February 2022

Evaluation of Institutional Effectiveness Report

DAWSON COMMUNITY COLLEGE

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Table of Contents

Contents

Eligibility Statement

APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

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)

Kathleen P. O'Leary
(Name of Chief Executive Officer)

Kathleen P. O'Leary
(Signature of Chief Executive Officer)

February 3, 2022
(Date)

Institutional Overview

DCC History

Dawson Community College (hereafter referred to as DCC or College) is a comprehensive community college located in Eastern Montana in the city of Glendive. The College was founded in 1940 as Dawson Junior College to provide two-year transfer curricula for local and district students. Many adjunct instructors taught communications, mathematics, sciences, and humanities courses. Like many junior colleges at that time, DCC was housed in the local high school, which served as the primary source of students and faculty. In 1966, the community of Glendive voted to establish a community college district. Funding was secured to detach from the high school and build a separate facility. The campus was relocated to an acropolis overlooking the city and continues in this location to date. The facility included classrooms, library, student center, bookstore, practice gymnasium, and offices for the business personnel, faculty, and administration. During this time, the college continued the transfer mission and changed the name to Dawson College, which was the trend. Within ten years of relocating, career and technical programs were added to the campus offerings, and the name was changed to Dawson Community College. The first official mission statement was drafted to reflect the new role as a comprehensive community college.

DCC Board of Trustees

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

DCC Programs

The College offers courses and programs leading to a variety of associate degrees and certificates in academic transfer and career and technical fields. The College also offers developmental and adult basic skills programs and a range of continuing education noncredit courses for professional growth and personal enrichment.

The transfer degree, either Associate of Arts or Associate of Science, contains a common core, which is accepted across the state of Montana. The General Education/Transfer courses, in general, are widely accepted at institutions across the nation. Within Career Technical Education (CTE), the College develops Associate of Applied Science (AAS), Certificate of Applied Science (CAS), and Certificate of Technical Science (CTS) degrees that are appropriate for a two-year college. CTE programs support students by requiring industry recognized certifications.

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 College is fully committed to the role of a comprehensive rural community college and seeks to foster a culture of excellence in education, providing all students quality learning and opportunities for growth and partnership in local and global communities.

NWCCU REPORTS | Basic Institutional Data Form

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

Institutional Information

Name of Institutional: Dawson Community College

Mailing Address: _____300 College Drive_____

Address 2: _____

City: ___Glendive_____

State/Province: _____MT_____

Zip/Postal Code: _____59330_____

Main Phone Number: ____406.377.9400_____

Country: _____USA_____

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): _Ms._____

First Name: _____Kathleen_____

Last Name: _____O'Leary_____

Position (President, etc.):_President_____

Phone: (406) 989-0788

Fax: (406) 377-8132

Email: __koleary@dawson.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): _Ms._____

First Name: _____Suela_____

Last Name: _____Cela_____

Position (President, etc.):_Vice President____

Phone: _406.377.9403_____

Fax: (406) 377-8132

Email: __scela@dawson.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Ms_____

First Name:Kathleen

Last Name: O'Leary

Position (President, etc.):_Director of Bus. Operations

Phone: (406) 989-0788

Fax:(406) 377-8132

Email: koleary@dawson.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

X Comprehensive

☐ Specialized

☐ Health-Centered

☐ Religious-Based

☐ Native/Tribal

☐ Other (specify): _____

Degree Levels *(Choose all that apply)*

X Associate

☐ Baccalaureate

☐ Master

☐ Doctorate

☐ If part of a multi-institution system, name of system: _____

Calendar Plan *(Choose one that applies)*

X Semester

☐ Quarter

☐ 4-1-4

☐ Trimester

☐ Other (specify): _____

Institutional Control

☐ City   ☐ County   X State   ☐ Federal   ☐ Tribal

X Public   OR   ◯ Private/Independent   X Non-Profit   OR   ◯ For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS) **415.25**

Official Fall: (most recent year) FTE Student Enrollments credit FTE with unduplicated student headcount and non-credit FTE with unduplicated student

headcount

Classification	Current Year: ___2020-2021_____	One Year Prior: _____2019-2020_____	Two Years Prior: _2018-2019_____
Undergraduate	**387**	**326**	**308**
Graduate	**0**	**0**	**0**
Professional	**0**	**0**	**0**
Unclassified			
Total all levels	**387**	**326**	**308**

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)   **455**

Official Fall: _____(most recent year) Student Headcount Enrollments

Classification	Current Year: ___2019-2020_____	One Year Prior: _____2018-2019_____	Two Years Prior: _2017-2018_____
Undergraduate	1048 (2020-21)	**993 (2019-20)**	**839 (2018-19)**
Graduate	0	**0**	**0**
Professional	0	**0**	**0**
Unclassified			
Total all levels	1048	**993**	**839**

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff

- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

- Include only professional personnel who are primarily assigned to instruction or research.

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

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0
Instructor	12	1	1	1	1	7	0	3
Lecturer and Teaching Assistant	0	0	0	0	0	0	0	0
Research Staff and Research Assistant	0	0	0	0	0	0	0	0
Undesignated Rank	0	0	0	0	0	0	0	0

Faculty (all locations)

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

Rank	Mean Salary	Mean Years of Service
Professor	**0**	**0**
Associate Professor	**0**	**0**
Assistant Professor	**0**	**0**
Instructor	**49,993**	**7.46**
Lecturer and Teaching Assistant	**0**	**0**
Research Staff and Research Assistant	**0**	**0**
Undesignated Rank	**0**	**0**

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows

- Balance Sheet – collapsed to show main accounts only; no details

- Operating Budget

- Capital Budget

- Projections of Non-Tuition Revenue

Response: The documents identified above are attached in the "Audits and Budgets" folder.

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2021- 2022 (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

* <u>This listing does not substitute for a formal substantive change submission to NWCCU</u>

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
NWCCU list is current and correct, no substantive changes approved/in process.			

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites <u>within the United States</u> where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

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

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

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

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

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Circle High School	1105 F Ave	Circle, MT 59215	Dual Enrollment	4	13	1
Sidney High School	1012 4th Ave SE	Sidney, MT 59270	Dual Enrollment	5	46	2
Dawson County High School	900 N Merrill Ave	Glendive, MT 59330	Dual Enrollment	14	56	6
Glasgow High School	229 7th Ave N	Glasgow, MT 59230	Dual Enrollment	12	75	7
Savage High School	368 Mesa Ave	Savage, MT 59262	Dual Enrollment	1	4	1
Reed Point High School	308 Central Ave	Reed Point, MT 59069	Dual Enrollment	2	7	1

Medicine Lake High School	**311 Young St**	**Medicine Lake, MT 59247**	**Dual Enrollment**	**5**	**4**	**2**
Nelson Academy	**PO Box 23**	**Scobey, MT 59263**	**Dual Enrollment**	**1**	**1**	**1**
Wibaux High School	**121 F St N**	**Wibaux, MT 59353**	**Dual Enrollment**	**1**	**10**	**1**
Winnett High School	**305 S Broadway Ave**	**Winnett, MT 59087**	**Dual Enrollment**	**2**	**6**	**1**

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. *If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.*

* This listing does not substitute for a formal substantive change submission to NWCCU

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Dawson Community College	300 College Drive Glendive, MT 59330	Associate of Applied Science	Business Management	9	Yes	
Dawson Community College	300 College Drive Glendive, MT 59330	Associate of Applied Science	Early Childhood Education	16	Yes	
Dawson Community College	300 College Drive	Associate of Applied Science	Criminal Justice	24	Yes	

	Glendive, MT 59330					
Dawson Community College	**300 College Drive Glendive, MT 59330**	**Associate of Applied Science**	**Rural Organization Employee Management**	**1**	Yes	
Dawson Community College	**300 College Drive Glendive, MT 59330**	**Associate of Arts**	**Chemical Dependency Counseling**	**36**	Yes	
Dawson Community College	**300 College Drive Glendive, MT 59330**	**Associate of Arts**	**General Studies**	**116**	Yes	
Dawson Community College	**300 College Drive** **Glendive, MT 59330**	**Associate of Science**	**General Studies**	**167**	Yes	
Dawson Community College	**300 College Drive** **Glendive, MT 59330**	**Certificate of Applied Science**	**Early Childhood Education**	**0**	Yes	

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites <u>outside the United States</u> where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
The American Campus	Royal Road Belle Rose	Quatre-Bornes Mauritius	Associate of Arts	11 (AY20-21) 5 (AY21-22)	5 (AY20-21) 5 (AY21-22)	2
The American Campus	Royal Road Belle Rose	Quatre-Bornes Mauritius	Associate of Science	15 (AY20-21) 5 (AY21-22)	8 (AY20-21) 8 (AY21-22)	2
The American Campus	Royal Road Belle Rose	Quatre-Bornes Mauritius	Associate of Applied Science Business Management	8 (AY20-21) 4 (AY21-22)	2 (AY20-21) 2 (AY21-22)	2

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Preface

A) Update on Institutional Changes

Dawson Community College has undergone several significant changes since submitting the midcycle peer evaluation report. An overview of these changes is included below.

Leadership Changes and Transitions

President Scott Mickelsen resigned in June 2021 after several weeks of budget discussions between the DCC Board of Trustees and the President. The Board started an immediate search for an interim president to serve for the 2021-2022 academic year and contracted with Pauly Group to conduct the search for a permanent president.

Ms. Kathleen O'Leary was appointed Interim President for the 2021 - 2022 academic year. O'Leary has over thirty years of experience across the workforce, higher education administration, public service, and private sectors. She previously served as the Vice President of Administration for DCC from 2013-2018 and came to DCC from the Montana Department of Labor, where she served as Deputy Commissioner from 2018-2021. Interim President O'Leary's institutional knowledge, interpersonal skills, and executive leadership make her the ideal leader to help strengthen the foundation of the College.

The Director of Business Operations position at DCC is currently vacant. Given her experience, Interim President O'Leary has also stepped into the role as the College's Chief Financial Officer. For additional support, Interim President O'Leary renewed a contract with Anderson Zurmuehlen (AZ), an accounting firm that had previously worked with the College. Currently, AZ assists the College by completing reconciliations, proposing reconciling and closing year-end entries, and compiling financial statements for fiscal years 2021 and 2022. Moving forward, the College intends to hire a full-time Director of Business Operations to serve as the College's CFO and oversee the Business Office at DCC. The position is currently posted externally on the College's website, and in higher education portals. In addition, the College has reached out to third parties to assist with recruiting efforts.

Vice President of Academic and Student Affairs (VPASA) Suela Cela submitted her resignation in Spring 2021 and will be leaving DCC at the end of the Spring 2022 semester.

The College has experimented with various organizational structures over the last seven years. DCC has used two models to address leadership for academic and student affairs departments. At the beginning of the accreditation cycle, the departments were led separately with a Dean of Academics

and a Dean of Students. Later on, the College combined both departments and hired a Vice President of Academic and Student Affairs (VPASA), with more staff support for each area. The College has had both a VPASA and Dean of Academics working at the same time for only a brief time during this accreditation cycle. Since the pandemic and the continuous hiring challenges, DCC leadership has reflected on the appropriate model for the College's size and setting. With the announcement of VPASA Cela's resignation in 2021, the College opted to hire a Dean of Academics and Dean of Students to oversee each respective area. Upon VPASA Cela's departure at the end of the Spring semester, the College does not intend to fill the VPASA position.

The College hired Mr. Justin Beach as the Dean of Student Success in the summer of 2021. Mr. Beach has over ten years of experience in higher education in varying degrees of responsibility in Texas and Montana. He has served as Compliance Specialist, Systems Analyst, and Associate Director, and recently as Director of Financial Aid at DCC. Mr. Beach has served as the President of the Montana Association of Student Financial Aid Administrators and served as the Montana state representative on the Rocky Mountain Association of Students Financial Aid Administrators.

The College hired Mr. Matt Hull as the College's Dean of Academics in the Summer of 2021. Mr. Hull has been a part of the DCC campus community continuously since 2007, first serving in the admissions office from 2007-2011. Mr. Hull has served as an adjunct faculty at DCC since 2008, teaching Ethics, Political Science, and Community Leadership. Mr. Hull has nearly 20 years of experience working in public and nonprofit organizations, including various positions working for city, county, and state governments. He has served in a wide variety of leadership roles both professionally and voluntarily and is certified as a Coach, Trainer, and Speaker with the John Maxwell Team leadership organization.

VPASA Cela currently serves as the College's Accreditation Liaison Officer (ALO). The College understands the critical role of the ALO for the institution. As the College is preparing the 2022-2023 budget, the Interim President has requested the allocation of human and financial resources for an ALO position going forward.

Recently, the College has seen significant turnover among employees in multiple positions. The primary reasons for separations were moving closer to family, retirement, and securing other employment. The employee turnover created cultural stress and gaps in continuity of services.

While unsettling, the changes have also brought new energy on campus. DCC has welcomed new enthusiastic administrators, faculty, and staff. They bring with them new perspectives, ideas, and opportunities.

Employees new to DCC have benefited from the processes, policies, and systems the College has implemented through the years, allowing the College to continue providing quality education and opportunities for growth and partnership. Today, the College is committed to creating a student-centered learning environment where all students feel like they belong and know they have a personal connection to the campus community.

Budget

Over the last seven years DCC has enjoyed increases in revenue resulting from higher enrollments, grant opportunities and Foundation support. Since revenue was increasing, the College grew lax in some of its resource monitoring. The Board of Trustees had instructed President Mickelsen to reduce spending in order to replenish reserves. At the time of his departure, the College had not sufficiently reduced spending to comply with the Board's directives. In Spring and Summer 2021, the Board of Trustees approved significant cost saving measures to bring expenditures in line with revenue. As a result, several layoffs, staff furloughs, and reductions in budget authority were initiated. FY22 spending is now aligned with budget expectations and current revenue. In addition, the College is closely monitoring spending, reviewing finance policies, setting reserve balances, and conducting training to reinstill budget processes to College personnel to ensure appropriate management of financial resources.

Focus on Student Success and Diversity, Equity, and Inclusion

The College is new in its efforts to advance diversity, equity, and inclusion. In the 2021-2022 academic year, the College formed the Diversity, Equity, and Inclusion Committee (DEI) to lead the College's efforts in increasing diversity and cultural competence amongst employees and the student body. To show commitment towards this work, the College has contracted with Spark Consulting to guide the College leadership and DEI Committee in this important work.

The DEI Committee is currently working to develop a strategy for a cultural assessment/equity audit. Furthermore, the College will be focusing on training to address Cultural Humility, Unconscious Bias, Blindspots, Mitigating Bias, Intersectionality, and History of Whiteness in the United States. The work will culminate in the College's adoption of common DEI terminology, common practices, and an Equity Plan that can be aligned with the next strategic plan.

Academic Programs

Since 2016, the College has developed multiple degrees and certificates (short-term and year-long). The College built these programs in response to student, business, and industry needs. The College started the Corrosion Program and ROEM (Rural Organization Employee Management) program.

DCC enhanced the Ag Program to address the ever-changing demands of the Agricultural industry. In addition, the College developed the Certificate of Technical Skills (CTS). The College is also currently working on a Certificate of General Studies to help students get a certificate upon completing their first year (60 credits).

The College also focused on increasing the dual enrollment (DE) course offerings during this accreditation cycle. DCC fostered new partnerships with service area high schools to expand the program.

During this accreditation cycle, DCC created multiple transfer agreements with in-state public and private institutions and regional universities. These agreements were established based on where DCC students are from and where they usually transfer. The VPASA's office worked closely with DCC faculty to review and improve some programs to create a seamless transition for DCC students through these agreements.

Furthermore, the College joined the Montana University System in developing corequisites courses in Math and English. Before taking standard college-level courses, students take the corequisites to become more proficient in their knowledge and skill in these core subjects.

Workforce Development

The Workforce Development Department also expanded its noncredit offerings in the past several years to address community needs. Some of these efforts included bringing a short-term Truck Driving (CDL) course, contracting with another institution to provide Welding short-term training, addressing the needs of displaced employees from Burlington Northern Santa Fe Railway (BNSF) when the company declared that it would close in Glendive. In addition, the Workforce Development Department played a crucial role in addressing K-12 teacher training needs by offering annual Teacher Symposiums to support the needs of K-12 educators.

Student Services

During the current accreditation cycle, DCC significantly expanded services to students.

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

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 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.

Enrollment

DCC has enjoyed a significant increase in enrollment over the last five years. The increase in enrollment is due to various reasons, such as adding new athletic teams, academic programs, increasing dual enrollment opportunities, and offering more online courses.

Dawson Community College Resident FTE Increase by year

	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	FALL 21
TOTAL FTE	**257**	**289**	**305**	**324**	**387**	**359**
RESIDENT	165	183	205	224	249	325
NONRESIDENT	59	63	45	63	98	95
WUE	33	43	55	37	39	35
FTE INCREASE		32	16	19	63	
% FTE INCREASE		**12.45%**	**5.54%**	**6.23%**	**19.44%**	

Funding for students completing courses through dual enrollment is not as significant as the college's funding for state-funded enrollments compared to the other colleges in the university system.

However, it has been sufficient to help the college maintain a sound financial footing. DCC has continuously prioritized enrollment from dual enrollment programs and growing state-funded enrollments. The expansion of athletic teams, the increase in fully online degree-seeking programs, and an effort to expand evening offerings are all efforts to meet the needs of working adults and grow state-funded enrollments.

DCC Presidential Search

The DCC Board of Trustees has initiated the search for the next President. The Board contracted with Pauly Group to advertise, recruit, and assist the Presidential Search Committee in screening all candidates. Trustee Sarah Thorson is chairing the Presidential Search Committee, which comprises college stakeholders, community members, faculty, and staff.

Supporting Documentation

[Executive Cabinet Position Descriptions and Curriculum Vitae](#)

B) Response to Topics Previously Requested by the Commission

Dawson Community College received two Recommendations during the PRFR Report Evaluation in June 2021.

Recommendation 1

The College took immediate action, upon reviewing the concerns which NWCCU reported in the Policies, Regulations, and Financial Review (PRFR) report response. The College has addressed each concern in Appendix C: PRFR Report Follow-Up.

Recommendation 2

2.C.4 Concern: There was no evidence of policies or procedures ensuring the protection of the college from cybersecurity threats or other emergencies.

In response to the concern on 2.C.4, the College developed college procedures to address cybersecurity threats on-campus. The list of the procedures is found in Appendix C: PRFR Report Follow-Up.

2.E.1 Concern: The audit provided was not the most recent. The net financial position as described in the 2018-19 audit, is declining, and significant material deficiencies were identified in that audit with no evidence they were addressed. Sufficient cash flow and reserves were not addressed in the response nor was there a plan provided indicating the college is addressing these challenges.

Financial Audit Process Changes

As a public institution, the College follows the Legislative Audit Act regarding financial audits. Per Montana Code Annotated Title V, Chapter 13, Legislative Audit Act, a financial audit is performed annually by a Certified Public Accounting (CPA) firm.

In prior years, the Legislative Audit Division contracted a CPA firm through a request for a proposal process. All proposals were sent to the Legislative Audit Division (LAD) for auditor selection. Once the auditor was selected, a contract was executed between the Legislative Audit Division and the CPA firm. Upon the CPA firm finalizing the audit, the results were shared with BoT, and LAD for final approval prior to final public release. Due to COVID-19 complications, LAD postponed approval of the FY2020 Audit to November 2021. As a result, the College's most recent audit at the time of the PRFR report submission was the FY2019 Audit.

In the 2021 legislative session, the contracting process for hiring a CPA firm for community colleges was changed for FY2022. Due to workforce shortages and continuing COVID struggles, LAD found it challenging to find CPA firms to conduct audits for the three stand alone community colleges. This prompted LAD to request a change in the process. Following a change in statute, effective July 1, 2021 community colleges are now responsible for locating and executing a contract with an independent CPA firm and coordinating audit completion with LAD. The College has agreed to work with Wipfli (who also conducted the FY20 audit) for their FY21 audit. However, just like many other businesses in Montana, Wipfli is also challenged by workforce shortages. As such, FY21 audit fieldwork is not scheduled to begin until May 2022 with a tentative scheduled completion date of July 2022. Once again this timeline impacts DCC's submission of the most current audit to NWCCU.

