

Des Moines Area
Community College
AQIP
Systems Portfolio

Submitted to the Academic Quality Improvement Program
Higher Learning Commission
November 1, 2006

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President

DMACC
DES MOINES AREA 
COMMUNITY COLLEGE 

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Institutional Overview

01. Distinctive Institutional Features Des Moines Area Community College is a publicly supported institution with the Carnegie Classification: Undergraduate Instruction at the Associate's Level.

Des Moines Area Community College was officially established on March 18, 1966, as a comprehensive community college. Its purpose included general education courses to prepare students for transfer, career/technical programs to prepare students for entrance into the workforce, continuing education, and adult literacy, and GED services. In 1984, the Iowa New Jobs Training Program legislation was enacted, and economic development became an additional and significant responsibility for DMACC and the other Iowa community colleges. Today, the College is comprised of 6 campuses and 2 centers in an 11-county district. The College district encompasses 6,550 square miles; nearly 25% of Iowa's population resides within the DMACC service area. The campuses are in Ankeny, downtown Des Moines, West Des Moines, Carroll, Boone, and Newton. The DMACC Success Center is located on the south side of Des Moines, and the DMACC Career Academy, Hunziker Center is located in Ames.

DMACC is unique in that it serves several distinct demographic populations in one college system. It is an urban college; enrolling the largest minority population of any higher education institution in Iowa. It is a rural college, as one of its campuses serves rural communities with declining populations. Another campus sits squarely in the middle of the fastest growing area of the state. Other campuses serve suburban areas and small cities. DMACC's ability to capitalize on the strengths of its size and resources, yet maintain very distinct campus cultures truly makes it distinctive.

DMACC has grown significantly since its inception, and now serves as a major education and training center for central Iowa. DMACC plays an important role in identifying and educating students for existing jobs and anticipated workforce shortages in Iowa. Its career programs have enjoyed resurgence in enrollment recently, as the demand has increased for skilled workers in the health care, manufacturing, construction trades, technology, and business sectors. The transfer and pre-professional curriculum of the College has also grown substantially; as tuition at the state universities and private colleges continues to increase, a growing number of students are realizing the distinct financial advantage of acquiring the first 2 years of a baccalaureate degree at DMACC. As a result, DMACC has focused significant efforts to create strong partnerships and articulation agreements with local colleges and universities. The DMACC Business Resources division, through the state new job training and retraining funds, provides new employee and re-training services to thousands of employees each year in central Iowa.

DMACC's mission, vision, goal statements and values were reviewed and revised in 2002 to better reflect the critical role that the College plays in educating the citizens and providing for the economic development of central Iowa.

DMACC's Mission: To offer quality programs and courses to meet the different community interests, student abilities and personal objectives to citizens of all ages and levels of education for the purpose of improving the quality of life, the economic conditions and the public welfare of our state.

DMACC's Commitment to Students: Creating opportunities for your success.

Goals:

1. Prepare students to succeed in earning a baccalaureate degree by offering transferable higher education courses.
2. Prepare students to succeed by offering higher education courses in technical and occupational areas that lead to an associate's degree, certification, or diploma.
3. Through collaboration and cooperation with business and labor, prepare individuals for success in the workforce by anticipating and responding to workplace training and education needs.
4. Provide opportunities for high school students that include alternative higher school programs, college-level academic and technical courses, and courses not currently available at local high schools.
5. Provide support services for students that are under prepared or have other challenges that might prevent them from being successful in higher education programs.

6. To meet the needs of our diverse population, develop partnerships with educational institution's businesses, governmental agencies, and communities.
7. For students, faculty, staff, and community, continuously improve access to and make optimal use of current and emerging technology.
8. Provide opportunities for students and members of the community to pursue avocational interests and personal development.
9. Provide professional development opportunities for faculty and staff to create and maintain a campus climate conducive to collaboration and cooperation, responsible and innovative use of resources, and a process of continuous improvement.
10. Provide opportunities for adults to complete their high school diploma.

Values:

Responsiveness: Reach out actively to serve our communities.

Excellence: Ensure accountability, quality, and responsibility in every endeavor.

Community: Exchange and communicate ideas and information openly, through collaboration and shared decision making.

Learning: Create a student centered environment to foster lifelong, accessible and relevant learning leading to career success.

Cultural Understanding and Mutual Respect: Value individual rights, privacy and diversity.

Innovation: Embrace change and anticipate emerging issues.

Professional Integrity: Maintain a high standard of ethics and honesty in professional activities and performance of duties.

Institutional Planning is central to the continuous improvement efforts at DMACC. Planning has been an evolutionary process, and throughout DMACC's existence, has been driven by the culture established by the President. For 20 years (1981-2001) DMACC's President, Joe Borgen consolidated the planning functions at the Cabinet level; enrollment was growing quickly, and building facilities and hiring staff were top priorities. Although traditional strategic planning processes and documents were not central to decision making at DMACC, planning efforts shaped the addition of three new campuses, exceptional enrollment growth, and new partnerships with business and industry, allocation of resources for assessment of student learning, and a reputation for quality in service that continues today. When a new President was appointed in 2001, a new culture for planning began. President England embraced College-wide involvement in planning, and developed, with significant input, up-to-date mission, vision, and values statements, and strategic goals and objectives. England moved the College to the AQIP process for accreditation, and hired the first Director of Institutional Planning & Research to increase data collection and analysis processes. When President Denson was appointed in 2003, he expanded Dr. England's planning process, and developed, over a 2 year period, a ten-year vision for success. That strategic plan, and the Action Plans that support it, provide the College's framework for decision making and continuous improvement efforts. The plan includes 3 goals for the next 10 years:

1. **FIRST in Quality** - A true cornerstone of our past, present and future success is the quality of the education and services we provide for our students and our district.
2. **FIRST in Service** - Every person in our service area has the right to a DMACC education.
3. **FIRST in Affordability** - We are committed to making a quality DMACC education as affordable as possible.

For each goal, indicators of effectiveness have been identified, and 9 Action Plans support the advancement of the goals at the operational level. Developed using a participatory process, the strategic plan and goals is embraced by staff and stakeholders.

DMACC has made significant gains in formalizing its planning processes since 2001; the AQIP framework has provided structure and focus to our institution-wide efforts.

02. Scope of Offerings The following degrees are available at DMACC: Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), and Associate of General Studies (AGS). The AA and AS degrees are designed for students who wish to transfer to four-year institutions. The AAS degree is designed for students that complete a career/technical program, and enter the workforce upon completion of the program. The AGS degree is designed for the student who wishes to create a degree

centered on a particular interest or workforce need; it is rarely transferable. DMACC students may also earn a one-year diploma in several programs, an advanced standing diploma, which requires completion of an associate degree prior to entry into a program, a certificate of specialization (generally 21 credit hours), or a certificate of completion (generally a short term program of study).

DMACC offers seventy one degrees and diplomas, and 48 certificates of specialization, and ten pre-professional programs. DMACC also offers a DMACC high school diploma for adult students that did not complete high school.

03. Student Base, Needs, and Requirements DMACC serves students of all ages that reside primarily in its central Iowa service region. The target populations are traditional age students, first generation college students of all ages, individuals that desire education for a career change, high achieving high school students that are capable of college level work, students that are location bound, and cannot travel to a campus for classes, and immigrants and international students for whom English is their second language.

DMACC's student population is represented by the following demographic characteristics:

- DMACC enrolled 26,801 credit students in FY 06; 4,891 were full-time, and 21,910 were part-time (less than 12 hours).
- The students enrolled in 325,384 credit hours through 6,762 course offerings.
- Female students comprise 56% of the credit student population, male students comprise 44%. The percentage of male students has increased 45% in 6 years; female students have increased 40%.
- Among race/ethnic categories of enrollment, the Hispanic population is the fastest growing, with a 25% increase in the past year (751 students). Black student enrollment grew 7% (to 1394 students), Asian/Pacific Islander enrollment declined by 4% (899 students), American Indian/Alaskan Native students declined in 2006, but since 2001, have increased from 48 to 110 students. White students still comprise the majority race/ethnic group, at 20,822 students, 78% of the student body.
- Seventy-six percent of DMACC's credit students are 26 years old or younger; representing a 5 year trend toward younger student enrollments.
- Ninety-eight percent of DMACC credit students are Iowa residents. The number of international students has declined by 54% since 2001, and is currently at 206 students.
- Student enrollment is increasing at all campuses. In 2006, Ankeny served 9,891 students (58.69% of the total), Urban/Des Moines served 2755 ((16.35% of the total), Boone served 1,898 students (11.26% of the total), West/West Des Moines served 873 students (5.18% of the total), Carroll served 760 students (4.51% of the total), and Newton served 677 students (4.02% of the total).
- Non-credit enrollment increased from 34,538 students in FY 05 to 35,681 students in FY 06, a 5% increase. This is a reversal from the 5-year trend of slight declines in non-credit enrollment since FY 01.
- Distance learning courses and high school dual enrollment students are the fastest growing populations at DMACC. Enrollment in distance learning grew from 417 students in 2002, to 9,805 students in 2006, resulting in a total of 28,016, or 9% of DMACC's total credit count. Enrollment in dual enrollment courses grew from 1,067 students in 2000 to 6,181 students in 2006. Nearly 12% of the total credits offered at DMACC in 2006 were to high school students, either through Career Academies or discipline specific courses in the arts and sciences.

DMACC's students' needs are varied. Transfer students need a strong core curriculum and articulation agreements that ensure seamless transfer to four-year colleges and universities. Career/technical students need training opportunities in well-equipped laboratories, and opportunities for clinical, practicum, and internship sites that provide quality experiences. High school students enrolled in college level courses needs a clear matriculation plan to DMACC or other colleges. At-risk and developmental students need a range of support services, academic and personal, to assist in retention and persistence. Non-native English speakers need a range of ESL classes, from basic literacy to college-preparatory to provide preparation for the workforce or further education. Continuing

education students need a variety of sessions that meet licensure or other skill upgrading needs. Online students need College resources equal to those offered on each campus.

04. Collaborations with other Organizations DMACC has many partnerships and collaborative relationships, as outlined in Criterion 9. Six essential partnerships are identified below.

- Iowa State University and DMACC developed a joint admissions agreement for students entitled the Application Partnership Program. This agreement requires only 1 application for enrollment at DMACC and ISU, and includes access to ISU services, events, and residence halls. Students are assigned both a DMACC and ISU advisor to support the process of transition. This agreement became available to students for fall term, 2006 with a goal of 100 students; 203 students are currently enrolled.
- DMACC partners with the K-12 districts to provide career/technical courses and college-prep courses to qualified high school juniors and seniors. Partnerships exist with 56 different districts. In partnership with the Story County Consortium (7 districts), DMACC recently opened a new 35,000SF Career Academy in Ames to offer 8 different career programs, evening college level classes, and business and industry training. A similar partnership agreement with the Carroll County Consortium (6 districts) in a facility attached to the DMACC Carroll campus.
- A recent partnership with Iowa Workforce Development allows DMACC to deliver the Workforce Investment Act (WIA) services and related employment and training programs to the citizens of 8 central Iowa counties. Through this agreement, DMACC works with state agencies, non profit organizations, and business and industry to provide services to individuals that need support in securing work.
- DMACC partners with local businesses and industries throughout central Iowa to provide training and education to employees, consulting with companies regarding processes, quality control and other topics, and graduates to meet workforce needs. One example is a partnership with Accumold, a global manufacturer of precision parts. Accumold sponsors 5 individuals in the DMACC Tool and Die program, pays their tuition for 2 years, and upon graduation, will hire the students.
- DMACC partners with the other 14 community colleges as a part of the Iowa Association of Community Colleges. The Presidents meet regularly, as do a representative group of Trustees. These two groups Iowa Association of Community College Presidents (IACCP) and Iowa Association of Community College Trustees (IACCT) work together for the good of the community college system in Iowa, primarily on legislative and funding initiatives.
- DMACC enjoys positive relationships with the two labor unions at the College: the Higher Education Association representing the DMACC faculty, and the Educational Services Association, representing support staff. Management meets with each of these groups monthly to discuss issues of mutual interest; bargaining agreements are negotiated using an Interest Based Bargaining process, and 3-year agreements with both unions have been negotiated since 2002.

05. Faculty and Staff Base

- DMACC employs 764 people in full-time employment (faculty, administration, professional, and support staff), 703 people part-time (administration, professional, and support staff) and 788 adjunct faculty, for a total of 2,400 employees in FY 06.
- Of the 2,345 individuals employed at DMACC in FY06, 14 were classified as administrative, 525 were classified as professional, 524 were classified as secretary and clerical, 160 were classified as service, and 1,086 were classified as instructional. From 2001 to 2006, total staff increased by 17%.
- Fifty-four percent of the full time employees are women, the largest number of employees (38%) fall in the 40-55 age range, and 86% of all employees are white.
- DMACC staff is highly educated. Eighty-eight percent of DMACC employees have a bachelor's degree or higher; 95% have at least an associate's degree.

06. Facilities, Equipment and Technologies, Regulatory Environment DMACC has 6 campuses in the 11 county district, and provides courses and services in two centers. ESL classes are located in 12 additional sites, and GED and ABE classes are located in 14 sites.

The sizes of the campuses vary: Ankeny campus is the largest, with 23 buildings on 304 acres; Urban/Des Moines campus has four buildings on 15 acres; Boone has two buildings on 37 acres, and Carroll (9 acres), West (23 acres), and Newton (6 acres) each have 1 building. In total, DMACC has 1.15 million square feet of floor space. New classroom construction projects are planned for the Ankeny campus (new Health Sciences building) and West campus (general classroom space). A renovation project to create a new Career Academy on the Newton campus is also planned.

DMACC's facilities are a mix of general classroom space, laboratory space for programs and for the sciences, office and conference space, and student space. DMACC strives to maintain current technology and equipment in its classroom and laboratories; and manages a 3-year rolling plan for equipment and technology updates. Technology and communications systems have kept pace with industry standards; in addition to the classroom technology, all 6 campuses now have wireless access. Construction or renovation of facilities is funded by a tax levy (20 ¼ cent per \$1000 assessed property value) that generates approximately \$50M each 10 years that it is approved. In 2004, the College passed a new levy of \$.06 per \$1000 assessed value for funds to support instructional equipment expenditures for the College. This levy, renewable every 10 years, generates approximately \$1M yearly, and is used to supplement the existing equipment budgets.

In 1974 DMACC was first accredited by the Higher Learning Commission of the North Central Association of Colleges and Universities, and has maintained continuous accreditation. The College is also approved by the Iowa Department of Education. Several other programs operate under regional or national accreditation agencies, including the National League of Nursing, American Veterinary Medical Association, Commission on Dental Accreditation, Commission of Accreditation of Allied Health Education Programs, and the National Accreditation Agency for Clinical Laboratory Science. Additionally, all federal financial aid is regulated by the United States Department of Education; all business office functions are conducted in accordance with accounting principles generally accepted in the United States. In response to the Sarbanes-Oxley legislation, the College voluntarily implemented a Board policy regarding ethical conduct, and created an internal budget audit committee of the Board of Directors.

07. Competition for Students Competition for students comes from several colleges and universities in central Iowa, from online universities, and from in-house education and training programs in business and industry. Institutions that compete with DMACC for students:

- Three private residential colleges/universities in the greater Des Moines area: Drake University, Grandview College, and Simpson College. Although DMACC and the 3 local colleges share information and students through a consortium that has existed for many years; the declining population of traditional age college students has resulted in greater competition for the same pool of students.
- Several for-profit two-year colleges in central Iowa that offer career/technical programs that compete with those offered at DMACC.
- Iowa State University in Ames, one of the 3 regent universities in Iowa is in the center of DMACC's district.
- Many businesses are now starting their own 'learning colleges' to provide training and education to their employees, a service that DMACC has traditionally provided through Business Resources and Continuing Education.
- The University of Phoenix has a center in Des Moines, and recruits from the same pool of adult students in local businesses.

08. Opportunities and Vulnerabilities

Opportunities

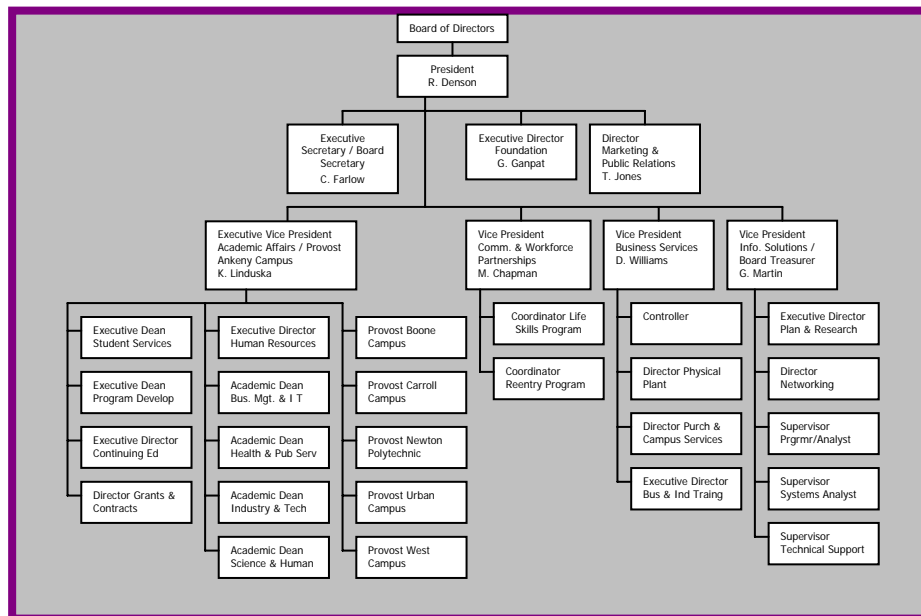
- The DMACC service district is the fastest growing in Iowa; as a result the enrollment management plan projects enrollment growth of 5% annually.
- Six campuses that are closely tied to the communities in which they reside allows for strong linkages with local stakeholders to meet critical workforce needs.

- Strong partnerships with K-12 districts and four-year colleges and universities allow DMACC to play a central role in creating a seamless education system in Iowa for all students.
- DMACC is an integral part of the workforce development system in central Iowa, and serves in a leadership role in educating students to meet the projected workforce shortage.
- The facilities expansion plans on several campuses will allow DMACC to serve more students, particularly in the high demand programs for which there are waiting lists for enrollment.
- The strategic planning process that is guided by the AQIP continuous improvement process provides clear goals and benchmarks for growth and improvement at the College.

Vulnerabilities

- The financial constraints under which the State General Assembly operates causes concern about funding the formula for community college state general aid. The under funded general aid formula places a burden on students to pay a higher proportion of their college costs; preventing some students from accessing college programs.
- As a large number of employees retire in the next few years, recruiting well-qualified staff, particularly in leadership positions, will become more difficult.
- The cost to deliver programs continues to rise at the same time that career/technical program expansion is required to meet the needs of the central Iowa workforce. Identifying sources of funding for program growth is a challenge.
- The growth of the immigrant population in central Iowa is challenging DMACC to expand English language classes, and to provide additional support to English Language Learners that are enrolled in college transfer and career/technical programs.
- The process of obtaining grants from the United States Departments of Education and Labor is becoming more competitive; grant dollars are more difficult to obtain to serve at-risk students.
- Population shifts from rural to urban parts of the district creates burdens for the campuses in growing areas to support the growth in students, and for the rural campuses to identify programs and services to meet the needs of communities with shrinking populations.

DMACC Organizational Chart 2006



AQIP CRITERION 1: HELPING STUDENTS LEARN

Context for Analysis (C)

1C1. Common Student Learning Objectives Des Moines Area Community College has a comprehensive mission, as stated in the mission document: *"It is the mission of Des Moines Area Community College to offer quality programs and courses to meet the different community interests, student abilities and personal objectives of citizens of all ages and levels of education for the purpose of improving the quality of life, the economic conditions and the public welfare of our state. Therefore the Board of Directors, Faculty, and Staff are committed to providing a variety of educational opportunities on a nondiscriminatory basis, open-door basis."*

To fulfill that all inclusive mission, DMACC has developed a curriculum structure that clearly states the common and specific educational outcomes for students, regardless of their program of study. In 1986 Des Moines Area Community College committed to a competency based structure for its course and program curriculums. Every course and program was reviewed, and course competencies were developed to clearly state the learning objectives in the form of competencies. It was the first step in the assessment of student learning process: the need to clearly identify those outcomes that would be measured. DMACC has identified common general education competencies all students are expected to achieve. Career and technical programs clearly state the knowledge and skills that students will possess at the successful completion of each course, and upon completion of the program.

