



HLC PROGRESS REPORT DUE NOVEMBER 1, 2014

Report on Strategic Planning, Including an enrollment management plan and an integrated strategic plan document approved by the board.

Purpose and Introduction

The purpose of this document is to report on enrollment management efforts conducted by Dakota College at Bottineau (DCB) that are essential aspects of the implementation of planned, overarching, integrated, and calculated institutional endeavors. It is DCB's intent to demonstrate in this report that enrollment management is an elemental component of planning because of its broad and institution-wide ramifications. It is more than the application of random student recruitment techniques aimed at increasing credit hour production. Rather, it involves a review and discussion of a campus living and learning environment that adds to or detracts from desired enrollment outcomes. Fleet footed institutions adjust and adapt their custom and culture so they can attend to their constituencies, and as a result, are able to sustain an acceptable enrollment demographic. Without satisfactory student enrollment, the institution will not have the capability it requires to accomplish its mission because the most important component, an appreciable student population, will be lacking.

Legend

This report has been organized to comport with attributes that are essential ingredients of a college engaged in continuous improvement and thoughtful deliberation regarding enrollment. Following are the characteristics that focus or frame the core of this report and thereby its emphasize propriety:

Accessibility (AC) – Support creative delivery, partnerships, and collaborations that improve access to educational connections

Opportunity (OP) – Provide advantages for students that promote success

Retention (RT) – Define and implement a set of intrusive policies and procedures that enhance semester-to-semester and year-to-year enrollment and persistence to graduation

Flexibility (FL) – Respond to the unique needs of a constituency by paying close attention to how we can satisfy their legitimate needs with quality programming

Education Excellence (EE) – Provide high quality education and skill development which prepare students to be personally and professionally successful

Support Services (SS) – Create a culture, as well as policies and practices, that encourage and foster academic success, personal development, and persistence to graduation

Quality of Place (QP) – Build an environment that is comfortable, nurturing, secure, and conducive to learning

Self-Advocacy (SA) – Promote the quality and value of Dakota College at Bottineau

New DCB Initiatives with a Focus on Enrollment

The goal of the narrative that follows is to demonstrate that DCB's enrollment management initiatives are broader than a series of public relations exercises designed to influence prospective students. The college's efforts have depth and aspire to add value for students who use an open admissions institution like DCB as a gateway for growth. The efforts undertaken since DCB's higher learning reaccreditation in 2009, along with a legend of the DCB characteristic or attribute they complement, are as follows:

- Initiative #1 (RT, OP, SS)
Make resources available that will encourage semester-to-semester and year-to-year student re-enrollment.

Status

A director of retention has been appointed and a fulltime retention coordinator has been employed. In addition, four retention counselors are working with the institution's retention program. Dakota College's sustained effort to encourage subsequent term enrollment by matriculated students began in 2013-2014. Anecdotal information about the initiatives is positive; however, precise retention rates based on fall, 2014, enrollment are not yet available.

- Initiative #2 (RT, OP, SS)
Implement a First Year Sequence program that requires DCB's most underprepared students to follow a rigid curriculum that corresponds to their level of academic readiness for college.

Status

The program was launched in the fall of 2013 with 78 students participating. The combined semester grade point average of these students was 2.52 at the end of fall semester, 2013, compared to a combined semester grade point average of 2.13 to a cohort of similarly under prepared students at the end of the fall semester, 2012. One-hundred twenty-six students are enrolled in the program for fall, 2014.

- Initiative #3 (RT, OP, SS, AC)
Design developmental coursework in mathematics and English to fit the needs of students for whom DCB's mandatory testing/mandatory placement policy prescribes remedial work.

Status

A three credit ASC 92 Beginning Algebra course for students requiring developmental work in mathematics was broken into three separate two credit courses. The courses are ASC 91, 92, and 93, Algebra Prep I, II, and III. Instead of enrolling in ASC 92 for three credits, students will, depending on their skill in mathematics, enroll at the level (ASC 91, or 92, or 93) that does not require them to review concepts they have already mastered. Thus, they are able to expend their energies and accelerate their progress on learning the fundamental skills required for the successful completion of studies in college level mathematics. A one-credit composition lab has also been added for students whose English composition skills are marginal.

- Initiative #4 (RT, OP, SS)
Establish an early warning system for new students who miss two classes in any course during the first three weeks of school.

Status

A formal early warning activity began fall semester, 2013. Students appearing on the early warning roster received a letter from the Campus Dean and were scheduled for a meeting with a retention counselor. Faculty reported that the letter from the dean was effective in conveying

the importance of regular class attendance.

- Initiative #5 (RT, OP, SS, AC)
Begin a summer Math Bootcamp experience for new freshman who are the least well prepared for college level mathematics.

