

DAKOTA COLLEGE AT BOTTINEAU

2012 Progress Report

A Report on Planning (including Finances,
Assessment, Resource Allocation, and Enrollment
Management)

**Dr. Ken Grosz, Campus Dean
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I. INTRODUCTION-A Report on Planning (including Finances, Assessment, Resource Allocation and Enrollment Management)

The report that follows focuses on the process used for planning major initiatives to be incorporated into Dakota College at Bottineau's (DCB) custom and culture so that DCB can remain robust and successful well into the future. Inherent in the action areas of the plan are programs and activities that will help increase enrollment and boost retention rates and persistence to graduation. Also inherent in the action areas is a focus on student learning.

The first initiatives chosen from a well-coordinated planning effort and then studied to determine best practices for implementation are as follows:

- Honors Program
- Capstone
- Training for the Oil Industry
- Exemplary Developmental Education Program

These strategic thrusts were examined in 2011-2012 and will be put into practice in 2012-2013. Other initiatives from the institution's Strategic Plan will be researched and implemented in subsequent years. These initiatives and a timeline for their initiation follow in the report summary.

This document will delineate the campus wide exercise that was utilized to plan and prioritize action areas and steps that best serve DCB's constituents, including the four areas listed above—focusing on how and why they became prominent.

The report contains explanations and examples of how assessment results, enrollment issues, resource allocation, and financial exigency influenced and shaped the action areas that were investigated in 2011-2012 so that they could be applied in 2012-2013. We are confident that our reviewers will see that we have made significant progress in narrowing the gap between assessment, finances, resource allocation, and enrollment and that the efforts to "close the loop" in our planning exercises are substantial.

This report *also highlights* many other new practices and procedures that resulted from planning activities and also from discussions about how they merge with financial, enrollment, resource allocation, and assessment topics. Although not all of these new practices and procedures are part of the formal Strategic Plan, they are included here because we feel they aptly describe DCB's commitment to campus coordination and consensus building via planning and shared governance. We have included examples of how the important ingredients for successful plans (enrollment management, finances, resource allocation, and assessment) are brought to bear on this campus on a daily and just-in-time basis.

II. PLANNING-History and Current Work

A. DESCRIPTION of the work on planning

1. October 19, 2009

All full-time faculty and staff were charged with attending a mandatory campus-wide meeting called for the purpose of launching a new strategic planning effort. Part-time faculty and staff were invited and encouraged to attend as well. The assembly was apprised of the planning effort and format and was also informed that it would focus on

enhancing campus *quality and enrollment*; and, that it would be a *bottom up* endeavor involving all segments of the campus community.

2. **October 26, 2009**

The campus community was divided into 12 subgroups and each was asked for comments, ideas, and direction in regard to DCB's priorities for the next three to five years—where do we want to be; what do we want to accomplish. Over 300 suggestions were offered and recorded from the following subgroups:

- Physical Education and Wellness/Social Science
- Math/Communications and Humanities
- Science
- Business/Allied Health
- Information Technology
- Natural Resources
- Student Senate
- Physical Plant
- Business Office
- DCB Foundation
- Student Services
- Library/Bookstore/Learning Center

The college community was structured into this configuration to provide approximately equal numbers of participants for each subgroup; thereby, allowing all voices to be heard.

3. **February 17, 2010**

A summary of the over 300 suggested initiatives brought forth by the subgroups via the planning effort was distributed to the campus. A summary of the initiatives—not in priority order—was categorized by the Campus Dean using the following headings:

- Collaboration/Extension
- Activities
- Value Added
- New Majors
- Campus Service
- Enrollment
- Facilities
- Academic Enhancement

4. **February 17, 2010**

An *Ad Hoc* committee of staff and an *Ad Hoc* committee of faculty were chosen to *boil down* the ideas that were offered for consideration for inclusion in the Strategic Plan. Specifically, the committees were asked to prioritize the suggestions to determine what would be most beneficial for the common good of the DCB community. They were also asked to consider which of the proposed initiatives would move us with the most efficiency in regard to enhancing quality and enrollment.