DMACC utilizes a competency-based format in its curriculum for several reasons: to increase its effectiveness as an institution of higher and lifelong learning; to increase the collaborative efforts with business and industry and other agencies; to be more accountable for its purposes to its funding sources, its stakeholders, and the general public; and to increase the quality of its product and services to the communities it serves.

Course and program competencies are developed by the faculty. The full-time instructional faculty that teach the same or related courses, deans, provosts, and others with program responsibility have met to identify and agree on the competencies for all courses and programs at DMACC. In addition, advisory group members from business and industry, members of professional and trade organizations, personnel responsible for the transfer function at four-year colleges and universities, and others have had input in the development of the competencies related to their respective roles in students' successful achievement of the competencies.

The general education curriculum is embedded in all degree and diploma programs at DMACC. It focuses on the knowledge and skills necessary for the understanding and effective application of several disciplines, which include written/oral communications, pure/applied science, mathematics, social/behavioral sciences and humanities. The essential importance of general education is a central principle in curriculum development at the College.

In 2000, a team of DMACC faculty and administrators undertook the task of reviewing and refining the DMACC general educational skills that all DMACC students are expected to possess upon completing any program of study.

DMACC General Education Goals

Students will acquire skills for lifelong learning by:

- 1. Understanding and demonstrating effective communication.**
 - a. Write organized, clear and grammatically correct English, appropriate to purpose and audience.
 - b. Read a document and demonstrate an understanding of its content, such as by drawing inferences and distinguishing between major ideas and supporting detail and between fact and opinion.
 - c. Present an organized oral message, appropriate to purpose and audience, using correctly spoken English.
 - d. Listen attentively, respectfully and sensitively to a message and demonstrate an understanding of the message.
 - e. Work collaboratively.
 - f. Use technical communication effectively.

- 2. Understanding and demonstrating logical and critical thinking.**
 - a. Develop reasoned and thorough arguments.
 - b. Analyze the arguments of others, distinguishing fact from opinion and identifying assumptions and inferences.
 - c. Recognize and value the existence of different points of view.
 - d. Analyze the conditions of a given problem and design solutions to it.
 - e. Develop research techniques and acquire knowledge of bibliographic citation.

3. **Developing an understanding of fundamental scientific principles and their application.**
 - a. Demonstrate an understanding of basic scientific principles.
 - b. Apply scientific principles to analyze and solve problems in nature, culture and society.
 - c. Make informed decisions, as citizens, on matters of public policy related to science.
4. **Developing an understanding of fundamental mathematical principles and their application.**
 - a. Obtain correct mathematical results with or without technological assistance.
 - b. Develop logical thinking skills that permit the selection of models appropriate to problems.
 - c. Express models numerically, graphically and symbolically.
 - d. Identify, interpret and manipulate relevant data.
5. **Developing an understanding of human society and cross-cultural variation and perspective.**
 - a. Demonstrate an understanding of social and behavioral sciences and their application to the study of cultural diversity.
 - b. Demonstrate an understanding of social and behavioral sciences and their application to the study of global cultures.
6. **Developing knowledge of and appreciation for the human condition as expressed in works of human imagination and thought.**
 - a. Demonstrate a fundamental knowledge of history, philosophy, literature or the arts.
 - b. Demonstrate an understanding of the impact of human expression on culture and of culture on human expression.
 - c. Recognize the significance of historical context to culture and human expression.

Figure 1-1 DMACC General Ed Goals

The general education goals are posted in the College catalog, the student handbook, and on the College web site.

In establishing career/technical programs, the knowledge and skills expected in each of DMACC's career programs have been identified by, and developed in collaboration with, stakeholders from established program-specific businesses and industries and faculty. These career/technical programs have been approved by the State Department of Education and are published in individual Program Information Briefs (PIBs), as well as in the College Catalog and on the DMACC web site.

1C2. Strategic Planning Aligned with Mission DMACC implements a strategic planning process to ensure that student learning, institutional practices, and goals for continuous improvement align with DMACC's mission, values, and goals. The current college strategic plan, developed over a period of 3 years, from 2003-2006, outlines a clear vision for how DMACC will identify and support the needs of its learners. DMACC's 2016 Ten-Year Vision for Success is:

DMACC's 2016 Vision for Success

1. FIRST in Quality – A true cornerstone of our past, present and future success is the quality of the education and services we provide for our students and our district.

INDICATORS*

- A. Within-term credit course retention
- B. Fall-to-spring credit student persistence
- C. Fall-to-fall credit student persistence
- D. Graduation rate
- E. Post-DMACC success in employment and further education
- F. Assessment of student learning (course and program)
- G. Percent of sections taught by full-time faculty
- H. Percent of returning noncredit customers, (non-mandated) Continuing Education (CE) and DMACC Business Resources (DBR)

2. FIRST in Service – Every person in our service area has the right to a DMACC education.

INDICATORS*

- A. Overall service area population penetration – Credit and Noncredit
- B. Service area population penetration by race – Credit and Noncredit
- C. Service area population penetration by age group – Credit only

3. FIRST in Affordability – We are committed to making a quality DMACC education as affordable as possible.

INDICATORS*

- A. Student education costs including tuition rate, fees and other necessary expenses
- B. Scholarship endowment fund balance
- C. Scholarship dollars awarded
- D. Number of student scholarships awarded
- E. Total foundation assets
- F. New revenues from grants, investment income and other sources (CE, DBR)
- G. Alumni association size and contributions
- H. Cost savings through process efficiencies and utilization of existing technology

Figure 1-2 DMACC's 2016 Ten Year Vision for Success

At the operational level of the strategic plan, the College has defined specific Action Plans that support the indicators in the three goals. Although all Action Plans ultimately lead to or support improvement in student learning, 6 of the 9 current action plans relate directly to student learning. They are:

- Assessment of Student Learning
- Alternative Schedule Development
- Dual Enrollment Strategies
- Student Retention
- Alternative Schedule Development
- New Program Development
- Increase in Full-Time Faculty

1C3. Key Instructional Programs Instruction is offered in a variety of courses and programs to meet the diverse needs of DMACC students. Students may engage in areas of study that emphasize:

Arts & Sciences

- General education curriculum is designed for students intending to transfer to a four-year institution. Students may also take these courses for enrichment or with the intent of concluding their education with an associate degree.
- Paraprofessional curriculum prepares students for employment in a variety of public service fields. Students in these programs of study may also transfer to a four-year institution.
- Pre-professional curriculum provides the recommended courses for the first 2 years of study in various professions.

Career/Technical Education

- Vocational/Technical programs are designed to teach the essential skills and operational theory needed to ensure occupational competency. Career/Technical programs are designed to fulfill the employment needs of the community.

Continuing Education

- Continuing Education is designed for career training, professional advancement, or personal enrichment. Classes, workshops and seminars are designed for those for whom academic credit is not required.

Pre-college Programs

- College Preparatory courses are designed to aid students whose educational background requires strengthening to achieve success in regular college-level courses.
- Adult Basic Education (ABE) is designed to provide individualized instruction to adults who need development or review of basic reading, language or mathematical skills. ABE services are provided to adults who are seeking high school completion, career advancement, further training, English as a Second Language and general improvement of everyday living skills.
- General Education Development (GED) preparation and testing leading to the High School Equivalency Diploma, awarded by the State of Iowa through the Iowa Department of Education.
- The Adult High School Diploma program is designed for adult students seeking a high school diploma.

DMACC offers the Associate in Arts Degree (AA), Associate in Science Degree (AS), an Associate in General Studies Degree (AGS) and an Associate in Applied Science Degree (AAS). To receive an AA, AS, AGS or AAS degree, students must complete a minimum of 64 semester credit hours meeting both the degree requirements and any specific program requirements.

DMACC Degree Programs					
Degree Programs	Course Distribution	Credit Distribution	Degree Programs	Course Distribution	Credit Distribution
Associate Arts Degree (AA) <i>(Must include at least 48 semester credit hours of core)</i>	Communications	9 credits	Associate General Studies Degree (AGS)	Communications	3 credits
	Social & Behavioral Sciences	9 credits		Social & Behavioral Science/Humanities	3 credits

courses)	Math & Sciences	9 credits	Associate In Applied Science Degree (AAS) <i>(Programs leading to an AAS degree include specific courses required for the degree in addition to the core and general education requirements.)</i>	Math & Sciences	3 credits
	Humanities	9 credits		Distributed Requirements	3 credits
	Distributed Requirements	12 credits		Elective Credits	52 credits
	Elective Credits	16 credits			
Associate Science Degree (AS) <i>(Must include at least 28 semester credit hours of core courses.)</i>	Communications	9 credits		Communications	3 credits
	Social & Behavioral Sciences	6 credits		Social & Behavioral Science/Humanities	3 credits
	Math & Sciences	6 credits		Math & Sciences	3 credits
	Humanities	3 credits		Distributed Requirements	3 credits
	Distributed Requirements	4 credits		Program Specific Credits	52 credits
	Elective Credits	36 credits			

Figure 1-3 DMACC Degree Programs

In addition to the Degree programs, DMACC offers Diplomas, Advanced Standing Diplomas, Certificates of Specialization and Certificates of Completion.

Diploma	Advanced Standing Diploma	Certificate of Specialization	Certificate of Completion
Completion of all required courses in a particular program of study. <i>(Minimum of 30 semester credit hours.)</i> Complete the following core: <ul style="list-style-type: none"> One Communications Course One Social & Behavioral Science Course One Math Course 	Prior to entry into the program, completion of an associate degree <i>(or at least 64 semester credits of college-level course work from an accredited institution of higher education).</i> <ul style="list-style-type: none"> One Communications Core Course One Social & Behavioral or Humanities Core Science Course One Math Core Course Complete a minimum of one general education course as part of the program of study. Complete all required courses in the particular program of study that includes a minimum of 30 semester credit hours.	Complete the number of semester credit hours required in a particular program of study. Complete all required courses in a particular program of study.	A certificate of completion is issued to signify that a student has satisfactorily completed a program of instruction other than those listed above. Certificates are normally issued to students at the completion of a specific short-term program of study.

Figure 1-4 DMACC Awards

The AA degree is offered at each of the six campuses-Ankeny, Boone, Carroll, Newton, Urban and West; AS, AAS, and AGS degrees are offered on selected campuses, depending on facilities and community needs.

All degrees, diplomas, certificates of specialization and programs are described on individual Program Information Briefs (PIBs) and in the annual College catalog <http://www.dmacc.edu/catalog>, which is available both via the web and in hard copy.

Multiple Delivery Methods Instruction is provided through multiple delivery systems at all 6 of its campuses and its 2 centers: the DMACC Success Center and the Career Academy Hunziker Center. Most instruction is delivered through traditional classroom and laboratory instruction, although DMACC has an extensive online delivery system that continues to grow at a rapid pace, through online and web-enhanced courses. The Distance Learning staff provides significant training opportunities to faculty across that district that wish to teach online, or use additional technology to enhance the learning environment (see 1C5, 4C4, 4P4). The College also utilizes the Iowa Communication Network (ICN) network for course delivery and has ICN classrooms available on every campus as well as access to other community ICN sites. Although many courses are available via DMACC's platform for course delivery, Web-CT; the College has only 1 program of study fully available online, Business

Administration. To further reach the needs of the community, DMACC provides courses in locations throughout different communities in the district.

DMACC’s instructional delivery systems include:

Instructional Delivery Methods	
Traditional Classroom Instruction & Labs	Evening & Weekend Courses
Web-Enhanced Classroom Instruction	Compacted Courses
Web-CT Internet	Internships
Independent Study	Clinicals
ICN (interactive televised distance learning)	TV Courses
Dual-Credit Courses offered in selected High Schools	Individualized Instruction
Learning Communities	

Figure 1-5 Institutional Delivery Methods

Since becoming an AQIP institution, DMACC has initiated 3 separate Action Plans. In **Action Plan 398**, the primary category addressed was Helping Students Learn. In this Action Plan the focus was directed toward supporting a variety of learning styles and developing stronger and more effective instructional resources.

With the growth of online learning, the expansion of technology tools to deliver instruction has also grown. DMACC has dedicated administrative resources to assist faculty in the development of alternative delivery methods. In support of the educational process, DMACC has provided current and comprehensive technology in classrooms and study centers on each of its campuses. Within the past decade, DMACC has installed permanent and portable technology stations throughout its instructional facilities. These include networked computers, data projectors, ELMOs and a variety of specialized lab-specific technologies. Additionally, the use of SmartBoard technology, mobile laptop computer carts, and wireless technology is now incorporated in most classrooms across the College. Each of the 6 campuses and the 2 centers are equipped with student-accessible computer labs. Instructors regularly take advantage of training opportunities, which are announced via the College campus intranet system. Approximately 140 faculty members participate in technology training each year.

Smart Classrooms and Wireless Technology Availability by Campus

Campus	Ankeny Campus	Boone Campus	Carroll Campus	Newton Campus	Urban Campus	West Campus	Success Center	Hunziker Center
Campus Total Bldgs	22	2	1	1	4	1	1	1
Wireless Bldgs	14	2	1	1	4	1	1	1
Laptop Carts	8	2	1	1	4	1	1	1
Smart/Team Boards	45	9	7	4	17	4	0	12

Figure 1-6 Campus Technology SOURCE: DMACC Information Solutions

1C4. Commitment to Preparing Students for a Diverse World DMACC is acutely aware of and works to be responsive to the learning needs of a diverse population, and has a variety of resources available to students to accommodate different learning styles. DMACC takes very seriously its commitment to providing a learning environment that provides equal opportunity and is bias free for all learners. Every 5 years each Iowa community college conducts a comprehensive equity audit in conjunction with the Iowa Department of Education, conducted to monitor compliance with Title IX, Section 504 (ADA), with local, state and federal nondiscrimination EEO/Affirmative Action policy and law, and to provide feedback and advice about how the College can improve services for all students and staff, regardless of race, national origin, disability or gender. During the 2005 visit to DMACC the team examined documents, interviewed students and reviewed data about DMACC’s hiring and staff development practices and cited DMACC for several exemplary diversity efforts. The Equity Audit results are available for review in the office of the Executive Vice President of Academic Affairs.

Four years ago, a diversity taskforce was established as a result of the College strategic planning process. The taskforce has transformed over the years and has been elevated to Commission status. The mission of the Diversity Commission is: *Diversity awareness is the full recognition and appreciation of human value. Des Moines Area Community College will actively advocate for diversity awareness and ensure the integration of diversity into all aspects of institutional life.* The vision of the Commission is: *To create a culture in which all people are valued and supported, and celebrate our*

similarities and differences. In doing so, we will prepare the DMACC community to live, learn and work together in a global society.

DMACC is further committed to supporting the development of students in the area of diversity, as referenced in 1C1 under the General Education Competency #5-*Developing an understanding of human society and cross-cultural variation and perspective*. DMACC provides global studies opportunities for its students through several different avenues. Each year, the College designates a country as the focus for an International Year celebration. Multiple events including a number of distinguished speakers, covering the food, culture, music, literature and politics of the celebrated country are offered to students, staff and the public throughout the year. DMACC also participates in a study-abroad program as part of the Iowa Community College International Association's Study Abroad Consortium. Students from all 15 of Iowa's community colleges spend 10 weeks in London studying with an Iowa Community College instructor.

1C5. Creating a Climate that Supports Intellectual Freedom and Inquiry The College has established policies and procedures that support a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions. The following Board policies address these issues. The full text can be found on the Human Resources web page at the DMACC website: www.dmacc.edu.

DMACC Board Policies	
BOARD POLICY Number: 2012	Page 1 Section: Management of the College Subject: Patents and Copyrights
BOARD POLICY Number: 2013	Page 1 Section: Management of the College Subject: Protection of Proprietary Information
BOARD POLICY Number: 4003	Page 1 Section: Academic and Student Affairs Subject: Academic Freedom
BOARD POLICY Number: 4004	Page 1 Section: Academic and Student Affairs Subject: Controversial Materials
BOARD POLICY Number: 4005	Page 1 Section: Academic and Student Affairs Subject: Resource Speakers

Figure 1-7 Board Policies on Intellectual Freedom

Curriculum development at DMACC is faculty-driven, and new courses are developed through processes established by the DMACC Curriculum Commission, composed of faculty and student development staff. Faculty interested in creating new courses or programs are provided support at the discipline, program, and dean/provost level.

Senior administration supports new faculty initiatives and innovation through an annual Innovation Grant program whereby funding up to \$20,000 per project is awarded to proposals that focus on creative ideas for recruiting, retaining, or teaching students, diversity, student support programs, creative instructional methodologies, and retaining speakers for students and staff that bring new perspectives and ideas to the College. This grant program is administered by a committee of faculty and administration and all proposal awards are made by committee consensus. Each year, \$100,000 is allocated for the Innovation Grants; they are extremely popular, and many of the initiatives that were begun through the Innovation Grant process have now been institutionalized.

Processes (P)

1P1. Determining Student Learning Objectives DMACC's common student learning objectives and program learning objectives are defined and established by faculty in collaboration with their teaching colleagues; other knowledgeable stakeholders; advisory group members from business and industry; members of professional and trade organizations; and personnel responsible for the transfer function at four-year colleges and universities.

As stated in 1C1, in 2000, a team of faculty and administration refined the 6 institutional general educational goals. These general education goals are the cornerstone of the curriculum at the College. Specific program objectives are developed by faculty members responsible for a program, with the assistance of advisory committees, accreditation agencies, or professional organizations.

All new courses are required to have established course competencies (*see 1C1*). The competencies form the framework for a course of instruction, and the courses form the framework for the program. The competencies acquaint the learners with knowledge, skills and attitudes expected for them upon completion of the course or program of study. They assist the instructor in organizing and sequencing subject matter, indicate the type and extent of activities required for successfully carrying out

learning, provide a basis for evaluating both the learners' achievement and the effectiveness of the course, and convey to the various stakeholders and the public what is to be taught and learned.

1P2. Program and Course Development DMACC's Curriculum Commission has established procedures for the development of courses and programs that support and promote an open dialogue among faculty in developing or modifying courses offered at the institution. The processes of both course and program development are faculty-driven, and strong emphasis is placed on communication and collaboration. New courses and programs are developed by faculty, with input from the business community, specific industry or another postsecondary institution. In developing new career/ technical courses or new programs, faculty work in collaboration with an advisory board comprised of business and industry representatives, or members of professional and trade organizations, to research the feasibility of the program and develop its structural framework.

New Course Development

All proposed courses, course changes, and programs are submitted by the originating faculty member to discipline specific district chairs and deans/provosts for review. The submitted courses are reviewed for clear descriptions, adequate credits, academic rigor, supporting rationale, assessment plan and any specific support services required by the students. Upon receiving support at the discipline level, proposed changes to courses are reviewed by an administrative committee for clarity and compliance with institutional policy and procedures. The curriculum proposal then goes before the Curriculum Commission for discussion and final Commission recommendation to the Chief Academic Officer for adoption. Upon the signature of the Chief Academic Officer, the course proposal becomes part of the curriculum offered at the College.

Any changes that would modify only the competencies in an established course are not required to go in front of the Curriculum Commission. All competency modifications need supporting faculty signatures from all faculty members who teach the course to effect changes to the competencies. Course changes that affect the total credit hours, credit breakouts between lecture hours, lab hours, practicum hours, course description, or course title do go through the Curriculum Commission.

New Program Development

For the development of new instructional programs, the first step is the creation of an advisory committee, with representation from business and industry members. The faculty works with their advisory committee to identify educational needs and program competencies and develops a comprehensive program of study that meets the Iowa Administrative Code 281 Chapter 21 standards for the award (AA, AS, AAS, AGS, Diploma or Certificate). The advisory committee assists in initiating the development of a "Notice of Intent," which is submitted to the state Department of Education. The Department of Education forwards the notice to Chief Academic Officers across the state for their review and opportunity to voice potential concerns. Upon the approval of the Department of Education, the program development process continues.

The proposed program is researched for student interest and employment opportunities, and when required, articulation proposals with four-year institutions are initiated. The framework for the program content is created, new course descriptions and competencies are developed, an overall rationale for the proposal and supporting advisory board minutes are compiled and submitted to the academic dean/provost and district chair for review, discussion and approval.