The College Addresses Audit Findings

In the 2019 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

Both findings were carried over from the prior fiscal year. DCC agreed with the auditor's finding and has since taken the following steps to address the concerns:

1) During the 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. This caused 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. This 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.

In the 2020 Audit, Wipfli LLP stated the following information regarding 2019 Audit:

1) 2019-001 Partially Implemented, Restated 2020-001

2) 2019-002 Implemented

In the FY2020 Audit, DCC received a restatement of 2019-001 finding. The auditors agreed the College had made improvements; however there were still accounts not reconciled to subsidiary ledgers. The College agreed with the finding and has taken the following steps to correct it. The College has contracted with Anderson Zurmuehlen (AZ) to bring reconciliations up to date and continue with monthly processes going forward. However, FY20 audit was not completed until FY21 had already ended. As a result, the College anticipates the finding will be repeated in the FY21 audit, with new processes addressing the finding in the FY22 audit.

The College has Sufficient Cash Flow and Reserves to Achieve Mission Fulfillment

The College is financially stable, manages sufficient cash flows, and actively monitors reserves; however, like many other rural community colleges, DCC works with small budget numbers. Every year the College provides the entire college experience to the region of eastern Montana on a total of $8-9 million budget.

Financial stability and cash flow management are a constant conversation throughout budget preparation and during day-to-day operations. The College is funded through three major revenue

streams for the general fund operations: state appropriation, local funding, and tuition. The past seven years have been a roller coaster of addressing state appropriation concerns and balancing a reliance on local mill levies.

The College had seen a significant decrease in enrollment from 2005 to 2016. This created a strong reliance on local mill levies as tuition decreased. In 2017, BoT directed President Mickelsen to focus his efforts on building enrollment. These efforts resulted in double-digit increases in enrollment and the corresponding increase in tuition. As a result, the College now benefits from a healthier composition of the three funding streams.

In an effort to grow enrollment over the last five years, spending of reserves occurred in multiple funds. BoT questioned the necessity of several added positions and the sustainability of some of the recruiting strategies. In addition, the 2019 Audit noted continued decreases in net position, causing the BoT to take action. The direction was given to President Mickelsen to address the decreases in net position and decrease salaries and benefits (the College's largest expense). After failing to do so, the BoT elected to reduce the budget by reducing salaries and benefits, capped tuition waivers, and began monitoring expenses more closely.

President Scott Mickelsen resigned in June 2021 after several weeks of budget discussions between the college board and the president. The Board of Trustees started an immediate search for an interim president to serve for the following academic year.

Ms. Kathleen O'Leary was appointed Interim President for the 2020 - 2021 academic year. O'Leary has over thirty years of experience across the workforce, higher education administration, public service, and the private sector. She previously served as the Vice President of Administration for DCC from 2013-2017 and came to DCC from the Montana Department of Labor, where she served as Deputy Commissioner from 2017-2020. Interim President O'Leary's institutional knowledge, interpersonal skills, and executive leadership make her the ideal leader to help strengthen the foundation of the College.

Given her experience, President O'Leary also currently serves as the Director of Business Operations. The College has also contracted with Anderson Zurmuehlen (AZ) to assist the College in reconciling and closing out FY21 and continuing monthly reconciliations going forward. Moving forward, the College plans to hire a full-time Director of Business Operations to oversee at DCC. The position is posted and the College is currently accepting applications. In addition, the College has partnered with Pauly Group to help with the recruiting of this position.

The College Addresses Decrease in Net Position

The College operates with small budgets, therefore monitoring financial resources is critical to addressing priorities and sustainability. The College has witnessed a decrease in net position in the last three fiscal years (FY2020, FY2019 and FY2018). While concerning, it is worth noting GASB68 and GASB75 require annual entries to record the unfunded liabilities of Montana's Teacher Retirement System (TRS) and Public Employees Retirement System (PERS). These transactions are determined by actuary formulas compiled for the Montana University System (MUS) and forwarded to all campuses to record individually. Combined with depreciation expenses (another expense that does not affect cash reserves) the number provides a clearer picture of the financial condition of the College.

The chart below demonstrates the impact of these non-cash related transactions:

Analysis of Change in Net Position			
	FY20	**FY19**	**FY18**
Change in Net Position compared to previous year	-$871,281	-$999,624	-$139,419
Operating expenses that do not affect cash position:			
Depreciation	$380,780	$398,191	$393,743
Change in OPEB obligation	$41,816	-$46,368	-$302,789
Contributions from the State for pensions	$255,720	-$85,567	$253,378
	$678,316	$266,256	$344,332
Change in Net Position less Non-Operating entries that do not affect cash	-$192,965	-$733,368	$204,913

While these unfunded liabilities significantly contribute to the overall decrease in net position, they do not entirely explain the decline in financial condition. The College has appropriate reserves and access to emergency funding if needed. Reserves have decreased over time, however, emergency funding has never been required to manage cash flow. Even so, the BoT has been following the change in net position over time, which led to the Board directive to reduce spending given to President Mickelsen in the creation of FY21's budget. When it became apparent in spring 2021 that spending had not decreased, the College took measures to reduce expenditures. Beginning in fall 2021, the Executive

Cabinet, Budget Committee, BoT Finance Committee, and the BoT have participated in a deep dive into multiple areas of the budget, including revenues, institutional support (waivers), and salaries and benefits as we prepare the FY2023 budget. These discussions have resulted in proposed policies defining and strengthening reserve management and a new method in determining tuition rates. In addition, the BoT has spent significant time reflecting on what contributed to the decline in net position, weighing if current policies had been followed, and if so, what additional College policies are needed to secure the College's financial condition going forward, and what appropriate monitoring should be occurring.

Normally BoT relies on monthly reports from the County providing detail and summary of all transactions for cash flow management purposes. As a result of the turnover in the President's office and in business operations, the Board has increased the amount of detail viewed each month from the President; receiving monthly updates on budget versus actual expenditures, requesting a deeper analysis of larger expenses, and a renewed focus on the importance of following internal control policies and budget processes.

DCC Executive Cabinet and Finance Committee continue to monitor all expenses closely and intentionally create plans to increase other forms of revenue through grants, Dawson College Foundation, and through workforce development non-credit training.

Reflection and Next Steps

Although the College is pleased with the improvement of the business operations over the past seven years, significant issues continue. The College commends the efforts of the Business Office and College staff as they work through the gaps created during significant employee turnover. Difficulty in completing daily and monthly reconciliations during this time is recognized but none-the-less still required in order to provide critical information and track expenses. The College is committed to using the services of the independent accounting firm until all personnel are comfortable in their duties, and monthly reconciliations are completed in a regular, timely manner.

Continuing challenges for the College will be attracting and retaining the qualified personnel needed in the Business Office and maintaining recent efforts to get financial information up to date and completed monthly reconciliations, procedure documentation, and cross-training up to date.

DCC BoT continues to review and update Board and College Policies to address the needs of the College. The College will continue to use input from all personnel in budgeting. The Business Office will work with AZ to track actual expenses, complete regular monthly reconciling procedures, conduct backup training, and provide timely accurate information to BoT and appropriate external stakeholders

C) Implementation Update on the Partnership with The American Campus

The College is required to provide an Ad Hoc report regarding the implementation of the agreement and include a summary of revenues and expenses for The American Campus.

On June 20, 2017, Dawson Community College (hereafter referred to as DCC or College) submitted a substantive change form to NWCCU seeking approval to partner with The American Campus (TAC) to provide a framework for students to attend TAC and receive an undergraduate education under the supervision of and in cooperation with DCC.
On July 18, 2017, NWCCU granted DCC permission to partner with TAC and requested that we provide an ad hoc report after a full year of program and course offering.

Between 2017-2019, DCC requested an extension to provide an ad hoc report regarding the implementation of the agreement and include a summary of revenues and expenses after the first full year of operation in fall 2018. The College provided an update to NWCCU in 2020 regarding the TAC implementation agreement addressing the partnership, COVID-19 challenges, and its impact on the enrollment numbers.

Agreement Implementation

Since the 2020 TAC Implementation Update, the partnership has struggled. TAC enrollment numbers continuously fell short of expectations. In addition, TAC has not met its financial obligations to DCC. These factors, coupled with the amount of time and human resources required from DCC, resulted in the partnership not being sustainable.

In Fall 2021, the College conducted an operational and fiscal analysis to assess the current standing of the partnership. The analysis showed that TAC repeatedly delayed enrollment of new cohorts. In addition, TAC was in arrears to the College for over $30,000. Based on this analysis, President O'Leary recommended terminating the partnership. As a result, at their October 2021 meeting, the Board of Trustees voted to terminate the partnership. The College subsequently notified TAC of its intent to terminate the partnership at the end of the Fall 2021 semester. TAC students are eligible to enroll in DCC online courses following the same processes and procedures as online international students. Table 1 demonstrates the number of students enrolled in Fall 2021 TAC courses.

Table 1: List of Classes and Student Enrollment   Fall 2021

Course NR	Course Title	Credits	Enrollment
M121	College Algebra	4	6
WRIT101	College Writing I	3	5

Summary of Revenues and Expenses

The intention of this partnership was to be self-supporting with no DCC funds allocated to support the programs offered. The model that was submitted with the substantive change form projected enrollment of 50 students per year into the programs that take 30 credits per year. Revenue was based on DCC receiving $75 per credit hour for all students in the program. Unfortunately, TAC has continued to have difficulties recruiting and retaining students in the programs due to COVID-19, and because the concept of American education is new for the country's population. The first year of enrollment brought 6 students in the first semester, and 11 students in the second semester. Spring 2020 brought forth a new challenge, COVID-19, and TAC's numbers continued to decline to cause a delay in payment to DCC.

Table 2: Summary of Revenues and Expenses

The American Campus (TAC)/DCC Partnership			
Fiscal Year	**Revenue**	**Expense**	**Net Profit/(Loss)**
FY18	-	22,081.92	(22,081.92)
FY19	3,150.00	-	3,150.00
FY20	18,450.00	1,500.00	16,950.00
FY21	29,025.00	9,600.00	19,425.00
FY22	3,150.00	4,800.00	(1,650.00)
DCC/TAC Project Total	53,775.00	37,981.92	15,793.08
Amount currently due to DCC: $32,175			

Conclusion

After another year of difficulties from TAC in keeping up with enrollment, and after a thorough analysis of the program's revenue and expenses, DCC learned that TAC could not make the payments on time, nor could bring the projected enrollment. In fall 2021, DCC BoT accepted President O'Leary's recommendation to end the contract on December 31st, 2021. TAC is required to pay DCC the outstanding bill of $32,175.

NWCCU 2020 STANDARDS

Standard One – Student Success, and Institutional Mission and Effectiveness

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs align with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented and first-generation college students.

Standard 1.A: Institutional Mission

1.A.1

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The Dawson Community College mission statement, as adopted by the Board of Trustees in 2018, states:

"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 strategic planning process, which was comprehensive and inclusive. 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. Trustees further recommended that the mission statement be displayed prominently.

This mission statement reflects the strong passion of the College to be the educational leader locally, regionally, and globally and to focus on student learning and achievement. Since 2016, large graphics of the mission statement with the vision statement and the seven core themes have proudly been displayed throughout the campus. Furthermore, the mission statement is widely published on the

college website and is prominent in various publications consumed by the public and the campus community.

DCC has adopted seven core themes measured by 38 Key Performance Indicators (KPIs).

Table 1 demonstrates the connection between DCC Mission as it relates to DCC's Core Themes in providing quality education, opportunities for growth, and partnership in local and global communities. Moreover, the College has adopted the Core Theme and KPI Measures, Sources, Perimeters, and Formulas document to further describe the qualitative and quantitative data the College uses to measure its success in meeting the Core Themes and overall Mission.

Table 1: Mission Components and Core Theme

Mission Components	DCC Core Themes
Quality Learning	**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 Property and Learning Facilities:** This objective provides the management of all grounds and facilities to help provide the best learning environment possible.
Opportunities for growth	**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.

Partnership in local and global communities	**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.

Supporting Documentation

Institutional Mission and Core Themes

DCC 2018-2022 Strategic Action Plan

KPI Measures, Sources, Perimeters, and Formulas

Standard 1.B: Improving Institutional Effectiveness

1.B.1

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

The College engages in an ongoing planning process that is purposeful, systematic, and inclusive. The resulting plan leads to the achievement of the intended outcomes of the College's programs and services, the accomplishment of its core themes, and fulfillment of its mission as measured by the Balanced Scorecard. Figure 1 demonstrates the data and processes the College uses to inform effectiveness, assign resources, and improve student learning and achievement.

Figure 1: DCC Strategic Planning Model
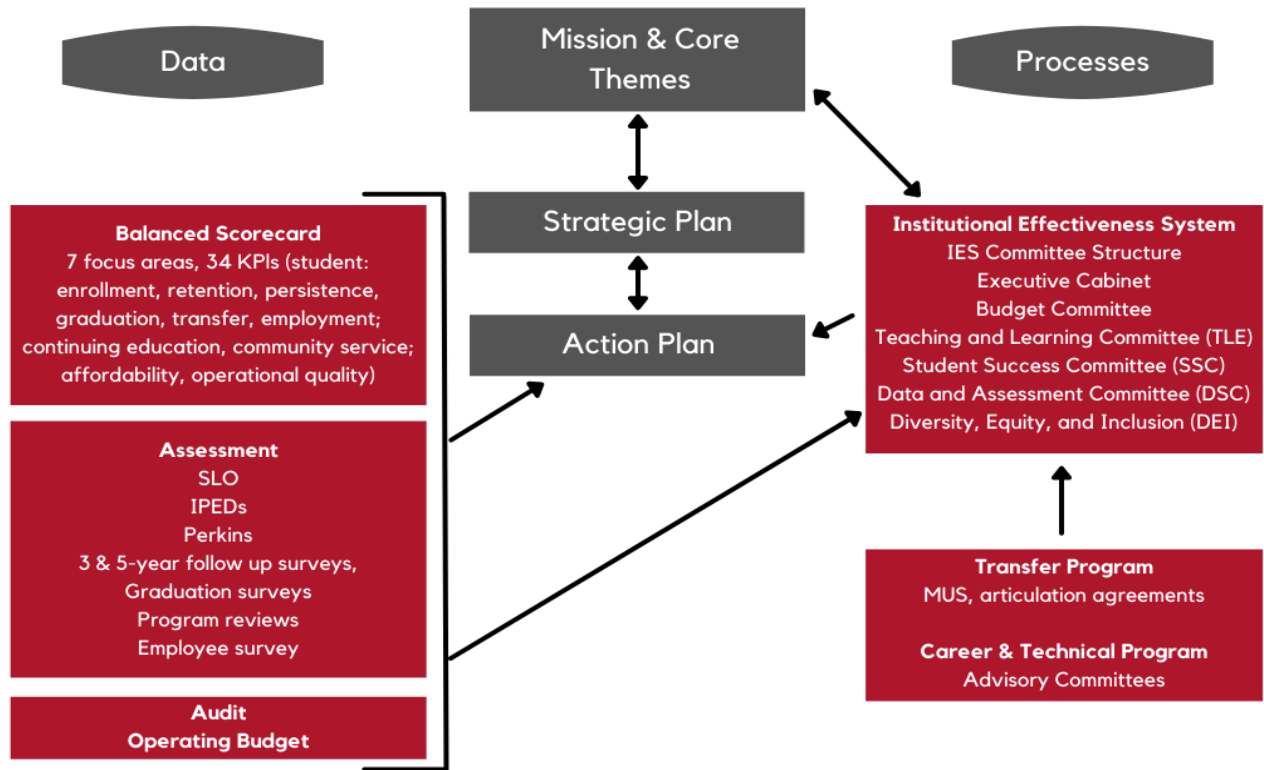
DCC uses a systematic annual planning and self-improvement process to assess and improve its effectiveness as an institution. The College generates and distributes a series of reports that inform college decisions and document the results of DCC's annual planning process. The College's planning and assessment processes have evolved during the current accreditation cycle.

DCC has several multi-year planning documents that provide guidance for fulfilling the college's mission. The Strategic Action Plan, is a multi-year plan of action that articulates priorities and implementation strategies for achieving those priorities. Implementation strategies described in the Strategic Action Plan are aligned with the Core Themes and help the College achieve them. During the current accreditation cycle, DCC has had two different strategic plans (2015-2017 and 2018-2022). The Strategic Plan is supported by a series of other multi-year plans that provide additional detail and direction for specific efforts. The current supporting plans are the Facilities Master Plan, and Enrollment Communication Plan, and Marketing Plan.

Each year DCC employees generate a series of reports that inform college decisions and document the results of the College's annual planning process. The college's planning and assessment processes have evolved during the current accreditation cycle to provide greater clarity and improved assessment methods. The tools described below facilitate regular and ongoing assessment by standardizing formats for an efficient and seamless process:

Balanced Scorecard is released annually in August and is organized by Core Themes and KPIs. The Scorecard contains data for each indicator from the prior year, the current year and a comparison of the two. Because DCC core themes are departmentally focused, each department is responsible for a specific core theme. Department chairs work with their employees and the Registrar's office to measure the KPIs and report the data to the Vice President of Academic and Student Affairs' (VPASA) office. The final report is shared broadly within the College, at fall In-Service, then discussed through the committee structure, and at the departmental level giving employees, and student leaders the opportunity to review the results of college efforts. Furthermore, the report is shared twice yearly with BoT, in September and reviewed in March.

Strategic Action Plan is reviewed in August, upon the release of the Balanced Scorecard, and adjusted accordingly to address areas of concern. Department chairs provide updates quarterly (September, December, March, June) on the action items pertaining to their departments, implementation processes, and resource allocation needs. The information gathered and documented is used as a basis for the budget request process. The DCC President's office provides quarterly updates on the performance of the Strategic Action Plan to all employees and BoT. In addition, the Cabinet conducts a comprehensive review annually, in the summer, during the Cabinet retreat.

Course and Program Assessment Reports: Faculty submit assessment data at the end of each semester and synthesize that data into a report. Assessment reports contain a summary of the assessment of student learning activities conducted by faculty during the current year. The reports also include the conclusions faculty draw from their assessment activities and plans for future changes in their courses and any financial resource allocation needed. Summaries of the assessment reports are discussed annually at the Teaching and Learning Excellence Committee (TLE). Recommendations regarding resource allocation are shared with the Dean of Academics office and made part of the budget preparation process.

Comprehensive Program Review is completed on a three-year cycle by each academic program. The comprehensive review is a self-study that allows faculty to analyze various areas of operations and identify areas for improvement.

The **Operating Budget** is prepared for the July BOT Meeting and contains the College's operating budget for the next fiscal year**.** The College undergoes an inclusive and comprehensive budget planning

process to ensure broad participation from all departments and all resource allocation requests are reviewed accordingly.

The College uses the **Institutional Effectiveness System (IES)** committee structure to foster a shared governance environment and create an organizational framework of standing committees to address every aspect of the College. The standing committees assess mission fulfillment and core themes; engage in long-term strategic and annual planning; respond to the changes in the college's political, social, and educational environment; prepare the annual budget proposal, and engage in the continuous improvement of systems and processes. The work of these committees provides a process for decision making that deeply considers how to invest in the College's human and financial resources.

DCC uses a systematic **Annual Planning and Self-improvement Process** to assess and improve its effectiveness as an institution. An overview of the process is included in the Strategic Plan Guide to remind employees of the actions and timelines. Figure 2 demonstrates the annual planning process by each quarter.