5. **March 5, 2010**

The *ad hoc* committees met with their respective groups of staff and faculty to discuss their work and ask for comments. They then condensed all of the suggested ideas for the new Strategic Plan into 22 action steps organized under the five action areas developed by the Campus Dean, as follows:

- Academic Enhancement
- Activities
- Campus Service
- Collaboration and Extension
- Complement Campus Facilities

6. **November 26, 2010**

Committees and leadership were chosen for each of the five action areas. They were given direction and the campus expectation for their work. All full-time faculty and staff were assigned to a committee and part-time personnel were welcomed to participate.

7. **March 21-30, 2011**

The leadership from each of the five action area committees provided a report to the campus regarding the progress of their work. Comments were gathered from those in attendance and shortly thereafter the Dean's Council chose the following as high priority initiatives to develop in 2011-2012:

- **Honors Program**
- **Capstone Portfolio**
- **Exemplary Developmental Education Program**
- **Training needs for the Oil Industry**

8. **October 17, 2011**

The Campus Dean appointed committees and leadership to research the four high level initiatives that were chosen as priorities for development in 2011-2012.

9. **January 26, 2012**

The leadership from the four committees working on the high priority initiatives provided a draft progress report to the Campus Dean and the Associate Deans for Academic and Student Affairs.

10. **February 10, 2012**

The leadership from the four committees working on the high priority initiatives provided a final report to the Campus Dean.

11. February 21-29, 2012

The committees appointed to develop the four strategic planning; high priority initiatives completed their work and provided final reports to the campus. One hour was dedicated to each high priority item respectively on February 21, 22, 27, and 29.

12. March 5, 2012

Policy and procedure were worked out for the four high priority initiatives to be implemented in 2012-2013.

B. RESULTS of the work on Planning

1. Organizational meeting for new Strategic Plan – Appendix A
2. Subgroups formed to solicit ideas, comments, and direction for future priorities to be included in the new Strategic Plan – Appendix B
3. Summary of initiatives collected from subgroups is distributed to campus. – Appendix C
4. Ad Hoc Committees of faculty and staff cull the initiatives by priority – Appendix D
5. The Ad Hoc Committees meet with their respective groups and consensus is reached to further explore 22 of the over 300 ideas brought forth by the campus – Appendix E
6. Leadership and committees are chosen and organized for the selected action areas – Appendix F
7. Progress Report produced by the five action area committees – Appendix G
8. Committees and leadership appointed to structure model programs based on four high level priorities selected for research in 2011-2012 – Appendix H
9. The Committees present a draft report to the campus administration – Appendix I
10. The Committees submit their final report to the Campus Dean – Appendix J
11. The Committees submit final reports to the campus – Appendix K (also <http://www.dakotacollege.edu/facultyandstaff.php>)

c. OUTCOME of the work on Planning

1. Honors Program – 2012-2013

- a. The following courses will have an Honors section component:
 - U.S. History to 1877
 - Introduction to Psychology
 - College Composition I
 - American Literature

- Anatomy & Physiology
 - Introduction to Chemistry
 - Applied Statistics
 - Botany
- b. Criteria for admission into the Honors Program is defined
 - c. Requirements for an “Honors Program” designation on students’ transcripts are determined.
 - d. A delivery method for the Honors class sections is chosen.
 - e. A coordinator for the Honors Program is selected and compensated.
 - f. The Honors Program will begin Fall Semester, 2012.

2. Capstone (2012-2013)

- a. A pilot program will begin with ten students – five from the Academic/Transfer Program and five from the Career and Technical Education Program.
- b. A source is found to provide scholarship funds for the students participating in the Capstone Pilot Project.
- c. The format and requirements for the Capstone Pilot Project is set up.
- d. A timeline is determined for the project.
- e. The student learning focus is established.
- f. A coordinator for the Capstone Pilot Project is selected and compensated.
- g. The Capstone Pilot Project will begin Fall Semester, 2012.