The program proposal paperwork is submitted to the Department of Education for review and approval. The proposal includes:

- program description and purpose
- student interest
- employment opportunities
- local board approval
- advisory committee information and minutes
- defined program content and competencies
- supporting facilities and equipment resources
- student support services offered

- program evaluation and student assessment methodologies
- strategies for enhancement of enrollment and success for students from underrepresented genders, minorities, and ethnic populations
- financial budgets and assurances

Once a program has been approved by the Curriculum Commission and is adopted by the College, any changes in course offerings must be approved by the advisory board and the Commission. Advisory committees continue to play an integral role in maintaining the quality of the program. Advisory committees meet twice a year, and work with the program chair, other departmental faculty, and the dean/provost to maintain currency with industry standards and review curriculum, graduation rates, employment data, licensure pass rates, and other information on an annual basis.

1P3. Student Preparation for Learning The preparation required of students for specific curricula, programs, courses and learning is generally identified from three sources:

1. Faculty
2. Accrediting Agencies/Boards
3. Industry, with assistance of faculty

Many of the requirements are structured within the parameters of the instructional program, such as clearly identified skill levels for students entering programs requiring licensure prior to employment. For many non-licensure programs there are basic skill educational requirements that often need to be met prior to the start of the program of study. Clearly outlined course and program competencies drive the process for identifying the level of preparation required of a student before entering a specific course or program of study in the career/technical programs. In arts and sciences course work there is a sequential progression of educational knowledge necessary for students to fully understand and build from within the course or a sequence of courses. Pre-requisites are clearly defined for those courses that require a sequential progression of knowledge. All courses in a program of study at DMACC have a sequence of competencies that reflect the progressively complex knowledge and skills required for successful completion.

The course and program content is developed collaboratively and reviewed continuously as identified in 1P2. In addition, faculty members work collaboratively with four-year colleges and universities to articulate DMACC courses to their institutions. DMACC 100- and 200-level core classes equal those at four-year institutions, and articulate directly to the baccalaureate degree institutions.

1P4. Communication of College Expectations to Students DMACC is proud of the collaboration between student services and academic departments to provide students the best learning experience possible. Faculty, academic departments and Student Services participate jointly on College Commissions, committees and workgroups for all initiatives focused on student learning at the College. Communication that addresses expectations for student preparation for a course or program is initiated at all levels and across all divisions and is an important conduit for providing accurate and up-to-date information for both current and prospective students.

DMACC Student Services, and the advisors and counselors serve as the primary source to communicate expectations regarding student preparation and objectives for programs, courses, and the awarding of specific degrees or credentials to prospective and current students. Prospective students are provided the catalog, which includes all information on degree awards, diploma awards, certificate awards, as well as all program information briefs (PIBs), course descriptions, course and program entrance expectations, and enrollment information. This information is also provided on the DMACC web site. Additional outreach information is provided through a collaborative effort between faculty and Student Services through the development of schedules and program brochures.

Current students are provided information through orientation sessions at the beginning of each term, orientation classes, individual advising and counseling, faculty, and course syllabi as well as through the DMACC website. Also, enrolled students who experience academic difficulty are provided the resources of advising and counseling, the Academic Achievement Center, and Student Support Services.

Students enrolling in career programs are identified and counseled either by Student Services or program faculty as they register, since they usually declare a program of study before they enroll in the coursework.

Expectations for individual courses are identified in the course syllabi and distributed to students at the beginning of the semester. The syllabi contain the course competencies/learning objectives, expectations of faculty, required materials, grading policy, attendance requirements and schedule of topics that will be covered. The syllabi are also made available on the home page of faculty as well as posted on Web-CT for courses that are taught online.

DMACC and area high schools have formed a partnership to offer high school students the opportunity to earn college credit while still in high school. This collaboration and high school outreach increases the awareness of high school students for both the academic preparedness needs and available programs and requirements at DMACC.

1P5. Program of Study Selection DMACC helps students select programs of study appropriate to their interests, abilities and needs through several processes.

Identification of Academic Skills

An assessment requirement is part of the admission process (ACT, COMPASS or college grades) for full-time students. When students complete COMPASS assessments, the test center staff or advisors and counselors reviews the results with the applicant and encourages voluntary developmental work; as no college-wide mandatory placement policy currently exists.

Some career/technical programs have specified required minimum COMPASS scores that are part of the program entry requirements that are clearly identified for students.

In addition to minimum COMPASS scores, programs can require additional program entry requirements, which are spelled out in the catalog and the Program Information Briefs (PIBs), e.g., "C" or better in algebra, biology, chemistry, typing test, etc.

Career Interest Assessment

The College utilizes a career interest software program (Choices) for student advising through the Student Development Office. While the College has excellent services available in this area, it does not employ a systematic process that requires all students to utilize this software. It is provided for current or potential students who are interested. Students are made aware of the resource through counselors, advisors or faculty.

In addition, Kuder software is used by DMACC in collaboration with area high schools. The career interest assessment service is provided free of charge to area high schools by DMACC for use in providing students a resource to assist in identifying potential career interests and abilities. DMACC's Career Academies (see 3C1/3C2, 3P2) provides another opportunity for high school students to explore potential careers through the entry-level courses that are provided in the program.

Support for Varying Learning Styles

While DMACC does not assess incoming students for learning styles and needs, the variety of instructional methodologies that the College uses serves a broad range of learning styles. The College provides learning style inventories that are available to students on the computers located in the Academic Achievement Centers on the six campuses as well as the two centers. A variety of support services are available to students through small group and one-one tutoring in the AACs located on each campus. Preparatory education classes are available for students that require academic preparation in reading, writing and math. Free workshops are provided throughout the semester in test taking, note taking, proofreading strategies, time management, textbook study techniques, preparing for final exams, and stress reduction.

1P6. Documentation of Effective Teaching and Learning The primary process used by DMACC to document effective learning is outlined in section 1P11, student assessment processes. In addition to the specific assessment processes for each course and program at DMACC, effective learning is documented through several processes.

All course and program retention, persistence and graduation data are tracked and reported yearly by the Office of Research and Planning. This data is reviewed by program chairs, district chairs, deans, provosts, and the Chief Academic Officer, and changes in instructional processes or curriculum may be implemented as a result.

All programs that have licensure requirements report yearly pass rates on licensure exams. DMACC has nine career technical programs accredited through various state and national agencies.

Each term, the three state universities report to DMACC the GPAs of DMACC transfer students compared with those of native students.

Students complete an instructor evaluation for each course at the end of each semester. The data derived from this assessment tool are reviewed by faculty and deans for the purpose of improving program quality and effectiveness.

Graduate and Employer Surveys are collected by the individual career/technical programs every five years. The data is reviewed by the faculty, deans and provosts, and AQIP Leadership Team for documentation of the effectiveness of the program in preparing students for work in a particular occupation.

Community-based advisory boards assist DMACC program chairs to assess relevancy, currency and effectiveness of career programs.

There are several processes used at DMACC to support and document effective teaching: Faculty evaluations are completed on probationary faculty members every term for three years, and for non-probationary faculty every three years or less.

All faculty members are required to develop a faculty development plan, and to accumulate one-hundred clock hours of teaching improvement units for every 5 years of employment that reflect professional development in their discipline. Newly hired faculty are required to participate in ninety-six clock hours of teaching improvement units in the first three contract years of their employment.

In-house faculty development workshops are held regularly and faculty are provided institutional funds to attend professional workshops and conferences.

New faculty participates in a year long new faculty orientation process that focuses on, among other topics, effective teaching models.

1P7. Effective Course Delivery Systems Course delivery decisions are determined by the faculty within a discipline, with input from deans, provosts, Student Services staff, advisory committee members, and students. DMACC responds to those needs by diversifying course delivery systems that are pedagogically sound and meet the needs of students. DMACC uses educational delivery methods that include traditional lecture/lab (with or without technology support), web-based synchronous and asynchronous online courses, videotaped and TV correspondence courses, Iowa Communications Network (ICN) courses, Internet and Web-CT-enhanced courses, off-campus professional practicums and internships, travel/semesters abroad, and compacted or evening/weekend course delivery. DMACC's Distance Learning course offerings are the fastest-growing area of the College.

Between 2002 and 2006, online enrollments grew from 417 to 9,805 students enrolled in distance learning courses. During that same time, online and web-blended courses grew from 4,282 to 29,016 credits. To respond to that interest, DMACC has established specific processes for the delivery of online courses to ensure continued quality in student learning.

- Only full-time faculty members are allowed to offer these courses for the first time.
- New courses are approved by the district chairs.
- Teachers are trained and receive pay for the training.
- The courses are regularly assessed by the Director of Distance Learning, the program chair, and the Dean or provost.
- Class sizes are limited.
- DMACC tries to offer both online and face-to-face formats of many classes.

- No faculty member may teach 100% online.
- Courses are reviewed by discipline faculty during in-service days twice yearly.
- A committee reviews all online delivery in context of the total student learning experience.

While DMACC follows the traditional instructional model of face-to-face instruction assuming that many courses require experiential learning and direct faculty contact in order for students to effectively learn all the required competencies, there are no clear data that support that premise. Up to this point DMACC has relied on process measurements of grade distribution, retention rates, surveys, program evaluations and course evaluations as the basis for course delivery decisions. These methods of assessment have been under discussion and an instructional delivery assessment tool is being designed in order to provide the College with evidence for future course delivery development decisions.

DMACC does not differentiate among different modes of instruction when assessing student learning. While the institution does monitor the enrollment, retention, persistence and grade distribution of distance learning classes separately from face-to-face classes, all sections of any given course are treated identically in the assessment plans for each discipline.

In the area of Information Solutions (*see 6C1*), technology staff has increased to support the training and design and the College Systems Integration Department has provided resources for continued expansion of the web-based services. Systems Integration provides support for the technology needs of the instructor and the student. The Distance Learning department provides support for the development and assessment of courses.

1P8. Currency and Effectiveness of the Curriculum DMACC prides itself on maintaining a curriculum that meets the educational goals of its students and the employment needs of area business and industry. This is accomplished through several processes.

- Faculty members review and update course and/or program competencies on a regular basis. The competency review may be done by a group of discipline faculty, by a program advisory committee, by colleagues at a four-year institution, or by individuals from an accrediting or licensure association.
- Each career/technical program completes a comprehensive program evaluation every 5 years (*see 1P2*).
- Program advisory committees meet at least once a term, and often more frequently when curriculum changes are underway.
- The community colleges in Iowa have comprehensive articulation agreements with the state universities and many private colleges in Iowa. These articulation agreements clearly outline the skills a student must gain before moving to a 300-level sequential course. Community college and university faculty meet regularly to review course competencies and articulation agreements.
- The district chairs meet regularly with discipline faculty from all campuses to address curriculum, review assessment results and identify necessary changes to course content.
- Assessment results drive the adjustment of curriculum by revealing needed changes in course content.

The process of initiating, altering and deleting programs and courses is well established and is implemented across the district. All new courses and programs and any course or program deletions are approved by the Curriculum Commission. The decision to modify or discontinue a course or program is driven by faculty collaboration with deans and provosts, district chairs, program chairs and advisory committees (*see 1C2*).

1P9. Determining Learning Support Needs Several processes are used to determine student and faculty needs relative to learning support. Initial assessment of student academic support needs occurs at entry into the College through COMPASS assessment (*see 1P5*). Students who can provide an ACT assessment score are not required to take COMPASS. Throughout the semester, faculty members identify learning needs through individual course assessment, and provide individual referrals and midterm reports to Student Services, identifying students who are at risk of failing a course. This facilitates an intervention with advisors, who identify learning support needs and assist students in

seeking assistance. The Making Academic Progress Successfully (MAPS) program matches targeted at-risk students with mentors who maintain a yearlong connection with the student and identify needs relative to learning support.

In DMACC's **Action Project 400**, the primary category is 'Helping Students Learn'. This Action Project focuses on identifying processes that contribute to student success and supports the initiatives that the Title III grant is undertaking. DMACC has benefited from the opportunity of a Title III Strengthening Institutions Grant, where efforts have focused on designing and developing systems for mentoring at-risk students and supporting them in their academic pursuits. It has also focused on faculty development and training for the inclusion of technology and enhancement of instructional methodology, with the goal of enhancing student learning (*see 1R3*).

As student needs for academic support are identified, Assessment Center staff and/or advisors recommend appropriate preparatory education courses or one-to-one tutoring services and support. The Campus AACs provide a broad range of support services to students, and academic support is available in both individual and small group formats. The AACs are equipped with up-to-date technology and SmartThinking, a web-based tutoring service that can be used by students in the AAC or can be accessed remotely. A special needs coordinator supports the campuses by providing necessary learning support services for students with disabilities.

All major policy or procedure questions regarding support services for students are resolved collaboratively among faculty, administration, student services and student academic support services.

1P10. Co-curricular Goals Aligned with Learning Objectives The faculty and staff at DMACC believes that in order to receive a well-rounded education, students should be exposed to learning experiences outside of the classroom. The College values co-curricular activities and encourages faculty and students to seek opportunities for involvement. General education goals 1, 2 and 5 (*see 1C1*) speak to the value of co-curricular activities, and career/technical program goals address co-curricular activities through a variety of activities. In these programs, co-curricular development goals are aligned with curricular learning objectives through the development of and student membership in professional or pre-professional organizations and activities. Faculty members serve in an advisory capacity for the student clubs and pre-professional organizations. In general education or transfer courses, individual faculty members encourage co-curricular involvement through service learning activities, discipline-specific clubs, PTK involvement, or through linked classes in Learning Communities.

The Student Activities Council serves as the primary opportunity for students to become involved in co-curricular activities at the College. The purpose of the organization is to organize and facilitate student activities on campus, provide a focal point for discussions between students and the College staff and to give students a representative voice in College affairs. Students are provided an opportunity to participate in a governance process and gain skills in critical thinking, problem solving, budgeting and negotiating.

DMACC has active student clubs and organizations. Most recognized organizations fall into one of the following classifications:

1. Pre-professional and departmental clubs for students that wish to pursue interests that contribute to the development of career fields.
2. Service organizations that have as their primary purpose activities which contribute positively to the College and community.
3. Scholastic honorary organizations that offer membership on the basis of academic excellence and performance.
4. Special interest organizations planned by students who desire to develop or broaden their interest in some particular aspect of their lives.
5. Intercollegiate or intramural athletics. DMACC offers five varsity sports, and provides intramural opportunities in several others.

During FY 2006, there were 58 active student organizations at DMACC with an average membership of 28 students per club.

A full-time, district-wide Coordinator of Student and Alumni Activities provides leadership to the Student Activities Councils (SAC) on each campus and other College organizations and provides support to and serves as a centralized communication resource for each of the individual campus SAC coordinators.

1P11. Process for Student Assessment Des Moines Area Community College assesses students at multiple levels. Assessment of student academic achievement is faculty-driven and dean, provost, and CAO supported. The processes are guided by the needs of the program of study, faculty, institutional needs, articulation needs, and industry needs and requirements.

The assessment initiative is college-wide and is implemented across three levels: at the course level, discipline or program level, and the institutional level. The initiative is coordinated throughout the district and program chair level with the academic deans and provosts actively involved. Institutional support for assessment is significant. The initiatives are provided financial support, faculty are given release time to conduct assessment activities, a Program Development administrator is assigned full time to assessment and program evaluation, and the Chief Academic Officer chairs the district chair group, responsible for the oversight of the entire assessment process. The Director of Institutional Planning and Research is an integral part of the assessment process, and provides data and support in developing and analyzing the assessment processes and results. In addition, the administration has allocated additional staffing for faculty initiatives and centralized resources for data compilation, coordination and analysis.

Upon entry into the College or any of the programs of study, students are assessed to determine course level readiness. The appropriate level of proficiency upon entrance is determined by faculty and administration and within the individual course or program curriculum.

Within courses, both formative and summative assessment tools are selected and used by faculty to ensure that students are successfully learning the material and will be prepared to progress to the next level of instruction or into employment.

Within individual programs of study, students are provided opportunities for capstone experiences, practicum experiences, and internships, and are assessed by DMACC instructors and by the professional community for which they are preparing. Students enrolled in professional licensure programs are assessed through the licensure examination.

IN 2005, as a part of DMACC's continuous improvement process, the College expanded the institutional model of course assessment, which is the backbone of the DMACC student assessment program and is an identified Action Plan for the College (*see 7P1*). The assessment framework provides for the gathering and analysis of additional data in individual course competencies, general education competencies and program competencies. This expanded model allows for a clear process for mapping individual course competencies from all disciplines and programs to the 6 general education goals (*see 1C1*). This competency mapping will continue to provide faculty with course level data to make effective decisions on instructional improvement, while also providing the College with data to identify if students at DMACC are obtaining the skills outlined in the institution-wide general education goals.

Institutional Model For Course Assessment Individual courses are identified for assessment by faculty collaboration within disciplines and programs. An assessment tool is developed for the targeted course and the competencies are assessed uniformly over a period of at least three terms in all district-wide sections to enable faculty to track the data and identify trends. The data provides faculty with knowledge:

- to identify areas where students consistently are not learning the information and to adjust teaching so students learn
- to assess and improve the course by changing or refining the course competencies
- to assess and improve the instructional resources available to students in a course
- to document district-wide discipline improvements in student learning

Faculty members identify key courses in their disciplines in which to develop and administer an appropriate assessment tool. The common assessment tools are summative in nature; directly test

individual course competencies; and employ a variety of methods: multiple choice, pre/post options, rubrics, reader/raters, holistic scoring, and student confidence surveys, among others. A course assessment is implemented across the discipline and is tested a minimum of three different terms. The data is collected and compiled by an independent assessment analyst and returned to the discipline. This assessment methodology provides faculty, program chairs and deans the ability to track trends in student learning at the course level and ensure that students are learning.

Individual instructors and courses in this process are assured complete confidentiality. Great care is used to report data only in aggregate. If individual faculty members are interested in seeing how they measure in comparison to the whole, they are provided a graph that will identify their class against the group. However, the data reported to district chairs, program chairs, deans and the Office of Institutional Planning and Research is generalized by term, by course, by competency, number assessed and number that met the competency. The disciplines and programs use the data as a basis for faculty discussion and collaboration, and instructional improvement or enhancement.

Institutional Model For Assessment of College General Education Goals DMACC uses a process of mapping course competencies to the college-wide general education goals to assess attainment of the competencies expected of all students that complete a degree program at DMACC. All programs and disciplines incorporate the general education goals into their curriculum. DMACC's process for assessing the acquisition of the general education goals is as follows: individual course competencies are mapped or correlated to one or more general education competency. The identifying course, course competency, general education competency and the assessment data are documented by the Office of Institutional Planning and Research. This allows the institution to compile data across all programs and disciplines, and analyze how well students across disciplines and programs are achieving the institution's general education goals. The information is used to verify the following: that the general education competencies are being addressed in each of the degree programs at DMACC, and that students across the district, regardless of the program in which they are enrolled, are gaining the specific competencies outlined in the general education goals.

Model For Program Assessment A formal program evaluation process, completed every 5 years, is a legal requirement of the Iowa Department of Education. The program evaluation process also serves as a tool to document the assessment of student learning at the program level. Each career/technical program has program competencies that must be assessed regularly, and documentation of learning is included in the program evaluation data. The program evaluation process is comprehensive and requires the analysis of five years of program information. The program evaluation includes: student demographic information; a summary and analysis of prerequisites for the program; the program plan for assessment of student academic achievement (at the course and program level); a summary of successful course completers; program retention and graduation rates; employment placement analysis and outlook; identification of market trends; and employer satisfaction. The program evaluation data also includes minutes of advisory committee minutes that ensure relevancy to current industry standards, course and program competencies; faculty development activities and needs; facilities and budget information, and student support services used. The final section includes a summary of goals to address in the next 5 years. The AQIP Leadership Team serves as the review committee for the program evaluation process and meets with the program chair and dean or provost to review the comprehensive evaluation. The AQIP Leadership Team may request additional information from the program faculty, require that the program take additional steps before the program evaluation is approved, or approve as submitted. Once the program evaluations are approved, a summary is sent to the DMACC Board of Directors and to the State Department of Education.

1P12. Preparation Level of DMACC's Completers DMACC uses several measures to determine the preparation level of the students who complete programs, degrees and certificates.

A significant number of DMACC students matriculate to four-year institutions to complete baccalaureate degrees. DMACC works closely with the four-year colleges to articulate DMACC coursework; faculty from two- and four-year institutions meet regularly to ensure that sequencing of courses is seamless and that students exit 100 and 200 level courses well prepared for 300 level coursework.

Iowa's three Regents institutions provide performance data for DMACC transfer students. The primary recipient of DMACC transfer students, Iowa State University, provides the most comprehensive information on the transfer students: a list of students, identifying their current GPA and current number of credits enrolled, number of total credits earned, credits and GPA of their first term after transfer, and major and awards earned. DMACC uses this information, along with internal data on core course retention and persistence rates, to analyze and monitor the transfer curriculum for effectiveness.