Figure 2: Annual Planning and Self-improvement Process

Summer
July: Approve New Budget
Cabinet Strategic Action Plan
Review
Collect Balance Scorecard Data

August: Fall In-Service
Review Balance Scorecard

Fall
September: Review Balance
Scorecard with Board of
Trustees

November: Share Quarterly
Strategic Plan update with the
College

Winter
December: Review Tuition and
Fees and Identify Budget Needs

January: Spring In-Service

February: Departments Complete
Budget Priority Request Forms

Spring
March: Review Balance
Scorecard with Board of Trustees
Departments Submit Budget
Priority Request Forms

May: Review and Discuss
Assessment Reports

Summer

- Department chairs collect Core Theme Data and review the respective action items in the Strategic Action Plan. This process entails reviewing department-level data, evaluating progress toward meeting department goals set the prior year, and setting goals for the upcoming academic year.
- In the July meeting, the Board of Trustees adopts the new Operating Budget.

Fall

- A college-wide in-service day is held in Fall. All full-time employees, part-time employees, adjunct faculty, and student leaders are invited to participate in the Balanced Scorecard review. At In-Service the College employees discuss actions taken thus far, provide feedback on the College's performance, and recommend steps the College needs to take to improve.
- Faculty review and update course descriptions, course outcomes, and plans of study
- Department Chairs begin departmental work on tasks as guided by the Strategic Action Plan.
- Faculty members review and discuss assessment reports submitted at the end of the Spring semester.

Winter

- Through the IES committee structure, the College reviews Tuition and Fees.
- Identify human resources needs for the upcoming academic year.
- Departments start working on building departmental budget requests.

Spring

- All college departments prepare and submit budget requests for the following year.
- At the end of the semester, faculty complete and submit assessment reports summarizing the assessment results.
- Faculty members review and discuss assessment reports.

Reflection and Next Steps

While DCC has made great strides in this accreditation cycle in assessing institutional effectiveness, the College recognizes that there is still room for improvement. As DCC is currently undergoing a new strategic planning process, the College has started preliminary discussions regarding the annual planning process, timeline, and reports used to evaluate their effectiveness in helping the College

improve. One area for improvement involves the timeline the Balanced Scorecard is released compared to budget approval. The official Balanced Scorecard is released after the budget is approved, making it hard to address budget needs in the areas that are underperforming. As a result, departments do not have a clear understanding of the connection between identifying budget needs and allocating resources in a timely manner. In some instances, it has also caused budget overspending due to the urgency of evolving needs within the institution.

Supporting Documentation
Institutional Mission and Core Themes
DCC 2018-2022 Strategic Action Plan
Strategic Planning Guide
Institutional Effectiveness Committee Structure (IES)
Balanced Scorecard
Assessment Handbook
Operating Budget
Board Calendar
Enrollment Communication Plan

1.B.2

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

The College has focused many efforts on assessment at the course, program, department, and institutional level in this accreditation cycle. All assessment is aligned to evaluate institutional effectiveness and, ultimately, mission fulfillment as defined in the Strategic Action Plan.

As the 2015-2018 Campus Strategic Plan concluded, DCC finalized a new Strategic Plan under the direction of President Scott Mickelsen, who was appointed President in July 2016. This involved assessing mission fulfillment and identifying the validity of the Core Themes and Key Performance Indicators (KPIs). As part of the Institutional Effectiveness System (IES) committee structure, a year-long Strategic Plan Task Force was implemented for 2017-2018. This Taskforce met almost weekly from October to December 2017 to discuss the current mission statement and core themes to validate if the vision of the future of the College and goals would always link to the current mission statement and core themes. The committee determined that while the campus was fulfilling the

mission statement, the current mission statement did not fully encompass the dynamic nature of the College. It was determined that a theme of "Excellence" would be more encompassing.

The 2018-2022 mission statement thus reads:

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

The 2018-2022 vision statement reads:

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

The Executive Cabinet explicitly defined new 2018-2022 Core Themes and developed KPIs within each to align with the new direction of the college. DCC's seven core themes established accessible outcomes and represented the College's primary focus on excellence as the measure of mission fulfillment. DCC Core Themes are departmentally focused, with specific KPIs measuring success. Since adopting the 2018-2022 Strategic Plan, the College has focused on the same process for determining mission fulfillment. This process guides the selection of programs and services to ensure they align with and accomplish the core theme objectives.

Setting Meaningful Goals, Core Themes, and Key Performance Indicators

The data on the Balanced Scorecard confirms that the College's performance meets the threshold for mission fulfillment. The data also indicates areas requiring improvement. In the supporting documentation titled "Balanced Scorecard" the KPIs are color-coded, green represents a KPI in good standing, yellow reflects more room for growth, and red shows the need for improvement. These measurements are based on internal data and institutional goals focusing on continuously growing overall academic and student affairs services, and external data based on peer comparison benchmarking.

Here are examples of how DCC has aligned core themes and KPI measurements to fulfill its mission.

Core Theme: Excellence through Academics, KPI 1.1 measures Total # of students served through DCC classes. Prior to adopting this KPI, the college focused heavily on traditional students with little effort to address non-traditional and online students. In 2018-2019 the college made a concerted push to increase the numbers of all students served. The College identified strategic action items including the expansion of evening and online classes and improved marketing and outreach efforts specifically

to non-traditional students. This resulted in an increase in enrollment. The KPI target of increasing Total # students served through all classes was met.

Excellence through Student Engagement: KPI 2.1 measures Total % of students who report that they are satisfied with campus life. The threshold for this KPI was 70% being satisfied. In 2019-2020, 85% of the students reported they were satisfied; the KPI threshold was exceeded by 15%. However, this was actually a decrease of 11% from the previous year (2018-2019), causing concerns on campus. The College realized that student satisfaction during 2019-2020 was low because of moving online and the campus closing. As COVID continued into 2020-2021, so did the trend of lower satisfaction. To address these student life issues DCC allocated resources in the 2021-2022 budget to hire as Assistant Director of Housing and Student Conduct.

Excellence through Community: The College enjoys a strong relationship with the Glendive community. DCC invites the community to attend and host events on DCC campus. KPI 3.1 addresses the number of campus-wide events open to the Glendive community. The KPI threshold requires DCC to increase offerings by 5% every year. While this threshold was met for 2017-2018 and 2018-2019, the number of offerings decreased with COVID-19, making it hard for the College to reach this KPI. This academic year, 2021-2022, DCC has engaged in discussions regarding hosting events online. However, there are technology and participation issues to overcome. DCC is in the process of restarting some of the in-person activities again. For example, the "Speaker Series" where an author or subject matter expert is brought in to talk about the latest findings in the discipline.

Excellence through Outreach: KPI 4.1 Total number of students served through continuing education, Workforce Development, and other areas. The College adopted this Core Theme and particular KPI as the Workforce Development Department provides a great link between DCC and the community. The College put a threshold of 5% yearly increase. In 2018-2019 the KPI increased by 24.51%. This was due to the hiring of a new Director of Workforce Development with strong ties to the community. In addition, the Director enhanced collaboration and partnerships between the department and Career Technical program advisory boards.

Excellence through Recruiting: The College has emphasized the increase of enrollment throughout the Strategic Action Plan and in college-wide meetings. KPI 5.7 measures Total Annualized FTE for in-state students. The College has taken multiple action steps to address this KPI. The College has put an emphasis on visiting small, geographically remote high schools that were not being visited by any other colleges. In addition, the College tied marketing efforts to graduating students to feature a "home town" student and sending more press releases to Montana communities where DCC graduates were from. The College also restarted the Women's Volleyball Athletic Team and started a Men's and Women's Track and Field Athletic program. Given all the resources and emphasis placed on this KPI,

the College has an annual FTE increase of 10.73% in AY 2018-2019, 8.07% in AY 2019-2020, and 10.44% in AY 2020-2021.

Excellence through Financial Practices: KPI 6.1 measures dollars raised through grants at DCC. This accreditation cycle the College has relied heavily on grant funding and the dollars raised have been put in good use. In 2020-2021 the College saw a 13.53% increase in grant dollars. However, during the review of this KPI, the College realized that the focus on only increasing dollars in grants funding, didn't incorporate meaningful conversations regarding keeping the grants, and allocating resources outside of grant program development. Grant management is time consuming for the Business Department. Given the size of the College, it has been difficult to manage certain grants, including financial reporting. This KPI should be reviewed and improved in the next strategic planning cycle.

Excellence through Facilities: KPI 7.1 measures the percentage of faculty indicating that facilities support learning and teaching. A threshold of 80% was set for this KPI. In 2020-2021 an Employe Survey showed 75% of DCC faculty indicated that facilities support learning and teaching. While this measure increased by 5% from the previous year, it still falls below the threshold and is an area that needs to be addressed. DCC faculty have engaged in discussions at the Teaching and Learning Excellence Committee on capital needs to address classroom facilities and how they relate to the small, tight budget the campus operates under. COVID-19 required some investment in facilities and resources but did not address the larger, long term needs.

The Balanced Scorecard framework when first implemented was considered a useful tool with core themes serving as operational pathways to success. The College opted for a robust centralized scorecard with multiple quantitative indicators and a few qualitative indicators to build a more data driven culture. The Balanced Scorecard gave DCC the opportunity to track departmental data in a central location and provide continuous opportunities for discussion of lagging indicators.

However, measuring the Balanced Scorecard during the pandemic became challenging as many KPIs required measuring the quantity of services and activities offered rather than their quality. This caused many KPIs to be underperforming compared to the set thresholds. As discussion continues, the College is working to assess the value of the existing KPIs as a tool for measuring mission fulfillment. As the College undergoes a new strategic planning process, preliminary discussions through the IES committee structure and with BoT have taken place assessing the validity of the Mission, Core Themes and KPIs and the need to update them to reflect the current needs of the institution.

Comparing with Peer Regional and National Colleges

DCC measures performance so that the College can better manage its performance. This is the basis of peer comparison. The College compares itself to its peers to assure mission fulfillment, attract the right students, and continuously improve. The college uses four primary comparison tools; they include:
- The Integrated Postsecondary Education Data System (IPEDS) through the National Center for Education Statistics (NCES),
- College Navigator also through NCES,
- The Montana University Systems' Data and Reports website

The Montana University System (MUS) compiles data and reports pertaining to the colleges within the system. Since various colleges in Montana are small and rural institutions serving the same population, DCC uses the MUS system dashboards to make comparisons and use them for continuous improvement.

Through the partnership with the MUS system, DCC joined other Montana institutions to use the Postsecondary Data Partnership (PDP) system to integrate data and use it for program development and improvement. The DCC Registrar is currently working to collect data from the last eight years. MUS will upload all college data on the PDP website later this spring. Colleges expect access to all the PDP data and will begin using it next fall.

Refining the Regional and National Peer Comparison Group

While the College has identified through various means regional and national peer institutions against which it can compare itself, particularly in areas of student achievement, the College realizes that much more work needs to be done. This is partly because of the newness of the requirement and college employees not knowing yet how to use the data. In the upcoming year, the Data and Assessment Committee will be conducting a thorough review of peer colleges and recommending "next steps" based on its findings. Additionally, the College will be intentional in incorporating and reviewing the peer institution data in its new strategic and annual planning process.

Strategic Planning Challenges

As the College has reflected through its year seven of the accreditation cycle, DCC has realized that it has faced some challenges with its current mission fulfillment structure that will need to be addressed in the 2022 strategic planning process.

First, the College realizes that there are too many core themes. The seven core themes and 38 KPIs make it hard to track and have meaningful conversations institutionally about each one. Furthermore, current KPIs do not measure all core themes in a meaningful way; some are used as tracking sources, making it difficult for employees to understand the connection between KPIs and implementation strategies. For example, DCC measures student completion under Core Theme: Excellence through Student Success, as students are successful only if they transfer and complete a degree at a four-year institution. DCC has served multiple students who started at the institution and transferred to another two-year institution to finish their degree. They completed a program but were not included in DCC reporting because of the way the expectation was focused.

In addition, the targets set for some of the indicators were very ambitious and don't align with the financial resources at the institution.While these targets were first presented as stretch goals, they turned into stressful goals for some of the employees. As employees adjusted to working in the COVID-19 environment, some of the KPIs became harder to measure and reach, making it more challenging to notice and celebrate incremental progress.

In addition, the strategic action plan is too ambitious and lengthy, making it harder for small departments to evaluate strategic initiatives. Due to the number of strategic initiatives and limited financial resources, many departments cannot accomplish all their strategic action goals in a given year. More work needs to be done addressing the strategic action plan timeline as it relates to human resources on campus.

Reflection and Next Steps

During this accreditation cycle the College has made great strides towards creating an inclusive environment where diverse ideas are welcomed and considered in the allocation of resources towards improving institutional effectiveness. As the College moves forward in the next accreditation cycle, work needs to be done to enhance onboarding for new employees in the College's annual planning process. In addition, the College will continue to promote opportunities for DCC employees to be included in the College's planning processes.

Supporting Documentation
DCC 2018-2022 Strategic Action Plan
Balanced Scorecard
Institutional Effectiveness Committee Structure (IES)
Montana University System Dashboards

1.B.3

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The College engages in a comprehensive and inclusive planning process that is broad-based and offers opportunities for input by appropriate constituencies.

Inclusive Strategic Planning Process

For the 2018-2022 strategic planning process, the College intentionally developed opportunities for input by students, faculty and staff, the public, and other key stakeholders through a series of input sessions. The revision of the Strategic Framework to the 2018-2022 Strategic Plan occurred with an initial draft from the Cabinet team. Then all staff and faculty engaged in a series of all-college meetings to provide input. These annual in-service events and monthly all-staff meetings continue to be venues for collaboration among all employees. DCC also held community listening sessions and traveled in the surrounding counties to host more sessions.

The Executive Cabinet, a standing committee in the Institutional Effectiveness System (IES), synthesized the input collected through the strategic planning process and developed a proposed strategic plan for 2018-2022. The Board of Trustees reviewed and approved the plan in a public meeting.

Inclusive Annual Planning Process

The College has an inclusive planning process that offers appropriate stakeholders the opportunity to participate in meaningful ways. The institution has ensured continuous participation on current and new reports, documents, and initiatives using the (IES) committee structure and monthly campus-wide meetings and emails. DCC's annual planning and assessment process engages faculty, staff, administration, and the Board of Trustees to purposefully assess factors in the environment, including social, educational, economic, regulatory, and demographic trends; and sets the vision for the strategic direction of the College derived from its mission that results in sustainable competitive advantage in the higher education sector.

The College Board of Trustees approves all board policies, the college budget, board-related components of the strategic plan, and new programs. The College has created a board calendar to share Program reviews, balanced scorecard, and other reports with the board.

The governance system at DCC includes the Executive Cabinet led by the President. It consists of VPs, deans, and directors who directly report to the DCC President. The Executive Cabinet is the main decision-making body on campus. It assesses the college's strategic position and defines its future direction. The executive cabinet reviews the core themes and key performance indicators annually.

Institutional Effectiveness System (IES) Committee Structure

In addition to the institution's formal reporting and organizational structure, the College also uses the IES committee structure that ensures participation by different employee groups and students in the College's governance. The IES committee structure has evolved through the years, depending on the needs of the institution and leadership priorities. Below is a list of the IES Committee structure.

Executive Cabinet

The Executive Cabinet serves as a college-wide organization shared governance committee, involving Directors, Deans, Vice Presidents, and the President who represent campus departments, constituencies, and committees. The Executive Cabinet serves as a forum that facilitates dialogue on college-wide issues. Executive Cabinet members provide data-driven feedback on the College's strategic action plan and allocation of resources, review college policy, consider committee recommendations, discuss student affairs issues, assure accreditation standards are met, and promote major college initiatives.

Teaching and Learning Excellence (TLE)

The purpose of the Teaching and Learning Excellence Committee (TLE) is to support the college and faculty in building relevant, rigorous, and quality college curriculum that reflects and builds on the community's economic needs, and supports programs appropriate for a two-year college. TLE reviews instructional and assessment data, coordinates the ongoing design and implementation of the DCC Student Learning Assessment, development of course and program curriculum, recommends and approves changes as needed to maintain relevance, rigor, and consistency across all delivery and instructional modes.

Budget Committee

The Budget Committee is the primary budget recommendation group for the College.

It reviews and revises the proposed departmental budget requests, and recommends budgetary actions to the Executive Cabinet. The Budget Committee is also responsible for reviewing the revenues and expenditures of the College.

Student Success

The Student Success Committee is the driving force of the college to acknowledge and reduce barriers to success faced by DCC students. The work of the committee addresses improved retention, persistence, and completion, and develops strategies to close equity caps, in various areas of the college including but not limited to: recruitment, enrollment, financial aid, student life, bookstore, housing, and food services, and advising.

Data and Assessment Committee

The purpose of the Data and Assessment Committee is to build a data culture within the college by fostering data literacy through skill-building and staff engagement. The Committee uses internal and external data and assessment resources to plan and implement opportunities for staff and faculty to engage with student demographic data and student success measures. The Data and Assessment Committee reviews tools, reports, and surveys, providing feedback on structure, style, and content. Members of the committee serve as champions for the college's use of data and measurement to make informed decisions.

Diversity Equity and Inclusion (DEI)

DCC created the DEI committee in 2020-2021, but due to COVID-19 delays, the committee didn't start meetings until Fall 2021. The College has allocated resources to contract with a DEI consultant to provide training to the DEI committee and overall campus. In addition, work has begun to Develop a DCC Diversity Statement, define diversity, equity, and inclusion as it pertains to DCC, coordinate campus-wide training on diversity, equity, and inclusion, assess and identify high priority areas which require efforts to improve diversity, equity, and inclusion.

IES Participation in the Annual Planning Process

Each committee has a committee chair appointed by the Executive Cabinet. Furthermore, each committee has a cabinet member sponsor who meets with the committee chair regularly. The cabinet member sponsor serves as the liaison between the committee and executive cabinet. The committee

chair engages in continuous communication with the cabinet sponsor to recommend information for the organizational structure. The cabinet member sponsor is charged to provide updates on the sponsoring committee to the executive cabinet and bring forward agenda items for approval. Each Committee has a charge and plays a role in the college planning and governance. Each committee's purpose, charge, schedule and membership is further defined in the IES Committee Structure handbook. Figure 3 demonstrates the Committee Structure model and the flow of communication.

Figure 3 Committee Structure Model at DCC.

Committee Structure Model
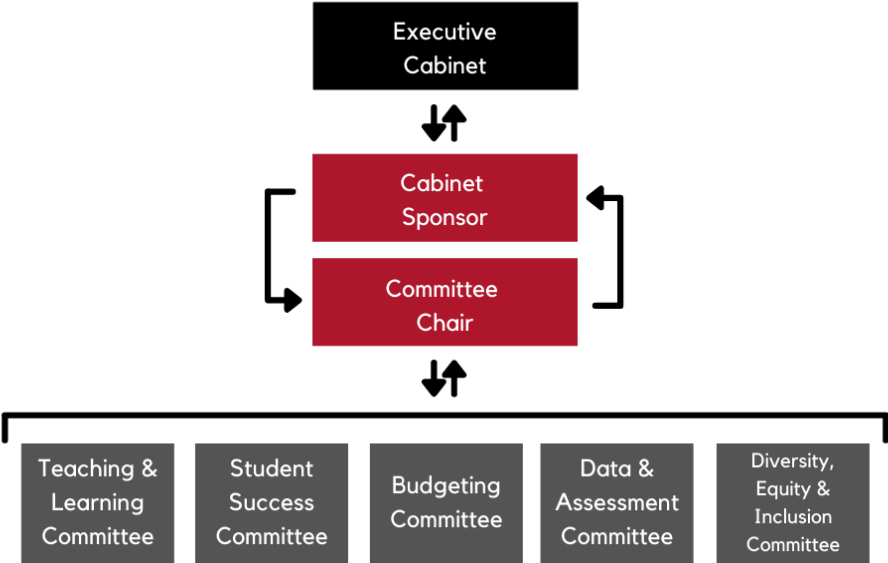
Community Feedback

The College strives to use a collaborative process for gathering community-wide input. Before COVID-19, the former President visited community groups throughout the year, sharing the Strategic Plan and the continuous work done by DCC employees. The visits included meetings with civic organizations, other boards like the DCC Foundation Board, and local Chambers of Commerce. Often these discussions centered on mission fulfillment and summarized the progress made to achieve the strategic plan goals.

