending on particular educational needs.

Associate of Science (A.S.): General degree granted by Montana Commission of Higher Education.

Athletic Fee: Fee that supports campus athletic programs and allows students free admission to most sporting events.

Bachelor's Degree (B.S.) (B.A.) : Degree granted by four-year colleges, usually the Bachelor of Arts or the Bachelor of Sciences.

Building and Facilities Fee: Student endorsed fees used to repay bonds that financed the construction and/or remodeling of non-academic buildings, as well as for major maintenance needs of the student and academic buildings that do not receive state support.

Building and Facilities (Non-resident Only) Fee: An additional fee for non-resident students used to repay bonds that financed the construction and/or remodeling of non-academic buildings.

Canadian Exchange Student: DCC offers a special tuition rate for residents of the Canadian provinces Alberta, British Columbia, Manitoba, and Saskatchewan. The student must also meet all other international student admission requirements of DCC. They must remain full-time students (12 or more credits) and maintain a minimal 2.00 grade point average (GPA) per term. All fees are the responsibility of the student.

Career and Technical Education (CTE): A federal designation of state-approved programs designed to lead to employment.

Cap: An enrollment limit beyond which districts do not receive funds for additional students. (Is this related to our tax dollars or our class size?) (is it short for capacity?)

Catalog: A document which represents DCC's contract with students. The catalog includes information pertaining to degree and program requirements, courses offered, and other institutional information.

Census Day: The fifteenth classroom day of the semester; used to count enrollment for funding purposes.

Certificate: A state-approved block of courses designed to lead to employment. The length may range from two courses up to one year.

Chief Executive Officer: A term used to describe a multi-campus district chancellor, the superintendent/president of a single-campus district, or the president of a college in a multi-college district.

Class Schedule: The listing of courses including hours, days, instructor and room assignments to be offered each term.

Class Standing: Designation for undergraduate students of freshman, sophomore, junior, and senior standing. These are usually determined by earned semester hours and not by the number of years a student has been in college. The number of credits needed for class standing can vary by college. For example:

- Freshman: Fewer than 30 credit hours
- Sophomore: At least 30 credit hours but fewer than 60 credit hours

Credit: The unit of value given to each course. Credits can be calculated based on lecture time, lab time or outside homework time expected.

Common Course Numbering (CCN): A numbering system to identify comparable courses at multiple institutions.

Computer/Technology Fee: A fee that supports campus-wide technology infrastructure, including instructional-related computing equipment, software, and maintenance, as well as computer networks and related infrastructure/systems.

Concentration: The area of study a student decides to focus on for a bachelor's degree. It can be used in place of the term "major," but most often it refers to a particular focus within a major. For example, a Business major may concentrate in Accounting or Marketing.

Concurrent Enrollment: A high school student takes a class at the high school that has qualified for college credit. The student will receive both high school and college credit for the course.

Course Equivalencies: A guide outlining how a course at one school specifically transfers to another school. Often it indicates what specific requirement the course will meet, such as whether it is toward general education, elective, or major. The learning outcome of the transfer course must meet 80% of the outcomes of the DCC course.

Credit Course: Courses for which credit units are granted.

Continuing Education: Short-term courses, programs, or organized learning experiences for adults, sometimes taken after a degree is obtained, to enhance personal or professional goals. Courses are offered in a variety of topics from business planning to photography and creative writing. Continuing education can also include courses that bring participants up to date in a particular area of knowledge or skills, which are required for a job. Continuing Education courses are not for credit and are not eligible for financial aid.

Counseling: Guidance and support provided to students to help manage stress or other difficulties that they may encounter while in school. Counselors meet with students individually to discuss any problems or issues and help students cope with the challenges they may experience.

Dawson Promise: Dawson Promise is a grant-funded program that focuses on helping youths who are homeless, unaccompanied, or aging out of the foster care system obtain a two-year education without debt. Students who participate in Dawson Promise have support in navigating the college system as well as mentoring.

Developmental Education Courses: Courses designed to help students to overcome a deficiency in a skill area and prepare for study at the postsecondary (college) level.

Distance Learning: Education that occurs outside of the traditional classroom and on an individual basis. The students and instructors interact through web-based communication. Lectures can be viewed online and homework assignments and questions are submitted via email. Also called online learning.

Dual Credit: The umbrella term that includes both concurrent enrollment and Early Start.