Status

Math Bootcamp began the week before school started for fall, 2014. Eleven students enrolled in the program at locations in Minot and Bottineau. Faculty were encouraged by the students' efforts in the class and will track their subsequent achievements in future math classes.

- Initiative #6 (RT, OP, EE)
Set aside a day in both fall and spring semesters for advisors and advisees to hold one-to-one discussions about progress toward graduation, course selection, and choice of college major.

Status

Advising days began fall 2012 and encompassed a full day both fall and spring semesters. The format was changed to half days in 2013-2014. Faculty have incorporated advising days into the 2014-2015 academic year and generally speak well of the activity.

- Initiative #7 (RT, SS, FL, OP, AC)
Approve a one-year Certificate in College Studies program that exposes new students who are undecided about a college major or career to the options from which they can choose.

Status

The Certificate in College Studies program was approved by the State Board of Higher Education and was implemented fall 2010. Results, as interpreted by numbers of graduates from the program, have been disappointing. In fall of 2013, this schedule of study was made the responsibility of the retention program and the realignment has increased the certificate program's visibility on campus.

- Initiative #8 (SS)
Hire additional staffing in the financial aid and business offices to provide better service to students coping with the increasing complexities associated with the core functions carried out by these two prominent campus departments.

Status

Additional staffing was placed in the financial aid and business offices. One full time position was added to the business office and a half time position was converted to full time in the financial aid office in 2013. Although the offices are still short of staff, they are now able to provide additional service to students.

- Initiative #9 (RT, SS)
Hire a counselor who works with students experiencing mental health issues.

Status

A mental health counselor was hired fall, 2013, and assists students in a variety of capacities. The counselor serves students, but is a resource for faculty and staff as well. He also provides visibility for the college because of his outreach activities into the Bottineau community.

- Initiative #10 (QP, SS)
Increase campus safety and security by hiring security/risk management officers, installing security cameras, and utilizing a keycard building access system.

Status

Two full time security/risk management officers were hired fall, 2013. They provide coverage for the campus on the most critical days of the week and at the most critical times of the day. A key card system was installed in 2011-2012 on all outside doors for residence halls and classroom buildings. The system tracks door entry by keys used and the keys can be tracked to the persons to whom they were issued. Over the last three years, DCB has installed 106 security/surveillance cameras at critical campus locations. Also, over the last year, the campus has increased access to 1st aid kits and AED units. There are now seven AED units and 16 1st aid kits located strategically on campus.

- Initiative #11 (OP, SS)
Modernize all campus residence halls by proposing a multi-million dollar remodeling of the facilities.

Status

A proposal for modernizing DCB's residence halls was made to the State Board of Higher Education and to local legislators in the summer of 2014. The success of this project will depend on the action of the 2015 legislative assembly.

- Initiative #12 (AC, OP, FL)
Bring one and two year career and technical education programming to the Minot, ND area – the only major city and region in the state without such advantage.

Status

A \$8,000,000 appropriation for a career and technical education center to be located on the campus of Minot State University was accepted by the State Board of Higher Education in August, 2014. The success of this project will depend on the action of the 2015 legislative assembly. Dakota College has the authority to offer associate degrees, diplomas, and certificates in the Minot area and would do so in cooperation with Minot State University.

- Initiative #13 (RT, SS)

Begin a First Year Experience program that improves the effort of acclimating new students to the campus, giving them enhanced opportunity for faculty/student contact, immersion in DCB policy and procedure, and interaction with fellow students.

Status

The First Year Experience program was begun fall semester, 2014, with new students arriving on campus two days earlier than in any previous year. This initiative improved the way new students are introduced to the campus and fine tuning will need to be done for fall, 2015. For example, faculty and staff consensus was that individual group sessions were too large and student opinion was that some of the information was redundant and presented at less than optimal times of the day.

- Initiative #14 (EE, FL, OP)

Collaborate with the International Peace Garden to build one and two year technical programs in horticulture that are distinguished by significant hands-on learning components conducted at the Garden.

Status

The President of the International Peace Garden Board of Directors and the Campus Dean met during the summer of 2014 to discuss a cooperative agreement. The college made a presentation to the full board of the Peace Garden early fall semester, 2014. Pending approval by the board, programming at the Garden would begin fall 2015.

- Initiative #15 (FL, OP, AC)

Construct a prior learning program for the evaluation and award of college credit for prior experiences that can be shown to correlate to college level knowledge.

Status

A comprehensive prior learning protocol was developed during the summer of 2010 and covers experiential learning options available through the military, professional certificate programs, and learning portfolios. Although the DCB prior learning policies and procedures are well done and provide college credit only for legitimate and appropriate experiential learning experiences, enrollment has been slow.

- Initiative #16 (EE, OP)

Organize an honors program for exceptional students that provides an environment where students are responsible for their own learning and where they can explore academic subjects in more depth.