3. Oil Industry (2012-2013)

- a. A Land Management/Right-of-Way Technology Program is developed and approved.
- b. Approval is granted to export DCB’s EMT/Paramedic Program to Williston, ND.
- c. A content expert for the Land Management Program is secured.

- d. Collaborative agreements with Williston State College and Community Ambulance Service, Minot, ND, are put in place for distance delivery of the EMT/Paramedic Program.
- e. The Land Management Technology Program will begin Spring Semester, 2013.
- f. The delivery of the EMT/Paramedic Program to Williston will begin Fall Semester, 2012.

4. **Developmental Education (2012-2013)**

- a. The campus has added reading effectiveness classes to its Academic Skills course inventory.
- b. A Reading instructor is hired.
- c. A curriculum has been developed for underprepared students that is designed to build skill levels and enhance persistence to graduation.
- d. Dakota College will deliver the Developmental Mathematics and English classes for Minot State College—Beginning Algebra, College Writing Prep, and Composition Lab.
- e. A new delivery method for the delivery of English instruction, the *Stretch* Method, will be utilized.
- f. The new initiatives relating to Developmental Education will begin Fall Semester, 2012.

III. **INTEGRATION-Processes for Planning as it Relates to Finance, Assessment Results, Resource Allocation, and Enrollment Management**

The following list details the initiatives that grew from the institution's ongoing planning efforts. Dakota College continually surveys its environment to determine what changes are in order to better serve its clientele. As previously mentioned in this report, some of these initiatives are organized into a formal Strategic Plan; others are worked out and implemented on a just-in-time basis. A distinguishing attribute of a dynamic community college is its ability to move swiftly to meet student, workforce, and societal needs. Dakota College works hard to be such an institution.

We have annotated this list by categorizing under each initiative how it demonstrates the integration of planning with resource allocation, assessment, finance, and enrollment management by using the following legend:

F = Finance
R = Resource Allocation
A = Assessment
E = Enrollment Management

Initiatives implemented out of the campus Strategic Plan are highlighted as follows:

Honors
Capstone
Developmental
Oil

- A.** Instructing the Developmental Education courses at Minot State University in English and Mathematics provides a revenue stream of approximately \$75,000 to be used to add a full-time instructor to our Minot Program.

Developmental
F = \$75,000 tuition income
R = Adding a full-time instructor

- B.** A Prior Learning/Experiential Learning Program is developed for citizens who can demonstrate that their life experiences are valid for conversion to college credit.

E = Increase enrollment
R = Resource allocation

- C.** Ninety-three percent of the institution athletes remain eligible from Fall to Spring Semester. To reach the goal of 100%, a roster is kept of student-athlete attendance at study sessions to determine if there is a correlation between attendance and better grades.

A = Track attendance

- D.** In an attempt to improve the skill sets necessary to construct a properly written, primary source-based essay, the Social Science Department adds a class period of instruction dedicated to this purpose. The number of students performing at an "optimal" level improves by 9%

A = Add class period

- E.** The institution receives a \$20,000 dollar National Center for Academic Transformation Grant to change the method by which Developmental Mathematics courses are delivered. The funding is used for professional development activities regarding the ALEKS delivery method and also to buy hardware and software used in computer aided instruction.

Developmental
F = \$20,000 grant
R = Professional Development, hardware and software

- F.** The institution increases the number of Cultural Diversity Waivers to build enrollment and also to provide wider opportunity for minority students.

F = Increase diversity waivers

E = Build enrollment

- G.** Funding is provided to attach a ¼ time Honors Program Coordinator to a current faculty or staff person's job responsibilities.

Honors

R = ¼ time Honors Program Coordinator

E = Attract additional students

- H.** The institution partners with its parent campus, Minot State University, to promote and build the college's Paraeducation Program. This effort results in the awarding of an APPLE Grant to DCB in the amount of \$600,000.

