

Dakota College at Bottineau
Institutional Effectiveness Committee
Annual Summary Report
2021-2022

July 2022

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2021-2022 Reporting Groups: Advising, Athletics, Audits, Retention, ASC Math (added Spring 2022, and Tutoring (added Spring 2022)

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 DCB's reaffirmation of 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 during the 2020-2021 academic year. 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 (SBHE) delaying their own strategic plan due to the COVID-19 pandemic. The SBHE finalized their strategic plan Summer 2022.

2021-2022 Institutional Effectiveness Planning and Reporting

During the 2021-2022 academic year, a total of 13 groups had active Institutional Effectiveness Planning Forms on file. Of those 13, four (Advising, Athletics, Audits, and Retention) reported throughout the entire academic year and two (ASC Math and Tutoring) began reporting during Spring 2022.

The IEC added seven groups (CTE Center, Diversity Committee, Student Life, Old Main, Student Bill Payment Process, Student Center Completion, and Student Kitchens) at the end of

the Spring 2022 semester due to alignment with what are likely to be DCB Strategic Planning goals. These seven groups will begin reporting to the IEC during the 2022-2023 academic year.

2021-2022 Institutional Effectiveness Planning and Reporting Groups		
Name of Group	Date of Planning Form	Reporting During 21-22 Academic Year
Advising	March 2021	Yes
Athletics	February 2021	Yes
Audits	February 2021	Yes
CTE Center (Physical Plant)	May 2022	No
Diversity Committee	May 2022	No
Student Life	May 2022	No
ASC Math	April 2022	Yes
Old Main (Physical Plant)	May 2022	No
Retention	March 2021	Yes
Student Bill Payment Process	May 2022	No
Student Center Completion (Physical Plant)	May 2022	No
Student Kitchens (Physical Plant)	May 2022	No
Tutoring	April 2022	Yes

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. Advising staff assessed the benchmarks during the completion of both the fall and spring semesters.

Advising: 2021-2022 Benchmark Progress			
Benchmark	Progress	Final Notes	Met or Not Met
50% of transfer students on DCB's campus will attend the faculty connection event (Fall 2021)	Complete	31% (45 students) of students attended the event. This is an improvement from 37 students during Spring 2021	Not Met
50% of transfer students on DCB's campus will attend the faculty connection event (Spring 2022)	Complete	31% (33/106) of students attended the event.	Not Met
90% of students attending the connection event will complete a participation worksheet (Fall 2021)	Complete	87% (39/45) of students completed the worksheet	Not Met
90% of students attending the connection event will complete a participation worksheet (Fall 2021)	Complete	88% (29/33) of students completed the worksheet, however eight students worked with an advisor rather than faculty to complete the worksheet	Not Met
50% of freshmen students will be registered for Spring 2022 by the end of the Fall 2021 semester	Complete	65% of freshmen students were registered for Spring 2022 as of 12-7-21	Met
50% of freshmen students will be registered for Fall 2022 by the end of the Spring 2022 semester	Complete	41% (54 of 131) registered freshmen were registered for Fall 2022 as of 5-16-22.	Not Met
75% of advisors will have two recorded contacts for 90% of advisees by the completion of the Fall 2021 semester	Complete	76% of advisors recorded contacts in Starfish, but only 33% recorded two or more contacts for 90% of their advisees	Partially Met
75% of advisors will have two recorded contacts for 90% of advisees by the completion of the Spring 2022 semester	Complete	57% of advisors recorded contacts in Starfish, and only 29% recorded two or more contacts for 90% of their advisees	Not Met

Advising staff provided additional information regarding advisor contacts using Starfish during the Spring 2022 semester as this benchmark is more DCB employee focused than the other benchmarks which are more reliant on students. During the 2020-2021 academic year, the benchmark was only for Professional Advisors to have the two recorded contacts, so the inclusion of other non-professional advisors is new this year.