Early Start: A high school student who is taking a class at DCC and receives credit at both the high school and the college.

Elective: A course taken that does not count toward a particular course requirement. However, electives can often be used as credits toward a degree and many associate and bachelor's degrees have elective classes a student can choose from.

Emphasis: Similar to a concentration. An area of study a student decides to focus on with an educational pathway.

Enrollment: The process of choosing and signing up for the classes you would like to take during the semester. Enrollment is often done with the assistance of a college advisor. Also referred to as registration.

Enrollment Management: The term used to describe processes related to setting priorities for student enrollment.

Equipment Fee: A fee used to purchase and maintain classroom and student lab equipment.

Exempt Employees: Employees are those who are not subject to the minimum wage and overtime requirements of the Fair Labor Standards Act, based upon the types of duties performed.

Faculty: Those employees teaching at least thirty (30) credit hours per year, unless otherwise waived pursuant to GFT CBA Article 13 regarding authorized leave, and with consideration to “student credit hours” and whose major role is in classroom instruction, academic advising of students and teaching faculty on released time for para-curricular or administrative duties, and whose duties constitute a full-time position during the life of this agreement. Student credit hours

are defined as the number of credits times the number of students in that class. A two-hour (2) lab will count as two (2) student credit hours. Full-time faculty and full-time faculty on released time will receive annual contracts.

Faculty Overload: Refers to classes taught by faculty that are over the standard full-time faculty workload and compensated as such.

FAFSA: Free Application for Federal Student Aid. Filling out a FAFSA form is the first step in the financial aid process. To be eligible to receive federal financial aid, a student must complete a FAFSA. When a student transfers, financial aid does not automatically follow that student to the new school. FAFSA information must be sent to the transfer school before a financial aid award can be determined.

Fees: Charges added to student's bill to cover administrative fees, course fees, student fees, application fees, graduation fee and other similar costs.

Fiscal Year: In Montana, it is the period beginning July 1 and ending June 30. Federally-funded programs use a fiscal year beginning October 1 and ending September 30.

Full-Time Classified Employees: These are those who the College normally schedules to work 40 hours per workweek (Mont. Code Ann. 2-18-601(7)).

Full-Time Professional Staff: These are employees who formally supervise other employees and are responsible for an administrative unit (e.g., Physical Plant, Information Technology, etc.).

Full-time Student: A student is considered full-time when he or she takes at least 12 credits per term. However, to complete an associate degree in two years, students should take 15 or more credits per term, excluding summers, of approved course work.

General Education: Certain groups of courses required of all degree candidates.

General Education Requirements: Courses in the Arts and Humanities, Communication, Social Sciences, Science, and Math that provide students with a broad educational experience. Courses are usually introduction classes and provide students with an overview of skills and knowledge. Transfer students often take these courses while attending a community college. Completion of a general education program is required for a bachelor's degree.

Grade Point Average (GPA): The average of all the course grades you have received, on a four-point scale.

Growing Eastern Montana (GEM) Students: Residents of North Dakota, South Dakota, and Wyoming. Tuition and fees are equivalent to the In-State/out-of-district rate.

Health Service Fee: Fee that supports the campus health center and provides students with medical, dental, counseling and health services.

In-District Students: Students who pay or whose parents pay taxes on real property located within the Dawson Community College District and who have resided in the district for one continuous year or more or whose parents have had permanent residence for at least one full year in the Dawson Community College District.

Institutional Effectiveness Committee: A group of nine committees consisting of representatives from faculty, staff, administration, and students.

In-service: A twice yearly event, which takes place at the beginning of the semester, and brings all employees together to address the goals and objectives of the semester.

In-State/Out of District Students: Residents of Montana who do not qualify as “In-District Students” because they have not resided in the district for at least one consecutive year or whose parents are not real property taxpayers in the Dawson Community College District.

Internship: A supervised career experience where students begin working in their field of interest while pursuing a degree. Students get work experience and have the opportunity to meet people already working in the field. Typically, students work a certain number of hours per week for a set period of time (for example, 10 hours per week for one semester). Internships can be paid or unpaid, required or optional for some degree programs, or something a student can participate in without earning credits toward a degree.

Learning Management System: The systems DCC uses to deliver online curriculum to students.

Library: Fee that provides funding to support library operations, including the purchase of library acquisitions, books, manuscripts, monographs, electronic resources, and other materials for the Library, as well as expanded hours of operation.