DCC also holds an annual public budget meeting in which community representatives meet with the Board to review and approve the proposed budget. The College asks the community to provide input, suggestions, and feedback to shape operations and institutional effectiveness throughout all of these opportunities.

Allocating Resources

DCC invites employees to participate in allocating resources in four main ways:

College employees are required to attend departmental meetings to address ongoing departmental discussions regarding improvement of individual offices to increase student success and achievement, address human resources, and financial resources.

College employees are invited to join committees through the IES committee structure to address institutional concerns and make recommendations to the DCC Executive Cabinet.

College employees are also invited from the President and DCC Human Resource office to recommend committee members that screen new employee applications for positions being hired at Dawson Community College.

Another way is broad participation and resource allocation through the budget development process. Each department undergoes a departmental budget planning process starting in the fall semester to address the needs for the following year. Each department outlines their human and financial resources in the Budget Priority Request form. The forms are collected and discussed at length in the Budget Committee and Executive Cabinet with a final recommendation made to the BoT who approve the budget in July.

Reflection and Next Steps

During this accreditation cycle the College has made great strides towards creating an inclusive environment where diverse ideas are welcomed and considered in the allocation of resources towards improving institutional effectiveness. As the College moves forward in the next accreditation cycle, work needs to be done to enhance onboarding for new employees in the College's annual planning process. In addition, the College will continue to promote opportunities for DCC employees to be included in the College's planning processes.

Supporting Documentation
Hiring Process
Board Policy 5-0b

1.B.4

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The College regularly monitors its internal and external environments to determine how and to what degree changing circumstances may affect the institution and its ability to ensure its viability and sustainability.

The Executive Cabinet closely monitors internal and external environments for current and emerging patterns, trends, and expectations. The Executive Cabinet uses these findings to identify possible trends, assess strategic position quarterly, determine future direction, inform the annual planning and budgeting process, revise current programs and build new ones, revise key performance indicators and review mission fulfillment.

The College Monitors Internal Environment

The College takes several steps to continuously and actively monitor its internal environment. College employees, through the IES committee's structure, ensure that planning and implementation processes are sufficiently flexible to address unexpected circumstances that have the potential to affect the institution's ability to accomplish its core themes and to fulfill its mission. Through the (IES) committee structure, DCC employees and students forward suggestions for college improvement, raise concerns about college performance and identify changing conditions in the college's internal or external environments.

In addition to these regularly scheduled actions, DCC has instituted other actions to address employee needs on campus, such as concerns regarding low wages and high turnover. In 2016-2017, the College evaluated regional wage data to work with collective bargaining units to increase employee wages over time. The College continues to partner with the collective bargaining units to improve employee experience. During the COVID-19 pandemic, the College established a task force to address employees working remotely.

DCC has conducted an environmental survey of employees and students in the last three years to assess the current strategic priorities. The College collects employee feedback regarding mission fulfillment, positive work expectations, supervisor relationship, and operations. In the Fall 2020 employee environmental survey, 93% of DCC employees shared that the actions of the College reflect its mission.

The College utilizes a graduate student survey to monitor its internal environment. The DCC Registrar's office distributes the survey to graduating students each spring. The survey topics include satisfaction with academic and student affairs services and learning support practices. In addition to these regularly scheduled actions, the institution has also taken various steps in addressing the needs of specific groups. Some examples include surveying African-American students in 2019, holding student focus groups on advising in 2020, and analyzing retention data to implement a plan to close achievement gaps for Native American Students.

DCC holds college-wide meetings twice a year in the Fall and Spring as opportunities for institutional updates and training. In addition, the Executive Cabinet hosts mid-semester college-wide sessions to provide updates from each department. In 2021-2022 Executive Cabinet increased the frequency to monthly meetings with all DCC employees. During these meetings, Executive Cabinet members address the state of the college and provide updates regarding their respective areas. The monthly meetings provide an opportunity for DCC employees to ask questions and address areas of concern. For example, from the first listening session, employees shared concerns about accessing their departmental budgets. In response, the College scheduled training opportunities for employees to learn how to access their budgets. Concerns that were shared multiple times during the college-wide meetings were addressed in more detail at Spring In-Service.

Members of the district serve on the DCC Board of Trustees (BoT) and the Dawson College Foundation Board. The DCC BoT approves all college policies, the annual budget, and new academic and athletic programs. Through a review of components of the Strategic Action Plan and Balanced Scorecard, the board monitors mission fulfillment. DCC Executive Cabinet members provide monthly departmental updates and project lists. These are all strategies for monitoring the internal environment.

Monitoring Financial Resources

The College monitors financial resources through a budget process that invites college-wide input, analyzing projections for revenue and expenses in the upcoming fiscal year, compared with expected enrollment, operating, and capital needs of the College and an assessment of internal and external factors that may affect operations. The General Fund, which makes up the vast majority of transactions for the College, includes three types of revenue; state appropriations, local mill levies, and tuition. State appropriations are calculated using a funding formula dictated by the legislature that meets every other year. Once passed, the state appropriation revenue can be relied upon for the next biennium. Local mill levies and tuition are calculated annually. Monitoring continues throughout the fiscal year, comparing budget to actual expenditures and recorded revenue. The President is required to provide regular updates to the BoT Finance Committee and follow up with the same information to the BoT.

For the last few years, the BoT continually noted concerns both in the President's annual evaluation and during budget discussions on the sustainability of the President's budget and lack of information regarding actual expenditures. As the College celebrated its 80th anniversary and increased enrollment for four consecutive years, including a 19.44% growth in 2020-2021, the BoT's concern for the President's lack of fiscal responsibility culminated with the 2020 Audit. The 2020 Audit noted concerns over continued decreases in net position and findings of significant deficiencies in internal controls. The pressure of these concerns resulted in President Mickelen's resignation.

Understanding the search for the permanent President would take over a year, BoT looked for an Interim President with a strong financial background in governmental accounting. This is why BoT hired Ms. Kathleen O'Leary to serve as Interim President for the 2021-2022 academic year. Ms. O'Leary has an educational background in Accounting, served as the Glendive City Treasurer for over nine years, and most notably served at DCC from 2013-2017 in roles with increasing responsibility culminating as Vice President of Administration from 2015-2017. Additionally, Ms. O'Leary served one year as the DCC Liaison to the President handling legislative affairs for the College from 2017-2018. Prior to accepting the role of Interim President, Ms. O'Leary served as Deputy Commissioner of the Montana Department of Labor and Industry, overseeing 800 employees around the state who worked to address workforce issues.

Interim President O'Leary's institutional knowledge of college operations has been a valuable asset during this year. Upon her arrival, in collaboration with the Business Department, the College was able to create a Budget Process Timeline (see Appendix D), conduct an in-depth analysis of the budget, provide monthly institutional-wide budget updates and conduct budget training for new and current employees. DCC employees and BoT appreciate the increased communication.

Assessing Strategic Position and Define Future Direction

With all the institutional changes taking place, in Fall 2021, DCC Executive Cabinet and BoT conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to assess its current strategic standing, identify areas that the College does well, and areas for improvement. The analysis provided great discussion among stakeholders at the College regarding the College's strategic position. As a result of the analysis, the Cabinet identified the increase in enrollment as a strength for the institution. At the same time, the growth has exposed some institutional weaknesses regarding proportionate growth in support services. The Cabinet and Finance Committee will be meeting in March 2022 to identify gaps in services and the resources needed to address these areas in the upcoming academic year.

The College Monitors External Environment

Dawson Community College (DCC) is one of the three community colleges in the state of Montana. 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). This organizational structure influences the way the College monitors its external environment.

The DCC President and members of the Executive Cabinet attend all Montana University System Board of Regents meetings. Educators are invited to participate in affinity group meetings through the Montana University System (MUS). The DCC President, Vice Presidents, Deans, Directors, and faculty serve in these statewide affinity groups. They learn about state guidance regarding new policies and laws impacting community colleges and higher education. The information gained in these meetings is shared with the executive cabinet and other committees in the IES committee structure.

Each year, the College President actively engages with state and national legislators and political leaders on legislative and policy issues affecting the college.

During the 2017 legislative session, with the state facing financial shortfalls in the budget, the College was targeted with reduced or eliminated state funding. DCC leadership at the time and BoT spent the majority of the session working with legislators to address their concerns with the current enrollment numbers. The dialogue culminated with a caravan of community leaders, DCC alumni, faculty, and staff driving 450 miles to attend the Legislative Education Committee meeting to publically attest to the value DCC adds to the students, staff, and community. Impressed by the work of College leadership and the support of community leaders, an alternative solution was agreed upon. The

College would receive a short-term reduction in state funding with specific goals of in-state enrollment expected by the 2019 legislative session.

A lesson learned during the 2017 session was witnessing the lack of awareness legislators had about DCC and Eastern Montana. With a state the size of Montana, and most legislators serving from the western side of the state, it became apparent the College had to increase its visibility and messaging to external stakeholders far beyond our service areas. As a result, the College hired Vice President Kathleen O'Leary, to become Liaison to the President, working remotely in Helena to educate legislators, state officials, and industry leaders across the state. This strategy, combined with an increased emphasis on growing enrollment, proved successful as the College was in good standing in both 2019 and 2021 legislative sessions.

Another way the College assesses its strategic position is by communicating regularly with the community throughout Dawson County and surrounding counties. DCC Cabinet members make regular presentations to various clubs and organizations in the community and host listening sessions to address the current strategic plan. Furthermore, DCC employees serve in various local, regional, and national clubs and organizations where they receive ongoing feedback about the external environment.

The College plays a key role in addressing business and industry needs in the community. The Director of Workforce Development serves in various local groups to learn about current trends and community needs. The DCC President regularly meets with Montana Department of Labor and Industry local offices and regional economic development committees. An example of working with business and industry occurred when the Burlington Northern Santa Fe Railway (BNSF), one of the largest employers in town, closed their diesel mechanic shop, leaving nearly one hundred employees without jobs. In collaboration with various industry members and local organizations, the DCC Office of Workforce Development hosted an event on campus providing resources to affected individuals and their families including resume and cover letter writing, budgeting workshops, coordinate with local real estate offices for individuals needing assistance in selling their homes, and work with Glendive Job Services to connect individuals with new job opportunities. In addition, the College applied for and received a federal Power Grant, to support displaced workers from BNSF, and individuals affected by downturns in the oil and gas industry and changes to coal operations. Through this grant, the College facilitated seamless transition to other employment, enrollment in CTE programs at DCC, and provided opportunities for short-term training.

Addressing Workforce Shortages

Workforce shortages have been an ongoing concern for Montana, were exacerbated by the pandemic. One year into COVID-19, the state's workforce decreased by 10,000 workers through decreased payroll jobs, individuals leaving the workforce, and those starting their own businesses.

Unemployment rates in the state have hit record lows with the state reporting a 2.5% rate in December 2021. Dawson County, where the College resides, currently records an all-time low unemployment rate of 1.6%. To put that in context, currently, in Dawson County there are 225 job openings but only 71 individuals looking for work. The workforce shortages in Montana are expected to continue for the next 12-15 years. These workforce challenges have made it especially difficult to recruit and retain employees in the public sector with historically low wages. Given the College's setting in a small rural town in Eastern Montana, the College faces unique challenges in the recruitment and retention of employees. DCC BoT and Executive Cabinet are continuously addressing these concerns. Over the past six years, the College has intentionally increased wages. While competitive compared with other public entities, the College's wages still remain low compared to industry. The College has taken additional steps to address the workforce shortage:

- Offered more flexibility in employee work schedules and location in some positions.
- Partnered with Miles Community College (located 70 miles away from Glendive) to share a Director of the Library who splits her work week between both campuses.
- Began to utilize contracted services in a variety of ways, most notably IT services, year-end closing and financial statement preparation, and some back-end processing of financial aid.
- Requested assistance from Pauly Group to recruit for currently vacant, critical positions as they work to conduct the College's Presidential Search.

Monitoring External Environment through CTE Advisory Committees

The College also monitors its external environment regarding programs and services. DCC's Career Technical Education (CTE) programs have advisory committees of local industry and secondary education representatives that provide industry expertise and feedback on current emerging trends. The information shared in these meetings is used as a tool to enhance the quality of the CTE programs. In addition, as a Perkins grant recipient, the College participates in statewide groups and meetings to learn about the latest CTE trends in the state.

As part of the Strategic Action Plan and Core Themes: Excellence through Academics and Excellence through Outreach, DCC started discussions in 2018-2019 with the Criminal Justice Program Advisory Board to form the Eastern Criminal Justice Institute at DCC.

The Advisory Board recommended discussions with the Montana Law Enforcement Academy (MLEA) to address supplemental training for Law Enforcement Officers in the state. Up to that point, MLEA provided this training only in Helena, MT located in western Montana (8 hours away from Glendive). Given the size of the state, this presented traveling challenges for officers living in eastern Montana.

Per the Advisory Board's recommendation, the College engaged in conversations with MLEA about training opportunities at DCC, given the Criminal Justice Department's reputation in the state and the large number of DCC graduates attending the state's Law Enforcement Academy.

Through these discussions, the College was invited to provide a brand new training course from MLEA, the Misdemeanor Pre-Trial Basic Course. This course is required training under the auspices of the Peace Officer Standards and Training (POST) Board and the Montana Law Enforcement Academy (MLEA). This academy was offered through POST at the DCC campus beginning with the July 2020 session.

Since then, DCC has hired a Director for Eastern Montana Criminal Justice institute. The Director, Ed Hilbert, recruits students, leads the development of courses, and conducts training. Under Mr. Hilbert's leadership, the Institute fosters internal and external partnerships to promote the program.

Monitoring External Environment through Workforce Development

At the beginning of the COVID-19 pandemic, the DCC Workforce Development department surveyed community members on training opportunities needed in the area. From these surveys and discussions, the College was able to apply for and receive two grants to address the following:

- K-12 teacher training on online teaching and learning standards.

  As a result of a grant secured by DCC, K-12 educators learned how to mitigate the challenges of teaching in a pandemic, enhanced student learning through technology, increased educators' technology literacy, and taught educators how to integrate technology into their curriculum effectively. Additionally, participants learned to use online assessment tools and techniques to measure the impact of the online courses on educator practice and student achievement.

- After school program for middle and high school students

  Prior to COVID-19, several agencies in Glendive offered after-school activities for school-aged children. However, during the worst of COVID-19, most of these facilities were not able to offer services as usual. Seeing a need in the community, the Workforce Development department at DCC secured a grant that supported an after-school program held at the College for several months during the fall and winter of 2020. Various DCC faculty, staff, and students supported the program goals of:

  1) Improving academic achievement in reading, math, & science;
  2) Increasing motivation to learn and dedication to the educational process;
  3) Improving knowledge and application of visual and performing arts;

4) Improving physical fitness and healthy behaviors; and

5) Enhancing the desire to pursue college and career.

This free program served a total of forty children ranging from Kindergarten through 12th grade, at least 25% of whom were from low-income families.

Reflection and Next Steps

DCC values its role in a small rural community and continuously takes steps to stay innovative in its programs and services to its students and the community. The College is proud of its ability to pivot during transitional and challenging times to continue adding value to the community. As part of the College's continuous improvement process, DCC will continue to strengthen its strategic position by reviewing internal and external environmental factors that have impacted the institution during this accreditation cycle.

Supporting Documentation

Institutional Effectiveness Committee Structure (IES)

DCC 2018-2022 Strategic Action Plan

DCC 2021-2022 SWOT Analysis Board

DCC 2021-2022 SWOT Analysis Cabinet

Student Graduation Survey

Community Listening Session Feedback

Operating Budget

Facility Plan

Standard 1.C: Student Learning

1.C.1

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials, and include designators consistent with program content in recognized fields of study.

DCC offers programs with appropriate content and rigor that are consistent with its Mission and Core Themes. The College develops student and program outcomes and curricula according to business and industry standards, state and national research, guidelines, and requirements.

The College develops transfer degree requirements for the Associate of Arts (AA) and Associate of Science (AS) following all state guidelines and requirements. All AA and AS degrees are developed in partnership with four-year transfer institutions and are solidified by articulation agreements and Memorandums of Understanding (MOU), ensuring students arrive as juniors in their major.

Within Career Technical Education (CTE), the College develops Associate of Applied Science (AAS), Certificate of Applied Science (CAS), and Certificate of Technical Science (CTS) degrees that are appropriate for a two-year college. CTE programs support students by requiring industry recognized certifications. An example is the Welding program at DCC, incorporating American Welding Society (AWS) industry certification as part of the degree requirements.

Each CTE program engages with its Advisory Committees comprised of representatives from business and industry, and secondary education. Through a collaborative process, they provide feedback and suggestions on the program curriculum, ensuring rigor and relevance. The CTE Advisory Committees and DCC faculty work together to ensure that the program delivers instruction that is up-to-date and relevant to current business, industry, labor, and professional employment practices. Advisory Committees provide support and advice to academic programs. For example, in 2018, the Welding Program Advisory Committee recommended that the DCC Welding program become a member of the National Coalition of Certified Centers (NC3), an industry-education partnership that supports professional and curriculum development in community colleges. The College took steps in allocating financial resources through Perkins grant in the following year to become a NC3 member. Since then, the DCC Welding program has been a member and DCC allocates yearly financial resources towards purchasing NC3 approved equipment to support the Welding program. The Advisory Committees play a vital role in the improvement of CTE programs at DCC. The frequency of these meetings decreased during COVID-19. As the College resumes normal operations, CTE program faculty are working to reestablish connections with advisory committees, involve new business and industry leaders, and forge new partnerships.

Learning Outcomes at DCC

The College identifies and publishes expected student, program, and institutional learning outcomes. Considerable time is spent to integrate them into the work of the college. Student learning outcomes (SLO) describe what students are expected to know, think or do as a result of completing a specific course. Program learning outcomes (PLO) clarify a broader view of the knowledge and experiences

that students should gain within a program and what students are expected to achieve by completing their degree or certificate. Institutional Learning Outcomes (ILO) are statements of the general knowledge and skills that all DCC graduates should be able to demonstrate at the time of graduation, regardless of the academic program of study.

Further, the ILOs encompass the general education curriculum embedded in each associate-level degree program and career technical program learning outcomes. Institutional learning outcomes are embedded within the requirements of each of the degrees, programs, and certificates of 30 credits or more.

Starting Fall 2021, faculty adopted a curriculum mapping process to address the connection between the SLOs, PLOs, and ILOs. The DCC Dean of Academics is currently meeting with faculty members to assist them with the curriculum mapping process. Moving forward, the Dean of Academics will meet annually with faculty members to review and update the Curriculum Map as needed.

The College Ensures Appropriate Content and Rigor through Curricular Review, Course Transferability and Program Review

Teaching and Learning Excellence Committee (TLE)

TLE is one of the longest standing committees at the College. Recently an effort was made to clarify the scope of the committee in order to assure it remains focused on its main task. The renewed purpose of the Teaching and Learning Excellence Committee (TLE) is to ensure a relevant, rigorous and quality college curriculum and teaching environment that equips students for their next steps after DCC by focusing attention on transfer opportunities, student educational goals, and workforce needs. To accomplish its purpose TLE:

- Reviews and recommends substantive changes to college courses and programs.
- Reviews Academic Core Classes.
- Reviews instructional and assessment data, analyzes its implications, and recommends changes to programming and instruction in order to improve student recruitment, persistence, retention, and completion.
- Reviews and recommends changes to academic regulations, procedures and budget.
- Reviews and recommends changes to the college academic calendar, course scheduling and catalog.
- Investigates and recommends technology applications, needs and improvements for the teaching and learning environment at DCC.