Advisor	Advisees	Number of Advisees the Advisor Contacted	Percentage of Advisees the Advisor Contacted Through Starfish
Halvorson, Laura*	86	78	90.69767442**
Brudwick, Melissa*	55	53	96.36363636**
MacDonald, Beth*	18	17	94.44444444**
Migler, Jackie	29	0	0
Bartholomay, Angie	2	0	0
Remick, Melissa	2	0	0
Belgarde, Penny	24	1	4.166666667
Baade, Paige	12	7	58.33333333
Pollman, Carissa	76	70	92.10526316**
Williams, Erin	15	13	86.66666667
Burke, Nicole	23	0	0
Valella, Roberta	22	0	0
Pfennig, Becky	13	0	0
Hauf, Heidi	12	11	91.66666667**
Burbidge, Linda	14	7	50
Knudson, Keith	5	0	0
Brooks, Larry	26	0	0
Hofmann, Amy	4	0	0
Holben, James	1	0	0
Nelson, Trisha	3	3	100**
Niesar, Sherry	3	0	0

*Denotes a Professional Advisor on the DCB Bottineau Campus.

**Met the benchmark

IEC Recommendations

Advising staff continue implementing the advising model with varying degrees of success. In-service activities centered on advisor training is in the works for Fall 2022 In-Service. Connection events will return to the Academic Atrium during the 2022-2023 academic year, as the Dining Center location was not as well received by students and faculty. In the 2020-2021 Institutional Effectiveness Annual Summary Report, it was noted that the IEC will look for continual improvement in the percentages, using Spring 2021 as baseline date.

Advising Benchmark Comparison		
	Spring 2021	Spring 2022
Connection event attendance	36%	31%
Connection event worksheet completion	89%	88%
Freshmen registered for Fall semester by completion of Spring semester	37%	41%
Professional advisor contacts	99%	100%
Advisors (professional and CTE faculty) making 2+ contacts	N/A	29%

The IEC recommends that Advising remain a group that reports to the IEC. The steps/benchmarks during the 2022-2023 academic year should remain the same (changing the semesters as necessary). The IEC will look for continual improvement in the percentages.

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.

The Athletic Director and Athletic Trainer identified seven benchmarks. Six of these benchmarks involved the drafting and getting approval for the DCB Athletic Strategic Plan. All six of these benchmarks were completed by the end of November 2021. The final benchmark centered on implementing the Athletic Strategic Plan and tracking various metrics identified in the Plan. Spring 2022 reporting involved this implementation and tracking. Nine objectives in the DCB Athletic Strategic Plan were identified as objectives for Spring 2022. The final Spring 2022 Athletic Department report to the IEC showed that 8 out of 9 objectives were successfully met.

Athletic: 2021-2022 DCB Athletic Strategic Plan Progress		
Objective	Notes	Met or Not Met
1.1: Achieve GPA-based athletic eligibility standards above standards set forth by the NJCAA	All teams met the NJCAA standard GPA of 2.5, with an overall GPA of 3.18. The lowest Spring 2022 team GPA was Women’s Softball with a 2.56 GPA. The highest Spring 2022 team GPA was Women’s Basketball with a 3.63 GPA. The grade check process needs work and	Met

	will be a focus for the 2022-2023 academic year.	
1.2: Improve DCB student-athlete retention	DCB athletic teams averaged a fall-to-spring retention rate of nearly 95%. Softball gained three players in the spring and the lowest retention was for Men’s Basketball at 85% retention.	Met
1.4: Improve DCB student-athlete eligibility status in future semesters	Eligibility ranged from 83% to 100%, with an overall 92% eligibility. The Athletic Department will continue to track eligibility and strive for continued improvement.	Met
2.1: Ten percent of each athletic team should consist of regional athletes.	All teams met this objective with Women’s Softball having the lowest regional representation at 12.5% and Women’s Basketball and Clay Target having the highest with 66.67% each.	Met
3.1: Yearly review on cardio equipment with as needed update of at least two machines	One treadmill was replaced and ski-erg and lateral elliptical were added.	Met
3.2: Yearly review on equipment in weight room with as needed update of at least one set/piece of equipment	Military press and pec deck were replaced. A double stack was added.	Met
3.3: Identify any athletic facility needing maintenance	A survey completed by all head coaches revealed several short term and long-term equipment needs and facility improvements. Several experience improvements including improved promotion of games/team support and the need for an end of the year banquet were identified by coaches.	Met
4.1: Track scholarship dollars awarded to student-athletes	The Athletic Department completed tracking for the	Met