In career/technical programs of study, the requisite skill sets and knowledge are identified by the advisory committees, business community or through accreditation agencies. A close working relationship with advisory committees ensures currency with industry needs and standards. Follow-up employer surveys provide information on the level of preparedness of the students in each program. Skill assessments and capstone projects assess students' readiness to enter the workforce upon completion of a program. If there is a licensure or certification requirement for a program of study, DMACC monitors pass rates and utilizes that information to implement effective program changes as needed.

In the spring of 2006, DMACC initiated a pilot study in cooperation with the Iowa Department of Workforce Development. The study is designed to assess the impact of community college education on the income of program graduates when they enter the workplace. Although the College graduate follow-up survey currently reports graduate salaries, this study is aimed at assessing the direct impact of a community college degree on wages. The study collects the data on the average income of a cohort of DMACC students for the 3 years prior to entering the College compared to their average income 1 year past graduation. This study is new and no conclusive data has been released (*see 7P3, 7P4*).

1P13. Annual Measures of Student Performance The Office of Institutional Planning and Research uses SAS Business Intelligence and Analytic software to retrieve and analyze the data collected and stored in the Banner system on assessment of student learning, grades, enrollment and course retention, persistence and graduation.

DMACC conducts an annual survey of students who earned a certificate, diploma or associate's degree to determine employment or educational status. Response rate for this survey averages 70% to 75%. Annual salary information is also requested so that earnings can be tracked over time.

As part of the five-year program evaluation cycle, DMACC conducts a survey of graduates, current students and employers. Over a period of time, programs develop trend line data useful to assessing program improvement.

Many of the College career/technical programs require students to become licensed in addition to receiving their DMACC credential. This data is useful for benchmarking these programs with similar programs across the nation.

Since 2005, DMACC has participated in the National Community College Benchmark Project (NCCBP) administered by Johnson County Community College. This data allows the College to benchmark student performance in areas of transfer GPA, retention, persistence, grade distribution, satisfaction surveys and others.

Results (R)

1R1/1R2. Results of Student Learning DMACC measures results of student learning in classes and programs through the methods described in the processes in *1P11*.

There are several measures that demonstrate results of student learning, both direct and indirect. DMACC has worked on the institutional model of course assessment for several years, and is beginning to accumulate a significant amount of data on results of course level assessment. Results for course level assessment vary widely across disciplines and programs; there is no common result for all of the course level assessments that could be easily reported in this document. Following is one example of a course level assessment process that yielded changes in the instructional methodology for the course. This is an aggregate results graph of a common assessment tool from an Introductory Algebra course

taught at DMACC. The assessment was initially piloted on a small group of course offerings to test the validity and reliability of the process, and then expanded district-wide. After analyzing the data, faculty found a clear area of concern. The Introductory Algebra course was originally built on a set of expectations of student skills before entering the course; the results of the assessment clearly showed that uniformly across all classes; students were missing some of those common skill sets required to successfully master Introductory Algebra. The graphs below are a representative demonstration of the findings. For clarity in viewing, the data graphs display individual classes. In total there were 11 separate sections assessed in the term. As a result, math faculty created in-class instructional support tools that addressed the missing core knowledge that students needed to build on the course competencies. In addition, they also developed two new courses to compliment the Introductory Algebra course and provide additional support for students: Pre-algebra and Math Study Skills. These modifications are in place and after a 2 year period of implementation, the Introductory Algebra course will be reassessed to determine if the students have the core skill sets to have success in Introductory Algebra, gained through the new instructional support tools.

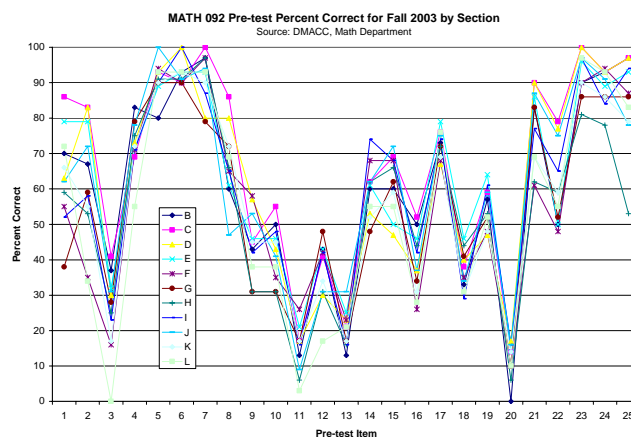


Figure 1-8 MATH092 Assessment Results SOURCE: DMACC Program Development

Assessment initiatives (see 1P11) are active in the following areas for fall semester 2006: Accounting, Anthropology, Auto, Biology, Business Administration, Business & Technology, Chemistry, Computer Information Systems, Economics, Graphic Technology, Math, Electronics, English, English-as-a-Second-Language, History, Political Science, Physics, Psychology, Marketing, Network Administration, Sociology and Speech. The chart below reflects the courses that have or are planning new active assessment projects in place for FY 2006.

Course/Program	Status	Course/Program	Status	Course/Program	Status
ACCT 102	Active	CSC 110	Active	MATH 092	Active
ADM 154	Active	ECON 101	Active	MATH 115	Active
ADM 259	Under Dev	ECON 102	Active	MKTG 103	Under Dev
ANT 100	Active	ELT 108	Active	NET 213	Under Dev
ANT 105	Active	ENGL 117	Active	NET 223	Under Dev
AUTC 408	Under Dev	ENGL 118	Active	PHIL 111	Under Dev
BIOL 141	Active	ESL 097	Active	PHYL 106	Active
BSAD 150	Active	GRT 400	Under Dev	POL 111	Under Dev
BUSL 101	Active	HIS 112	Under Dev	PSCH 101	Active
CHEM 131	Active	HIS 113	Active	SOCY 101	Active
COMS 181	Active	HIS 150	Under Dev	SPC 101	Active

Figure 1-9 Current Institutional Model Assessment Activities SOURCE: Office of Program Development

Because the process of mapping the specific course competencies to the general education competencies of the College is still fairly new, no reliable results can yet be reported for that process. A total summary of assessment projects and results can be found in the DMACC Program Development Office.

Pass rates on licensure exams are another indicator that students have acquired the knowledge and skills for a degree. Nine programs have accreditation agencies for which licensure examinations are required. DMACC's pass rates in those exams are as follows:

Program	Accrediting Agencies	Licensure Examinations	Pass Rates:				
			02	03	04	05	06
Dietary Manager	Dietary Manager Association	ACT Dietary Manager	60%	100%	100%	100%	Not Avail
Dental Assistant	Commission on Dental Accreditation	-Dental Assisting national Board (DANB) Certified Dental Assistant Examination	100%	Not Avail	100%	97%	98%
		-Iowa Board of Dental Examiners (IBODE)	100%	100%	100%	100%	100%
Dental Hygiene	Commission on Dental Accreditation	-American Dental Association -Central Regional Dental Testing Service	100%	94%	100%	100%	95%
			94%	89%	88%	87%	79%
Medical Assistant	Commission of Accreditation of Allied Health Education Programs (CAAHEP)	-American Assoc. of Medical Assistant (AAMA) Certified Medical Assistant Examination	100%	100%	95%	85%	100%
		-State of Iowa Limited Radiographer Examination	85%	85%	82%	75%	Not Avail
Med Lab Tech	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	American Society for Clinical Pathology (ASCP) Board of Registry (BOR) for Medical Laboratory Technician (MLT)	100%	100%	100%	100% * of grads tested to-date	100% * of grads tested to- date
Nursing	National League for Nursing Accrediting Commission (NLNAC) and approved by Iowa Board of Nursing	NCLEX-RN	84%	73%	73%	84%	88% - 6 mos data
Practical Nursing	National League for Nursing Accrediting Commission (NLNAC) and approved by Iowa Board of Nursing	NCLEX-PN	86%	90%	85%	89%	100%
Respiratory Therapy	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	National Board of Respiratory Care (NBRC) Certified respiratory Therapist Examination	100%	100%	100%	92.9%	100%
Veterinary Technician	American Veterinary Medical Association (AVMA) and Iowa Veterinary Medical Association (IVMA)	-National Veterinary Technician Examination (NVTE)				44%	91%
		-Iowa Veterinary Medical Association Examination				33%	82%

Figure 1-10 Licensure Data SOURCE: DMACC Health Sciences

In community colleges, it is well known that few students enroll with a specific intent to graduate. Most transfer students never intend to graduate, and many career/technical students either don't apply for graduation, or leave once they have acquired the skills needed to advance in a career. However, graduation rates are an indirect measure of student learning, as those that have earned a degree have successfully completed an entire program of study. The following graph identifies DMACC's graduation rates:

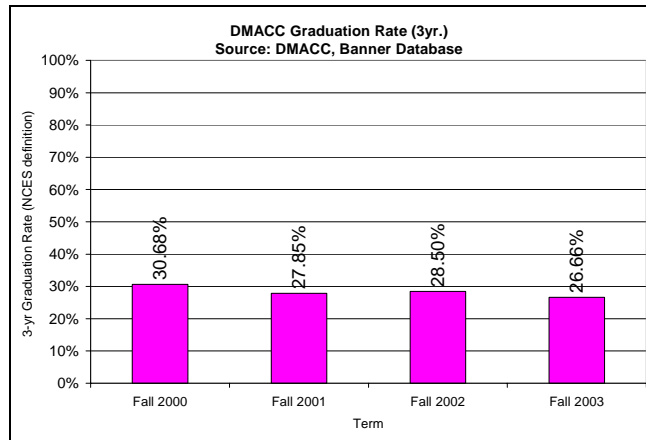


Figure 1-11 Graduate Rate (3 Year) SOURCE: DMACC FIRSTS Goals FY2006 Score Card

An important indication of student academic achievement is how well they perform upon transfer. The following graph identifies the GPA of DMACC students at Iowa State University (the largest recipient of DMACC students) during the first semester after transfer.

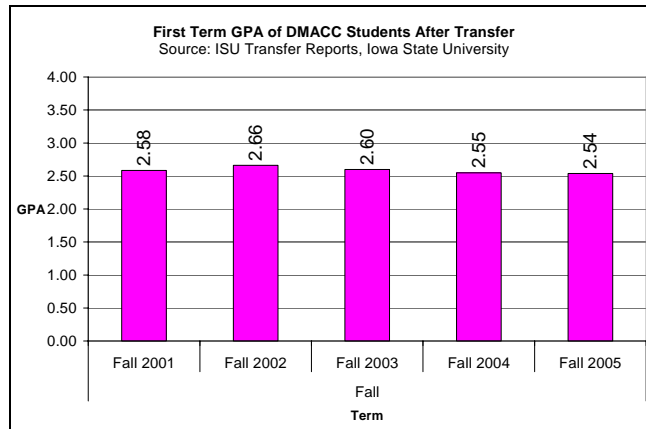


Figure 1-12 GPA of Transfer Students SOURCE: DMACC FIRSTS Goals FY2006 Score Card

Evidence that DMACC student have acquired the skills and knowledge to successfully enter the workforce is reflected in the number of individuals that gain employment in the field for which they were trained. DMACC completes an annual Graduate Follow-up and Status report for dissemination to the community. Below are the results of the 2004/2005 year graduates:

Health & Public Services 2004-05	Grads	Further Education	Working in Iowa	Average Salary
Dental Assistant	24	0	19	27,835
Dental Hygiene	22	0	17	49,976
Early Childhood Diploma	10	4	5	17,784
Early Childhood Ed	19	2	9	19,640
Med Assist Diploma	19	1	16	26,047
Med Lab Tech	17	1	10	28,363
Nursing Assoc Degree	118	9	66	37,952
Nursing Advance Degree	15	0	13	38,420
Practical Nursing	152	138	6	28,739
Respiratory Therapy	12	0	10	33,808
TOTAL	408	155	171	

Figure 1-13 DMACC Follow-Up Status Report of Graduates 2004-2005

Business Management & Info Tech 2004-05	Grads	Further Education	Working in Iowa	Average Salary
Accounting Info Systems	3	0	0	---
Accounting Para Prof	20	3	10	24,600
Accounting Specialist	15	1	8	24,564
Administrative Assist	12	0	3	20,600
Bkkpg & Acctg Dipl	11	1	6	20,800
Business Admin	79	18	25	27,549
Business Info Systems	23	2	8	39,267
Computer Prog	1	0	1	---
Entrepreneurship Dipl	1	0	1	---
Fashion Merch/Design Management	17	5	10	18,965
Management	20	3	13	29,725
Management Info System	6	0	2	---
Marketing	24	4	12	37,423
Med Admin Asst Dipl	2	0	1	---
Med Admin Asst AAS	11	1	7	24,600
Mortuary Science	0	0	0	---
Office Assist Dipl	15	6	7	---
Office Tech	0	0	0	---
Retail Merch Dipl	6	1	3	30,000
Sales & Managemnt Dipl	13	1	7	27,000
TOTAL	279	46	124	

Figure 1-14 DMACC Follow-Up Status Report of Graduates 2004-2005

Industry & Technology 2004-05	Grads	Further Education	Working in Iowa	Average Salary
Agri Business	14	1	5	19,147
Arch Tech Dipl	5	0	3	24,690
Architectural Millwork Dipl	4	2	2	21,320
Architectural Tech	3	0	3	---
ASEP- General Motors	12	0	11	25,076
ASSET – Ford	13	0	12	27,325
Auto Collision Tech	14	1	5	21,840
Auto Collision Tech Dipl	4	0	1	24,255
Auto Mechanics Tech	14	1	4	26,648
Building Trades Dipl	11	0	7	23,029
CAD Tech	13	1	9	28,106
CAD Tech Dipl	2	0	0	---
CAP Chrysler	1	0	0	---
Caterpillar Tech	8	0	7	24,617
Civil Engineering	13	1	11	31,436
Commercial Art/Graphic Art	22	6	7	24,213
Commercial Hort	13	0	9	17,380
Diesel Tech	12	0	12	26,370
Diesel Tech Dipl	3	0	1	---
Electronics, Robotics & Auto	--	0	2	---
ESST	6	0	4	32,760
Graphic Tech	18	2	9	23,803
Heating, AC, Refridg Tech	14	0	11	26,970
HVAC Dipl	9	0	6	23,470
Industrial Electro-Mech	3	0	2	---
Integrated Mfg Tech Dipl	2	1	0	---
ITNA	22	0	9	28,624
Land Surveying	9	0	8	28,860
Machinist Diploma	4	1	2	---
Manufacturing Tech	1	1	0	---
Safety Science	1	0	0	---
Telecommunications Tech	15	1	12	37,155
Tool & Die Making	6	1	5	25,970
Vet Tech	15	0	8	22,220
Welding Dipl	1	1	0	---
TOTAL	310	21	185	

Figure 1-15 DMACC Follow-Up Status Report of Graduates 2004-2005

Science & Humanities 2004-05	Grads	Further Education	Working in Iowa	Average Salary
Biotechnology	1	0	1	---
Criminal Justice AA	18	6	4	34,385
Criminal Justice AS	17	3	9	24,648
Culinary Arts	25	2	15	30,440
Culinary Arts Dipl	11	1	5	22,880
Exercise Science	4	3	1	---
Fire Science Tech	8	1	3	32,000
Hospitality Business	3	0	1	---
Hotel & Restaurant Mgmt	6	1	3	---
Human Services	21	5	4	24,670
Legal Assistant	23	2	14	25,122
TOTAL	137	24	60	

Figure 1-16 DMACC Follow-Up Status Report of Graduates 2004-2005

Arts & Science 2004-05	Grads	Further Education	Working in Iowa	Average Salary
Associate General Studies	44	14	5	23,837
Liberal Arts AA Degree	517	291	49	26,460
Liberal Arts AS Degree	124	47	14	---
TOTAL	685	352	68	

Figure 1-17 DMACC Follow-Up Status Report of Graduates 2004-2005

In addition to the licensure, graduation and placement data, five-year program evaluations are used in the career/technical programs offered by the College to identify the results of knowledge acquisition of students. Since 2000, a total of 71 five-year program evaluations have been completed. All program evaluations are kept in the Program Development Department.

Employer surveys provide data for programs regarding the preparedness of DMACC graduates. Also, individual career and technical programs utilize internships and employer feedback as evidence that students have acquired the knowledge and skills to successfully enter the workforce.

In the current DMACC strategic plan, results of student academic achievement are reported in the context of the FIRSTS Goals: FIRST in Quality, FIRST in Service, and FIRST in Affordability. These indirect measures of student learning include retention and persistence in courses and programs. The following three charts display five-year trend data in student retention and persistence at DMACC.

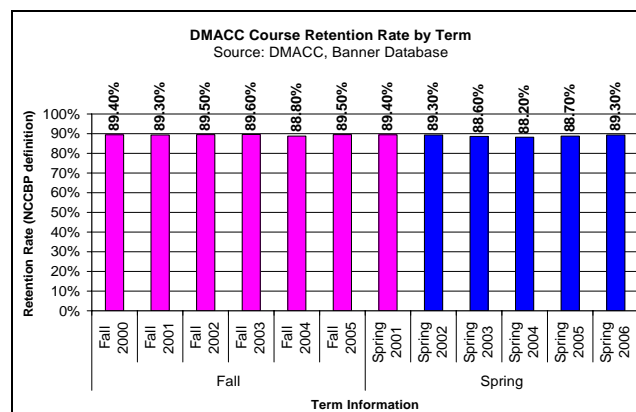


Figure 1-18 Course Retention Rate by Term SOURCE: DMACC FIRSTS Goals FY2006 Score Card

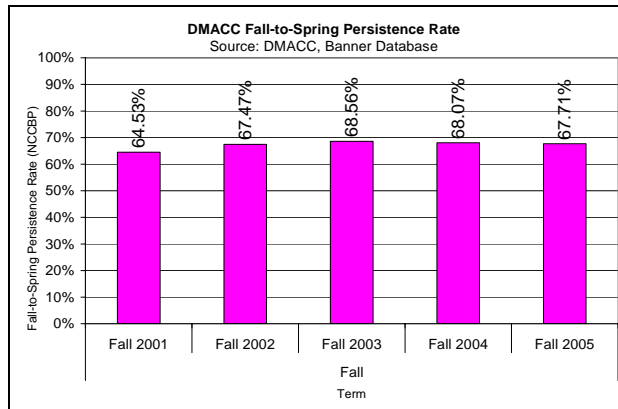


Figure 1-19 Fall-Spring Persistence Rate SOURCE: DMACC FIRSTS Goals FY2006 Score Card

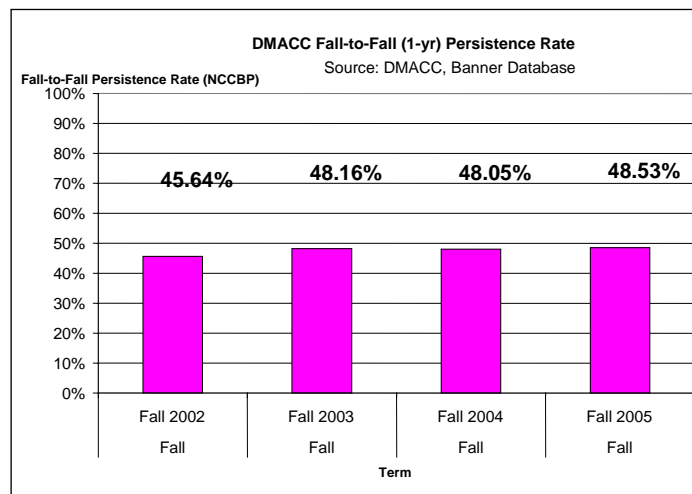


Figure 1-20 Fall-Fall 1-Yr Persistence Rate SOURCE: DMACC FIRSTS Goals FY2006 Score Card

1R3. Results in Processes The five-year program evaluation process has evolved over the past 4 years as a direct result of DMACC becoming an AQIP institution. The five-year program evaluation now completed by the program chairs has become a strategic planning self study that focuses the program chair on developing a comprehensive picture of the data and artifacts relevant to the program, and asks them to establish goals for the future. The impact of this change in processes is that the five-year program evaluations are no longer viewed as a documentation process required by the state; rather as an active tool for program improvement.