DCC faculty or administrators initiate changes and updates to programs in consultation with other faculty, statewide affinity groups, business and industry demands. All curricular content such as course and program outcomes proposals are first reviewed within the department in collaboration with faculty and adjunct faculty of the program and the Dean of Academic Affairs. Regarding career technical programs (CTE), the advisory committees review curricular changes to ensure they are in line with business and industry trends. Suggested changes are then submitted to the Teaching and Learning Excellence Committee (TLE). Changes approved by the TLE are distributed according to the guidelines in the Assessment Handbook. As applicable, new degrees or major changes to degrees are also approved by the Board of Trustees, the Montana Board of Regents (BOR), and NWCCU. At every review stage, the College strives to consider how the proposed changes will impact successful mission fulfillment, including relevance, allocating resources, demonstrated need, and student audience.

Course Transferability

While community colleges are independent higher education institutions in Montana, they are invited to participate in affinity committees addressing academic standards. In 2010, DCC joined other colleges in the Montana University System (MUS) to align courses, course sequence, and student learning outcomes across Montana colleges. As a result of this collaboration, Course names, numbers, and student learning objectives across all Montana institutions were added to a database thus creating the Common Course Numbering (CCN) system. This system allowed for an easier transfer of courses within the MUS system.

In 2018-2019, Montana University System (MUS) underwent a thorough two-year revision process of the CCN course guide, to ensure student learning outcomes were updated and had at least 80% congruence across all Montana institutions including community colleges. DCC appointed a representative from the Academic Affairs Office to serve as the DCC liaison to coordinate the work on behalf of the College. The DCC liaison worked closely with all other DCC faculty to review and update each course's Student Learning Outcomes (SLO) in the CCN system. The thorough review gave DCC faculty the opportunity to review and compare SLOs with all other MUS colleges. The reviewing process showed that many courses added in the last few years at DCC had not been added or updated in CCN. A concerted effort was made to bring DCC's information in line. As a result, the internal process of adding course information for DCC was updated to ensure the College liaison submits course changes and additional requests to CCN as changes and additions are approved by TLE.

The College articulates transfer agreements with four-year institutions across the region. These agreements are solidified by articulation agreements and Memorandum of Understanding (MOU), ensuring students arrive at universities as juniors in their majors. DCC has developed MOUs with

institutions to which DCC students frequently transfer: Dickinson State University, University of Providence, and the University of Montana Western.

Program Review

One way DCC ensures appropriate program content and rigor is through the program review process. In this accreditation cycle, the College has used two program review processes. The first process focused on conducting a yearly review of each degree program including all certificates. The focus was on student retention and completion only. The former Dean of Academics realized that this process needed to include other evaluative measures. Discussions followed as the College was adopting the 2018-2022 Strategic Plan. The rollout of the new plan was delayed due to COVID-19 and Dean of Academic office turnover. With the hiring of a new Dean of Academics in Summer 2021, discussions began again and a new program review was initiated.

The new comprehensive program review process addresses the program from a holistic perspective, looking at enrollment trends, course, and program assessment, how the program supports DCC Mission and Core Themes, financial resource allocation and budget expenditures, course and program fees, and (in the case of CTE programs) advisory board input. The final document is presented at the Teaching and Learning Excellence Committee, Executive Cabinet, and DCC BoT. In addition, financial resource allocation reflections will become part of the budget discussion when the College develops the budget. This thorough comprehensive program review process helps ensure appropriate content and rigor.

The Dean of Academic Affairs Office has developed a Program Review Timeline for the next three years. This information is maintained under the employee shared drive and with the office of the Dean of Academics. The DCC Dean of Academics will review the program review process with faculty in Fall 2022 to ensure its viability.

Course and Course Sequencing

Due to the size of the institution, many college courses are offered once per semester and by only one faculty. The College has taken multiple steps to ensure appropriate content and rigor in classes. DCC provides each new faculty with a syllabus template, prior course syllabi and a list of student learning outcomes. In 2017, the College also started the process of purchasing curriculum from faculty and adjunct faculty to use as a guide for new faculty onboarding in the particular subject areas with the highest faculty/adjunct faculty turnover. The DCC Dean of Academics and Vice President of Academic and Student Affairs identify courses with high adjunct faculty turnover to purchase

curriculum. Since then, each year, the College has allocated financial resources within the academics affairs budget to purchase curriculum.

In subjects taught by more than one faculty member (i.e. College Algebra), faculty take a collaborative approach to ensure course alignment with appropriate content and rigor. Math instructors use the same College Algebra textbook, similar homework, quizzes, and tests to assess the same concepts. Through this process, faculty discuss methods and often resolve student learning problems together.

DCC takes steps to ensure appropriate content and rigor in courses taught as high school dual enrollment (DE) courses. In the past, DCC faculty meet yearly with dual enrollment instructors to ensure appropriate content and rigor in course offerings. These meetings were temporarily interrupted due to COVID-19 but are scheduled to resume summer of 2022. With the increase in DE course offerings, the College allocated resources to hire a Dual Enrollment Faculty Coordinator to coordinate work for faculty and ensure the rigor of the dual enrollment courses.

Online Courses

For the last twenty years, the College has offered a large proportion of fully online courses through a contract partnership with Colorado Community College Systems Online (CCCOnline).

As part of the 2018-2022 Strategic Action Plan and through Core Theme: Excellence through Academics, DCC started working towards building online courses offered by DCC faculty and adjunct faculty. The College started offering a limited selection to ensure the quality of the programs and assess areas for improvement. Since then, DCC has continued to increase online courses in a purposeful and intentional way. As a result, students have enrolled in more online courses through DCC. As the College continues to build more online courses, it will assess the partnership viability with Colorado Community College Systems.

Given the newness of the DCC created online offerings and with the start of the pandemic, the Academic Affairs Office allocated resources through the Governor's Emergency Education Relief Fund grant to develop the "Effective Online Teaching" course. The purpose of this course is to help new faculty, adjunct and dual enrollment faculty learn how to teach in an online environment. The Dean of Academic Affairs is currently reviewing the course and working on an implementation plan for the 2022-2023 academic year.

Reflection and Next Steps

As the College reflects on these last seven years, the College realizes the central role that faculty play in ensuring course and program content, rigor, and outcomes . With a new TLE Chair and Dean of Academics, TLE has undergone a thorough reflection to ensure that rigor, availability, viability, breadth and depth is at the core of the Committee's charge.

Going forward, the College endeavors to update its program review strategy to ensure it is appropriate for a two year institution by creating a more holistic approach to program review that includes both qualitative and quantitative measures. Doing so will strengthen programs and support their continuous improvement.

Given the pandemic and the College's necessity to pivot to online learning, defining and establishing the level of rigor for DCC Online and CCCOnline course offerings has been a continuous point of discussion. Moving forward, the College plans to conduct a thorough review of the CCCOnline partnership as it relates to course content and rigor and take steps to incorporate CCCOnline course assessments offered to DCC students, within the DCC program assessment, and review.

Supporting Documentation
Institutional Mission and Core Themes
Degree and Programs Page
Transfer Partnership Page
Program Review Data
Program Review Timeline
Program Review Report Example
Student Evaluation of Instructor (SEI) Template
SLO Sample
Assessment Handbook
Montana Common Course Numbering
Curriculum Mapping Instructor Master
Faculty Assessment Checklist
Dual Enrollment Page
Catalog

1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

DCC awards credits, degrees, certificates, and credentials for programs consistent with its Mission and Core Themes. The programs demonstrate a coherent design with appropriate courses and breadth, depth, sequencing, and synthesis of learning. The College offers two transfer degrees: the Associate of Arts (AA) and the Associate of Science (AS). The transfer degrees provide a course of study equivalent to the first four semesters of a baccalaureate degree. These degrees have no formal major designation except for the Associate of Arts in Chemical Dependency Counseling. The College offers career technical education (CTE) programs that lead to the completion of Associate of Applied Science (AAS) degrees, Certificates of Applied Science (CAS), and Certificate of Technical Science (CTS).

All associate degrees require students to complete at least 60 credit hours of coursework to graduate. One credit hour represents 50 minutes of class time per week in a 15-week semester. DCC faculty award credit and degrees based on student achievement. In order to earn an AA or AS degree, students must have accomplished the degree requirements listed in the chart below.

AA and AS Transfer Degree Requirements:
● 35 credit hours of General Education Core courses
● 9 credits from AA or AS disciplines depending on transfer degree being pursued
● Maximum of 8 credits from ACT/ACTV will be allowed to be used for free-electives
● 60 credit hours in courses numbered 100 or above
● Minimum of 2.00 GPA
● Minimum of 20 credits completed at DCC
● CAPP131 Basic MS Office

- WRIT101 College Writing
- DCC101 Dawson College Success

For Career Technical Education (CTE) Degrees and Certificates (AAS, CAS and CTS), the College has identified the following requirements:

Associates of Applied Science (AAS) Degree Requirements:	Certificate of Applied Science (CAS) Degree Requirements:	Certificate of Technical Skills (CTS):
Completion of the coursework that is outlined in the Plan of Study	Completion of the coursework that is outlined in the Plan of Study	Completion of the coursework that is outlined in the Plan of Study **CTS degrees are currently not financial aid eligible.**
Earning a minimum 2.00 cumulative grade point average from DCC	Earning a minimum 2.00 cumulative grade point average from DCC	**CTS Specific Requirements:**
Successful completion of DCC101 Dawson College Success	Successful completion of DCC101 Dawson College Success	Completion of coursework that is outlined in the Plan of Study
Successful completion of CAPP131 Basic MS Office	Successful completion of CAPP131 Basic MS Office	Earning a minimum 2.00 cumulative grade point average from DCC
Successful completion of course in Computation	Successful completion of course in Computation	
Successful completion of course in Communications	Successful completion of course in Communications	
Successful completion of course in Human Relations	Successful completion of course in Human Relations	
Successful completion of at least 60 credit hours in courses numbered100 or above	Successful completion of at least 30 credit hours in courses numbered 100 or above	
Successful completion of a minimum of 20 credits completed at DCC		

Requirements for admission and graduation for all degrees are outlined in the Catalog and on the DCC website. The College Catalog lists the specific degree requirements and suggested courses by semesters for all degree programs. Even though the AA and AS degrees are awarded with no major field of study, the DCC Catalog offers recommended courses most commonly transferred to a major field of study at a baccalaureate institution. DCC requires all students to meet with an advisor each semester to complete enrollment for the upcoming semester and ensure progress towards completing degrees and certificates.

Appropriate Breadth and Depth, Course Sequencing, and Learning Synthesis

The College develops the breadth, depth, sequencing, and synthesis of learning in all programs by adopting standards, degrees, and expectations appropriate for a two-year college.

Student Learning Outcomes establish breadth within a subject area. For example, within the Welding program, WLDG 114, learning outcomes emphasize shop safety practices, welding techniques, and proper welding wire and material selection processes. In WLDG 117, learning outcomes direct blueprint reading and welding symbols with the focus shifting to blueprint design and layout, reading symbols and their meanings, and learning applications of symbols and blueprints.

Synthesis of learning at DCC is aided by a curriculum mapping process that integrates learning outcomes (student learning outcomes, program learning outcomes and institutional learning outcomes) throughout academic courses and measures student performance on course assignments as they pertain to learning outcomes.

Below is an example from the Rural Organization Employee Management (ROEM) Program.

Two of the courses within the program are BMGT225 and BMGT 226.

- A course learning outcome from BMGT 225 Employee Staffing and Selection states: Analyze human resource activities designed to "onboard" and retain new employees in the organization.

- A course learning outcome from BMGT 226 Employee Management and Success states: Develop and implement a workforce training which incorporates assessment, goal setting, development of training materials, identification of the trainer, delivery, and evaluation of the program.

A program learning outcomes in ROEM states:

● Develop useful employee training programs that will assist with retention.

This program learning outcome is supported by student learning outcomes in BMGT 225 and BMGT 226. To accomplish the program learning outcome, faculty incorporates information taught within BMGT 225 about "onboarding" coupled with other information taught within BMGT 226 about good training practices to bring a new employee into the organization. This requires students to synthesize their knowledge of recruitment and selection and effective training to meet the program goal.

Institutional learning outcomes (ILO) are incorporated into all programs. For example, students are equipped with knowledge and skills in ILO 2 (Effective Communication) through their successful completion of both BMGT 225 and BMGT 226.

As demonstrated above, learning outcomes are mapped throughout the curriculum.

Course Sequences and Prerequisites

Student learning outcomes (SLO) inform course sequences and prerequisites. Following is a paired example of student learning outcomes from successive courses in course sequences. Within each grouping, the student learning outcomes show a progression of learning from one course to the next, establishing prerequisites, connecting sequence content, and showing the increased depth of learning.

In Anatomy and Physiology BIOH 201, students study in depth the anatomy and physiology of the integumentary, skeletal, muscular, and nervous systems (SLO6). They also learn to define body activities used to maintain a relatively constant internal environment and determine how metabolic processes are regulated to meet the changing needs of the body (SLO7). With the knowledge of some of the major systems of the body and how the body adjusts to its internal environment students are then ready to proceed to the next level of understanding.

In Anatomy and Physiology BIOH 211, the emphasis is on identifying the anatomy and describing the function of the nervous, endocrine, cardiovascular, digestive, and respiratory systems (SLO2). Students then identify the specialized sensory organs of the body and their physiological function to enable the body to assess and adjust to the external environment (SLO3). Once the two courses are complete students will have a good understanding of how all parts of the body work together.

Reflection and Next Steps

In the upcoming accreditation cycle, the College will continue to review learning outcomes to establish prerequisites and sequencing of content within and between courses as well as appropriate breadth, depth, and synthesis of learning.

Supporting Documentation

[Institutional Mission and Core Themes](#)
[Degree and Programs Page](#)
[Transfer Partnership Page](#)
Montana [Common Course Numbering](#)
[Curriculum Mapping Instructor Master](#)
[Faculty Assessment Checklist](#)
[Dual Enrollment Page](#)
[Catalog](#)

1.C.3

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

The institution identifies and publishes expected student and program learning outcomes for all degrees, certificates, and credentials. The College reviews student and program learning outcomes annually as part of the Catalog review process, publishes them online in the Catalog, shares them under degree program pages on the website, and during orientation.

DCC requires all faculty to identify student and program learning outcomes in their syllabi. Enrolled students receive a printed course syllabus during their first day of classes. A copy of all syllabi is also available with the Academic Affairs office. Each online and HyFlex class is required to have a Moodle shell containing the syllabus, grade book, and welcome announcements. If prospective students wish to receive a syllabus of a course prior to enrollment, they can contact the Academic Coordinator's office.

The Dean of Academic Affairs office reviews syllabi every term to ensure proper learning outcomes are used. At the end of each semester students complete the Student Evaluation of Instructor survey (SEI). DCC students are asked in their evaluation surveys if faculty reviewed learning outcomes with them. SEI feedback is compiled and shared with faculty to use as part of the learning outcome assessment process. This helps assure a consistent focus on learning outcomes throughout the learning process.

Reflection and Next Steps

While publishing learning outcomes on the website, in the Catalog, and course syllabi are the baselines, the College realizes that it is not sufficient for students to connect these outcomes to their educational experience. Moving into the next accreditation cycle, DCC will work on new ways to refine the communication process with the students regarding the program learning outcomes.

Supporting Documentation
Catalog
Syllabus Sample
Degree and Programs Page

1.C.4

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admission Requirements

The College's admission process is clearly defined and is easily accessible on the Enrollment page of the website, in the College catalog, and addressed in Board and College Policy 3-4: Student Admissions Policy. Admission requirements are clearly mapped and easily accessible on a centralized webpage that provides a step-by-step checklist for the admission process for each type of student applicant. Each step is further defined with individual sources and links, including a listing of all degrees and programs. Once prospective students convert into student applicants, an admissions checklist is emailed to their personal email addresses and mailed to their personal addresses.

Normally DCC's admissions fee is $30, but it is waived during Montana's "Free Application Week", in the month of October. Many students take advantage of the savings during the "Free Application Week", in fact, in 2018-2019 almost 60% of total resident applicants applied when it was free. To best serve students during the pandemic the Executive Cabinet approved the waiver of the application fee for the full academic year, 2020-2021. With COVID-19 continuing, DCC offered the waiver again for 2021-2022.

Prospective and current students can access program learning outcomes, semester planning worksheets, and plans of study by selecting the program of interest online on the Degrees and Programs webpage. Current students can view their progress and any missing requirements in their

required semester meetings with their advisor, or by logging into the student portal and reviewing their unofficial transcripts at their convenience.

Graduation Requirements

DCC has clearly defined graduation requirements through the Registrar's office. Graduation requirements are made public to students on the website, in the DCC Catalog, and through the Registrar's office. Faculty advisors and staff advisors monitor graduation requirements closely and update them systematically through internal committee meetings and affinity groups with the state. Following these discussions, if needs arise, catalog addendums are posted on the website and program pages.

Reflection and Next Steps

A big challenge for DCC is that it doesn't have an online degree audit system which makes it difficult for students and the College to monitor progress. The Executive Cabinet has started preliminary discussions on the adoption of a degree audit software that could help with this process. In the meantime, the Registrar's office conducts degree audits for sophomore students who submit graduation applications, and upon request from any other student or DCC employees.

Supporting Documentation
BP 3-4 Student Admission Policy
CP 3-4 Admissions Policy
Program webpage
Plan of Study
Graduation Application
Advising page
Catalog
Application Page
Step by step checklist

1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Assessment is an essential part of the work that the College engages in to serve the needs of students and improve programs and practices. Faculty take collective responsibility for fostering and assessing student teaching and learning through clearly identified learning outcomes. Individual faculty members establish, assess, and report the accomplishment of SLOs for each course, which then form the basis of program assessment.

Evolution of Program Assessment

The assessment process has evolved over time as DCC faculty and administrators have deepened their understanding of the purpose, value, and applicability of academic assessment processes. Most notably, the College has sought to enhance the assessment process as a tool to improve learning outcomes.

From 2014-2018, the College used Student Outcome Assessment Plans (SOAP) to assess learning outcomes, document which course learning outcomes were measured, explain how those learning outcomes aligned with the institutional wide and program learning outcomes, identify which assessment methods were used, compile the collected data, and articulate plans for improvement.

In 2018-2019, with the hiring of a new President and the adoption of the 2018-2022 Strategic Action Plan, the College revised its assessment process. To show its commitment towards the new assessment process, DCC hired a Faculty Lead to assist the Vice President of Academic and Student Affairs (VPASA) adopt an assessment handbook, and lead faculty in implementing the assessment practices.

The new program assessment process first requires faculty to assess and report on the relevance and effectiveness of their course assignments, materials, and activities as means to achieving the course's student learning outcomes. Currently, faculty conduct these assessments on each course they teach each semester. Faculty use data from these assessments to guide their efforts to make continuous improvements in their programs. At the end of the semester, after data from multiple courses is collected and reviewed, faculty members and the Dean of Academics have discussions about how they can use the feedback from course SLO reports to identify areas of different programs in need of improvement or additional focus. Figure 3 demonstrates the College's assessment process.

Figure 4: Program Level Map Overview
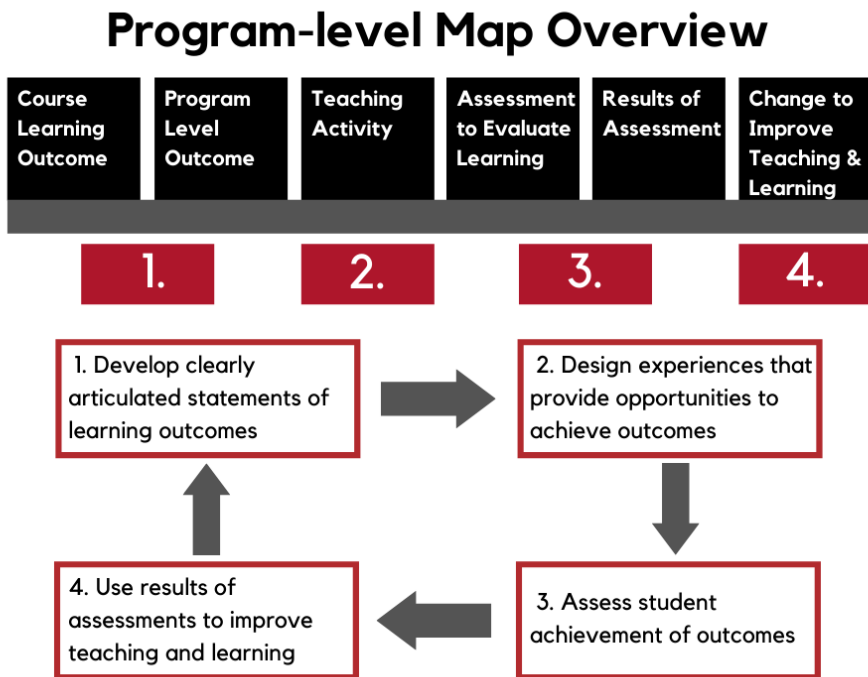
The TLE Committee provides an additional venue for faculty members to discuss their SLO reports - strengths and weaknesses, successes and deficiencies - and gather feedback and recommendations from their peers about possible adjustments or improvements they can make to their courses. Faculty members use this analysis as an additional source of feedback about potential improvements to their programs.