	2021-2022 academic year. Hockey (Men’s and Women’s), Softball, and Clay Target do not receive waivers and/or Logrollers funding. Two women’s (basketball and volleyball) and two men’s (basketball and baseball) teams receive equal scholarship dollars.	
4.2: Each team fundraises with documentation \$10,000 each year to help maintain their budget	The seven athletic teams at DCB totaled \$81,627 in fundraised dollars. Men’s Hockey led fundraising with \$19,223 raised. Both Men’s Basketball (\$2,935) and Women’s Volleyball (\$1,044) fell short of the \$10,000 fundraising goal. Both teams have plans for improved fundraising.	Not Met

IEC Recommendations

The DCB Athletic Department Strategic Plan is still in its infancy with its first semester of implementation during Spring 2022. In addition to the objectives identified during the final report of the 2021-2022 academic year, the Athletic Department will also report on several new objectives: improving graduation rates, adherence to the DCB Athletic Department Strategic Plan, and team volunteering/hosting a camp.

The IEC recommends that Athletics remain a group that reports to the IEC. The DCB Athletic Department can use data collected during the 2021-2022 academic year as a baseline for many of its objectives. The IEC applauds the work that went into creating, implementing, and tracking progress on the DCB Athletic Department Strategic Plan.

Audits

Although not driven by strategic planning, the IEC is specifically charged with monitoring, evaluating and documenting progress toward correcting audit findings. During the 2021-2022 academic year, the DCB Business Manager helped to oversee five audits. Three of these audits (Procurement Nursing Department, Procurement Capital Projects, and Continuity of Operations Plans) were completed and closed. Based off findings by internal auditors, two previously closed audit findings were reopened and are awaiting a final status update.

Audits: 2021-2022 Summary of Audit Progress
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Audit	Status	Date of Completion (if applicable)	Notes
Procurement Nursing Department	Complete and Closed	9-13-21	State Board of Higher Education (SBHE) and State Auditor's Office (SAO) determined DCB did follow Nursing procurement
Procurement Capital Projects	Complete and Closed	9-13-21	SBHE and SAO determined DCB did follow procurement for capital projects
Continuity of Operations Plan (COOP)	Complete and Closed	7-15-21	All COOPs completed. Monthly Emergency Management meetings continue to occur
Over Insured Property	Reopened	Completed 09/2021; Reopened 1/6/22	<p>Internal audit reviewed DCB did not pass the audit. A member from the ND State Insurance Department was on campus to answer questions.</p> <p>On 5-24-22, DCB participated in a campus wide inventory with the North Dakota University System Auditor. At the time of this final IEC report, DCB is in the final stages of providing documentation to satisfy the audit.</p>
Lack of Asset Identification Number	Reopened	Completed 09/2021; Reopened 12/1/2021	Internal audit committee found DCB did not pass the audit.

			On 5-24-22, DCB participated in a campus wide inventory with the North Dakota University System Auditor. At the time of this final IEC report, DCB is in the final stages of providing documentation to satisfy the audit.
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IEC Recommendations

The IEC recommends that Audits remain a group that reports to the IEC. Although three audits were successfully completed and closed, two previously closed audits were reopened. The IEC will need final updates during the August or September meeting on the Lack of Asset Identification Number and the Over Insured Property audits. Additionally, new audit findings will need to be added to the audit reporting form when applicable.

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 is:

- Increase retention rates of degree seeking students.

As this is an objective that will take time and data, retention leaders focused on five benchmarks to address this objective during the 2021-2022 academic year.

Retention: 2021-2022 Benchmark Progress			
Benchmark	Progress	Final Notes	Met or Not Met
Establish the most current retention and/or persistence rates.	Complete	Retention hit an all-time high of 72%. One-hundred-fifty percent completion rate jumped to 32% (previously 25%).	Met
Establish retake/success rates for ASC math and	Complete	Fall 2018-ASC 87 (Writing Prep): out of 52 students, only 4	Met