An initiative at DMACC that has had a significant impact on how DMACC helps students learn is the Title III Strengthening Institutions Grant. Through collaboration between Faculty Development staff and the Distance Learning department, the College significantly expanded its process of administering the faculty development program to focus on strategies to help students learn. While there was available significant support for new faculty in helping students learn, there was little support available for existing full time and adjunct faculty. The Title III team designed and delivered the College's first summer institute for faculty in August 2006. The August Academy was a two-afternoon/evening institute that incorporated workshops covering training on the use of technology and other instructional methodology to accommodate different learning styles of students. The sessions focused on enhancing student learning both through technology and in the traditional classroom. The Academy was offered to both full-time and part-time faculty, and 170 instructors participated. Of the completed surveys at the end of the Academy, responses indicated that the event was a success.

August Academy Summer 2006 Survey Results:

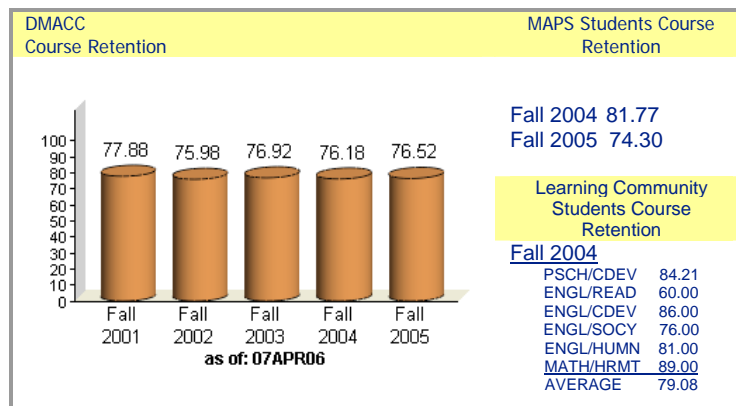
Quality of Programming	
Top Notch!	88%
Pretty Good	12%
Ho Hum...	0%

Figures 1-21 a/b August Academy Satisfaction Results

	Freedom to Query Presenter	Would Recommend Academy
Yes	94%	100%
No	3%	0%
Maybe	3%	0%

Through the Title III grant, the College also is addressing institutional processes for increasing course retention and student persistence. At the beginning of the Title III Grant in 2003, a mentoring program was developed to address at-risk students and retention. The initial research of the DMACC student population discerned that the most statistically relevant risk factor for its population was late registration. The Making Academic Progress Successfully (MAPS) program was developed, and volunteer faculty and staff were assigned as mentors to a pool of identified at-risk students. In the initial semester, fall 2004, the program was piloted with 10 mentors paired with 10 students each on the Ankeny Campus. Results of the initial pilot were encouraging with 81.77% of the at risk students being retained in their courses compared to 76.18% overall retention for the College. In the following year the pilot was expanded to 4 of the 6 campuses for a total of 23 mentors and 238 students. The course retention for MAPS student in fall of 2005 dropped to 74.30% compared to the College course retention of 76.52%. As the ability to effectively reach the largest number of students with the limited resources of volunteer mentors, the MAPS program underwent a revision and tested a mandatory placement pilot for at-risk students (late registrants) which began in the fall of 2006. A workgroup of faculty, Student Services and administrative staff developed a three-year pilot to require mandatory placement for designated at-risk students, requiring them to enroll in either a supported learning community, a first-year orientation or study skills course, or a combination of orientation and at least one preparatory education course. There are 163 students that are participants in the mandatory placement pilot conducted on Ankeny Campus in the fall of 2006. The students are required to meet with an advisor before dropping any courses, as well as before registering for the subsequent semester. The pilot focuses on improving the student learning experience and retention within courses, as well as educational persistence. Each year, the workgroup will study the data regarding grades, retention, persistence, and total credit accumulation from the pilot, and at the conclusion of the 3 years, make recommendations for additional interventions for high-risk students. The MAPS mentoring program also has been reconfigured to align with the supported First-Year Learning Communities. There is a team approach incorporating a MAPS mentor, Counselor, and the two faculty members who are teaching Learning Communities. While not all 163 at risk students are participating in a Learning Community, all students are participating in mandatory advising. The effects of these 2 mentoring approaches (mentoring and enrollment in Learning Communities) will be studied and modifications for improved services will be made.

The following 2 charts represent MAPS/Learning Committee student course retention compared to regular student course retention and fall-to-spring persistence for both MAPS/Learning Community and the regular student population.



Fall 2005	
ENGL/READ	64.00
ENGL/CDEV	89.00
PSCH/CDEV	77.00
ENGL/READ	74.00
ENGL/SOCY	74.00
ENGL/HUMN	77.00
AVERAGE	77.00

Figure 1-22 MAPS Student Course Retention Data SOURCE: DMACC Office of Institutional Planning & Research

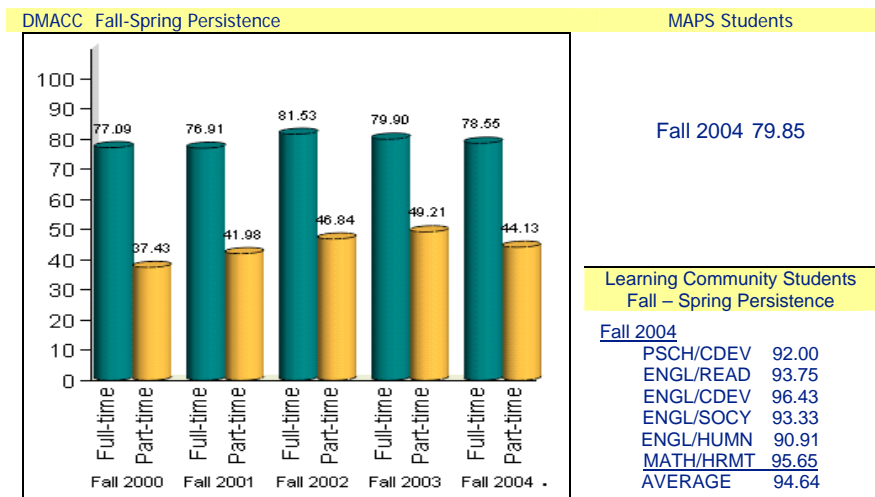


Figure 1-23 MAPS Student Persistence Data SOURCE: DMACC Office of Institutional Planning & Research

1R4. Comparison to Other Institutions DMACC is a member of the National Community College Benchmark Project, which as of the 2005 aggregate data report included 109 reporting institutions. For benchmarking purposes, DMACC is characterized as a:

- Multi-campus institution (35% of the reporting aggregate)
- Urban, Suburban and Rural campus environment (7% of the reporting aggregate)
- Public controlled (100% of the reporting aggregate)
- Semester calendar (93% of the aggregate)
- Faculty unionized (59% of the aggregate)
- Staff unionized (% not aggregated)

Within the NCCBP, DMACC is able to compare student learning results with peer institutions in only a few categories, as described below.

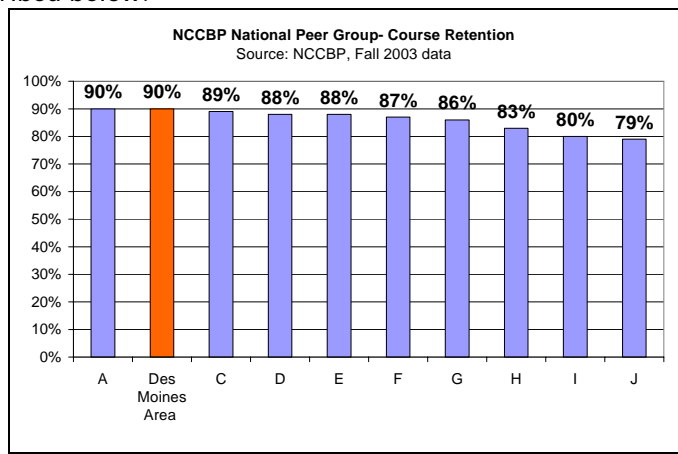


Figure 1-24 National Peer Group-Course Retention SOURCE: DMACC Office of Institutional Planning & Research

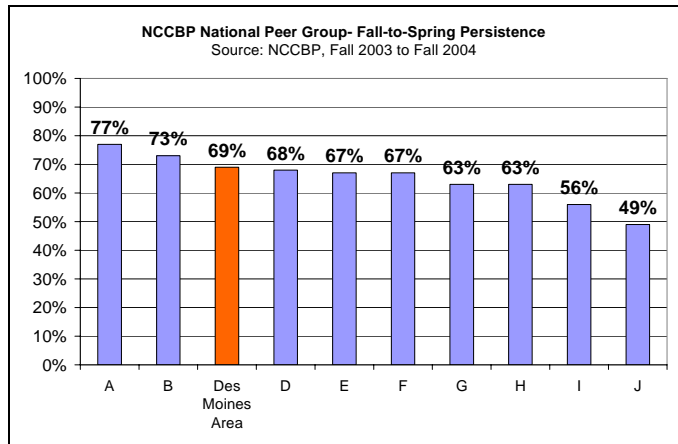


Figure 1-25 National Peer Group Fall-Spring Persistence SOURCE: DMACC Office of Institutional Planning & Research

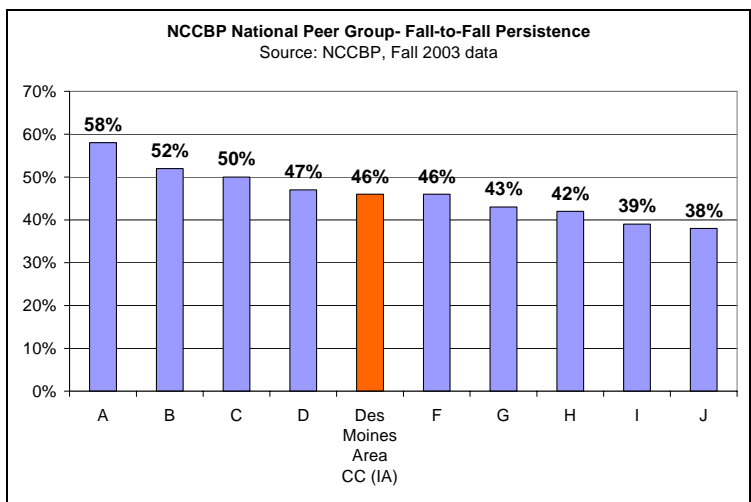


Figure 1-26 National Peer Group Fall-Fall Persistence SOURCE: DMACC Office of Institutional Planning & Research

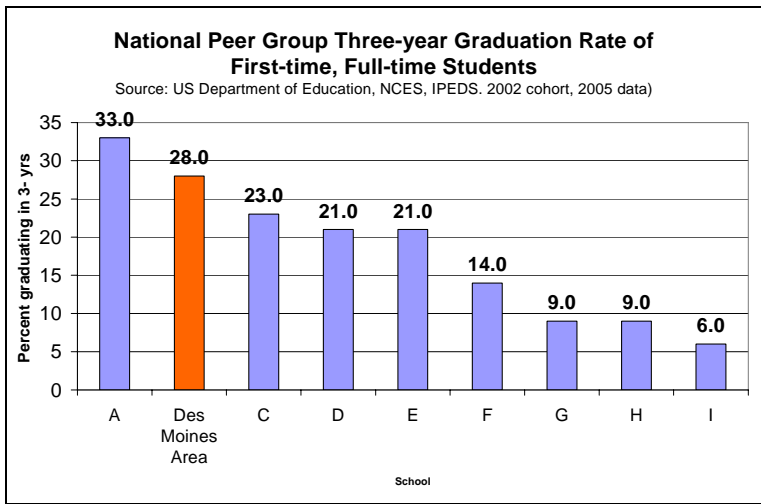


Figure 1-27 National Peer Group Three-YR Graduation Rate SOURCE: DMACC Office of Institutional Planning & Research

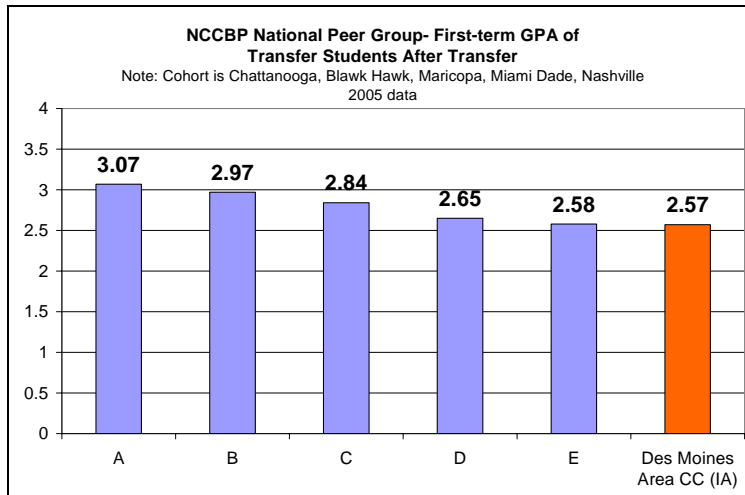


Figure 1-28 National Peer Group First Term GPA SOURCE:DMACC Office of Institutional Planning & Research

The only statewide data comparison of results of student learning is the graduation rates for all Iowa Community Colleges.

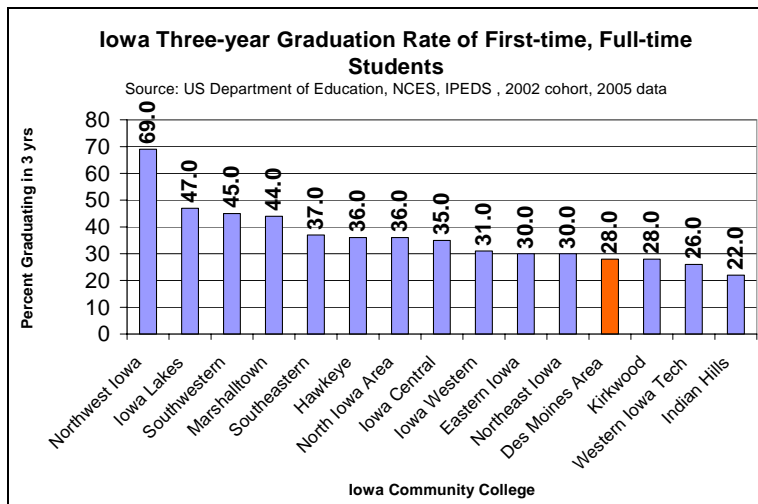


Figure 1-29 Iowa Three-YR Graduation Rate SOURCE: DMACC Office of Institutional Planning & Research

In the student learning results that are available for comparison, DMACC performs well against its peer institutions in retention, persistence and graduation rates. Compared to the peer institutions at the national level, DMACC students' first term GPA after transfer is low. This requires additional study.

The following chart indicates DMACC's ranking in comparison to the median from the National Community College Benchmark Project (NCCBP): 2006 Aggregate Data.

Benchmark Measure	DMACC Reported Value	Median Percentile Ranking of NCCBP Colleges
Students Completing a Degree/Certificate in 3 Years (Fall 2002 GRS Cohort)		
FT first-time	24.05%	21.54%
PT first-time	3.49%	5.46%
Students Transferred in 3 Years (Fall 2002 GRS Cohort)		
FT first-time	20.27%	15.00%
PT first-time	36.96%	8.82%
Student Performance at Transfer Institutions (Most Recent AY)		
Cumulative First-year GPA	2.44	2.93
Avg. first-year Credit Hours	25.57	21.67

Percentage Enrolled Next Year	74.59%	75.79%
Credit Student Persistence (Fall 2004)		
Next-term Persistence Rate	67.40%	68.91%
Fall-fall Persistence Rate	45.86%	47.38%
ACT Student Opinions Survey (2003)		
Choose to Attend	3.96	3.99
Impression of Quality	4.09	3.79
College-Level Course Retention and Success Rates (Fall 2004)		
Retention Rate	88.81%	87.82%
Enrollee Success Rate	70.55%	74.03%
Completer success Rate	79.44%	84.72%
Credit Developmental/Remedial Course Retention and Success Rates (Fall 2004)		
Math Retention Rate	82.08%	83.89%
Writing Retention Rate	86.82%	86.82%
Reading Retention Rate	86.55%	88.00%
Math Completer Success Rate	59.76%	68.33%
Writing Completer Success Rate	66.81%	77.27%
Reading Completer Success Rate	64.71%	81.00%
Credit Developmental/Remedial Student Retention and Success in First College-Level Courses (Fall 2003 Cohort)		
Math Retention Rate	57.14%	84.21%
Writing Retention Rate	78.00%	87.54%
Math Completer Success Rate	87.50%	78.78%
Writing Completer Success Rate	91.03%	83.67%
Career Program Completers (Most Recent Data)		
Employed in Related Field	39.14%	66.23%
Pursuing Education	21.87%	21.15%
Retention and Success in Core Academic Skill Areas (Fall 2004)		
English Comp I Retention Rate	88.08%	87.73%
English Comp II Retention Rate	85.57%	84.02%
College Algebra Retention Rate	80.03%	79.80%
Speech Retention Rate	91.10%	88.10%
English Comp I Completer Success Rate	73.91%	82.91%
English Comp II Completer Success Rate	77.25%	82.27%
College Algebra Completer Success Rate	74.85%	73.77%
Speech Completer Success Rate	80.81%	88.47%
Institution-Wide Credit Grades (Fall 2004)		
Percent withdrew	10.04%	12.25%
Percent Completed (calculated)	89.96%	87.75%
Percent Successful (calculated)	80.92%	83.52%
Percent A and B Grades (calculated)	56.47%	55.32%

Figure 1-30 DMACC Comparison to NCCBP Median SOURCE: NCCBP Report of 2006 Aggregate Data

Improvement (I)

111. Improving Processes for Student Learning A faculty driven, well understood assessment initiative has been instrumental in improving quality student learning. All programs and disciplines participate in the assessment process and use the results to improve student learning. Assessment of the general education competencies requires additional attention by the institution, as it is difficult for some programs to map their program competencies to the general education competencies. DMACC does not yet have enough data to determine if students across all disciplines are acquiring the knowledge outlined in the general education competencies. This competency mapping process is the highest of the priorities for the student assessment initiatives at DMACC.

DMACC anticipates that the expansion of the faculty development process at the College will improve instructional methodology, and subsequently, student academic achievement in courses. To ensure that DMACC aligns with its strategic planning goal of FIRST in Quality, training for faculty to learn and embrace new and more effective ways to teach becomes increasingly important, and is a priority for the future.

Results of the comparison to other institutions revealed that the GPA of DMACC transfer students is lower than of peer institutions. DMACC will identify additional processes to ensure a smooth transfer process for students that should, in turn, improve the GPA during that first term after transfer.

When examining the data from the NCCBP benchmark project, it is apparent that the retention rate in developmental math and writing are significantly lower than those of peer institutions. DMACC has struggled for years to find a mandatory placement process that is a true predictor of student success. In order for DMACC students to succeed in developmental and subsequent courses, the College needs to improve its processes of delivering developmental courses.

DMACC needs to improve the process of structuring the Learning Communities courses, so that more faculty and staff become engaged. The early results of Learning Community retention and persistence rates demonstrate that students in Learning Communities have a higher of course retention as well as persistence from fall to spring terms than do their peers.

Faculty Innovation Grants are designed to provide faculty and staff the opportunity to introduce new initiatives that directly affect the quality of education at DMACC. While DMACC doesn't measure the success of the grant project directly against student retention, persistence, or achievement, it does believe that the implementation has a direct impact on the teaching and learning environment at the College (*see 4R3*). The College will continue to fund these grants, and improve the process of measuring their effectiveness.

112. Priorities for Improvement of Student Learning In addition to measuring learning at the course and program level, DMACC has studied the issue of retention and persistence for the past several years, and the relationship between improved student learning and retention and persistence. Within the scope of the mandatory placement pilot designed to improve both retention and persistence, there are currently 4 distinct initiatives that are active and focus on improving student learning at DMACC.

- Student Services is implementing a mandatory advising initiative, and is exploring ways to expand the outreach to a wider pool of first-time, full-time students.
- There is a redefined initiative between faculty and Student Services in bringing a unified support system to students through the Title III Making Academic Progress Successfully (MAPS) mentoring program.
- The College is redesigning supportive courses and developing supported Learning Communities for entering students (*see 1R3*).
- The College is studying the value of all of its first-year experience offerings and developing a data-driven comprehensive first-year experience for students.

In addition, the Action Plans that support students learning as a part of the strategic plan are a priority for the institution. Those Plans, identified in 1C2, are currently in the implementation phase.

The results and improvement priorities are communicated through regular updates from the President and CAO, the *DMACC Daily* to all faculty and staff and through direct e-mail communications. There are monthly dean/provost meetings, monthly district chair meetings, weekly Cabinet meetings, monthly Board of Director meetings, President's Day all-college faculty discipline meetings, individual department meetings, and regularly scheduled individual campus meetings all designed to communicate results and improvements in student learning.