Status

An honors program was added to the college's inventory of value added learning opportunities in the fall of 2012. The number of courses offered from semester-to-semester have ranged from five to eight and enrollment has been modest. However, the faculty and students involved in the

program continue to express their enthusiasm in it and the college intends to continue the program and make it grow.

- Initiative #17 (SA)

Employ a professional graphics designer to “brand” all DCB publications intended for audiences outside of the college community.

Status

The advisor and instructor of the college’s photography major had graphic design added to his job description and contract in the spring semester, 2014. His work has made a significant impact on the quality of DCB’s printed materials and has risen it to a level where it now competes with any of the promotional publications used by schools in the system.

- Initiative #18 (SS, OP)

Staff a grant writing position that can bring additional resources to the institution to enhance the learning environment.

Status

The college hired a grant writer in the fall of 2013. One of her first major tasks and priorities has been to apply for a Title III, Student Support Services grant aimed at implementing a full-service academic and career advising operation for DCB students.

- Initiative #19 (AC, OP, RT, FL, SS)

Deliver developmental education courses to sister institutions within the university system.

Status

DCB delivers remedial or developmental education classes to Valley City State University and Minot State University and has been doing so since fall, 2012. Dakota College has full-time faculty located at these campuses so that the courses can be delivered face-to-face. The students in these classes are calculated in the college’s headcount enrollment.

- Initiative #20 (AC, FL, OP)

Make available “transition” programs at the North Dakota University System’s regional universities for students who do not meet regional university admissions requirements.

Status

Dakota College offers a “Bridges” option on the campus of Valley City State University (VCSU) and a “Passport” option on the campus of Minot State University (MSU) for students whose first college choice is one of these two schools but who can’t meet the VCSU or MSU admission standards. Although these students are matriculated at DCB, they actually reside and take classes at MSU or VCSU. After successfully completing a freshman year with DCB, they then become eligible for admission at their first choice schools either VCSU or MSU.

- Initiative #21 (AC, FL, OP, EE, SA)

Add the following career and technical education programs:

- Child care
- Land Management
- Adult care
- Health Information Management
- Community Paramedic
- Acquaponics
- Emergency Medical Technician
- Sustainable Vegetable Production
- Photography

Status

Dakota College has begun a significant number of new major programs over the last three to four years. It does so to fulfill the part of its mission statement that states that the institution serves the learning needs of its various constituencies. The acquaponics and community paramedic programs are currently under construction. The other programs mentioned are currently offered.

- Initiative #22 (AC, OP)

Increase the scholarship awards to new, returning, and transfer students.

Status

Since the 2010-2011 award year, scholarships to students have moved from \$106, 963 to over \$200,000 for the 2015-2016 award year.

- Initiative #23 (SA, QP)

Enhance the physical and social environment of the campus.

Status

The DCB Student Center hasn't been updated since its construction in 1961. A three-phase plan was developed in 2013-2014 for a renovation of the building and work on the first phase began in the summer of 2014. A Director of Student and Residential Life has also been appointed who will be responsible for extracurricular programming. Previous to this appointment, the responsibility for extracurricular activities was scattered around the campus. The college has also designated an individual on campus as DCB's veteran's service officer. Previously these responsibilities were attached to a position in the financial aid office.

- Initiative #24 (EE, SS)

Secure an institutional research position to assist with analyses regarding student achievement and enrollment demographics.

Status

A new institutional research position was created and filled at the beginning of fall term, 2014.

- Initiative #25 (SA, OP)
Augment DCB’s visibility in the local area through college sponsored activities and events.

Status

Dakota College has taken steps to fulfill its mission to provide its local community, Bottineau, ND, with access to college resources. Examples of the activities to which the community has access are as follows: Community Read Series, Earth Day, North Dakota Humanities Council Programming, and North Central Education Consortium.

- Initiative #26 (EE, FL, AC, OP)
Maintain a robust and responsive online learning program by promoting quality course design, faculty and staff professional development, the use of Tegrity technology and delivery of virtual tutoring.

Status

Enrollment in DCB’s online courses has remained nearly static since the fall of 2009:

	Courses Taught	Headcount	Credits Produced
Fall 2009	82	238	1301
Fall 2013	96	224	1079

Conclusion

We believe the preceding narratives demonstrate that Dakota College has been aggressive and intentional in planning and implementing initiatives that strengthen the institution and thereby help ensure a stable and growing enrollment that allows the institution to accomplish its mission. The success of these initiatives in total will be determined by DCB’s enrollment trends over a period of years. The success of some of the individual initiatives can be judged now by applying straight forward metrics, e.g., scholarship dollars available, new programs begun and staffing inclusions. The success of others as may be determined by retention and graduation rates, grade point averages, and successful grantsmanship will be determined over time.