<p>English courses and student success in MATH 103 College Algebra/ENGL 110 and 120 College Composition for students who started in ASC math/English courses.</p>		<p>went on to pass (1 failed) ENGL 120 by Fall 2021</p> <p>Fall 2018-ASC 91 (Algebra Prep I): out of 42, only 11 went on to MATH 103 with 8 out of 11 passing.</p> <p>ASC 91 is ONLY offered face-to-face the first 8-weeks in the fall, so a student who fails in the fall does not have the opportunity to retake (face-to-face) until the following fall.</p> <p>As of Dec. 8, 2021, of the 89 students currently registered for ASC 87, ASC 88, ENGL 110, and ENGL 120, only 36 are signed up with an on-campus instructor (53 registered for an online course). Of the 53 student enrolled in the online sections of these writing/English courses, 33 are on-campus students.</p>	
<p>Develop Academic Improvement Plan (AIP) and the process for students on academic probation and financial aid SAP.</p>	<p>Complete</p>	<p>AIPs are completed by advisor and the student. AIPs establish expectations of both advisor and student.</p> <p>A Retention Committee member serves on both the Academic Standards Committee and the SAP Committee.</p>	<p>Met</p>

<p>50% of students on the SAP (Satisfactory Academic Progress) and probation list will come off the AIP list.</p>	<p>Complete</p>	<p>During Spring 2022, 18 students were monitored. Seven of the 18 (39%) were not active participants on their AIP.</p> <p>Eleven of 18 (61%) were active participants on their AIP.</p> <p>Of these 11, two (18%) are on continued probation, five (45%) were suspended, and four (36%) entered good academic standing.</p>	<p>Not Met</p>
<p>Organize and maintain the Institutional Research website with updated reports</p>	<p>Continually in progress</p>	<p>New reports added as they are available.</p>	<p>Met</p>

Retention work during the 2021-2022 was generally successful. DCB saw its highest retention rate at 72% retention. DCB historically falls behind the other two-year colleges in the state, so this improvement is very encouraging, although will be difficult to maintain. Data analysis of ASC Math and English courses is the catalyst behind the addition of ASC Math to IEC reporting. This connection between assessment and planning is commendable and supports DCB’s commitment to continuous quality improvement.

IEC Recommendation

The IEC recommends that Retention remain a group that reports to the IEC. Although the identified benchmarks were met, the objective is still a work in progress. New 2022-2023 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. Additionally, the IEC recommends that one benchmark for the 2022-2023 academic year be specific to the Retention Committee. Utilization of the committee to support retention-related efforts has been hit-and-miss in the past. Giving the Retention Committee a specific benchmark/objective will focus and drive their efforts toward improved retention, persistence, and completion.

ASC Math

Based on data analyzed as part of benchmarks identified by retention staff, it became clear that success in developmental coursework at DCB is an area for improvement. The 2015-2020 DCB Strategic Plan included the objective: Explore alternative methods for delivering developmental education. When looking at the Fall 2018 cohort, only 26% of students who enrolled in the lowest developmental mathematics course (ASC 91 Algebra Prep I) went on to enroll in MATH 103 College Algebra. Seventy-two percent of those who made it to MATH 103 passed the course. Alternative sequencing of developmental mathematics is now part of IE reporting.

ASC Math was added to IE reporting during Spring 2022. Mathematics faculty designed a new sequence of developmental coursework, identified below:

ASC Math Sequences	
Current Developmental Math Sequence	New Developmental Math Sequence
ASC 91 Algebra Prep I (8 weeks)	ASC 94 Beginning Algebra (16 weeks)
ASC 92 Algebra Prep II (8 weeks)	ASC 98 Math Lab (co-requisite with MATH
ASC 93 Algebra Prep III (8 weeks)	103 College Algebra)

ASC 94 Beginning Algebra and ASC 98 Math Lab were both approved by the Curriculum Committee and Faculty Senate during Spring 2022. Developing these courses was the only benchmark applicable during Spring 2022. Beginning Fall 2022, on-campus students will enroll in these courses and serve as a pilot group. Math faculty will assess the effectiveness of this new sequence beginning at the end of the Fall 2022 semester, continuing into Spring 2023. A recommendation to permanently change the developmental math sequence could come at the end of Spring 2023.

IEC Recommendation

The IEC recommends that ASC Math remain a group that reports to the IEC. Now that the new developmental sequence is in place, the IEC looks forward to reports on success of the sequence.

Tutoring

As part of DCB Strategic Planning preparation, a SWOT analysis was done with DCB faculty, staff, and students at the end of February 2022. One opportunity for improvement identified by students was to improve tutoring services at DCB. This opportunity was brought forth during the March 10, 2022, IEC meeting. The IEC Chair discussed this addition with the Campus Dean who agreed that this addition fit within the score of the IEC.