Assessment Leading to Learning Outcomes and Program Improvement

Here are some examples from the last three academic years' annual assessment reports:

In 2018-2019 BIO 101 faculty assessed students' ability to identify the major classes of macromolecules. What the faculty member realized from that assessment was that students had problems identifying the classes of the macromolecules because the instructor - not the student - was doing the work of drawing them. The faculty member used the assessment to adjust their instructional

approach and have students draw the macromolecules in the class rather than just identifying them from the instructor's drawing to assist them with the identification process.

In the 2019-2020 CAPP 131 Basic Microsoft Office course, faculty assessed students' abilities in Microsoft Word, Excel, Access, or PowerPoint. Although most students met the program's required 70% competency level, faculty noticed that the students struggled with attention to detail and were often making little, avoidable, mistakes. Based on this assessment, the instructor implemented three changes to the course: they developed a review exercise for students at the beginning of the semester that focused on attention to detail, they reevaluated the course textbook for its ability to address this challenge, and they added more supplementary, instructional resources to class sites.

In 2019-2020 EDEC 273 Curriculum and Environments 1, faculty assessed SLO 3: "Design a play-based curriculum by incorporating transition activities that are age-appropriate." Faculty learned that students' interest in curriculum development increased when they were given the opportunity to visit and observe an early childhood program.

In Spring 2021 PSYX 100 Intro to Psychology and PSYX 230 Developmental Psychology, faculty saw student retention of information was lacking due to a large number of assignments. This prompted faculty to update the course structure by eliminating a number of multiple-choice quizzes and adding a weekly reflection that incorporated more writing and encouraged students to thoughtfully reflect on the chapter. This improved students' understanding and analysis of the material.

During 2019-2020, in the Welding Program, the faculty looked at three classes in relation to safety expectations. The faculty wanted to see whether the methods of instruction (written and verbal) were effective in getting students to demonstrate safety throughout the semester. During COVID-19 restrictions, some welding courses were delivered online. This provided the opportunity for instructors to try different methods of teaching and to consider whether students comprehend the material better through verbal instruction by the faculty or by reading the information in the textbook and faculty resources for themselves. In the end, the faculty discovered that in-person instruction was essential to student comprehension of the written material.

Online Course Assessment

For the last twenty years, the College has partnered with Colorado Community College System (CCCOnline) to offer online courses. Additionally, in the last few years, DCC has substantially increased the number of online courses taught by DCC faculty and adjunct faculty members. DCC online courses follow the College's same assessment process and timeline regarding program improvement.

CCCOnline conducts course & program assessments for all its courses; however, at the present time, the assessment review is conducted separately from DCC on-campus and online offerings. CCCOnline shares its course and program assessment data with DCC and the data is discussed with faculty and at TLE. CCCOnline course assessments do not become part of the College's assessment review process.

Improving the Program Assessment Process

In 2019-2020, DCC added a Dean of Academics position to support the VPASA in academic affairs duties. The new Dean of Academics, in collaboration with Faculty Lead and the VPASA, led the College's assessment process and ensuing discussion.

As faculty were preparing to adopt and implement the updated assessment process in 2019-2020, the COVID-19 pandemic hit, forcing many faculty to rapidly learn how to teach in a new, challenging environment. Faculty commitment toward effective teaching was high, and many adaptations were made to help faculty successfully transition to online instruction. However, with the focus on developing new technological and instructional skills, and the additional difficulties prompted by a challenging and unfamiliar context, assessment suffered. In an effort to regain momentum lost due to COVID-19 interruptions, the Dean of Academics invited a professional on campus to provide assessment training and re-energize the commitment to the assessment process.

DCC started the Fall 2020 semester teaching on-campus courses. However, due to a consistently high number of employees and students in isolation or with COVID-19, the decision was made to return to online instruction midway through the semester. In order to keep assessment a priority, some faculty leaders on-campus created assessment videos to help faculty understand what is expected of them and better explain the assessment process. These videos are shared with faculty and adjunct faculty, making it convenient to refresh their assessment skills and increase their knowledge.

In Spring 2021, DCC allocated an additional day at In-Service to focus on assessment. During this day-long training, faculty reflected on the shortcomings of the current processes and discussed the need for a more structured reporting system to link course data to program assessment. The proposed solution was a new and comprehensive curriculum mapping process.

In Fall 2021, the new Dean of Academics started conversations with faculty around program assessment as part of the curriculum mapping discussion. As a result of the conversations, the Dean of Academics is working with faculty to create a program assessment process that is less complex, more intuitive, and meaningful. Additionally, the Dean is leading faculty in the development of a more strategic and realistic timeline for comprehensive, and institution-wide program assessment. With this approach, faculty are encouraged to consider learning outcomes assessments not only in terms of how

they can improve their own teaching or classroom, but also how they can help improve student learning across the entire campus community.

Faculty Leadership

DCC recognizes that faculty must continue to play a leading role in the assessment process and that they must be continually conscious of how assessment data can help them make instructional improvements. DCC faculty are encouraged to seek out professional development opportunities and share their insights and experiences with colleagues. During COVID-19, DCC faculty played a vital role in adapting in-person curriculum to appropriately address virtual and online delivery challenges. In 2019-2020 and Fall 2020, the Academic Affairs department's focus was helping students successfully navigate the online learning environment. To accomplish this, DCC identified three faculty members to mentor colleagues as they transitioned to online teaching and learning.

The Teaching and Learning Excellence (TLE) Committee oversees the assessment process at DCC. The TLE Committee is composed of all full-time, part-time, and adjunct faculty members. The Dean of Academics and Academic Coordinator also participate as non-voting members. The committee reviews learning outcomes and links to program outcomes using an annual assessment process which is incorporated in the College's annual planning process.

Reflection and Next Steps

As DCC reflects on this accreditation cycle, the College realizes that assessment of learning outcomes is crucial to program improvement. DCC's new Dean of Academics is working closely with faculty and the TLE committee to keep assessment central to ongoing academic discussions. The College is currently focusing on three critical areas: developing a useful assessment timeline, simplifying the assessment report, and providing faculty members with continuous professional development in assessment.

The College has learned that it will be important to simplify the program assessment process and reports. Currently, faculty are required to assess and report student learning outcome success for each course they teach and report back at the end of each semester. According to the Faculty Union Agreement, however, faculty at DCC conclude their contractual duties on the Friday of finals week. This requires DCC faculty to assess, reflect, and report student learning outcomes for all their classes within mere hours of correcting or even giving their final exams.. While the intent of the current timeline was to encourage faculty to conduct assessments while the data was fresh in their minds, faculty have balked at the unrealistic expectation and have struggled to fulfill their assessment obligations. One possible solution is to extend the timeline into the next semester, providing more time for a more meaningful and reflective process.

Faculty turnover has, at times, had a negative impact on the College's ability to conduct quality assessments. As new faculty members are hired it is important that assessment expectations become a part of the onboarding and orientation process. Additionally, they must be made aware of the tools in place to help them be successful and be instructed in the importance of continuous improvement. The assessment videos mentioned previously will be a part of the onboarding process to assure that new faculty get off to a strong start. To ensure the sustainability of the assessment process, the Dean of Academics will assign a mentor to each new faculty member so that they can learn from someone who is familiar with assessment and who can provide them help when they encounter challenges.

Supporting Documentation
Assessment Handbook
Faculty SOAP Report Sample
Faculty SLO Report Sample
Online Learning

1.C.6

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes, and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem-solving, and/or information literacy.

Consistent with its mission, the College has established Institutional Learning Outcomes (ILOs) for all associate-level degrees and within the General Education curriculum. DCC Certificates of Applied Science and Certificate of Technical skills are stacked inside AAS degrees and lead to the achievement of learning outcomes at an appropriate level. Students who graduate from Dawson Community College with an AA, AS, and AAS will demonstrate knowledge attainment in the following five ILOs:

ILO 1 Critical Thinking is the objective analysis and evaluation of issues, ideas, or assertions by collecting, researching, and judging relevant data, artifacts, perspectives, and sources to form a judgment. (Adapted from AAC&U - Value Rubrics)

ILO 2 Effective Communication comprises oral and written communication. Oral Communication is an expression designed to inform, instruct, persuade, or entertain the receiver. Written

Communication is the development and expression of a message through the written word. Written communication involves working in multiple genres and styles, using relevant technologies, skillfully using relevant technologies, and skillfully combining texts, data, and images to convey information to the reader. (Adapted from AAC&U - Value Rubrics)

ILO3 Cultural Competency is the attainment of a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

ILO 4 Scientific & Mathematical Proficiency in science refers to the ability to use the body of knowledge and the scientific method to explain the natural world, identify questions, and to draw evidence-based conclusions. Mathematical proficiency is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves two different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

ILO 5 Information Literacy is the ability to obtain and evaluate specific information to meet a wide range of personal, political, social, and business needs. The use of technology to store, organize, and access information is integral to this competency. (Adapted from AAC&U - Value Rubrics)

In addition, within the Associate of Arts and Science degrees, DCC has one additional program outcome:

PLO 1 Mastery of Emphasis Area Content comprises familiarity with a body of knowledge, which may include a concentration or emphasis area and/or applied understanding and skills related to specific program objectives and outcomes developed at the program level.

Furthermore, each of the CTE programs also has a set of program outcomes that are unique to the program. For example, along with the five ILOs, the Criminal Justice degree has six program-specific outcomes:

PLO 1 Identify and explain the basic structures and functions of the criminal justice system.

PLO 2 Interpret the basic concepts and functions of criminal law.

PLO 3 Apply constitutional principles that protect the rights of individuals and regulate criminal justice practices and procedures.

PLO 4 Integrate multidisciplinary theories, which constitute the basis for understanding criminality and victimization.

PLO 5 Identify and describe key social and cultural issues confronting the criminal justice system.

PLO 6 Explain basic theories and concepts of criminal justice and the ethical issues involved.

Evolution of Institutional Learning Outcomes Assessment

During this accreditation cycle, the College has developed and used two different assessment processes for Institutional Learning Outcomes. From 2014-2018, the College used Student Outcome Assessment Plans (SOAP) to assess learning outcomes, document which course learning outcomes were measured, explain how those learning outcomes aligned with the institutional wide learning outcomes, identify which assessment methods were used, compile the collected data, and articulate plans for improvement.

In 2018-2019, with the hiring of a new President, change in leadership, and the adoption of the 2018-2022 Strategic Action Plan, the College revised its assessment process. The new assessment model focuses more on faculty reporting and assessing learning outcomes at the course level.

In career/technical programs, the assessment process centers around the unique program-specific PLOs developed for each program (see above for an example from Criminal Justice). In AA/AS transfer programs, program assessment focuses primarily on the attainment of institutional learning outcomes (ILOs). This is because every transfer concentration - from Accounting to Sociology - shares the same basic program learning outcome: Mastery of emphasis area content. While the reasons for connecting transfer programs to this outcome are obvious, an assessment of a single PLO generates an insufficient amount of useful feedback, so transfer programs are also assessed on their ability to achieve ILOs.

Based on the feedback from the program level assessments, DCC faculty collaborate at TLE committee meetings to discuss institutional learning outcome improvements. The following is an example of how the College uses program assessment to improve institutional learning outcomes:

In 2019-2020 the Psychology faculty looked at ILO 1 and PLO 1: Mastery of Emphasis Area Content comprises familiarity with a body of knowledge, which may include a concentration or emphasis area and/or applied understanding and skills related to specific program objectives and outcomes developed at the program level. In this assessment, faculty looked at the way in which students improved in writing over the course of the semester. The faculty found that, while the average grade among four writing assignments remained the same as the previous year, in weeks where faculty

added a quiz along with the writing assignment, students tended to put in less effort in the writing assignment. This resulted in students having higher scores on weeks that didn't require a quiz. DCC faculty attributed this to assignment fatigue. In the following year, some faculty and adjunct faculty in the Psychology, Business, and Addiction Studies opted not to offer a quiz during the weeks that offered the writing assignments and saw an increase in the quality of the assignments that students were struggling with in the past.

Reflection and Next Steps

As DCC reflects on this accreditation cycle, the College realizes that assessment of institutional learning outcomes is crucial to continuous improvement. DCC's new Dean of Academics is working closely with faculty and the TLE committee to keep assessment central to ongoing academic discussions. To that end, the College has engaged in curriculum mapping as a first step in formalizing the assessment process.

With the two assessment models the College used over the accreditation cycle, DCC realized the first model was more helpful in providing a meaningful assessment of institutional learning outcomes. As the College reflects on the current model, it is evident that improvements are needed. The College also recognizes faculty will play a key role in developing an effective strategy that integrates all academic assessments. DCC's mission and core themes encourage faculty to think from a strategic perspective. Through informal sharing faculty have found teaching strategies that help fulfill institutional outcomes tied to the mission and core themes. The next step is to formalize that process through documentation, sharing in meetings, and emphasizing the importance of ILOs in the onboarding process.

Supporting Documentation
Catalog
Assessment Handbook
Faculty SOAP Report Sample
Faculty SLO Report Sample
Online Learning

1.C.7

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes

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Assessment Results inform Academic Planning

The College uses the results of its assessment efforts to inform academic and learning-support practices to continuously improve learning outcomes. Improving learning outcomes improves student performance which consequently improves programs.

Through the assessment process, faculty answer questions such as "how do I know the required learning took place? What might I need to modify to support better student learning in the future?" The updates coming from assessment allow faculty to improve teaching and learning and increase student performance.

To demonstrate this cycle in action, see the example below from BIOB 101.

Student Learning Outcome	Assessment Measure during Fall 2019	Assessment Results Fall 2018		Implementation Method for Fall 2020
		# tested	# passed (70% or better)	
1. Describe (DRAW) the structure of an atom and chemical bonding.	Exam 2A #59	31	20 (64.5% passed)	Mastering Biology assignments

From the assessment, faculty can determine where the SLO is met in the course and where it needs improvement. SLOs that need improvement are addressed in the "Implementation Method" section and reviewed the following semester or year when faculty prepares to teach the course again. When SLOs of more than one subject under the same discipline are underperforming, faculty assess the PLO and make the necessary adjustment. All SLO reports once finalized are sent to the Academic Coordinator. Faculty review results during TLE committee meetings.

Below are some examples of assessment results used to improve teaching and learning at DCC.

In Fall 2020, Corrosion faculty used assessment results to document the need to purchase new equipment which led to increased student performance in labs.

In Spring 2020, Human Relations in Business (BMGT 237) updated the project rubric to include a creativity rating. Students incorporated creative methods and tools in a class presentation, engaging the audience, and in turn, improving the overall project scores.

Math course instructors discussed the fact that the Corequisite program introduced in Montana colleges 4 years ago has had minimal impact on student achievement. Based on the assessment, faculty are reconsidering the initial screening and placement process, including the possibility of requiring prerequisites rather than corequisites.

In Fall 2019, College Writing (WRIT 101), faculty observed an increase in the final exam scores with the addition of a mid-term research paper that helped students prepare for the final research paper.

In Fall 2019, Basic MS Office (CAPP 131), faculty saw increased student performance on chapter exams by focusing an additional week on the Excel chapter. Students' final test scores improved as a result.

Assessment Results inform Learning Support Practices and Planning

The College uses the results of its assessment efforts to inform learning-support practices and planning to continuously improve learning outcomes. During the college's budget allocation process each spring, the Dean of Academics and faculty submit budget requests that identify possible purchases and expenses along with their rationale supporting each request. The College encourages the use of data from the assessment results to provide support for budget requests. Below are some examples of assessment results used to support budget requests and allocations:

During 2019-2021, faculty offering HyFlex courses used the assessment process to support budget requests to address classroom technology needed to enhance the quality of instruction for HyFlex students. Virtual students reported they had difficulty seeing the results on the white board in the classroom. Resources were requested through the budget process, prioritized, and then allocated grant funds to purchase a Microsoft Hub 2S white board, augmenting the ability to effectively instruct all students.

Another example of the College budgeting resources based on assessment recommendations is the hiring of peer tutors to increase student performance. Presently, DCC employs two professional tutors to support liberal arts and math and science disciplines, and uses e-tutoring through the CCCOnline partnership. In 2019-2020, as a result of assessment activities, Science faculty recommended the

hiring of peer tutors to increase scores. The College saw a 3% increase in overall student success rates that year. Since then the College has been utilizing peer tutors and many students take advantage of this service.

At DCC, assessment of learning outcomes has also improved learning support practices. Some examples include:

● In the 2019-2020 academic year, the College allocated resources through the Montana Career Pathways grant to hire a Faculty Dual Enrollment Coordinator. This Coordinator assists with teaching and learning assessment efforts with high school instructors and ensures academic quality and rigor expectations are met.
● The Chemical Dependency Program used data to justify the hiring of a full-time Chemical Dependency program instructor in 2017-2018. As a result, enrollment has substantially increased.
● In order to better serve a growing number of online students, the College enhanced the Online Specialist position in 2019-2020 to ensure all online students receive thorough advising.

● During this last accreditation cycle, the College allocated dedicated space for an Art Gallery to enhance student learning experience on-campus, providing hands-on experience curating an art exhibit. Students campus wide and community members also benefit from this space.

Reflection and Next Steps

The College uses an assessment of student learning practices to drive continuous improvement efforts in academic programs and learning support services. Assessment results are utilized in the decision-making process to inform and allocate resources in learning and support practices. As the College moves forward in the next accreditation cycle, DCC will continue to work with faculty to design and implement meaningful assessments practices that lead to improvements in teaching and learning.

Supporting Documentation
Catalog
Assessment Handbook
Faculty SOAP Report Sample
Faculty SLO Report Sample
Online Learning

1.C.8

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

DCC has developed and implemented transfer and prior learning credit policies and procedures that maintain the integrity of its programs. The College accepts transfer credit and credit for prior learning through various avenues. DCC uses the following categories to group the types of learning:

- The College accepts transfer credits which include credits earned for equivalent coursework from another accredited higher education institution. The transfer policy is published in the DCC Catalog and is clearly defined in Board Policy 4-5 and College Procedure 4-5. The Catalog, Board Policy, and College Procedure are easily accessible on the college website. The Registrar is responsible for reviewing, evaluating, and articulating transcripts of students wishing to transfer coursework to DCC.
- DCC accepts secondary transfer credits, which include advanced placement (AP), international baccalaureate (IB), and dual enrollment courses. The College only accepts dual enrollment courses when transcripted from the higher educational institution. DCC follows recommendations made in the affinity groups regarding AP and IB acceptance.
- The College accepts prior learning that involves formal training, certifications, and exams, including military training, industry certifications, standardized exams (e.g., CLEP, DSST), and course challenges. It also uses the American Council on Education guide recommendations to award credit for military training and industry certifications. The prior learning policy is published in the DCC Catalog and is clearly defined in Board and College Policy 4-8.

Within the state of Montana, common course numbering makes course transfer seamless between four-year colleges, two-year colleges, and community colleges. Additionally, Montana University System (MUS) offers reciprocity to those who are pursuing AA and AS degrees and transferring within the system. Through this coordination, degree requirements fulfilled at a prior college in the MUS are considered to have been met at DCC if the student is pursuing the same degree when they transfer.