E = Add students to program

F = \$600,000 grant

- I.** The colleges and universities in the North Dakota University System (NDUS) are told to expect a flat budget for the next biennium, with the exception of costs-to-continue. However, each institution is given the opportunity to present its case for *Priority Funding* to the State Board of Higher Education—an opportunity to receive an appropriation that would advance the State and the Systems' Strategic Plans. Dakota College presents the following proposals:

- Fire Science Technology Program = \$157,200
- EMT/Paramedic Program expansion = \$175,200
- Developmental Education enhancements = \$228,800
- Retention/Advising enhancements = \$155,300

Oil

Developmental

F = Priority funding

E = Add and expand programs, increase retention

R = Flat budget

- J.** The college provides a pay upgrade for a staff member to assume the duty of liaison for Military Affairs. To support the liaison office, DCB staff attends three military career fairs in 2011-2012 to promote the school's official designation as a "Military Friendly College."

R = pay upgrade, attend career fairs

- K.** Through the effort of DCB and its local Legislative delegation, the college receives a General Fund appropriation to hire an additional Admissions Counselor. The funding for this position is reoccurring and is placed in the institution's base budget.

E = Add Admissions Counselor

F = General Fund appropriation

- L.** Dakota College's Foundation increases its scholarship contribution by \$ 10,000 since 2009.

E = Student scholarships

R = Scholarship funding

- M.** Since 2009, Dakota College receives \$ 2,750,000 in State and Federal appropriations to strengthen college programming and infrastructure.

F = Significant appropriations

E = Strengthen programs

- N.** Full-time staff members are hired to coordinate DCB's Bridges Program at Valley City State University (VCSU) and its Passport Program at Minot State University (MSU), both of which prepare students for Bachelor's Degree programs at the respective campuses.

Developmental

RA = Full-time coordinators

E = Add Bridges/Passport students

F = Increase tuition revenue

- O.** The BIOL 111, 170, and 220 classes are assessed in regard to their understanding of the Scientific Method. The assessment results are lower than what is acceptable. As a result, an additional scientific lab is added to the class.

A = Add lab

- P.** Funding is provided to attach a ¼ time Retention Coordinator to a current faculty or staff person's job responsibilities.

E = Increase retention

R = ¼ time Retention Counselor

- Q.** Stipends are provided for faculty to attend professional development training and workshops that focus on instructing Developmental Education classes in Mathematics and English.

Development

R = Stipends

E = Increase retention

- R.** The college's IT and equipment budgets are accessed to help fund a Mathematics computer Lab used for delivery of the ALEKS Program.

Developmental

A = Equipment needs

R = Access equipment budgets

- S.** A stipend is provided to a former staff member to coordinate the Capstone Project.

R = Capstone Coordinator compensated

- T.** The college's Forestry Program is revamped and reactivated and a new program in Sustainable Vegetable Production put in place.

E = Attract more students

R = Fund new programs

- U.** The institution dramatically discounts the cost of tuition for Dual Credit students to increase enrollment in the program and also to provide wider opportunity for high school students.

F = Discount Dual Credit fee

E = Attract more students

- V.** Interactive video studios are increased and upgraded to improve the transmission quality of classes to VCSU and MSU for the Bridges and Passport Programs.

Developmental

R = Access equipment budgets

E = Increase retention

- W.** The following full-time faculty and staff are hired to manage, teach, and coordinate programs intended to serve constituents and increase enrollment:

- Bridges Coordinator
- Passport Coordinator
- Allied Health Coordinator
- Assistant Athletic Director
- Student/Academic Affair Administrative Assistant
- Nursing Program Administrative Assistant
- Paraeducation Coordinator
- Paraeducation Administrative Assistant

Developmental

E = Build enrollment

R = Add faculty and staff

F = Increase tuition income

- X.** The college exports the following programs to Valley City State University (VCSU), Bismarck State University (BSC), and Minot State University (MSU) to increase enrollment and provide wider opportunity for students:

