

Dakota College at Bottineau
Institutional Effectiveness Committee
Annual Summary Report
2020-2021

July 2021

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2020-2021 Reporting Groups: Advising, Athletics, Audits, LEAP, Recruitment and Marketing, and Retention

History of the Institutional Effectiveness Committee at Dakota College at Bottineau

The Institutional Effectiveness Committee is the result of a Met With Concerns finding in the Higher Learning Commission (HLC) Team Report from May 2020 in regards to Criteria for Accreditation sub-component 5.D. The HLC Peer Reviewers requested that DCB:

- Establish a body, representative of faculty, staff and administration, to engage in monthly review of the institutional effectiveness of its operations (page 60).
- Define a minimum of 10 key operations for which performance metrics will be identified, historical performance documented and performance targets set (page 60).

Due to the COVID-19 pandemic, a Verification Visit occurred during October 2020, so a final decision regarding whether DCB met, met with concerns, or did not meet Criteria for Accreditation did not occur until December 2020. In preparation for the Verification Visit, DCB administrators created the Institutional Effectiveness Committee (IEC) whose membership is comprised of the HLC Accreditation Coordinator, the Director of Academic and Co-Curricular Assessment, and the members of the DCB Administrative Council. Duties of the IEC include:

- Ensure the college's strategic plan is aligned with the college mission
- Support ongoing connections between strategic planning, budgeting, and assessment
- Monitor, evaluate, and document progress toward fulfillment of the college's strategic plan goals
- Monitor, evaluate, and document progress toward correcting audit findings
- Provide updates and recommendations to the Campus Dean

With the confirmation of DCB's continued accreditation on the Open Pathway and the need for an interim report submitted by September 1, 2022, the DCB Campus Dean and HLC Accreditation Coordinator selected six groups to begin the Institutional Effectiveness planning and reporting process. The six groups were selected because of their connection to the DCB Strategic Plan or their connection to audit findings. Six, rather than 10, groups were selected for two reasons: 1) these groups would plan and report as pilot groups so that the process could be refined prior to full implementation, and 2) DCB's current strategic plan needed to be updated, but was delayed due to the North Dakota State Board of Higher Education delaying their own strategic plan due to the COVID-19 pandemic. The intent is that once DCB updates its strategic plan 10 (or more) groups will be reporting to the IEC on a monthly basis.

The six groups reporting to the IEC during the Spring 2021 semester were:

- Advising
- Athletics
- Audits
- LEAP
- Recruitment and Marketing
- Retention

Purpose of the IEC Annual Summary Report

The IEC Annual Summary Report aims to identify the goal of each reporting group, summarize the monthly reports made by each reporting group, identify the progress made toward obtaining the goal, and make a recommendation as to if the group should continue to report to the IEC and if the goal should be modified. The report is provided to the Campus Dean, the Dean's Council, and posted on the DCB website.

Summary of the Institutional Effectiveness Reporting Groups

Advising

Advising efforts, spearheaded by the Director of Advising and the Assistant Director of Advising, focused on the following objective:

- Continue implementing advising model for student enrollment in transfer programs.

Advising staff identified four benchmarks to show implementation of the advising model.

1. 50% of transfer students on DCB's campus will attend the faculty connection event. **Benchmark not met.** Thirty-six percent of students attended the event.
2. 90% of student attending the event will complete participation worksheet. **Benchmark not met.** Eighty-nine percent of students (32 out of 36 attendees) completed the worksheet.
3. 70% of freshmen students will register for Fall 2021 by the end of Spring 2021. **Benchmark not met.** As of May 13, 2021, only 37% of freshman students (62 of 167) were registered. Advising staff did note that 31 students were not returning or were applying to the nursing program.
4. Professional advisors will have two recorded contacts for 90% of advisees by the completion of Spring 2021. **Benchmark met.** Ninety-nine percent of students had the two contacts (only one student did not have the two contacts, but did have one contact).

IEC Recommendations

Advising staff are continuing to implement the advising model with varying degrees of success. The model calls for hosting connection events and fostering connections with students, which (through the Spring 2021 reports to the IEC) is happening. The advising model is still new and advising staff underwent transitions with the loss of the TRIO grant. **The IEC recommends that Advising remain a group that reports to the IEC.** The steps/benchmarks during the 2021-2022 academic year should remain the same (changing the semesters as necessary). The IEC will look for continual improvement in the percentages, using Spring 2021 as baseline data.

Athletics

The DCB 2015-2020 Strategic Plan identified the following objective:

- Develop and implement a strategic plan for the future of athletic programs at DCB.