Reflection and Next Steps

There is increased pressure to utilize Prior Learning Experience (PLE), especially with the tightened Montana labor market. DCC is currently participating with MUS on regular dialogue analyzing current processes and streamlining awarding of credits for PLE. In the next accreditation cycle, the College intends to clearly map out the process of applying for and awarding prior learning credits to increase awareness and accessibility. In addition, the College will increase awareness of PLE on the Future Students webpage to address the transfer and awarding prior learning credit.

Supporting Documentation:
Board Policy 4-5 Transfer of Credit
Policy 4-5 Transfer of Credit
Board Policy 4-8
College Policy 4-8
DCC Catalog
Academic Advising Page
Registrar Page
Dual Enrollment Page

Standard 1.D: Student Achievement

1.D.1

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

Recruitment Efforts

Consistent with its mission, DCC is an open-access institution that admits all students who meet minimum age and education requirements and those with the potential to benefit from its offerings (Board Policy 3-4). Recruitment efforts are intentional and focused towards the College's rural service areas in eastern and central Montana, western North Dakota, and western South Dakota. Outreach efforts are guided by the College's Enrollment Communication Plan.

The Assistant Director of Recruiting visits local service area high schools and coordinates campus tours with school groups. Prospective students and parents can request a campus tour by calling the main office or by completing an online information request. In addition, the Assistant Director of Recruiting participates in job, health, and Montana Post Secondary Opportunities Council (MPSEOC) fairs throughout the service area. DCC staff and faculty are not only invited to attend, but host one of the events. Through these events, DCC representatives share program information, admissions processes, connect prospective students with faculty, and provide them with campus resource information.

The Enrollment Department used in-house excel spreadsheets as tracking systems from 2015-2020. Despite the tracking system's inefficiencies, the Enrollment Department develops a disaggregated admissions report at the end of every fall, to review the make-up of student applicants and how they converted to enrollees. The data from the report was reviewed in the Enrollment Department and the Student Success Committee. Feedback from both groups is incorporated in the Enrollment Communication plan the following year. For example, in 2017-2018, the College saw an increase in prospective non-traditional students that didn't yield an increase in conversion to an enrollee. The Enrollment Department attributed this to having fewer touchpoints with prospective non-traditional students during the year. The Enrollment Department added the Evening Open House in the fall 2018 during the fall and spring semesters to increase participation. The event was a success and as a result the College saw an increase in local non-traditional students taking online classes in the following year. As the College works towards increasing in-person events, the Enrollment Department intends to bring back the Evening Open House. In addition, the College is currently exploring ways to increase hours of operations in the main office a few times a week.

Throughout this accreditation cycle, the Enrollment Department has recommended improving systems that are used for tracking prospective students and contacts. This concern became more apparent with the increase in enrollment DCC has experienced in the last few years. The Enrollment Department started discussions in Spring 2019 and requested the purchase of FireEngine, a recruiting software to better support recruitment efforts and provide targeted outreach. The department purchased the software in Spring 2021 and training is underway for the appropriate staff.

Admissions Efforts

Consistent with its mission, the College admits students with the potential to benefit from its educational programs. 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), appropriate HISET (High School Equivalency Test) scores, or any other graduation record. DCC admits currently enrolled high school students under the age of 18 through the dual enrollment program, where high school students 16 years old or a junior in high school may

register for classes either at the College or through their high school for college credit. Please see Board Policy 3-4 and College Policy and Procedure 3-4 for detailed admissions policies.

Steps to become a DCC student:

Step 1: Apply: Applicants complete the application online or in-person at the Main Office.

Step 2: Meet with an advisor: Applicants are assigned an advisor once they complete the admissions application and are admitted at the College. Advisors meet with new students before they attend an orientation to have a clear idea of their degree path, their initial placement (described in 2.C.3), and courses they will need to take to get started on this path.

Step 3: Attend PREP: First-time college students must attend an orientation before registering for courses. During orientation, students register for first-term courses, learn how to access their schedules, review their invoices, and learn about college resources and how to access them. Students who have previously earned 12 college credits while pursuing a degree are encouraged but not required to attend PREP.

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 transcripts or the instructor's permission. In addition, students can also 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 various student communications.

The College requires all degree- or certificate-seeking students to attend a student orientation to ensure they receive accurate information about the transfer and prior learning policies, information on their programs of study, graduation requirements, and transfer policies. Students meet their academic advisors to review degree requirements placement test scores and register for appropriate courses.

Reflection and Next Steps

Moving forward, the College is working on several additional steps to support the new student enrollment process, including developing a plan for consistently communicating with new students as they enter the College by leveraging Fire Engine capabilities to track student progress through the enrollment process.

Supporting Documentation:
- [Institutional Mission and Core Themes](#)
- [Dawson Community College Facebook Official Page](#)
- [College Policy 3-11 Academic Policies](#)
- [Board Policy 3-4 Student Admission Policy](#)
- [CP 3-4 Admissions Policy](#)
- [Draft Conditional Acceptance letter](#)
- [Draft Acceptance Letter](#)
- [Enrollment Checklist](#)
- [Admission Requirements](#)

1.D.2

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Peer Institutions

The College has identified eleven peer institutions to compare itself with in the annual Integrated Postsecondary Education Data (IPEDS) feedback report. Approximately, half of the peer institutions, such as Nebraska College of Technical Agriculture (NCTA) and Colby Community College (CCC) are similar in characteristics to DCC, such as size, rural setting, student demographics, and academic program offerings. The other half of the peer institutions, such as College of Eastern Idaho and Dodge City Community College have characteristics that DCC aspires to have or become.

DCC has also identified two peer comparison colleges in the Montana and North Dakota region; they are Miles Community College (70 miles away from Glendive) and Williston State College (98 miles away from Glendive). DCC selected these community colleges because they serve a similar student population, enrollment size, and location. Both peer comparison colleges provide limited public disaggregated data which in turn limits using disaggregated data.

The Institution Establishes and Shares Widely a Set of Indicators

Consistent with its mission, the College has established a set of indicators for student achievement that are institutional indicators used to measure the success of the College in fulfilling its overall mission and core themes. The College uses a variety of reports and methods to identify and collect information on these indicators:

FTE Data Report

The Registrar's office generates the FTE Data Report, which is a snapshot in time of all students, programs, types of delivery, enrollment to date, and enrollment comparison for the last two years. The FTE Data Report has evolved through the years, initially focusing on student enrollment based on the delivery method (on-campus or online) to its current state where data is disaggregated. The FTE Data Report has allowed DCC to address many student success-related goals and concerns such as increase and retention of non-traditional students and online students.

The report is generated daily during the first fifteen days of classes and then weekly for the rest of the semester. The FTE Data Report provides disaggregated real-time student enrollment data based on student gender, race/ethnicity, age, and socioeconomic status. In addition, the report identifies students as new, returning, or transferred; enrolled as full-time and part-time; degree and non-degree seeking; on-campus and online; as well as dual enrollment students disaggregated by high school and whether the students take the classes on-campus. The report, while it has added value to conversations around student achievement, it does not provide a comparison of data from one year to the next. With the College's continuous efforts to address student achievement gaps, the College has developed Tableau dashboards to address comparative data.

Dawson Community College Dashboards

The DCC Registrar's office also disaggregates student achievement data in Tableau. The Registrar has built various dashboards addressing retention, persistence, completion and postgraduate success in the last two years. The College is in the early stages of using disaggregated data. The College intends to continue to develop these dashboards and increase its reliance on them for presenting and disaggregating student achievement data. The College also intends to provide training for using the dashboards with college employees.

Montana University System (MUS) Dashboards

As a partner with the Montana University System (MUS), the College enjoys access to some of the interactive Tableau (a data reporting software) dashboards built by MUS. The College uses the

dashboards regularly to compare with peer institutions in the state regarding retention, completion rates, and some limited post-graduation rates. MUS dashboards provide data regarding first-time full-time students and Native American Student Achievement Rates, compared to peer state institutions. As MUS continues to build dashboards to compare state college and community college performance, DCC is part of the conversation encouraging more disaggregated data regarding student achievement indicators.

Postsecondary Data Partnership (PDP)

The College joined NWCCU efforts in 2017-2018 in becoming a member of the Postsecondary Data Partnership (PDP) to track and measure student success. Additionally, the MUS has offered to gather and upload Montana state college and community college data in PDP for the last eight years. DCC's Registrar is working with MUS to import the necessary data and reports. The project is expected to be finalized in Spring 2022. The College intends to incorporate PDP dashboards and data to view student metrics for all students and respond to student needs proactively based on data assessment.

The methods used to disaggregate data and create data presentations are labor-intensive, causing a significant time investment upfront. In 2019-2020, the College hired an Academic Coordinator to assist with disaggregating data and creating meaningful reports to address student achievement. As part of the job description, the Academic Coordinator will work closely with the Registrar's office to build interactive dashboards to address student achievement data at the program and course level. The pandemic delayed the training process for the last two years. The Registrar and Academic Coordinator intend to start training in summer 2022 to address student achievement data disaggregation.

Student Achievement Scorecard

The College compiles student achievement indicators in the Student Achievement Scorecard (SAS). The indicators listed in the SAS are in categories of retention, persistence, completion, and post-graduation success.

Figure 5: Student Achievement Scorecard

Student Achievement Scorecard				
	2019-2020	**2020-2021**		**Threshold**
Fall to Spring Retention	75%	85%		75 % or higher - Green 74-70%% - Yellow less than 74% and under - Red
Fall to Fall Retention	48%	47%		50 % or higher = Green 45-49%% = Yellow 44% and under = Red
Course Success Rate for all courses				No institutional thresholds set at this point due to being new measures the College is measuring.
Passing College Writing I in Year 1	78%	68%		
Passing Math (College Algebra or Contemporary Math) in Year 1	79%	78%		
Degree Completion within 100% of normal time to completion	29% (2017Cohort)	39% (2018Cohort)		5 % Green 4% Yellow 3% and under Red
Degree Completion within 150% of normal time to completion	35% (2017Cohort)	39% (2018Cohort)		5 % Green 4% Yellow 3% and under Red
Total % of Cohort who transferred at another higher education institution	16%	23%		No threshold set at this point due to being a new measure.
Total % of Graduates from the Cohort who graduated from DCC and transferred at another higher education institution	56%	59%		50 % or higher = Green 45-49%% = Yellow 44% and under = Red
Transfer out Rate (students who transfer from DCC to another institution and didn't get a degree)	23%	28%		

The College further disaggregates each of the indicators in the SAS by gender, race/ethnicity, age, program, and enrollment status. The disaggregated data is available in the DCC Dashboards webpage.

While DCC has identified indicators that show elements of retention, persistence, and completion, the College needs a more robust set of post-graduation success indicators. For example, on post-graduation success, indicators focus more on transfer rates. While students are surveyed post-graduation, that is not part of the achievement indicators. As the College updates its strategic plan and mission fulfillment framework, it will make additional adjustments to its student achievement indicators that will likely result in some changes to the current list.

Reflection and Next Steps

As the College reflects on this accreditation cycle, it becomes clear that great strides have been made in the use of data to promote student achievement and close barriers to academic excellence and success. However, the College realizes that more work needs to be done; it all starts with disaggregation of data. DCC is new in its efforts to disaggregate student achievement data. Given the size of the institution and limited resources, the DCC Registrar has had to use multiple reports to disaggregate student achievement data. As the College moves forward in the next accreditation cycle, it intends to assess and improve its processes regarding data disaggregation, and assess its peer institution group to assure it is a meaningful comparison group as it compares disaggregated data.

Supporting Documentation
FTE Data Report
Student Achievement Scorecard
DCC Dashboards
Montana University System Dashboard

1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Disaggregated Data Widely Available

The College makes disaggregated indicator data available via the Registrar's office. Institutional data and reports are made available internally through the employee shared drive, called K-drive. In addition, the College posts on its webpage accreditation, assessment, and data sources that the public can access. The webpage provides links to the Strategic Action Plan, Balanced Scorecard, FTE Data Report, and MUS and DCC dashboards.

The DCC Registrar's office collects the College's data, including student achievement data, and reports through the Balanced Scorecard and Student Achievement Scorecard. All full-time employees are able to review the information through the IES committee structure at the Fall and Spring

in-services, and college-wide meetings. The College analyzes and recommends improvements that inform planning and resource allocation during these meetings.

The College's data collection and reports processes have evolved through this accreditation cycle to continuously address student needs, state reporting requirements, and leadership changes. In the 2021-2022 academic year, the College's Data and Assessment Committee started reviewing institutional reports defining each one, their purpose, their effectiveness, and their use in improving student achievement. The Committee intends to write introductory sections for the reports, including definitions where needed, explain how baselines are developed, and identify college targets.

Benchmarked Against Peer Institutions

National Peer Institutions

The College has identified regional and national peers through the IPEDS to compare achievement indicators. Because of the limitations of readily available IPEDS data, the only collected data for regional peers was degree completion within 100% and 150% of normal time. The College has found that compared to its peer institutions, it is underperforming and has done so for the last two years. As a result, the College reviewed peer institutions and learned that the pool of the peer institutions is quite large, with a variety of colleges that don't provide a meaningful comparison with the College. For example, one peer institution's current enrollment is seven times greater than DCC's. Moving forward, the College will review the regional and national peer institutions to create a more meaningful list of peer institutions gathered from IPEDS.

The College Compares Program Specific Student Achievement Data

DCC looks for unique opportunities to serve students and business and industry through its Career Technical Education programs. The Corrosion Technology program at DCC is a good example. There are only three colleges in the United States that offer Corrosion Technology. When DCC established its Corrosion program in 2017 the College identified Seward County Community College (SCCC) located in Liberal, Kansas as a peer comparison college. Both colleges are two-year, public community colleges set in remote locations, with comparable enrollment and ratios of teachers to students (Dawson 11 to 1, Seward 15 to 1).

The College has compared some student achievement indicators with SCCC to ensure the program is performing at the level that is needed. In 2019, Corrosion program completion rates at DCC suffered. When compared to SCCC, the College saw similar trends. Table 3 demonstrates completion rate comparison.

Table 3 Corrosion Technology Completion - Peer Comparison Data 2018-2020

Dawson CC	Completion Rate	Seward County CC	Completion Rate
2018	60%	2018	19.4%
2019	37.5%	2019	22.2%
2020	66%	2020	21.4%

The College learned through the advisory committee that the demand for corrosion workers was so high that business and industry did not have time to wait for students to complete a two-year program. As such, companies did not require a degree or any particular licensure. Employers were willing to hire students with just one semester of college courses then train them on the job. As a result, DCC started conversations with SCCC regarding offering online courses for students interested in finishing their degrees while working. These conversations have been postponed due to COVID-19, but the College intends to continue the conversation in the future.

Disaggregated Data Used to Inform Planning, Decision Making, and Allocation of Resources

Although new at using disaggregated data, DCC has quickly learned the value of using data proactively to inform planning and make decisions. As a result of disaggregated data usage, the College has received a variety of grants which provided funds to implement strategies addressing achievement and equity gaps. Specific grants and the selected activities they funded during the current accreditation cycle include:

2017 - 2022 Montana Career Pathways (MCP) Grant

- Provide dual enrollment courses to rural high schools
- Support academic advising for dual enrollment students
- Offer training for dual enrollment faculty

2020 - 2022 Youth Homelessnes Demonstration Program (YHDP) Grant

- Provide mentorship for Dawson Promise Program students
- Provide free housing to homeless students
- Partner with local organizations to provide life skills training

2018-2022 Perkins Grant

- Support non-traditional students enrolled in the Chemical Dependency Program

Retention, Persistence, Completion, and Post-Graduation Success Efforts

DCC has used disaggregated student achievement data to guide decision-making around college improvement strategies and resource allocation in a specific effort to mitigate achievement gaps and promote equity. Following is a list of improvement strategies and resource allocation decisions in the categories of retention, persistence, completion, and post-graduation success.

- Introduced and expanded support services for students - the food pantry, laptop checkout, comprehensive advising efforts.
- Enhanced academic advising efforts by hiring an online staff advisor, and building an internal early alert system.
- Added Women's Volleyball team, and Men's and Women's Track team.
- Adopted Corequisites Model for Math and English courses to save students time and cut college debt.
- Expanded online offerings and support for online and Hyflex courses to increase non-traditional student enrollment.
- Started the Dawson Promise Program to provide a pathway to college for students aging out of foster care.
- Increased efforts to support Adult Basic Education (ABE) students in their transition from ABE to college.
- Used Pell Grant eligibility data to address CARES Act funding distribution.
- Increased efforts to offer Hyflex offerings to serve non-traditional students.
- Responded to student financial needs during COVID-19 by extending the scholarship cycle to allow students more time to apply.

The College's efforts in using disaggregated student achievement indicators are new. As the College continues to close equity gaps, it also intends to refine data collection of student achievement indicators that are more meaningful to the College. The College has identified first-generation students as one of the groups it plans to address, given the number of students who identify as first-generation students attending DCC.

Reflection and Next Steps

As the College reflects on this accreditation cycle, DCC realizes that meaningful disaggregated data has been used for continuous improvement to inform planning, decision making, and allocation of

resources. Equally, DCC realizes that more work needs to be done with disaggregating the data. The College needs to have Tableau technical expertise on campus to create dashboards according to the institution's needs and provide ongoing professional training. DCC employees need continuous training to understand disaggregated data and its uses compared to peers. In the upcoming accreditation cycle, and as the College updates its strategic plan, DCC intends to create a clear tie between disaggregated student achievement metrics and specific improvement actions.

Supporting Documentation
FTE Data Report
Student Achievement Scorecard
DCC Dashboards
Montana University System Dashboard

1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The Registrar's Office carries the institution's research responsibility to compile and make data available to departments, administration, and individuals of the College. The Vice President of Academic and Student Affairs' (VPASA) oversees institutional effectiveness efforts. These two offices work together to support the College in identifying data-driven approaches to support students.

DCC employees can participate in building student achievement reports through departmental requests and the IES committee structure. All DCC reports and resources are available on the employee shared drive (K-drive) and college website. In addition, various reports are shared through the IES committee structure, Fall and Spring In-Service, and monthly college-wide meetings.

The College offers a dedicated Assessment and Accreditation web page on the DCC website. This page consists of direct links to the Student Achievement Scorecard, statistical websites, the Strategic Action Plan and past and current Accreditation Reports.

The DCC Board of Trustees is a valued partner in this review, discussion, and use of data. The College has adopted the Board Calendar to share on a rotating basis an update of the College's reports and strategic data.

Disaggregated Student Achievement Data Informs Planning, Decision Making and Resources Allocation

The Montana University System has prioritized closing the achievement gap amongst Native American students. As a result, the MUS built Native American student achievement dashboards to help the Colleges in closing equity gaps amongst Native American students. Given the College's proximity to the tribal nations and the emphasis on recruiting Native American students, the College joined this initiative.

Through the MUS Native American achievement dashboard, the College was able to assess the percentage of Native American students the College was retaining, in comparison to other state peer institutions. DCC learned that in 2019, the College did not retain any of the students from the cohort. The news was concerning and the College took immediate action to start assessing the situation.

The institution engaged in discussions through the IES committee structure, and at the department level to address the low rates. DCC hosted a Native American student focus group where the College learned that students didn't feel represented, and their cultural nuances were not understood. The College responded by providing training on Native American history and culture. As of fall of 2020, DCC began offering Native American History and Culture as a credit course which was adopted under General Studies Plan of Study Core VI: Multicultural/Global Perspective. In 2021, the College celebrated Indigenous People Day inviting speakers from various Montana Native American tribes to present at the event.

Improving the Achievement Gaps

The College is aware of the equity gaps that exist and will continue to use disaggregated data to identify areas that need support. Normally, many students experience basic needs insecurity during a typical semester. In response, DCC has funding to help students with housing, utility, and transportation costs. Financial strain hits students hard but with COVID-19 the need for help was greater. The College increased the dollars available to students through fundraising and grant donations. The positive impact of these funds was significant. The College also responded by making the food pantry available in the Student Cove (lounging area in student housing) 24/7. Equity gaps were eased and student needs were kept at the forefront during the pandemic.