- VCSU – Caregiver, Paraeducation, Medical Assistant, Nursing
- BSC – Caregiver, Paraeducation
- MSU – Caregiver, Paraeducation

E = Increase enrollment

F = Increased tuition income

- Y.** Articulation and Transfer Agreements are forged that will increase enrollment and provide wider opportunity for students, for example:

- A 3+1 Program with MSU in Wildlife Law Enforcement

- A 3+1 Program with VCSU in Wildlife Management
- A 3+1 Program with VCSU in Information Technology
- A consortium – the Northeast IT Consortium – with Williston State College, Lake Region State College, Turtle Mountain Community College, and Valley City State College to provide expanded IT courses and programs of study.

E = Increase enrollment

F = Increase tuition income

- Z.** The graduation rate of student-athletes needs to improve; as a result, an Assistant Football Coach is hired whose job description includes the retention of football players to graduation.

R = Assistant Athletic Director

E = Improve retention

F = Increase tuition income

- A,1.** The Nursing Department chooses to place more focus on critical thinking, and to this end, receives a grant to purchase a simulation unit/dummy and the college invests in building a simulation lab.

A = Emphasize critical thinking

R = Build lab

- B,2.** Adjunct and overload faculty salaries are increased to help persuade instructors to assume additional teaching responsibilities in Mathematics, English, Study Skills, and Reading.

Developmental

R = Faculty salaries

- C,3.** During Fall Semester, 2011, DCB hosted 38% more IVN classes than in Fall 2010; and received 27% more IVN classes than in Fall 2010. Thus, significantly more equipment dollars are allocated to the IVN Program.

R = Build IVN capacity

- D,4.** In a survey of new freshmen, it is found that the name “Turtle Mountains” may be creating a false impression of the college’s surrounding landscape. When new freshmen are again surveyed, they will be asked to specify which elements of DCB are not being accurately depicted.

A = Improve accuracy of literature

- E,5.** A significant number of EDUC and EC classes have low enrollment; as a result, they are offered on alternating rather than consecutive years.

A = Low enrollment classes

R = Reduce low enrollment classes

IV. ENROLLMENT MANAGEMENT PLAN—A Work in Progress

Following is a fledgling Enrollment Management Plan for the college. The development of the plan has been assigned to the Admissions Office which is a component of the campus Student Affairs Office. Turnover and an increasing workload in the Student Affairs area have so far prevented the entity from constructing the plan in full. However, segments of it have been implemented and other parts of it are developing. We are confident that during the 2012-2013 academic year a comprehensive and quality document will be produced.

Dakota College at Bottineau Enrollment Management Mission Statement

Enrollment Management is responsible for the recruitment and retention of students. DCB strategically plans, implements, and evaluates efforts which encourage student enrollment and success.

I. DEVELOP AND IMPLEMENT MARKETING STRATEGIES THAT WILL LEAD TO AN INCREASE IN ENROLLMENT FOR SPECIFIC AREAS.

- A. Develop awareness of Career and Technical Education programs, Natural Resource programs, and dual credit offerings.

Action 1 – Improve the management of the dual credit program by assigning it to one person who will be responsible for working with the ND high schools.

Action 2 – Perform program reviews to determine efficiency of the programs.

Action 3 – Conduct an awareness campaign for the DCB Career Technical Education programs offered at distance sites.

- B. Maintain or increase out-of-state and international student enrollment

Action 1 – Conduct research to determine the overall increase in out-of-state students and the possible decrease on resident students from 2007-2012.

Action 2 – Target Canadian universities to negotiate articulation agreements so the transition to Canada is as smooth as possible.

Action 3 – Re-evaluate recruiting efforts in Canada due to the limited number of non-athletes are attracted to DCB.

- C. Maintain in-state on-campus enrollment

Action 1 – Provide scholarships for academic achievement.