AQIP CRITERION 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Context for Analysis (C)

2C1. Institutional Objectives in Addition to Helping Students Learn In addition to the primary objective of helping students learn, DMACC identifies six other explicit objectives that are distinctive to the organization and provide critical service to the community. They are: Continuing Education, Industry Training, Literacy, Community and Workforce Partnerships, Diversity Initiatives, and Resource Development (Foundation).

Distinctive Objective	Activity/Department
Continuing Education	<ul style="list-style-type: none"> Continuing Education Programming Des Moines Higher Education Collaborative programs
Industry Training	<ul style="list-style-type: none"> DMACC Business Resources New Jobs Training Contracts LEAN Training for business and industry One Source consortium of community college resources for industry training
Literacy	<ul style="list-style-type: none"> Volunteer Literacy Tutoring Program ABE Adult Basic Education GED General Equivalency Diploma Preparation & Testing/DMACC High School Diploma ESL English as a Second Language Instruction
Community & Workforce Partnerships	<ul style="list-style-type: none"> Regional Workforce Investment Act (RWIA) programs Community Workforce and Partnerships Program partnerships with multi-cultural community organizations College Connection for recent immigrants, minorities, first generation and low-income middle and HS students Life Skills Program for Corrections release candidates Reentry Programming for recently released prisoners
Diversity	<ul style="list-style-type: none"> International Year activities Diversity Commission Involvement in community organizations International Student Clubs Global Studies Initiatives Innovation Grants that address diversity initiatives
Resource Development (Foundation)	<ul style="list-style-type: none"> Scholarships Alumni Relations Endowment Capital Campaigns Internal Campaign

Figure 2-1 DMACC Other Institutional Objectives

2C2. Alignment with Mission, Goals and Values DMACC’s other distinct objectives are critical to the role of the community college statewide system, as continuing education, literacy, and community outreach are outlined as a part of the purposes in the Iowa Administrative Code. These legislative purposes align directly with the mission, goals and values of the College (*see 1C1*). The mission, goals, and values drive DMACC’s strategic planning process and the current strategic plan (*see 1C2*) is the foundation from which the College supports the departments and activities that fulfill the distinct objectives listed in *2C1*.

Continuing Education aligns with the institutional goals outlined in the 2016 Ten-Year Vision for Success, under FIRST in Quality and FIRST in Service. DMACC provides a unique and important service to the community through its continuing education programs; particularly in the health and emergency management programs, and public and community service programs.

The industry training division, DMACC Business Resources (DBR) connects directly to the strategic plan under the specific objectives FIRST in Quality and FIRST in Service. DBR provides valuable training and consulting to a significant number of businesses each year. This training is critical to the economic vitality of the community, as DBR assists companies in recruiting and training new employees, and in re-training workers to increase the business competitiveness of existing companies.

Literacy education connects to the FIRST in Service goal of the strategic plan. Literacy efforts at the College focus on two distinct populations: individuals that did not finish high school and require significant remediation and assistance to graduate, and individuals that have English as their second language.

DMACC plays a unique role in the community through its Community and Workforce Partnership (CWP) Division. This division supports all three strategic planning goals: FIRST in Quality, FIRST in Service, and FIRST in Affordability. This division seeks to connect DMACC services to community members that require additional assistance and support in order to function productively in the community, and to provide quality services to a significant population in the community for whom a college education is normally unaffordable or unattainable.

DMACC's diversity initiative seeks to connect DMACC more closely with the diverse communities in its service district. Through a variety of activities, DMACC plays a leadership role in attracting and serving a more diverse population to higher education and the workforce. This initiative connects directly to the FIRST in Service goal of the current strategic plan.

The DMACC Foundation seeks to secure funds to provide scholarship opportunities to DMACC students and to raise funds to support capital campaigns and other unique programs at the College. This distinctive objective is a key component of the current strategic plan in its FIRST in Affordability goal. The Foundation will continue to play an integral role in the College as state aid declines, and students are required to pay a larger share of their educational costs.

2C3. Other Distinctive Objectives Support Student Learning All of the distinctive objectives relate directly to student learning. The first four objectives are often a potential student's introduction to DMACC. Programs and services offered through these objectives are tied directly into the College instructional division and many students move directly into college credit programs from continuing education, training, literacy programs, and community and workforce partnership programs. Program directors from each of these areas meet regularly to improve communication systems so that students in each of these areas are provided information to enroll in credit DMACC programs. The diversity objective supports student learning by focusing College efforts on attracting a more diverse student and staff population to DMACC and to central Iowa, and by providing learning opportunities that support a global perspective and diverse ideas. The Foundation supports student learning by raising and disbursing scholarship funds to students.

Processes (P)

2P1. Determining Other Distinctive Objectives The other distinctive objectives are determined in two primary ways. First, the Iowa Administrative Code, Community College Section, mandates that community colleges provide continuing education and literacy services to the communities that they serve. Second, the strategic planning process at DMACC (*see 8P1, 8P2, 8P3*) includes these 6 functions as important to the success of the College. In addition, the President and his Cabinet, campus provosts, and academic deans are all actively involved in the community, and are charged with determining needs and opportunities for collaboration and support. Additionally, the Vice President of Community and Workforce Partnerships is responsible for DMACC collaboration with business and industry, non-profit organizations, and local and state governments to identify needs, develop funding resources to support educational services directed towards those needs, and to provide or connect students to those educational services. DMACC Business Resources (DBR) and Continuing Education are dedicated to working with business and industry and professional organizations to identify continuing education and training needs, develop funding resources to support those needs, and develop and provide the educational services required. Processes to deliver literacy services are determined by state and federal funding guidelines, and by identified need in the communities that DMACC serves. Foundation goals are set by the Foundation Board of Directors, and approved by the College President.

New initiatives and projects that support these distinctive objectives are addressed within the DMACC strategic planning process. All new institutional initiatives are a part of the strategic planning approval process. Once an initiative is determined to align with the strategic plan, as a part of one of the 3 FIRSTS goals, an Action Plan is developed and specific, measurable tasks are outlined. The President's Cabinet allocates resources to the objectives if necessary, and individuals are assigned to accomplish those objectives identified in the Action Plan.

2P2. Communicating Expectations The processes identified in *2P1* are also used to communicate the distinctive objectives to stakeholders and the community. The strategic planning goals are communicated by the President, senior administration, faculty and staff to students and others through campuses and department/discipline meetings, on the website for the strategic plan Action Plans, regular reports to the Board, President's day convocations and other in-service activities, professional development opportunities initiated by the College, Action Plan workgroups, Innovation Grants tied to institutional priorities, and faculty/staff orientations. Externally, the President, vice presidents, provosts and other key leaders communicate the expectations regarding the other distinctive objectives. The President serves on many community boards and committees that promote education

and workforce development. In that capacity, he has the opportunity to discuss and solicit input on the progress of the FIRSTS goals, the educational programs at the College, and on the other distinctive objectives. He and other senior administrators speak regularly to Rotary and other service groups about the DMACC strategic plan and the FIRSTS goals. The College distributes an annual report to more than 4,000 individuals in the community. That report outlines the goals and accomplishments of the College, including those of the Continuing Education Department, DMACC Business Resources, Community and Workforce Partnerships, the Foundation, as well as the academic units. The DMACC Foundation Board sets yearly goals that correspond to the DMACC strategic plan and meets monthly to review the progress on the goals.

2P3. Determining Faculty and Staff Needs All activities relative to the distinct objectives indicated in *2C1* are developed as a response to student and community needs. As the appropriate department defines and develops programs to accomplish the distinctive objectives, the staffing needs to support the delivery of the services are addressed. If it is determined that additional or unique staffing positions are required, the request is developed at the department level; approved by the director, provost, or vice president; and then sent to the Cabinet and its budget committee for review. A staffing request must include the rationale for hiring new staff, the position description, how the position will be funded, the intended longevity of the position, and any other relevant information. Because the Continuing Education, DMACC Business Resources, and DMACC Foundation are self-supporting units, they must show enough revenue to cover a new position to support a new initiative. Literacy initiatives and staff are supported through state and federal funds, and through specially funded grant programs. The Community and Workforce Partnerships division is supported through institutional funds, although new programs and staff are generally supported through grants or other special funds. Initiatives supported through the Diversity Commission are supported through institution funds and Innovation Grant funds.

2P4. Assessment of Objectives The other distinctive objectives are initially assessed through the activities and the departments that are providing the services or activities. For Continuing Education, DBR, Community and Workforce Partnerships, and literacy programs, the College collects and analyzes the following information: number of individuals served in programs, classes or training programs provided, the number that successfully completed their stated goal, student/customer satisfaction, stakeholder satisfaction (business/industry, governmental organizations, non-profit organizations) and cost to deliver the services. For the diversity objectives, the College collects demographic data, and also uses survey and other qualitative and quantitative data to measure the accomplishments of the goals of the Diversity Commission. The Foundation Board regularly assesses the progress of the Foundation, as does the DMACC President and the Board of Directors, through the measures outlined in the strategic planning process. The Cabinet reviews the information provided by the specific departments, and also reviews the accomplishment of the objectives as they align with the FIRSTS strategic goals, mission of the College, legislative mandates and needs of the community. Recommendations for change in any of the distinctive objectives (*see 2C1*) are made to the Board of Directors by the Cabinet and the President upon the recommendation of the strategic planning workgroups.

2P5. Measures Collected In addition to the measures outlines in *2P4*, DMACC regularly conducts year-end reporting for the College and disseminates information to the State Department of Education, Iowa Department of Economic Development, the Board of Directors, and the Foundation Board. Both credit and noncredit student enrollment and credits by subject area information is compiled in the Management Information Systems (MIS) report for the Department of Education and DMACC also files a CE4-b report with the Iowa Department of Education that provides state required information on numbers of individuals served in all programs at the College. The Adult Basic Education Program at DMACC provides annual information to the Department of Education on ABE/GED preparation and testing, as well as ESL instruction and community instruction outreach. DMACC Business Resources (DBR) reports annually on their 260E, 260F, and 260G agreements to the Iowa Department of Economic Development and an annual Foundation report is prepared and disseminated to the Board of Directors, the Foundation Board, and the stakeholders in the community.

Results (R)

2R1. Results in Accomplishing Other Distinctive Objectives DMACC's results in the other distinctive objectives identified in 2C1 are:

- **Continuing Education**

Enrollment data is collected for continuing education programs for the Iowa Department of Education each year. The following graph demonstrates enrollment in these programs from 2001-2006. The elimination in 2003 of some programs eligible for reporting purposes caused a decrease in total numbers served.

Noncredit Student Curriculum Area	2001	2002	2003	2004	2005	2006	1-Yr % Changes in # Served	5-Yr % Changes in # Served
Vocational/Technical Supplement	24,661	22,940	19,410	17,805	17,830	19,641	10%	-20%
Continuing Ed & General Ed	567	1,348	1,511	658	810	700	-14%	23%
Continuing Education Career/Recreational	2,500	3,195	3,239	401	272	280	3%	-89%
Other	4,099	4,090	4,080	7,774	8,193	8,294	1%	102%
Total (Duplicated)	37,377	37,220	34,351	33,611	34,538	35,681	3%	-5%

Figure 2-2 Continuing Ed Enrollment 5-Yr Data SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

- **Industry Training**

Yearly enrollment data is collected for participants in the Iowa New Jobs Training Fund (260E, 260F) for business and industry training, or for students sponsored by businesses enrolled in ACE programs (260G). Additional data is collected on program cost and is reported in 6R2.

260E, 260F, 260G Agreements Student Enrollment	2001	2002	2003	2004	2005	2006	1-Yr % Changes in # Served	5-Yr % Changes in # Served
260 E - Iowa Industrial New Jobs Training Programs (DBR)	1,217	1,304	1,184	1,324	2,082	1,026	-49%	-13%
260 F - Iowa Job Training Programs (DBR)	2,297	1,576	2,140	1,981	1,970	2,291	16%	7%
260 G – Accelerated Career Education Programs (ACE –Program Develop)	126	220	248	235	318	Not Avail	35%	152%
Total	764	1009	562	456	504	Not Avail	11%	-34%

Figure 2-3 Industry Training Enrollments 5-Yr Data SOURCE: DMACC Business Resources

- **Literacy**

During the 2005/06 academic year, DMACC was:

- Number One in the state for awarding Basic Literacy Skills Certificates = 826 awarded
- Number One in the state for GED diplomas earned = 771 awarded
- Number One in the state for High School Diplomas issued = 112 awarded

DMACC was able to transfer high school credits back for 359 students to graduate at their home high schools.

Literacy	2001	2002	2003	2004	2005	2006	1-Yr % Changes in # Served	5-Yr % Changes in # Served
ABE Students	5,500	5,647	6,111	6,973	7,433	6,766	-9%	22%

Figure 2-4 DMACC Adult Basic Education Enrollments SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

- **Community and Workforce Partnerships**

College Connection programming is directed for recent immigrants, minorities, first generation and low-income middle and HS students. The following chart indicates the total number of unduplicated students served, total student contacts and average number of contact per student by year:

Note: 2006 only reflects students served since 1/1/2006

College Connection Program	Number of Students	Total Student Contacts	Average Contacts per Student
2002	74	77	1.04
2003	39	46	1.18
2004	504	649	1.29
2005	1,166	1,879	1.61
2006	172	249	1.45

Figure 2-5 Community & Workforce Partnerships SOURCE: DMACC Community Outreach, Education Outreach Specialist Student Database

- Diversity

Diversity data is collected in several different formats. The following charts demonstrate the enrollment in DMACC credit and non credit programs by gender and by race from 2001 through 2006, and staff numbers by race and gender for the same time period.

Credit Student Enrollment – Race Ethnicity	2001	2002	2003	2004	2005	2006	1-Yr Change	5-Yr Change
American Indian or Alaskan Native	48	74	63	85	140	110	-21%	129%
Asian or Pacific Islander	919	945	873	866	933	899	-4%	-2%
Black	786	952	1,017	1,277	1,299	1,394	7%	77%
Hispanic	349	421	421	469	603	751	25%	115%
White	15,731	17,516	18,025	19,265	20,179	20,822	3%	32%
Unknown	1,011	828	1,514	1,503	1,626	2,825	74%	179%
Total	18,844	20,736	21,913	23,465	24,780	26,801	8%	42%

Figure 2-6 Credit Student Enrollment Race Ethnicities SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

Credit Student Enrollment - Gender	2001	2002	2003	2004	2005	2006	1-Yr Change	5-Yr Change
Male	8,129	8,884	9,439	10,046	10,707	11,766	10%	45%
Female	10,715	11,852	12,474	13,419	14,073	15,035	7%	40%
Total	18,844	20,736	21,913	23,465	24,780	26,801	8%	42%

Figure 2-7 Credit Student Enrollment Gender SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

Noncredit Student Enrollment – Race Ethnicity	2001	2002	2003	2004	2005	2006	1-Yr Change	5-Yr Change
American Indian or Alaskan Native	130	149	110	103	112	122	9%	-6%
Asian or Pacific Islander	654	699	757	672	659	705	7%	8%
Black	1,521	1,567	1,418	1,399	1,425	1,346	-6%	-12%
Hispanic	1,432	1,683	1,558	1,472	1,676	1,769	6%	24%
White	26,798	28,355	25,688	24,042	23,399	24,158	3%	-10%
Unknown	4,722	2,242	2,456	3,859	4,647	5,212	12%	10%
Total	35,257	34,695	31,987	31,547	31,918	33,312	4%	-6%

Figure 2-8 Non credit Student Enrollment Race Ethnicities SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

Noncredit Student Enrollment - Gender	2001	2002	2003	2004	2005	2006	1-Yr Change	5-Yr Change
Male	18,264	17,566	16,150	15,714	16,819	18,064	7%	-1%
Female	16,993	17,129	15,837	15,833	15,099	15,248	1%	-10%
Total	35,257	34,695	31,987	31,547	31,918	33,312	4%	-6%

Figure 2-9 Noncredit Student Enrollment Gender SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

Staff – Race/Ethnicity	2001	2002	2003	2004	2005	2006	1-Yr Change	5-Yr Change
American Indian or Alaskan Native	1	1	4	3	4	6	50%	500%
Asian or Pacific Islander	35	36	35	46	51	52	2%	49%
Black	42	44	54	61	59	79	34%	88%
Hispanic	20	24	21	31	31	33	6%	65%
White	1,698	1,665	1,773	1,779	1,830	1,929	5%	14%
Chose Not to Reply	104	131	156	132	130	123	-5%	18%
Total								

Figure 2-10 Staff Race Ethnicities SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

Staff - Gender	2001	2002	2003	2004	2005	2006	1-Yr Change	5-Yr Change
Male	856	869	954	939	972	1,028	6%	20%
Female	1,044	1,032	1,089	1,113	1,113	1,194	5%	14%
Total	1,900	1,901	2,043	2,052	2,105	2,222	6%	17%

Figure 2-11 Staff Gender SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

- Resource Development (Foundation)

Foundation Assets	2001	2002	2003	2004	2005	1-Yr Change	5-Yr Change
Foundation Assets	9,111,587	8,846,470	8,882,762	9,402,654	9,865,494	5%	12%
Scholarship Dollars	269,044	284,293	304,777	258,143	253,313	-2%	-11%
Scholarships Awarded	0	628	607	509	569	12%	-9%

Figure 2-12 Foundation Development SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

2R2. Comparisons to Other Institutions

- Continuing Education

Iowa community colleges non-credit enrollment by college (unduplicated and duplicated students) for the fiscal year 2001 to fiscal year 2005:

Iowa Community Colleges	Students			Unduplicated	
	Duplicated 2001	Duplicated 2002	Duplicated 2003	2004	2005
NICC - 01	29,011	27,127	28,147	25,258	26,929
NIACC - 02	29,842	25,842	24,637	23,679	21,420
ILCC - 03	6,865	5,849	5,849	5,376	5,354
NCC - 04	14,324	13,765	13,483	13,360	12,073
ICCC - 05	31,561	28,055	30,582	29,418	22,584
IVCCD - 06	19,353	19,765	18,262	16,237	14,493
HCC - 07	23,491	19,538	19,080	16,844	17,734
EICCD - 09	30,497	31,518	30,704	28,553	30,709
KCC - 10	47,430	48,612	49,401	44,959	44,202
DMACC - 11	35,257	34,695	31,987	30,416	30,764
WITCC - 12	21,470	22,586	19,700	16,546	16,374
IWCC - 13	22,512	21,330	20,972	21,272	22,036
SWCC - 14	9,973	8,627	10,142	7,657	8,298
IHCC - 15	14,432	14,801	14,779	14,807	14,749
SCC - 16	11,560	9,835	8,609	8,612	6,949
Total	347,578	331,948	326,334	302,994	294,668

Figure 2-13 Iowa CC Comparison Continuing Ed SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

- Industry Training

260 E - Iowa Industrial New Jobs Training Programs - Student Enrollments by College

Iowa Community Colleges	2001	2002	2003	2004	2005
NICC - 01	217	360	266	244	733
NIACC - 02	731	609	560	448	397
ILCC - 03	45	0	0	0	0
NCC - 04	1,000	1,469	806	456	308
ICCC - 05	3,850	1,732	1,986	1,477	1,175
IVCCD - 06	138	918	367	497	439
HCC - 07	193	245	711	360	868
EICCD - 09	540	454	276	626	1,022
KCC - 10	0	0	0	0	0
DMACC - 11	1217	1304	1184	1324	2082
WITCC - 12	89	0	0	22	157
IWCC - 13	0	0	0	0	0
SWCC - 14	0	0	0	0	0
IHCC - 15	7	113	54	14	140
SCC - 16	138	0	0	102	14
Total	7,614	6,461	5,286	4,378	5,292

Figure 2-14 Iowa CC Comparison 260E Industry Training SOURCE: DMACC Institutional Planning & Research 2006 Annual Data Summary

260 F - Iowa Job Training Programs - Student Enrollments by College

Iowa Community Colleges	2001	2002	2003	2004	2005
NICC - 01	818	195	316	602	556
NIACC - 02	1,757	668	660	492	710

ILCC – 03	101	6	0	0	0
NCC – 04	598	544	521	673	195
ICCC – 05	2,024	901	1,527	1,168	1,164
ICCCD – 06	580	634	701	1,018	666
HCC – 07	891	710	1,312	1,867	2,350
EICCD – 09	425	1,054	1,068	972	1,313
KCC – 10	936	411	691	474	749
DMACC – 11	2297	1576	2140	1981	1970
WITCC – 12	838	362	0	785	639
IWCC – 13	401	198	286	100	0
SWCC – 14	267	139	2,665	256	72
IHCC – 15	706	330	402	316	323
SCC - 16	806	0	0	821	348
Total	11,234	6,380	10,203	9,633	9,232

Figure 2-15 Iowa CC Comparison 260F Industry Training SOURCE: 2005 Iowa Condition of the Community Colleges Report

260 G - Accelerated Career Education Programs - Student Enrollments by College.

Iowa Community Colleges	2001	2002	2003	2004	2005
NICC - 01	0	0	0	0	0
NIACC – 02	60	60	68	60	82
ILCC – 03	0	0	0	622	683
NCC – 04	23	14	35	70	145
ICCC – 05	0	13	40	22	85
ICCCD – 06	0	0	0	16	0
HCC – 07	0	0	0	0	0
EICCD – 09	0	0	0	0	0
KCC – 10	767	897	816	790	1,048
DMACC – 11	126	220	248	235	318
WITCC – 12	0	0	0	0	0
IWCC – 13	24	108	117	113	144
SWCC – 14	5	6	9	3	74
IHCC – 15	0	0	0	0	0
SCC - 16	0	0	0	0	0
Total					

Figure 2-16 Iowa CC Comparison 260G ACE SOURCE: 2005 Iowa Condition of the Community Colleges Report

- Literacy

As one of 15 Iowa community colleges, for 2005/06 DMACC provided the following awards in Literacy initiatives:

	Basic Literacy Skills Certificates	GED Diplomas	CC Adult High School Diplomas	Secondary School Diplomas	Total Awards
Iowa Total Awards	6,275	3,893	242	2,291	12,701
Iowa Mean of Awards	418	259	16	152	846
DMACC Awards	826	771	112	359	2068
DMACC Percentage of Iowa Awards	13.1%	19.8%	46.2%	15.6%	16.2%

Figure 2-17 DMACC Literacy Awards SOURCE: Iowa Dept. of Ed. Iowa Community College Basic Skills Credential Annual Report 2006

DMACC met or exceeded the Iowa State contracted Benchmarks in all but 1 of the areas of adult literacy (Low Advanced ESL) for FY 2006. Benchmark data for the areas of Entered Employment, Job Retention, Enter Post-Secondary Education and Earned GED are not yet calculated by the Department of Education and not available for publishing at this writing.