Lower Division: The first two years of college work, 100 and 200 level courses. Community colleges typically only offer lower division coursework.

Major: A specific program of study a student plans to pursue at a college or university.

Minor: It is a secondary field of specialized study and requires fewer credits than a major to complete. Dawson Community College does not offer minors.

Non-Exempt Employees: Employees are those covered by the minimum wage and overtime requirements of the Fair Labor Standards Act, based upon the types of duties performed.

Non Credit course: Courses for which credit units are not granted.

Official Transcript: Official record of the classes a student has taken, along with the student's grades in those classes. Students usually need to send an official copy of their Dawson Community College transcripts with their transfer applications. Official transcripts are sealed and stamped by the college and are often sent directly on the student's behalf. Students can request their official transcripts at the Student Enrollment & Records office.

Open Access or Open Admissions: A policy that permits students to enter the college and enroll in course work. Entrance into specific courses, however, is limited to those who have demonstrated the ability to handle the work.

Out-of-State Students: Students who are neither Montana residents nor are their parents Montana real-property taxpayers.

Part-Time Classified Employees: These are those who the College normally schedules to work less than 40 hours per week (Mont. Code Ann. 2-18601(10)). Employees who normally work 20 hours per week or more are eligible for College benefits.

Part-Time Faculty: Those faculty whose duties are instructional, paracurricular, or administrative, and who are employed by the College at least one-half (1/2) time, but not full-time. Part-time faculty who are less than full-time but at least half-time will receive semester contracts subject to semester review of such positions by the College.

Perkins Act: A federal financial aid program that provides funds to low-income students to help pay their educational expenses.

Placement: The process of advising a student to enroll in a particular course based on prerequisites, a valid standardized test or other multiple measures.

Prerequisite: A requirement which must be completed prior to enrollment in a course. Prerequisites are listed in the course description.

Program: A formally approved or informal designation for a specific area of study.

Semester Term: DCC offers a 15 -week academic term for Fall and Spring; 10 weeks for Summer.

Semester Credits: Credit earned from a semester system. One (1) quarter-credit hour equals .66 semester-credit hour. Courses in this catalog are indicated in semester terms and total hours of instruction.

Special Lecturers: Those individuals who are presenting a specific training or course of instruction that is less than a semester in length. Special lecturers will receive a contract only for the specific training or instruction they provide. Special lecturers are not part of the collective bargaining agreement.

Student Overload: A limit on the number of credits a student can take in a given semester.

Recreation Fee: Fee that allows students access to campus recreation facilities and supports other recreational activities offered on campus, which may also include intramural sports. Funds may be used to operate and maintain recreational facilities.

Remedial Courses: See "Developmental Education Courses."

Request for Proposal: Announces the availability of contract funds; outlines the process for application and selection. State agencies and districts utilize the RFP process to select vendors for equipment, services, etc.

Service Learning: A policy and program that advocates community service as an integrated component of a student's education.

Shared Governance: The practice of involving faculty, staff, administrators, and students in policy discussions at the local and state levels.

Short-Term Workers: Employees who (a) the College hires for an hourly wage, (b) will not work for the College for more than 90 days in a continuous 12-month period, (c) is not eligible for permanent status, (d) the College will not hire into another position without a competitive selection process; and (e) are not eligible to earn leave and holiday benefits (Mont. Code Ann. 2-18-101(23)).

State Guaranteed Transfer Courses General Education: Courses designated by the Montana University System and the Commission on Higher Education to transfer from one public college/university to other public colleges/universities. (See also Common Course Numbering)

State Mandates: Activities required by state legislation.

Student Government/Activity Fee: Fee that supports the operation of student government, may include student transportation related fees (bus, etc.), radio, student newspapers, and recycling.

Student Support Fee: Fee that is used to help fund academic support services and centers.

Student Union Fee: Fee that funds personnel, programs, staff, maintenance, equipment, utilities and deferred maintenance projects of student union buildings.

Style Guide: A document that provides guidelines for the way the College's brand should be presented both in a graphic and language perspective.

Syllabus: A contract of the course between the faculty and student that includes important information such as course outline, test dates, due dates for homework, assignments, policies and expectations.