Action 2 – Implement new recruiting initiatives and review current ones such as Jack Pack Night, Preview Day, etc.

ACTIVELY REVISE MARKETING MATERIALS SO THEY ARE UP-TO-DATE AND ATTRACTIVE.

- A. Actively update printed materials so they are fresh and appealing.

Actions 1 – Review, evaluate, and update current printed materials each spring.

Action 2 – Brainstorm new, innovative print materials.

- B. Maintain an attractive website to remain competitive in the recruiting market.

Action 1 – Form a committee that continually monitors, assesses, and updates the website.

Action 2 – Created an electronic version of the View book for the website.

II. COLLECT AND ANALYZE DATA FROM CURRENT AND PROSPECTIVE STUDENTS.

- A. Create and/or review and analyze institutional surveys.

Action 1 – Revise and utilize freshman survey. This survey will be given during SOC 101–First Year Experience.

Action 2 – Create an ambassador survey to be completed by all prospective students after they have been given a tour.

Action 3 – Administer satisfaction survey at the end of Preview Day.

- B. Examine results of standardized surveys.

Action 1 – Identify indicators within alumni survey results.

Action 2 – Review student satisfaction surveys to find areas that may need improvement.

III. REVIEW RECRUITING AND ENROLLMENT STRATEGIES.

- A. Study past and current recruiting strategies.

Action 1 – Combine the efforts of the retention committee with recruiting efforts.

Action 2 – Consider hiring a consultant to review our enrollment and retention strategies. The last review was 8 years ago.

IV. IDENTIFY AND PROVIDE SUPPORT FOR AT-RISK STUDENTS

- A. Conduct survey to identify at-risk students.

Action 1 – Have new students complete Noel-Levitz assessment for at-risk students.

Action 2 – Establish variables affecting students and create a list in order of importance.

- B. Provide academic and career planning support to at-risk students.

Action 1 – Explore the idea of having an academic advisor/retention coordinator for at-risk and undecided students.

Action 2 – Develop a developmental education curriculum for students who are academically underprepared for college level courses.

RECRUITMENT/RETENTION PLAN

Goals	Objectives	Action Planned	Time Frame	Action taken	Assessment
I. Develop and implement marketing strategies that will lead to an increase in enrollment for specific areas.	A. Develop awareness of CTE programs, Natural Resource programs, and dual-credit offerings.	<p>Action 1 – Improve the management of the dual credit program by assigning it to one person who will be responsible for working with the ND High Schools</p> <p>Action 2 – Perform program reviews to determine the efficiency of programs being offered</p> <p>Action 3 – Conduct an awareness campaign for the DCB CTE programs offered at distance sites</p>	<p>Completed the fall of 2011</p> <p>Started in 2011 and continuing</p> <p>2011-2013</p>		
	B. Maintain or increase out-of-state and international student enrollment	<p>Action 1 – Conduct research to determine the overall increase in out-of-state on-campus students and the decrease in resident on-campus students from 2007-2012</p> <p>Action 2 – Target Canadian universities to negotiate articulation agreements so the transition for transfer student is smooth</p> <p>Action 3 – Re-evaluate recruiting efforts in Canada due to the limited number of non-athletes that are attracted to DCB</p>			
	C. Maintain in-state on-campus enrollment.	<p>Action 1 – Provide scholarships for academic achievement</p> <p>Action 2 – Implement new recruiting strategies and review current ones (Jack Pack night, Preview Day etc.)</p>			
II. Actively revise marketing materials so they are up-to-date and attractive	A. Continually update printed materials so they are fresh and appealing.	<p>Action 1. Review, evaluate, and update current printed materials each spring.</p> <p>Action 2. Brainstorm new, innovative print materials.</p>			
	B. Maintain an attractive website to remain competitive in the recruiting market	<p>Action 1. Form a committee that continually monitors, assesses and updates the website.</p> <p>Action 2. Create an electronic version of the view book for the website.</p>			