FY06 Educational Gains	Beg Lit ABE	Beg ABE	Low Int. ABE	High Int. ABE	GED Prep	Beg Lit ESL	Beg ESL	Low Int. ESL	High Int. ESL	Low Ad ESL	Enter Empl.	Job Reten.	Enter Post-Sec.	Earn GED
State	45%	47%	50%	59%	75%	47%	42%	42%	42%	40%	77%	89%	48%	76%

Benchmark DMACC Contracted Benchmark	42%	44%	47%	56%	78%	50%	45%	45%	45%	37%	77%	89%	45%	73%
DMACC Yr-End	100%	53%	81%	88%	96%	71%	67%	60%	59%	33%	Not Avail	Not Avail	Not Avail	Not Avail

Figure 2-18 DMACC ABE Program Benchmark Results SOURCE: Iowa Dept. Of Ed. Adult Literacy Annual Benchmark Report 2006 (all data not yet available)

There are no Community and Workforce Partnership, Diversity or Resource Development (Foundation) data available to measure DMACC results compared to its peers in Iowa or in the NCCBP cohort group.

2R3. Results Results in other distinctive objectives strengthen DMACC and enhance the College's relationship with the community. The enrollment data that is collected tells only part of the story of the impact of the other distinctive objectives on the College. While it is difficult to identify specific results beyond increased students, training contracts, and business contacts, several initiatives point to very positive results from the other distinctive objectives.

In May, 2006, the training provider for the Central Iowa Workforce Investment Act programs (through Iowa Workforce Development) was declared unfit to deliver the WIA adult and youth training programs. As a result of its reputation in workforce training in central Iowa, DMACC was asked to bid on the contract, and was awarded control of the agency beginning October, 2006.

In 2003 DMACC opened the DMACC Success Center; strategically located on the Southeast side of Des Moines to meet the needs of the growing Hispanic community and Iowa's new immigrants. The Success Center provides a full range of English-as-a-second-language instruction levels, as well as high school completion instruction, and ABE/GED preparation and testing. The DMACC Success Center has become the hub of the Adult Literacy Program and provides literacy services for over 6500 students throughout the district.

As a result DMACC's relationships with the community, several new instructional programs have been developed over the past three years to meet the needs of local businesses or industry, including:

- Translation and Interpretation
- Surgical Technology
- American Sign Language
- Mortuary Science
- Enology
- Electro-Mechanical Maintenance

In the mid-1990s, DMACC established a relationship with the 7 Story County school districts and the business community to help prepare high school students for hard to fill construction, health care, and manufacturing jobs in the community. As a result of that collaboration, in the fall of 2006, DMACC opened a new \$5 million Career Academy in Ames, Iowa that serves the needs of the K-12 districts for career/technical programming, the businesses and industries for workforce training, and the students at Iowa State University for access to general education classes. The community supported the construction of the Academy, with donations to the construction cost totaling nearly \$2 million.

An analysis of the enrollment in of ESL students in College 100 level courses resulted in the development of entry level credit ESL courses to serve as a transition for ESL students from non-credit to credit.

DMACC has had diversity as a focus of its strategic plan since 2002. However, the College struggled with how to integrate diversity awareness into the daily lives of the students and staff. In May of 2006, the DMACC President elevated the diversity committee to a Commission status, one of only 3 at the College. The Commission now has specific goals, authority, a budget, and a high profile. While it is difficult to know if this Commission status will result in any improvements in the diversity awareness at DMACC, it already has accomplished more than in the previous four years.

Improvement (I)

2I1. Improving Systems and Processes DMACC has focused systematic processes for improvement on the primary objectives around helping students learn, and has yet to develop comprehensive systems

and processes to measure these distinctive objectives, beyond tracking enrollment and resource allocation, and in continuing education, student satisfaction with programming. The data that the College does collect demonstrates that the results of the processes used to accomplish other significant objectives are positive. Qualitative data, including letters from individuals who have turned their lives around because of these programs and testimonials from employers and service and professional organizations speak to the value of the services provided through these other distinctive objectives. However, the College realizes that this is not enough, and has begun efforts to identify more specific measures of effectiveness for these other distinctive objectives.

2I2.Targets for Improvement For the other distinctive objectives, targets for improvement are tied to the College Ten-Year Strategic Plan, and the Action Plans already in place. The following Action Plans include goals for the objectives in accomplishing other distinctive objectives. The specific goals within the Action Plans, and the measures, are identified in 7P1.

- Business and Industry Collaboration
- Enrollment Management
- Student Retention
- Increased Foundation Scholarships

However, the primary target for improvement of the criterion is to develop processes that effectively measure the results of the other distinctive objectives. All of the departments/divisions that provide programs or services in this criterion are developing, with the support of the Office of Institutional Research, additional measurable objectives to quantify the effectiveness of their services and programs, and to identify specific areas for improvement.

The results and improvement priorities are communicated through regular updates from the President and CAO, the *DMACC Daily* to all faculty and staff and through direct e-mail communications. There are monthly dean/provost meetings, monthly district chair meetings, weekly Cabinet meetings, monthly Board of Director meetings, President’s Day all-college faculty discipline meetings, individual department meetings, and regularly scheduled individual campus meetings all designed to communicate results and improvements in accomplishing other distinctive objectives.

AQIP CRITERION 3: UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS

Context for Analysis (C)

3C1/3C2. Key Student and Stakeholder Groups/Short- and Long-Term Requirements DMACC attracts its student and stakeholder population primarily from the 6,500 square mile district boundaries. The size of DMACC’s stakeholder group is significant; the following chart encompasses the key groups, their expectation of service from DMACC, and the short and long-term requirements for services to meet their expectations. The key stakeholders are grouped into students that are in high school taking DMACC credits, the students that are on one of DMACC’s campuses (including online campus), and those other stakeholders that support DMACC, fund college operations, or hire DMACC graduates.

Students	Expectations	Short- & Long-Term Requirements
Students Still in High School Dual Credit Career Academy Youth-At Risk Prospective Students Parents	<ul style="list-style-type: none"> • College-level academic rigor • Ease in accessibility • Relevant coursework • Independent ability to progress through coursework (YAR) • Completion of High School 	<ul style="list-style-type: none"> • Credit transferability to DMACC and 4-year colleges and universities • Skills & career development • Matriculation to DMACC programs upon HS completion • Affordability
On-campus Students	<ul style="list-style-type: none"> • Accessibility 	<ul style="list-style-type: none"> • Credit transferability to 4-year

Transfer AA/AS/AAS/AGS Degree Diploma/Certificates Traditional Age Returning Adults Part-Time Full-Time First-Time Continuing Education/Non-Credit Adult Literacy/ABE/GED/English as a Second Language	diploma/degree. <ul style="list-style-type: none"> Flexibility in course delivery Diversity in course selections. State-of-the-art instruction and content. A college experience Financial support resources 	colleges and universities <ul style="list-style-type: none"> Graduation Certification Licensure Job retraining Affordability Basic skill building Updated skills for employment
Other Stakeholders Business and Industry Legislators Board members Advisory Groups Voters Parents Alumni 4-Year Colleges K-12 Schools Government Organizations	<ul style="list-style-type: none"> State-of-the-art instruction and content. Industry expertise Affordability Open access Academic rigor Well trained employees 	<ul style="list-style-type: none"> Accredited programming Industry expertise Affordability Open access Relevancy to community needs Collaboration and partnerships Accountability Well prepared/trained students

Figure 3-1 Student/Stakeholder Requirements

Processes (P)

3P1. Student Needs In order to keep current with the changing needs of DMACC students, the DMACC Marketing Department regularly conducts market research targeting specific areas within DMACC's region, as well as distinct population groups to identify familiarity with and perceptions of the College, and needed programs and services. In addition, DMACC completed its second ACT Student Survey in the spring of 2006 (*see 3R1, 5R, 5R2*) to ascertain students' perceptions of DMACC and its services and programs. The data derived from the research is used as a part of the strategic planning process, particularly in the development of Action Plans to fulfill the three College goals: FIRST in Quality, FIRST in Service, and FIRST in Affordability. The research may lead to the development of new or revised courses and programs, building or refurbishing facilities as appropriate, and additional academic support services to fill needs, additional training or continuing education services, or expanded services in under-served communities.

On a smaller scale, DMACC conducts on-going program and course specific surveys of students, graduates, community advisory committees, and employers. These processes can be formal (mailed surveys or focus groups) or informal (small group meetings). All career/technical programs are required to survey students, graduates, and employers once every 5 years for the formal program evaluation process (*see 1P11*).

3P2. Student Relationships DMACC builds and maintains relationships with its students by providing a wide range of services for the student body, and adapting those services at each campus to meet the individual needs of students. Faculty members build the most important relationships with students through the classroom setting, in advising students during office hours, and in advising and supporting clubs and other activities for students. Through in-service day programs, release time for faculty to assume projects, and institution building time as a part of their workload, there is substantial support for faculty to build relationships with their students.

Other staff also serves as advisors for student clubs, and advisors and counselors interact on a one-to-one basis and in small groups to develop and support relationships with students. While there is "One College", DMACC is sensitive to the regional differences and needs of each of the campus communities. While many of the support and administrative functions of the College are district-wide, each campus Student Services office has the flexibility to adapt its services to its individual student body. Students are all invited to contact the President of DMACC at any time and the President and Executive Vice President visit the campuses regularly, visiting classes or meeting with the SAC groups.

Relationships with prospective students are established and maintained through the close working relationships between high school personnel and DMACC, and the outreach that DMACC provides to the high schools through ACE Programs, Career Academies, Youth-at-risk resources, High School Completion/Credit Recovery Programming, STRIVE Program resources and dual credit course offerings

delivered at the individual high schools. DMACC also provides a free Kuder student interest assessment program to high schools and DMACC also hosts career days to bring students on campus.

The relationships that DMACC has developed with the community are important sources from which the College establishes and maintains relationships with prospective students. Some examples of these connections are the DMACC/Iowa Workforce Development relationships, Iowa New Choices programming, Community and Workforce Partnerships programs, Continuing Education offerings and training provided by DMACC Business Resources.

3P3/3P4. Stakeholder Needs/Stakeholder Relationships DMACC provides significant outreach services to the communities it serves to identify and keep current on the changing needs of key stakeholder groups. As a result, DMACC has very strong relationships with its communities and its stakeholders. Advisory Committees provide regular input for evolving industry standards and needs in the career/technical programs. The President and the Executive Vice President of Academic Affairs meet regularly with their peers from all of the Iowa community colleges to share information and identify statewide trends and needs for programs or services. The President sits on many community boards, including the Greater Des Moines Partnership Board, and serves on many key local and statewide committees and boards. DMACC actively works with Iowa Workforce Development to identify and develop training and educational resources for business and industry. The Vice President of Community and Workforce Partnerships (CWP) is involved in nearly all key workforce and human services initiatives in Des Moines and the surrounding areas. The President's Cabinet and all provosts and deans are actively engaged in their communities and civic and business organizations to identify needs, concerns, interests and trends in the region. DMACC is actively involved with government and industry and regularly hosts industry leaders for meetings or panel discussions. DMACC is also part of a state wide One-Source consortium of the community colleges providing a single source contact point for meeting the needs of business and industry throughout the state. The Program Development advisors are located in local area high schools, and Program Development directors regularly visit all high schools with which DMACC has agreements. Because of the number of DMACC staff actively involved in the communities, the College is well connected to stakeholders needs, and is frequently called upon to provide services, lend expertise, or participate in forums or meetings.

It is sometimes difficult to select a course of action to meet the many needs of the communities that DMACC serves. The requests for services and programs generally far exceed the resources available. To prioritize the needs, DMACC uses the strategic planning goals and indicators to guide planning and resource allocation. Those requests that match most closely the strategic initiatives are those that receive highest priority in funding. Requests for programs/services to meet the needs of the stakeholders can be made by anyone, presented to a dean/director/provost, and if resources are required, approved by Cabinet. All new programs and services are report to and/or approved by the Board of Directors.

3P5. Identifying New Key Groups DMACC determines if new student and stakeholder groups should be addressed within its educational offerings through initiation of the student and stakeholder surveys and outreach efforts (*see 3P1-3P4*) in combination with processes to determine relevancy of the curriculum and student needs (*see 1P8, 1P9, 1P12*). The proposal to serve a new stakeholder group, or offer a new program is initiated at any level, discussed and reviewed with those departments that may be affected by a new program or service, and given final approval by Cabinet. The Board of Directors is always apprised of College outreach activities at the monthly Board meetings.

3P6. Student/Stakeholder Complaints Institutional regulations and procedures are in place and publicized in the *DMACC Student Handbook, College Catalog*, and on-line regarding student and other stakeholder complaints concerning faculty and staff. DMACC has ombudspersons located on each campus available to students and stakeholders.

- Students may file a General Complaint if they feel they have been mistreated by a staff member, if departmental policies and procedures are unclearly written or inconsistently applied or if a student has extenuating circumstances that may directly affect the educational process.

- If the complaint about the faculty or other staff member is one of discrimination, including harassment, based on sex, age, race, religion, national origin, sexual orientation, color, creed or disability, the student should contact the campus ombudsperson, the campus dean/provost's office or the College Judicial Officer regarding the Discrimination Complaint Procedures for Students.

Student complaints concerning actions of faculty/staff members are pursued first through informal mechanisms. The student should attempt to resolve the issue with the faculty/staff member involved. If this contact does not result in a satisfactory outcome, the student should follow the established chain of command (e.g. program chair, group leader, director, dean or provost) within the appropriate department of the College. When necessary there are policies in place for resolution and appeals to the level of the Executive Vice President.

All records connected with student general complaints are maintained by college personnel in separate files at the point of complaint and an additional copy is sent to the Executive Dean of Student Services and housed separately from student academic records. In 2004 the College created a centralized repository of all student complaints to facilitate improved communication and effective and consistent handling of complaints. DMACC also hired a Judicial Officer, in 2004, that provides regular communication with the ombudspersons, oversight of the College Judicial Board, and all formal disciplinary actions, and training for staff and faculty.

3P7. Student/Stakeholder Satisfaction DMACC determines student and other stakeholder satisfaction through systematic on-going collection and analysis of information and through special focus groups and surveys.

At the course/program level, student satisfaction surveys, employer surveys, graduate surveys, and advisory board surveys are completed on a regular basis. The data received is used at the course/program level to refine the instructional design process and the content/competency development.

A college-wide ACT student survey was completed in 2003 and again in spring 2006. The 2003 data was analyzed initially to identify needs for additional College services, to determine what DMACC student valued at the College, and to trigger focused initiatives for quality service. The data from the 2006 survey has recently been compiled and is being used to identify institutional growth by addressing student needs and satisfaction and in monitoring changes in student expressed needs (*see 3R1, 3R3, 3R4 and 3R5*).

Student Services initiated a non returning student survey in 2005. At this writing, 1500 surveys have been distributed and 300 returned. The surveys identify the reasons for non-continuance in courses or programs. The data is being compiled and analyzed and will be presented to the Cabinet and forwarded to the Enrollment Management Action Plan group to integrate into the strategic planning goals.

In 2003, DMACC contracted with a consulting firm to conduct an in-depth evaluation of the impact of the Foundation function of the College. The process included surveys and focus group discussions drawing from all areas of DMACC and from potential donors. The results were analyzed by the President, Cabinet, and the Board, resulting in a restructuring of the Foundation office, and a more well-defined focus.

Results (R)

3R1. Results of Student Satisfaction As referenced in *3P7*, DMACC conducted the ACT Student Survey in 2003 and again in 2006. The initial data was used to identify student satisfaction as well as perceived needs and values. The information was disseminated across the College in meetings and presentations, and feedback was encouraged and used to support changes.

Category	Survey Item	ACT 2003 Satisfaction Value	ACT 2006 Satisfaction Value	National CC Satisfaction Norm	DMACC Change '03 to '06	DMACC 06 Difference for National CC Norm
Academic Services	Credit-by Examination	3.48	3.50	3.57	.03	(.07)

	Financial Aid	4.00	4.02	4.05	.02	(.03)
	Honors Programs	3.61	3.82	3.68	.21	.14
	Library Programs	4.03	4.05	4.10	.01	(.05)
Advising/Counseling	Tutorial Services	3.79	3.85	3.81	.07	.04
	Academic Advising	3.79	3.95	3.87	.17	.08
	Career Planning	3.62	3.71	3.71	.09	.00
	Job Placement	3.37	3.42	3.47	.05	(.05)
	Orientation	3.63	3.74	3.77	.11	(.03)
	Personal Counseling	3.68	3.78	3.74	.10	.04
	Student Employment Services	3.51	3.59	3.64	.08	(.05)
Co-Curricular	Cultural Programs	3.43	3.54	3.56	.11	(.02)
	Recreational Programs	3.55	3.69	3.53	.14	.16
	Social Activities	3.54	3.65	3.57	.11	.08
Other Services	Computer Services	4.07	4.05	3.99	(.02)	.06
	Daycare	3.32	3.40	3.35	.08	.05
	Food Services	3.76	3.65	3.61	(.11)	.04
	Parking Services	3.49	3.71	3.13	.23	.58
	Residence Halls	3.35	3.23	3.37	(.12)	(.14)
	Student Health	3.56	3.72	3.63	.16	.09
	Student Insurance	3.31	3.30	3.39	(.01)	(.09)

Figure 3-2 ACT Student Survey Comparative Analysis 2003/2006 SOURCE: ACT Student Satisfaction Survey 2003/2006

In the College Services category, DMACC student satisfaction increased from 2003 to 2006 in 17 of the benchmark categories, and decreased in 4. Those categories are Computer Services, Food Services, Residence Halls and Student Insurance. DMACC does not have residence halls, nor does it sell student insurance. Computer services and Food Services warrant additional college attention.