Temporary Classified Employees: Employees who (a) the College designates as temporary for a definite period of time not to exceed 12 months, (b) perform temporary duties or permanent duties on a temporary basis, (c) are not eligible for permanent status, (d) the College terminates at the end of the employment period, and (e) are not eligible to become a permanent employee without a competitive selection process (Mont. Code Ann. 2-18-101(26)).

Temporary Non-Classified Employees: Employees who (a) the College designates as temporary for a definite period of time not to exceed 12 months, (b) perform temporary duties on a temporary basis, (c) are not eligible for permanent status, (d) the College terminates at the end of the employment period, and (e) are not eligible to become a permanent employee without a competitive selection process (Mont. Code Ann., 2-18-101(26)).

Transcript: A copy of a student's academic record prepared by the Registrar's Office. See: "Official Transcript" also.

Tenure: Tenure refers to an educator's employment status, usually gained after a certain amount of years of service determined by the institution. When a professor has gained tenure, he or she can only be terminated for a justifiable cause or under extreme circumstances.

Undergraduate Level: A term used to define classes at the associate and bachelor's degree level and students who are working toward these degrees. Course numbers generally are 100 and 200 level.

Unofficial Transcript: Unofficial record of the classes a student has taken, along with the student's grades in those classes. Unofficial transcripts can be printed from a student's "My Info" account or can be requested from the Registrar's office.

Western Undergraduate Exchange (WUE): Dawson Community College participates in the Western Undergraduate Exchange (WUE), a program of the Western Interstate Commission for Higher Education and other Western states. Through WUE, students from Alaska, Arizona, California, Colorado, Commonwealth of the Northern Marianas Islands, Hawaii, Idaho, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming may enroll at Dawson Community College in any program, paying "In-State/Out-of-District Student" tuition rate plus 50 percent of that amount (plus other fees that are paid by all students).

Workforce Development: Generally, a department within the community college that is focused on short-term training to prepare students for jobs. This department also helps students access funding sources to pay for the training as well as provide assistance in accessing additional services to help with student success such as support services and tutoring. Should we address what DCC does rather than other possible models? Depending on the college, the Workforce Development department can be part of the Professional/Technical department or it can be a separate department. Workforce Development can also be referred to as Workforce Education in some colleges. (See Workforce Education and Professional/Technical Education)

Workforce Education: Programs focused on developing work related skills in a given occupation. In the college, Workforce Education may be another name for Workforce Development, or it may be another name for the Professional/Technical Division. (See Workforce Development and Professional/Technical Education)

Work Study: A type of financial aid program that provides money for students in return for working at the college or in off-campus placements made by the college.

Upper Division: The last two years of college work, 300 and 400 level courses.

Appendix B: ACRONYMS

AA - Associate of Arts
AACRO - American Association of Collegiate Registrars and Admission Officers
AAS - Associate of Applied Science
ABE - Adult Basic Education
ACE - American Council in Education
ACT - American College Testing
ADA - Americans with Disabilities Act
AE - Adult Education
AP - Advanced Placement
AS - Associate of Science
ASB - Associated Student Body
BOT - Board of Trustees
BP - Board Policy
CCN - Common Course Numbering
CLO - Core Learning Outcomes
CP - College Policy
CPA - Certified Public Accounting
DCC - Dawson Community College
DCCU - Dawson Community College Unified
DOE - Department of Education
DE - Dual Enrollment
EDEC - Economic Development Education Council
ELL - English Language Learners
EOT - End of Term
ES - Early Start
F - Fall Semester
FERPA - The Family Educational Rights & Privacy Act of 1974, aka Buckley Amendment
FTE - Full Time Equivalent
GED - General Educational Development
GFT - Glendive Federation of Teachers
GPA - Grade Point Average
HiSET - High School Equivalency Test
IB - International Baccalaureate
IPEDS - Integrated Postsecondary Education Data System
LMS - Learning Management System
MACRAO - Montana Association of College Registrars and Admission Officer
MUS - Montana University System
NACEP - National Alliance for Concurrent Enrollment Partnerships

NC3 - National Coalition of Certification Centers
NWCCU - Northwest Commission on Colleges and Universities
OP - Operating Procedure
SARA - State Authorization Reciprocity Agreement
S - Spring Semester
SDAS - Student Disability and Accommodation Services
STEM - Science, Technology, Engineering, & Mathematics
USDA - United States Department of Agriculture

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Policies, Regulations, and Financial Review Report



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