The following tutoring-related objectives will guide IE reporting:

1. Develop and launch a DCB tutor training.
2. Maintain tutor training and contact each semester.
3. Hire tutors for all prefixes taught at DCB.
4. Host events throughout the semester to increase student engagement/awareness of tutoring on campus.

5. Track engagement of Starfish (early alert monitoring system) tutoring referrals

Although Tutoring was only added to IE reporting during March 2022, many of the benchmarks identified to fulfill the objectives are already in progress.

Tutoring: 2021-2022 Benchmark Progress			
Benchmark	Progress	Notes	Met or Not Met
Design a comprehensive DCB Tutoring Training Program	In Progress	As of June 2022, tutoring staff are editing and putting together tutoring protocols	Not Met
Train all DCB tutors prior to beginning work as a tutor	Not Started	Will occur at the beginning of the Fall 2022 academic term	Not Met
Academic Support Coordinator should meet with all tutors four times each semester	Not Started		Not Met
Outline all prefixes taught at DCB (to ensure a tutor is available for all prefixes)	In Progress		Not Met
Identify tutors in each prefix	In Progress	Waiting to hear back from one instructor for tutoring recommendations	Not Met
Host three tutoring events each semester	Not Started	Preparing/brainstorming ideas. Reaching out to other North Dakota University System institutions for ideas.	Not Met
25% of Starfish identified tutoring referrals will result in actual tutoring sessions	Not Started		Not Met

IEC Recommendation

The IEC recommends that Tutoring remain a group that reports to the IEC. Now that the plans are in place, the IEC looks forward to reports on tutor training and tutoring usage.

Summary and Future Directions

Overall, the planning and reporting process continued to work well. At the completion of the Fall 2021 semester and the Spring 2022 semester, the IEC spent time discussing strengths and opportunities for improvement regarding institutional effectiveness at DCB. The IEC approved updates to the Institutional Effectiveness Committee Handbook at the June 2022 meeting. This handbook outlines the role of the IEC, as well as the process that the IEC uses to assess institutional effectiveness of all functional areas at DCB. Some key changes to the IEC are identified below.

Changes to Reporting

At the completion of the Fall 2021 semester, the IEC decided to only have specified groups report during the monthly meeting. All reporting groups continued to update their reporting forms in the Institutional Effectiveness Teams folder, but only 1-2 groups provided a verbal report at meetings. This change allowed the reporting groups to have a true discussion with the IEC rather than be rushed through a very brief update on progress. Additionally, as more groups are reporting, it is not feasible to hear verbal reports from each group once per month given that the IEC meetings are one hour in length.

IEC members were charged with reading through the updated IE Reporting Forms each month prior to the IEC meeting. During the June IEC meeting, Committee members admitted that this was rarely done. The IEC Chair will now begin each meeting with a 1-2 sentence update on each group, allowing all IEC members to hear an update, but not tying up too much time in the process.

Future Directions

Although the IEC anticipated a new DCB Strategic Plan would be in place by the completion of the 2021-2022 academic year, this is not the case. With the approval of the North Dakota State Board of Education (SBHE) strategic plan, DCB can begin moving forward with its own strategic plan. With the resignation of DCB's Campus Dean and the position yet to be filled (as of July 2022), the IEC does anticipate that the DCB Strategic Plan will likely not be finalized until the end of the 2022-2023 academic year.

Currently, the IEC has 13 groups who will begin reporting to the IEC at the start of the Fall 2022 semester (see page 3 of this report). IEC members and reporting groups have been instrumental in establishing an effective and efficient process to ensure institutional effectiveness as addressed at DCB. From the initial planning forms during Spring 2021 to the first full semester of reporting Fall 2021, the Committee feels that it is now able to work with a larger number of groups. Although several of the 13 groups are easily offboarded from IEC reporting (i.e., facility improvements), the IEC needs to begin the discussion of offboarding or rotating groups as institutional effectiveness becomes engrained in the culture of the group. For example, Advising, Athletics, and Retention have reported to the IEC since its inception and are regularly tracking metrics toward their identified benchmarks. This offboarding will be part of IEC discussion during the 2022-2023 academic year.