Due to staff changes within the Athletic Department, the timeline for completion of this objective was moved to Summer 2021. When reporting to the IEC during Spring 2021, the focus

of the objective was the development (not the implementation) of the DCB Athletic Programs Strategic Plan. Six development-related benchmarks were identified and reported on to the IEC:

1. Meet with athletic coaches to establish key goals within DCB Athletics. **Benchmark not met.** Some discussion did take place throughout the semester regarding goals and a list was provided to the IEC, but finalized goals were not reported to the IEC as of May 2021.
2. Establish measurable objectives under each goal. **Benchmark not met.** Both goals and specific numbers/percentages were not reported to the IEC as of May 2021.
3. Draft an initial version of the DCB Athletic Programs Strategic Plan. **Benchmark not met.** Not started.
4. Seek input (on the DCB Athletic Programs Strategic Plan) from constituents (Dean's Council, Logrollers, coaches). **Benchmark not met.** Not started.
5. Finalize the DCB Athletic Programs Strategic Plan. **Benchmark not met.** Not started.
6. Seek approval/support (for the DCB Athletic Programs Strategic Plan) from constituents (Dean's Council, Logrollers, coaches). **Benchmark not met.** Not started.

IEC Recommendations

The DCB Athletic Programs Strategic Plan is still in its infancy. Although goals/objectives for the DCB Athletic Programs Strategic Plan have been discussed with coaches and the Logrollers, specific/measurable goals/objectives are not finalized and a draft plan is not in place as of June 2021. **The IEC recommends that Athletics remain a group that reports to the IEC monthly.** The steps/benchmarks for the 2021-2022 academic year should remain the same and the DCB Athletic Director should appoint a member of the DCB Athletic Department to attend all IEC reporting meetings in the Athletic Director's absence. It is recommended that the Athletic Director schedule weekly Athletic Strategic Planning meetings with athletic staff to ensure that a draft of the DCB Athletic Programs Strategic Plan is devised by the end of the Fall 2021 semester.

Audits

Although not driven by strategic planning, the IEC is specifically charged with monitoring, evaluating and documenting progress toward correcting audit findings. During Spring 2021 there were three outstanding audit findings:

1. Lack of asset identification number. **Audit finding not yet corrected.** During the final Spring 2021 IEC meeting the DCB Business Manager notified the IEC that although inventory lists have been made and many inventory tags have been distributed and placed on inventory, there are still several items of concern. Everything with this audit finding needs to be addressed by July 2021.
2. Over insured property. **Audit finding not yet corrected.** Although this audit finding was on the IE reporting form, addressing the finding does not begin until July 2021 (after the final 2020-2021 IEC meeting).

3. Continuity of operations plan. **Audit finding not yet corrected.** As of May 10, 2021, four DCB groups had not sent in their COOP. Reminders were sent and total compliance was needed by May 31, 2021.

IEC Recommendations

Audit reporting will continue to be part of the monthly IE reporting. Although progress was made on two of the three audit findings, none were cleared. The IEC will need final updates during the August or September meeting on the Lack of Asset Identification Number and the Continuity of Operations Plan audits. Additionally, new audit findings will need to be added to the audit reporting form.

LEAP

The DCB Strategic Planning objective related to the LEAP program was modified to go past implementation of the program to setting goals and tracking success. The new objectives state:

- Maintain 15-20 LEAP graduates each academic year.
- Assess the effectiveness of the LEAP program in reducing costs and time spent pursuing a degree within the NDUS.

Seven benchmarks were established to achieve the objectives:

1. Determine the average annual tuition cost of the four-year institutions within the NDUS. **Benchmark met.** The 2020-2021 average cost for a four-year institution within the NDUS is \$8,658.33 per year.
2. Determine the average number of years to complete a degree at the four-year institutions within the NDUS. **Benchmark no longer applicable.** This data does not exist.
3. Compile a list of LEAP graduates, contact information, college attending after graduation from LEAP, year completed LEAP, etc. **Benchmark met.** Thirty-two percent of LEAP graduates attend college out of state, 29% attend NDSU or UND, 22% went to a 4-year institution within the NDUS. Seven percent of LEAP graduates continued at DCB after graduating from high school. Ten percent went to a different two-year (all 10% went to BSC).
4. Track when and where students graduate at the end of their degree within the NDUS. **Benchmark not met.** This benchmark is set to be assessed by the end of July 2021.
5. Document final GPAs when students complete their degree within the NDUS. **Benchmark not met.** This benchmark is set to be assessed by the end of July 2021, and every July moving forward.
6. Survey LEAP students that graduated from DCB—did they like LEAP, what could we have done better, where are they attending college, anticipated graduation date, etc. **Benchmark met.** The survey was distributed and four students responded. The Director of Distance Education will modify the survey and continue to seek feedback from LEAP students.
7. Monitor completion rates of DCB LEAP graduates each academic year to track progress. **Benchmark not met.** This benchmark was identified as a summer project so no reports

were provided prior to May 2021 (the final IEC meeting of the 2020-2021 academic year).