The College identified the needs of Pell eligible students through disaggregated data and determined the financial needs they have might be greeted during the COVID-19 pandemic. The Financial Aid department prioritized FAFSA applicants in the distribution of CARES Act funds, and Pell eligible

students were given additional money to help offset educational expenses to ensure they stayed enrolled and passed their courses successfully.

Second Chance Pell

The College has seen an increase of incarcerated students coming from the prison system or correctional treatment facilities, who are enrolling to take Criminal Justice or Licensed Addictions Counseling courses through DCC. Almost all the students enroll as part-time students because they are not qualified to apply for FAFSA. As a result, in Fall 2021, DCC applied for the Second Chance Pell pilot program sponsored by the Department of Education. This pilot program allows incarcerated students, who are not normally qualified for financial aid, the opportunity to receive Federal Pell grants to pursue secondary education. Through this program, the College will support the students to pass their courses, complete their degrees so that they can get good jobs and support their families, as they turn their lives around.

This Spring, 2022, DCC was approved to move on to the next in the process. DCC is in a good position as the Department of Education moves to roll the pilot program of Second Chance Pell nationwide by the Fall 2023.

The second phase of the approval process requires submitting additional supporting documentation and follow-up questions. The College will be working with the Office of Commissioner of Higher Education (OCHE) as it moves forward on this next phase. Internally, DCC employees are working to address processes, procedures, and challenges in serving the incarcerated population. The College understands that there are nuances in serving this population - technology with online classes, training on how to fill out the FAFSA, and the screening process of the college applicants. The DCC Executive Cabinet members are working with their respective departments to address the processes needed for success.

Once the College receives the final approval, DCC will work with Dawson County Correctional Facility and the Montana Women's Prison in Billings, to make available the Licensed Addiction Counseling degree.

Reflection and Next Steps

During the current accreditation cycle, the College has dedicated many resources toward addressing the needs of new students with a particular focus on student retention and persistence, especially at the beginning of the students' college experience. As the College continues to develop better efforts to lessen achievement gaps, it is clear that more explicit integration of equity is needed in the next strategic plan, including an articulated commitment to closing equity gaps. Furthermore, DCC intends

to align disaggregated student achievement data with its annual planning process to provide a quality educational experience for every student. In addition, the College intends to expand its efforts to focus not just on new students but also to seek to improve completion and postgraduate success.

Supporting Documentation
FTE Data Report
Student Achievement Scorecard
DCC Dashboards
Montana University System Dashboard
Board Calendar

Conclusion

Since the last Year Seven Evaluation, Dawson Community College has experienced significant institutional change. However, the College remains committed to fostering a culture of evidence, transparency, mutual trust, and shared governance. This self study demonstrates DCC has continuously worked towards fulfilling its mission of providing quality services and opportunities for growth and partnership during the current accreditation cycle. Using data-informed decision making processes that incorporate insights from multiple stakeholders, the College has taken intentional steps to continuously improve services that address the learning needs of its students.

The College's efforts have helped many students achieve their educational aspirations, even during the COVID-19 pandemic. However, the College is fully aware that it still has much to do to improve its institutional assessment processes in order to enhance student achievement, address equity gaps, and achieve overall mission fulfillment. This self study leads to several conclusions that will guide DCC as it begins the next accreditation cycle and adopts a new strategic plan.

Successes

- DCC has taken steps including professional development, employee recognition, enhanced new employee orientation and onboarding, and expanded communication to improve the campus culture. (1.B.2, 1.B.3)
- The College has used grant funding opportunities to support strategic efforts. (1.B.2, 1.D.3)
- DCC faculty have voluntarily partnered with peers at other Montana University System institutions to review DCC courses and ensure their quality, rigor, and transferability within the MUS. (1.C.2, 1.C.3)
- The College has shown a great willingness to innovate and pivot to the needs of the students during the COVID-19 pandemic. (1.D.3, 1.D.4)
- DCC has proactively worked to manage its enrollment by focusing on specific student demographics, improving outreach and marketing efforts and offering high quality programs and services. (1.B.2, 1.D.1, 1.D.3)
- The College enjoys strong local support and partnerships throughout the region allowing for enhanced student experience and learning opportunities. (1.B.3, 1.B.4, 1.C.7)

Areas of Improvement

- The College has identified relevant improvements to the annual and strategic planning processes. (1.B.1, 1.B.2)
- The College intends to implement further actions designed to address the continued audit findings dealing with lack of internal controls. (1.B.4, 2.E.1)

- The College has identified strategies to strengthen its communication of and adherence to the budget process. (1.B.4, 2.E.1)
- The College has identified strategies to appropriately monitor the College's financial condition and net position. (1.B.4, 2.E.1)
- The College will promote stability in critical and leadership positions to reduce the impact of turnover and vacancies. (1.B.3, 1.B.4)
- The College will continue to refine its course, program, and institutional assessment processes to ensure they contribute meaningfully to the College's mission and core themes. (1.C.5, 1.C.6)
- The College will continue developing the professional capacity of faculty and staff by encouraging employees to participate in professional organizations, promoting professional development regarding data and assessment, and by employing the use of disaggregated data as part of the College improvement process. (1.C.7, 1.D.3)
- DCC continues to improve its methods of disaggregating student achievement data and measuring the impact of its different services and interventions. (1.D.4)
- The College is committed to exploring innovations and continuous improvements in student achievement. (1.D.3, 1.D.4)
- The College will assess the tools and methods used to measure the impact of learning and support practices. (1.D.3, 1.D.4)

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 faculty 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.

CCCOnline – Partnership with Colorado Community College System to teaching online courses.

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.

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, the instructor's name 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. Also known as Dual Enrollment.

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.

Corequisite Courses: Montana University System term for courses designed to help students to overcome a deficiency in a skill area and prepare for study at the postsecondary (college) level. See also Developmental Education Courses and Remedial Courses.

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.

DCCMoodle: Moodle is Dawson Community College's learning management system.

DCCOnline: Name for courses developed by and taught by DCC educators.

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

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.

Dual 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. Also known as Concurrent Enrollment.

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 a student 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 a student has received, based 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.

Hyflex – DCC term used to describe specialized on-line courses.

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 System Committee: A group of five 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.

K-Drive: Network shared drive which houses data and documents widely used across the College.

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 Registrar's 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, Para curricular, 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 the DCC 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." See also Corequisite 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) are 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.

Brand 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: A department within the community college that is focused on short-term training to prepare individuals for jobs.

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

BOR – (Montana) Board of Regents

BP - Board Policy

CAS - Certificate of Applied Science

CCN - Common Course Numbering

CLO - Core Learning Outcomes

CP - College Policy

CTS - Certificate of Technical Skills

CPA - Certified Public Accounting

CTE – Career Technical Education

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

IES – Institutional Effectiveness System'

ILOs –Institutional Learning Outcomes

IPEDS - Integrated Postsecondary Education Data System

KPIs- Key Performance Indicators

LMS - Learning Management System

MACRAO - Montana Association of College Registrars and Admission Officer

MLEA - Montana Law Enforcement Academy

MUS- Montana University System

NACEP - National Alliance for Concurrent Enrollment Partnerships

NC3-National Coalition of Certification Centers

NWCCU - Northwest Commission on Colleges and Universities

OCHE – (Montana State) Office of Commissioner of Higher Education

OP - Operating Procedure

PDP – Postsecondary Data Partnership

PLE – Prior Learning Experience

PLOs – Program Learning Outcomes

PREP – Orientation for new first –time students

ROEM – Rural Organization Employee Management

SARA - State Authorization Reciprocity Agreement

SAS – Student Achievement Scorecard

SEI – Student Evaluation of Instructor

SLOs – Student Learning Outcomes

S- Spring Semester

STEM - Science, Technology, Engineering, & Mathematics

TLE – Teaching and Learning Excellence Committee

USDA - United States Department of Agriculture

VPASA Vice President of Academic and Student Affairs

APPENDIX C: PRFR REPORT FOLLOW-UP

	Standard	Evidence in Original Report (2021)	Evidence Updated (February 2022)
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 college provided a clear organizational chart describing levels of authority. Concern: There is no evidence of curriculum vitae for the executive leadership team describing their qualifications as administrators in planning, organizing, and managing the institution and assessing the effectiveness of the institution in fulfilling its mission.	(X)Leadership organizational chart ( )Curriculum vitae of executive leadership	The College makes available Executive Cabinet CVs on the Cabinet webpage. The CV will appear upon clicking the Cabinet member's name. Link: Cabinet Webpage
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. The admissions and placement policies and procedures are appropriate and allow enough flexibility to address unique student situations without compromising student success. Procedures regarding academic suspension, appeals, and re-admission are clearly described in the college catalog. Concern: There was no evidence that behavioral suspensions and reinstatements are addressed separately from academic suspensions and reinstatements.	(X)Policies and procedures for recruiting, admitting, and placing students (If Catalog, please note specific pages.) ( )Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures (If Catalog, please note specific pages.)	The College addresses conduct in the Student Conduct Code. Article IV: Academic Conduct Article V: Rules of Student Conduct Link: Student Conduct Code

APPENDIX C: PRFR REPORT FOLLOW-UP

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 college provided evidence of policies and procedures regarding secure retention and backup of students records as well as user responsibilities. Federal and state regulations were referenced, and evidence was provided to indicate compliance. Concern: There was no evidence of policies or procedures ensuring the protection of the college from cybersecurity threats or other emergencies.	(**X**)Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies	The College has established a policy regarding ensuring protection of the College from cybersecurity threats or other emergencies: Links: CP 6-8a: Anti-Malware, CP 6-8b: Backups, CP 6-8c: Change Control, CP 6-8d: Cloud & Infrastructure, CP 6-8e: Data Classification and Control, CP 6-8f: Data Storage, CP 6-8g: Employee Identification
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. Policies and procedures make it clear that employees expressing personal viewpoints in public communications must not associate their views with the college in any way. Policies and procedures clearly direct all requests for public communication requests to the president or president's designee. Concern: There is no evidence of procedures to review their communications prior to release to the public.	( )Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity	The College follows the Brand and Style Guideline regarding reviewing published materials to ensure institutional integrity. The guideline clearly defines the reviewing process on the last page Link: Brand and Style Guideline.

APPENDIX C: PRFR REPORT FOLLOW-UP

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. Policies and procedures were provided that indicate clear expectations for employee conduct. This included a Code of Conduct for employees as well as board members. Concern: No links were provided to bargaining agreements or the employee handbook to document the described grievance procedures for employees.		The College works with two bargaining units. The grievance procedures for employees are described under each agreement. Link: DCC Employee Handbook Link: Glendive Federation of Teachers. Link: Dawson Community College Unified
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. The employee handbook clearly addresses avoidance of employee conflict of interest and describes the types of conflict of interest that may arise. Concern: College Procedure 1-7 is referenced with no link to verify that it prohibits trustee or employee conflict of interest.	( )Policies/procedures prohibiting conflict of interests among employees and board members	The College publishes Policy 1-7 to address conflict of interest among employees and board members. Link: Policy 1-7.

APPENDIX C: PRFR REPORT FOLLOW-UP

2.E.1	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. The college is compliant with the Montana Legislative Audit Act and provided documentation of the 2018-19 audit and other financial indicators. Concern: The audit provided was not the most recent. The net financial position as described in the 2018-19 audit, is declining, and significant material deficiencies were identified in that audit with no evidence they were addressed. Sufficient cash flow and reserves were not addressed in the response nor was there a plan provided indicating the college is addressing these challenges.	(**X**)Policies/procedures that articulate the oversight and management of financial resources ( )Latest external financial audit including management letter (**X**)Cash flow balance sheets (**X**)Audited financial statements (**X**)Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments (**X**)Significant contracts/grants (**X**)Endowment and giving reports (**X**)Investment revenue	This standard is addressed under Recommendation 2 in the body of the document.
2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development. The college provides faculty with ongoing professional development. In-service provides more general opportunities for all employees. Employees are notified of opportunities for professional growth. Concern: There is little evidence of opportunities and participation by non-faculty employees in professional growth opportunities.	(**X**)Employee professional development policies/procedures	The College has established a Professional Development procedure for staff. Link: Staff Professional Development Form

APPENDIX C: PRFR REPORT FOLLOW-UP

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 college provided clear evidence of its advising program both in the catalog and on the college website. Concern: There was little evidence that information gathered from students is being used to make improvements in advising. Procedures for professional development are referenced in the employee handbook, but there were no clear expectations evident for advisor professional development.	(X)Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas) ( )Systematic evaluation of advising (X)Professional development policies / procedures for advisors	The College has revised the Advising Handbook to address professional development for faculty and staff advisors, under "Advising Process at DCC". The College has revised the Advising Handbook to address continuous improvement from student assessment. Links: Advising Handbook

APPENDIX C: PRFR REPORT FOLLOW-UP

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. The college provided clear documentation of safety information and drills as well as attention to ADA compliance. The college Information Technology department partners with University of Montana to assure data systems are backed up routinely, and the learning management system is hosted offsite and managed by the vendor. Concerns: The facilities master plan is outdated. The strategic action plan indicated a growth plan that does not align with college financials. Several items in the plan appear unaddressed. There is also a lack of planning regarding protection from cybersecurity threats.	Facilities master plan, including (X)Equipment replacement policies/procedures (X)Procedures for assessing sufficiency of physical facilities (X)Policies and procedures for ensuring accessible, safe, and secure facilities (X)Policies/procedures for the use, storage, and disposal of hazardous waste (X)Technology master plan and planning processes	The College has revised the facilities plan to address the concerns. Link: Facilities Plan The College has established procedures regarding cybersecurity threats, addressed in 2.C.4.

APPENDIX D: BUDGET PROCESS TIMELINE

September		
9/27	Contacted Anderson Zuermuhelin for financial work - bring financials up to date, close out and reconcile FY21 and prepare financial statements	Cabinet, Board
9/2	Present enrollment numbers	Board
	Remind Board Increases to Tuition and Fees must be passed by March 2022 and submitted to BOR for approval in May meeting	Board
October		
10/20	FY20 presented to MT Legislative Audit Committee	Pres/Leg. Audit Committee - online
10/25	Wipfli presents FY20 financial audit for approval	Board
	Recommendation to Board to end TAC contract	Board
	Recommend Board begin compiling information on Presidential Search, set up process and timeline	
10/26, 10/27	Introduce myself/background	Faculty/Staff Meeting
	Budget update	
	Board Concerns/College Priorities for Year/Accreditation Update	
November		
11/1	July - October Year to Date - Budget vs Actual	Cabinet
	Mandatory fee funds, Housing, Food Service fund overview	Cabinet
11/11	Finance Update - July - October Year to Date General Fund	Finance Committee

11/15, 11/16	Finance Update - July - October General Fund	Faculty/Staff Meetings
	Accreditation Report and Visit Prep	
11/17-11/ 19	Board of Regent Meetings	
11/29	November Board Meeting moved due to holiday	Board
	Review General Fund Financials - high level General Fund projections vs actuals	
	Clarify Strategic Planning Expectations	
	Facilities Plan Report	
December		
12/13	Food Service and Housing Updates	Cabinet
12/20	Enrollment Management Report and Update	Board
	Finalize Food Service Contract	Board
	Finalize Housing Contract	Board
	Presidential Search Update on Third Party options	
January		
01/08	Board Retreat - SWOT Analysis, Deep dive into budget vs actuals, Presidential Prospectus draft	Board
01/13-14	In-Service	Faculty/Staff
	Presidential Search update - Q&A with Chair Knudson	
	Budget Deep Dive - Summary of last year, current status, upcoming year	
	Diversity, Equity & Inclusion Introduction and Activity	
	Accreditation Review and Update	
	Upcoming Board Meeting	
01/24	Tuition Rate Increases	

	Introduce Info/Data for Food Service and Housing	Board
	Update on Program Development Fund - Edward Jones	
	Foundation Annual Report	
	Approval - Food Service, Housing Rates - FY23, FY24	Board
February		
02/2-3	Strategic Planning Update	Faculty/Staff
	Accreditation Prep	
	Presidential Update	
2/3/	Food Service and Housing Rate Discussion	Finance Committee
2/7	Athletic Analysis and Waiver - Preliminary Discussion	Cabinet
	Accreditation Update	
2/8	Finance policies review, investment policy review, new reserve policy?	Policy Committee
2/10	Athletic Analysis and Waiver - Beginning Discussion	Finance Committee
	Investment Policy Review, Fund Reserves Policy	Finance Committee
2/17	HEERF Funding, Athletic Analysis and Waiver Present preliminary info	Finance Committee
2/28	Facilities Plan - Postponed from November	
	Update Budget to Actual - July - January	
	HEERF Funding	Board
	Investment Policy Introduction	Board
March		
03/02	Board Retreat - Deep dive into Finance policies, decrease in net position	Board
03/03	Send Budget Priority Request forms to faculty/staff	Faculty /Staff
03/03	HEERF Update	Finance Committee
	Follow Up Athletic Analysis & Waiver Discussion	Finance Committee

	Budget to Actual - July 2021 - February 2022	Finance Committee
	Update on Audit FY2021	Finance Committee
	Update on AZ Work for FY2021/FY2022	Finance Committee
	Pell Grants/Incarcerated Student Update	Finance Committee
3/7	Preliminary Position Discussion - Salaries and Benefits	Cabinet - Budget Committee
	Budget to Actual - July 2021 - February 2022	Cabinet - Budget Committee
	Update on Audit FY2021	Cabinet - Budget Committee
	Update on AZ Work for FY2021/FY2022	Cabinet - Budget Committee
	Pell Grants/Incarcerated Student Update	Cabinet - Budget Committee
3/21	Position Discussion Continued - Prep for Board Meeting	Cabinet
3/28	Preliminary Position Discussion - - Salaries and Benefits	Board
	Athletic Analysis and Waivers Presentation	Board
	Investment Policy Approval	Board
	Fund Reserve Policy Introduction	Board
	Pell Grant/Incarcerated Student Update	Board
	Budget to Actual - July 2021-February 2022	Board
	Update on FY2021 Audit	Board
April		
04/01	Budget Priority Request Form due to Cabinet Administrator	Faculty/Staff
4/4	Budget to Actual - July 2021 - March 2022	Cabinet - Budget Committee
	Perkins Grant Submission Update	Cabinet - Budget Committee
	Edward Jones Statement	Cabinet - Budget Committee
4/9	Submit increase to tuition, housing, food to Board of Regents	Board of Regents
4/14	Budget to Actual - July 2021 - March 2022	Finance Committee

	Perkins Grant Submission Update	Finance Committee
	Follow Up to Position Discussion - Any changes, edits, etc.	Finance Committee
4/25	Budget to Actual - July 2021 - March 2022	Board
May		
5/9	Mandatory Fee, Housing, Food Service, Grants - Initial Budget Discussion	Cabinet - Budget Committee
5/16	Budget Continued - Preliminary budget drafts including budget priority request forms	Cabinet - Budget Committee
June		
6/6	Full Budget Draft - General, Housing, Food, Grants, Mandatory Fees, Designated and Restricted Funds	Cabinet - Budget Committee
	Narratives for FY23 Review due	Cabinet - Budget Committee
6/9	FY23 Full Budget First Draft	Finance Committee
Mid June	Present budget to faculty/Staff -	Faculty/Staff Meeting
6/27	FY23 Full Budget Draft including notes on reserves, waivers, projected salaries and benefit for FY23 and FY24	Board
6/29	Final edits from Board due	Board
July		
7/5	Post Budget Review in Ranger Review	
7/14	Final Budget with last editions from June 2022 Board Meeting	Finance
07/15-07/25	Budget on website and in main office for faculty, staff and public review	Business Office
7/25	FY23 Final Budget Approval	Board

February 2022

Evaluation of Institutional Effectiveness Report