<p>III Collect and analyze data from current and prospective students.</p>	<p>A. Create and/or review and analyze institutional surveys.</p>	<p>Action 1. Revise and utilize freshman survey. This survey will be given during SOC 10 First Year Experience.</p> <p>Action 2. Create an ambassador survey to be completed by all prospective students after then have been given a tour.</p> <p>Action 3 Administer satisfaction survey at the end of Preview Day.</p>			
	<p>B. Examine results of standardized surveys</p>	<p>Action 1. Identify issues within alumni survey results.</p> <p>Action 2. Review student satisfaction surveys to find areas that may need improvement.</p>			
<p>IV Review recruiting and enrollment strategies</p>	<p>A. Study past and current recruiting strategies</p>	<p>Action 1. Combine the efforts of the retention committee with recruiting efforts</p> <p>Action 2. Consider hiring a consultant to review our enrollment and retention strategies. The last review was 8 years ago</p>			
<p>V. Identify and provide support for as-risk-students</p>	<p>A. Conduct survey to identify at-risk students</p>	<p>Action 1. Have new students complete Noel-Levitz assessment tool and assess the date</p> <p>Action 2. Establish the variables affecting students and prioritize the variables.</p>			
	<p>B. Provide academic and career planning support for at-risk students</p>	<p>Action 1. Explore the idea of hiring an academic advisor/retention coordinator for at-risk and undeclared students</p> <p>Action 2. Develop a developmental education curriculum for students who are academically underprepared for college level courses.</p>			
	<p>6.2 Provide academic and career planning support to at-risk students.</p>	<p>6.2.1 Explore the idea of having an academic advisor/retention coordinator for at-risk and undecided students.</p> <p>6.2.2 Investigate the financial options to fund an academic advisor/retention coordinator position.</p>			

V. SUMMARY-Achievements and Work Yet to be Accomplished

Dakota College at Bottineau is hopeful that the descriptions of the activity and work it has performed to merge planning with assessment, resource allocation, finances, and enrollment demonstrates our eagerness and dedication to the task and how we endeavor to develop into a distinctive community college. We have worked hard to show how we are narrowing and closing the gap between and among the qualities that need to be assimilated to produce an effective plan. We have provided evidence of a coordinated planning effort, presented examples of how instruction changed based on assessment data, and made evident a focus on increasing student enrollment.

However, there is work yet to do. At the top of the list is formulating a complete Enrollment Management Plan, as alluded to in Section IV. Next on the list is developing formal action steps, timelines, measurable goals, and responsibility for the remaining action areas of DCB's Strategic Plan, as follows:

ACTION AREA	PLAN	EXECUTE
Begin a small, high quality choral group	2012-13	2013-14
Establish a campus day care center	2012-13	2013-14
Transform the Student Center	2012-13	2013-14
Take over operation of the Tech Center	2012-13	2013-14
Explore new programming initiatives for the campus	2012-13	2013-14
Reconfigure the Forestry Program adding our current ECH and Horticulture Programs to the arrangement	2012-13	2013-14
Develop closer relationships with business and industry	2012-13	2013-14
Cooperate with the North Dakota Park Service to establish a Nature Center at Lake Metigoshe State Park	2012-13	2013-14
Support Sodexo and the ECH's Fresh Initiative	2013-14	2014-15
Develop a little theater/Black Box Theater	2013-14	2014-15
Characterize the technology component of the campus focus— <i>Nature, Technology, and Beyond</i>	2013-14	2014-15
Evolve alternate method of delivering instruction	2014-15	2015-16
By the end of Spring Semester, build the subsequent academic year's schedule of <u>all</u> student activities	2014-15	2015-16
Establish a "Go Green" student organization	2014-15	2015-16
Add Golf as a varsity sport for men and women	2014-15	2015-16
Begin a Textbook Rental Program	2014-15	2015-16
Cooperate with MSU's Nursing School	2014-15	2015-16
Improve utilization of the Dugout	2014-15	2015-16