IEC Recommendations

Although not reported on the IE reporting form, there were 14 LEAP graduates during the 2020-2021 academic year, falling one short of the objective. However, the second objective regarding assessing the effectiveness of the LEAP program in reducing costs and time spent pursuing a degree within the NDUS is solidly in progress. The Distance Education Department does a wonderful job tracking information whether required by outside groups (e.g., the IEC) or not. **Thus, LEAP continuing to report to the IEC is contingent on whether the 2021-2026 DCB Strategic Plan includes a LEAP-related objective.** As previously mentioned, the 2015-2020 Strategic Plan objective related to LEAP was about developing and implementing the LEAP program. This was successfully done.

Recruitment and Marketing

The DCB Strategic Plan called for the development and implementation of an enrollment management plan. This is beyond the scope of the staff charged with this responsibility, so the objective was modified:

- Develop and implement a Strategic Recruitment and Marketing Plan (SRMP) for DCB.

Three benchmarks were established to achieve this objective:

1. Publish the Strategic Recruitment and Marketing Plan. **Benchmark met.** The SRMP was published the end of January 2021.
2. Obtain 5,000 new users on the DCB website per month. **Benchmark met.** Monthly users on the DCB website ranged from 6,059 to 8,354 during Spring 2021.
3. Complete 25 high school visits per academic year. **Benchmark met.** There were 30 overall visits (24 of the 30 were in person).

IEC Recommendation

The objective regarding Recruitment and Marketing was met and the Recruitment and Marketing team exceeded all benchmarks. **The Recruitment and Marketing team no longer needs to report to the IEC regarding the SRMP objective.**

Retention

The 2015-2020 DCB Strategic Plan included the objective (3.2): continue participation in the HLC Persistence and Completion Academy. The team members working on this Academy project reported to the HLC Spring 2021, so reporting to the IEC seemed unnecessarily redundant. That being said, DCB has the lowest retention rates within the NDUS. This prompted the IEC to encourage retention leadership to set goals to bring DCB closer to its fellow two-year schools within the NDUS. The objective driving IEC reporting was:

- Increase retention rates of degree seeking students.

As this is an objective that will take time and data, the three benchmarks were specifically designed to be completed during Spring 2021:

1. Establish current retention rates of cohorts dating back to Fall 2016. **Benchmark met.** The DCB Director of Retention worked with the Director of Institutional Research at Minot State. All reports were run and will automatically continue to be run the fourth week of each semester.
2. Meet with Retention Committee to identify focus areas based on data collection. **Benchmark met.** The Retention Committee indicated guidance from the IEC would be best to identify areas of focus (i.e., whatever areas the IEC identifies will be the areas that the Retention Committee will focus on during the 2021-2022 academic year).
3. Work with IEC to determine retention standards/goals for the identified focus areas. **Benchmark met.** The IEC recommended a focus on Liberal Arts students. Additionally, there was a recommendation for the Retention Committee to work with Student Success Services to address supporting students enrolled in classes with lower success rates (based on report from the Minot State Director of Institutional Research).

IEC Recommendation

Although the identified benchmarks were met, the objective is still a work in progress. The IEC recommends that **Retention continue to report to the IEC monthly**. New 2021-2022 benchmarks need to be identified. Now that the focus groups were identified, numbers need to be associated with these groups (e.g., improve Liberal Arts student fall-to-spring retention by 2% compared to the previous year). The IEC also recommends that retention-related strategic planning items continue to be in the DCB Strategic Plan.

Summary and Future Directions

Overall, the planning and reporting process worked well. The IEC seems to be serving its intended purpose and the reports heard throughout the Spring 2021 semester help to ensure that DCB is operating effectively and moving towards the achievement of identified goals. The 2021-2026 DCB Strategic Plan will drive the selection of the next reporting groups, although the IEC wants Advising, Athletics, Audits, and Retention to continue to report during the 2021-2022 academic year regardless of whether these groups are identified within the new strategic plan. However, since one goal of the IEC is to encourage the triangulation of assessment, planning, and budgeting, it seems, through the IEC assessment, that these four groups should be included in the new strategic plan.

A stronger emphasis also needs to be placed on the connection to budgeting. New budget request forms will help to show the connection between assessment, planning, and budgeting, but the IEC should look for added ways to support these connections.