Category	Survey Item	ACT 2003 Satisfaction Value	ACT 2006 Satisfaction Value	National CC Satisfaction Norm	DMACC Change '03 to '06	DMACC 06 Difference for National CC Norm
Courses/Instruction	Class Size	4.15	4.28	4.13	.13	.15
	Course Availability	3.46	3.56	3.44	.10	.12
	Course Variety Offered	3.83	3.86	3.76	.03	.10
	Job Preparation	3.84	3.87	3.86	.04	.01
	Major Course Content	4.20	4.25	3.96	.05	.29
	Program of Study Flexibility	3.84	3.89	3.84	.05	.05
Facilities	Quality of Instruction	3.98	4.03	3.99	.04	.04
	Athletic Facilities	3.47	3.52	3.45	.05	.07
	Bookstore	3.77	3.73	3.74	(.03)	(.01)
	Classroom Facilities	4.00	4.12	3.97	.12	.15
	Computer Availability	3.98	3.88	3.87	(.10)	.01
	Computer Labs	4.09	4.10	3.98	.01	.12
	Condition of Buildings/Grounds	4.03	4.12	3.97	.08	.15
	Lab Facilities	3.95	3.96	3.92	.01	.04
	Student Center	3.81	3.85	3.73	.04	.12
	Study Areas	3.87	3.93	3.86	.06	.07
Faculty/Staff	Uses of Activity Fees	3.43	3.46	3.46	.03	.00
	Advisor Availability	3.77	3.85	3.84	.09	.01
	Concern for Individuals	3.69	3.77	3.72	.08	.05
	Faculty Attitude to Students	4.03	4.10	4.01	.07	.09
	Out of Class Instructor Avail.	3.87	3.94	3.87	.07	.07
Personal Growth	Staff Attitude to Students	3.77	3.91	3.74	.14	.17
	This College in General	4.08	4.13	4.01	.06	.12
	Campus Media	3.58	3.67	3.53	.08	.14
	Opportunities for Personal Involvement	3.59	3.66	3.64	.07	.02
	Opportunities for Student Employment	3.52	3.49	3.58	(.03)	(.09)

	Racial Harmony	3.97	4.05	3.97	.08	.08
	Religious Activities	3.41	3.37	3.49	(.03)	(.12)
	Student Government	3.45	3.46	3.51	.01	(.05)
	Voice in College Policies	3.37	3.45	3.42	.08	.03
Pre-Enrollment	Advisor Information Quality	3.80	3.87	3.85	.07	.02
	Availability of Student Housing	3.22	3.14	3.31	(.08)	(.17)
	Financial Aid Info Availability	3.70	3.77	3.79	.07	(.02)
	Pre-Enrollment Info Accuracy	3.83	3.85	3.82	.03	.03
Rules/Procedures	Academic Calendar	3.92	3.97	3.93	.06	.04
	Academic Probation/Suspension Policies	3.54	3.60	3.60	.07	.00
	Admission Procedures	3.83	3.92	3.78	.09	.14
	Billing & Fee Payment	3.75	3.79	3.76	.04	.03
	Personal Safety/Security	4.02	4.05	3.92	.04	.13
	Registration Procedures	3.89	3.94	3.81	.06	.13
	Residence Hall Rules	3.51	3.53	3.57	.03	(.04)
	Rules Governing Conduct	3.71	3.74	3.69	.03	.05
	Testing/Grading System	3.94	3.92	3.97	(.02)	(.05)

Figure 3-3 ACT Student Survey Comparative Analysis 2003/2006 SOURCE: ACT Student Satisfaction Survey 2003/2006

In the College Environment category, DMACC student satisfaction increased from 2003 to 2006 in 37 of the 43 benchmark categories, and decreased in 6. Those categories are Bookstore, Computer Availability, and Opportunities for Student Employment, Religious Activities, Availability of Student Housing, and Testing/Grading System. The areas that DMACC has chosen to address are student satisfaction with Bookstore services and computer availability.

3R2. Results of Student Relationships The results of DMACC's efforts in building relationships with students can be demonstrated through the results of course retention by fall term from 2001 to 2005. The data indicate fairly consistent student retention throughout 2001 through 2005 (*see 1R3, Figure 1-22*). When compared to the National Community College Benchmark Project, (NCCBP) National Peer Group Course-Retention Benchmark Aggregate Data Report for 2006, DMACC places in the 90 percentile using fall 2003 data (*see 1R4, Figure 1-24*). Student satisfaction results in the Benchmark report demonstrates that the impression of quality is 4.09 which ranks in the 78 percentile of reporting institutions (*see 1R4, Figure 1-30*).

DMACC is in the third year of a Title III Strengthening Institutions Grant that is focusing on strengthening support systems for at-risk students, expanding technology in instruction and building an endowment to further sustain and support the college in an era of declining government resources. This grant has been extremely valuable to the College in that it has resulted in a linkage between individual faculty and staff, departments, and students and provides opportunities to examine the student support systems, test new strategies and initiatives that address the success of students.

The effort to support students in the classroom in the areas of reading, writing and math have created the need to expand "First-Year-Experience" learning communities with support courses paired with first level general education coursework. The focus of these communities is on enhanced student engagement opportunities and development of the tools necessary for students to succeed in college level courses. Over 2004 and 2005, several test communities were developed and tracked. The results demonstrate that the term-to-term persistence in learning communities for full-time students averaged 94.26% when compared to all full-time students at 76.36% for the same period (*see 1R3*). This is a significant difference; the College is expanding learning communities for fall 2007.

3R3/3R4. Results of Stakeholder Satisfaction/Relationships While DMACC doesn't currently have any specific data measures of the satisfaction with the College activities, cultural activities, public meetings or sporting events in which stakeholders participate; stakeholder satisfaction with DMACC performance can be viewed from the perspective of the market penetration for credit and non-credit enrollments. The NCCBP benchmarked credit student market penetration rate is 3.21%. DMACC's credit student market penetration rate is 3.47%, a slightly higher rate than that of peer institutions. The non-student market penetration rate for DMACC is 4.67% which is well in excess of the median of 2.0% for

all reporting colleges, and puts DMACC in the top 80% of peer colleges in number of stakeholders participating in DMACC non-credit activities.

The strong relationships that DMACC has with its communities can be indirectly measured by the ten year 20¼ tax levy for the College Plant Fund that passed by the voters in 2003 with a 60% passage rate, generating nearly \$50M over a 10 year period for Plant Fund expenditures. Additionally, in 2004, DMACC passed a new levy of \$.06 per \$1,000 of assessed value for funds to support equipment expenditures for the College. This new levy (passed in less than half of the Iowa community colleges), was approved by 70% of the voters, and generates approximately \$1.5M annually for instructional equipment.

College stakeholders demonstrate their support for the College by contributing to the College Foundation (*see 6R2*). Stakeholders also contributed to the Title III Endowment Fund, which had reached, in 2006, over half of its target \$300,000 required at the grants completion in 2008.

Evidence that other stakeholders are satisfied with relationships with DMACC can be found in collaborative building projects. In 2004, the state FFA organization approached DMACC to partner in constructing a State FFA Youth Center next to the Ankeny campus. The center will also house the DMACC Ag Business, Horticulture, and Vet Tech programs. Also, the Iowa Department of Management built 5 state labs on the Ankeny campus, and partners with DMACC to offer internship experiences and other opportunities for students:

1. Iowa Department of Criminal Investigation
2. State Medical Examiner
3. Iowa Department of Agriculture
4. Iowa Hygienic Laboratory
5. Iowa Metrology Laboratory

The Community & Workforce Partnerships division, in collaboration with the Iowa Department of Corrections, established a Going Home Re-entry Skills Training program with recently released prisoners, and a Department of Education pre-release Life Skills and Job Training program which is currently operating in 3 of the state correctional institutions.

There is significant evidence that DMACC meets the training needs of its business and industry partners. DMACC's Business Resources (DBR) worked with 102 companies in FY 2006 to provide training through private contracts, state funded 260E and F Agreements, and the 260F Grow Iowa Values Fund (GIVF). Also, DMACC has 28 active Accelerated Career Education (ACE) programs serving 318 students in 2005.

Other results of building relationships with stakeholders and their satisfaction with those relationships can be found in Criterion 2, Accomplishing Other Distinctive Objectives (*see 2R1, 2R3*).

3R5. Comparison to Other Institutions See *2R2* for the results of comparison to other institutions in the number of training contracts in 260 E, F, and G programs. See *1R3* and *1R4* for the comparison of student satisfaction at DMACC with other institutions. At this time, the College could find no comparative data with other community colleges in Iowa or in the NCCBP regarding other stakeholder satisfaction.

Improvement (I)

3I1. Improving Processes The ACT survey provides both local and national benchmark data to measure how well the College is meeting student needs. However, the Office of Institutional Planning & Research will investigate other tools to measure student satisfaction that focus on issues not addressed in the ACT surveys. In an effort to continuously improve the College's processes and systems for understanding the needs of other stakeholders, DMACC will develop more advanced processes to collect data on satisfaction with the services DMACC provides.

While the ACT surveys indicate that students are generally satisfied with DMACC, it is an institutional goal (in the Enrollment Management Action Plan) to identify better measures of satisfaction with the admissions and enrollment processes at DMACC.

3I2. Priorities for Improvement With access to the information provided through Institutional Planning & Research, DMACC has been able to identify and better understand the needs of student and stakeholders and is using that information to improve. Much of this focused strategic planning process started when the College first moved to AQIP in 2003. Current Action Projects at the College that target understanding students' and other stakeholders' needs are in progress, and measures and actions developed. These Action Plans include:

- Alternative Schedule Development
- Business and Industry Collaboration
- Dual Enrollment Strategies
- Enrollment Management
- New Program Development
- Assessment of Student Learning
- Student Retention
- Increased Foundation Scholarships

In addition, the Foundation Office has been able to develop an effective Alumni database and designed a systematic model for developing financial relationships with the community and to communicate with donors and potential donors. This is an area in which the College has great need, and understanding what motivates that donor base to give is a target for improvement for the College.

The results and improvement priorities are communicated through regular updates from the President and CAO, the *DMACC Daily* to all faculty and staff and through direct e-mail communications. There are monthly dean/provost meetings, monthly district chair meetings, weekly Cabinet meetings, monthly Board of Director meetings, President's Day all-college faculty discipline meetings, individual department meetings, and regularly scheduled individual campus meetings all designed to communicate results and improvements in understanding students' and other stakeholders' needs.

AQIP CRITERION 4: VALUING PEOPLE

Context for Analysis (C)

4C1. Organizational Structures DMACC organizes its work environment, activities and job classifications to strengthen student learning and development by being sensitive to its regional constituents while maintaining a unified "One College" theme. While each of the six DMACC campuses has a distinct culture and climate to meet student and community interests and needs, a college-wide, central oversight of functions such as admissions, curriculum, student services, human resources, business office processes and policies/procedures ensures consistency from campus to campus. DMACC is somewhat unique in consolidating Student Services, Human Resources, Grants and Contracts, and Continuing Ed under the umbrella of the Academic Affairs division. This organization enhances communication and collaboration among all departments that directly serve or impact students, faculty members, and staff.

Employee responsibilities are defined in formal job descriptions, helping to ensure that services are provided consistently throughout the College. In September 2004, the district-wide Job Evaluation Committee began the periodic process of updating all job descriptions to ensure that job duties and qualifications are appropriate for the changing needs of the institution. Jobs are typically reviewed when there are openings or there is a request for individual position evaluations. The goal of the committee is to update job descriptions every 5 years.

DMACC strives for the best possible work environment for all employees. Providing an appropriate and comfortable workplace free from harassment and hostility is critical. Employees who enjoy their jobs and surroundings are better able to provide the best instruction and service to students.

4C2. Institutional Factors The key institutional and geographic factors that determine how DMACC addresses its work environment and job classification are:

Institutional Factors	Geographic Factors
Campus size Available budget Student enrollment Staff resources Policies and procedures Union contracts	Distance from centralized services in Ankeny Availability of local applicant pools

Figure 4-1 Key Institutional & Geographic Factors

DMACC depends heavily on part-time employees to provide necessary services to students and the community.

Usage of PT Employees:

Adjunct Faculty	Temporary	Students
Credit Adjunct Faculty Noncredit Adjunct Faculty	1000-Hour Casual Professional & Support Staff Consultants	Work Study Internships

Figure 4-2 Usage of Part-time Staffing

DMACC uses adjunct faculty for teaching in both credit and noncredit instruction. Using adjunct faculty permits the College to respond rapidly to meet changing demands for course offerings. An advantage of employing adjunct instructors is that they are professionals in their areas and can bring recent, relevant workplace experience to the classroom and the College. Using adjunct faculty also permits the College to be flexible in meeting changing student needs within the confines of budget constraints.

Using temporary professional and support staff allows the College to provide services efficiently on an as-needed basis, during peak times, and on a seasonal basis in a cost-effective manner. The College often employs retired DMACC faculty and staff on a casual, part-time basis as employees as they have a wealth of experience and knowledge about the College.

Student employees provide valuable assistance to the institution; in return they obtain work experience and assistance in financing their educations. DMACC also supports Iowa State University graduate students with unpaid internships that benefit both the student and the College.

4C3. Demographic Trends The demographic trends that DMACC analyzes and prepares for over the next decade include:

Demographic Trends	
1. Early retirements	DMACC has a wealth of longevity and knowledge in its faculty and staff, many of whom are now reaching the age of retirement, taking advantage of a rich early retirement package. Between 2007 and 2010, 257 employees will be eligible for early retirement. Twenty-one employees took advantage of early retirement in 2006.
2. Technology changes	The use of technology used as an instructional tool is changing rapidly. Technology also changes how people do their jobs. There is a critical need for the College to not only stay abreast of the changes in the field but to acquire and train faculty and staff to become proficient in technology.
3. Population shifts that will affect the number of potential students and ultimately the number of employees required to serve them	DMACC serves students in rural, urban and suburban locations. As an agricultural state, Iowa's population trend is moving from rural to urban and suburban. The need to respond to these shifts without sacrificing services to rural areas is a challenge.
4. Increasing diversity in the student population	As a Midwestern agricultural state, Iowa is experiencing a growth in the number of immigrants. DMACC must develop initiatives to recruit, hire and train a workforce that matches the diverse characteristics of its students and the community.

Figure 4-3 Demographic Trends Analyzed

4C4. Key Training Initiatives DMACC is focusing on 5 key areas of faculty, staff and administrative training and development initiatives:

1. DMACC is replacing retiring faculty, as well as expanding faculty to meet the growing student population. As a result, an institutional priority is administering a comprehensive new faculty orientation program that prepares faculty well for the classroom.
2. In 2003, the College initiated a supervisory training program for all administrative supervisory staff to provide timely information on management and leadership initiatives, as well as providing current information on institutional and governmental policy and procedure.

3. Teaching Improvement Units (TIUs) are awarded for activities undertaken by faculty members who comply with the Instructional Competencies established for the Quality Faculty Plan (see 4R1).
4. An Innovation Grant through the College's Strategic Planning Council was funded for 2005 - 06 to study the training and professional development needs of adjunct faculty and to develop activities and programs to meet their unique needs. The intent is to develop and implement the training program by 2007.
5. Technology training for faculty and staff remains an ongoing need for the College. Two full-time technology trainers support faculty and staff training and development needs for technology use in delivery of instruction.
6. In 2003, the state legislature changed its requirements for community college faculty licensure and assigned each community college the responsibility of developing its own faculty development process. DMACC developed a Quality Faculty Plan that focuses on the development of faculty members as professional teachers, scholars and individuals. It focuses on 7 instructional competencies:
 - i. Competence in content knowledge appropriate to the faculty position
 - ii. Competence in planning, research, preparation for instruction, counseling, library services
 - iii. Strategies to engage all students in learning and personal growth
 - iv. Incorporating a variety of methods to evaluate student learning and personal growth
 - v. Competence in classroom management, student behavior, crisis management
 - vi. Engagement in professional growth
 - vii. Fulfilling professional responsibility to the institution

The Quality Faculty Plan in place at DMACC focuses on regular faculty who are at the following career stages:

Quality Faculty Plan	
Orientation Level	<ul style="list-style-type: none"> • New teacher (Arts & Sciences or Career and Technical Education) with no previous teaching experience-New teacher (Arts & Sciences or Career and Technical Education) to DMACC with teaching experience • New teacher (Career and Technical Education) with technical experience but no teacher preparation courses • New teacher in areas other than Arts & Sciences or Career and Technical Education, which could also include Academic Achievement Centers, Corrections, Youth at Risk or other programs • New counselor or librarian
Probationary Level	<ul style="list-style-type: none"> • Faculty who are in their first three years at DMACC
Experienced Level	<ul style="list-style-type: none"> • Faculty who are beyond probationary level

Figure 4-4 Quality Faculty Plan SOURCE: DMACC Human Resources

Processes (P)

4P1. Required Credentials, Skills and Values In hiring faculty, DMACC is required to meet minimum education credentials, skills and/or experience standards set by the Iowa Board of Educational Examiners. The qualifications vary based upon the educational discipline or occupational area. DMACC administrators and Human Resources work together to refine and add to those qualifications based upon the specific needs of each faculty position. In addition, a list of key performance skills and technical teaching skills that apply to any faculty position has been developed for use by administrators in identifying those individuals who would be successful teachers. The standards and credentialing established for the College are approved by the Board of Directors and posted in the *Faculty Handbook*.

The qualifications for staff positions are based upon the responsibilities of the positions as defined by their job descriptions. All job descriptions are submitted to the Job Review (Hay) Committee for consistency with other positions at the College and a job level classification is applied. Supervisors and Human Resources staff identify education, experience, skills, knowledge and abilities that prepare individuals to successfully perform job responsibilities. Required qualifications are written to reflect the skills needed upon entry and are applied to all applications equally during the review process.

Supervisors at the College are required to prioritize posted job qualifications and then rate applicants against the qualifications, assigning numerical values to each qualification. For those jobs that have affirmative action requirements, Human Resources staff reviews the qualification ratings for underrepresented applicants, as well as those selected for an interview. Any applicant who doesn't meet the required qualifications is eliminated from consideration.

If a position requires postsecondary education, original transcripts are required before a contract or employment agreement is offered. Selected positions may require a driving record check or a medical exam before an offer of employment is finalized. All new hires including temporary staff, student workers and adjunct faculty are subject to criminal background checks.

The screening process is formal and is used each time a regular (full-time or part-time) employee is hired.

4P2. Recruiting, Hiring and Training In the process of recruiting, hiring and retaining employees, DMACC follows a standardized set of procedures that ensures equity in practices.

Recruitment: When recruiting staff or faculty, the supervisor recommends to the Cabinet how widely the position will be posted: for current regular employees only (Internal), on all of the College campuses, open to anyone who sees the posting (Campus), or listed in statewide and/or national publications (Standard). To ensure that the best applicant pool is created, the Standard level of recruitment is required unless special circumstances warrant a different level.

A Standard posting appears on the DMACC telephone Job Line, on the DMACC web site, and unless a different newspaper is requested, in the *Des Moines Register* and in the *Register's* online classified listing. Faculty, administrative and some staff jobs are listed on Career-Builder, an online job search engine that includes approximately 140 diverse web sites.

In addition, job postings are sent to area Iowa Workforce Development offices, the Iowa Civil Rights Commission, the Des Moines Human Rights Commission, and selected college placement offices.

Hiring: The College uses a standardized hiring process that is aimed at helping supervisors and screening committees make consistent, job-related, and legally defensible hiring decisions. Screening decisions are documented throughout the process on standard forms that are maintained by Human Resources on the HR web site.

If an applicant pool has underrepresented candidates, Human Resources must review the selection of an interview pool before interviews are scheduled and again before an applicant is recommended. The affirmative action process is required by College policy, procedure and the affirmative action plan.

At a minimum, two reference checks are required on a candidate recommended for employment; one of those must be the most recent supervisor. After a conditional offer is extended, a criminal background check is done.

Retention: DMACC participates in and reviews salary surveys to determine if pay ranges in positions are competitive within the local labor market. All positions at the College are assigned pay ranges and the ranges are reviewed annually and adjusted for competitiveness. Salary raises are authorized by the Board of Directors on an annual basis across all pay ranges.

Administrative/professional and support staff positions all have formal job descriptions. Those job descriptions are evaluated using the Hay Job Evaluation process to assure internal and external equity.

The College strives to remain competitive by offering employee benefits comparable with other local employers to help encourage employees to remain at the College.

Orientation: DMACC provides 4 types of orientation for all new employees hired by the College. All new employees go through Human Resources Orientation, Benefits Orientation and Technical Orientation. Regular administrative staff employees receive an additional On-the-Job Orientation, and faculty members receive either New Regular Faculty (full-time status) Orientation or New Adjunct Faculty (part-time status) Orientation. The structures of each of the orientation experiences are defined below:

Orientation	
Human Resources Orientation	This orientation, for all new regular employees covers structure of the College, services available for employees, and policies and procedures that affect employees as individuals.
Benefits Orientation	New regular employees meet individually with the Benefits Officer to review employee benefits and obtain assistance in completing benefit enrollment forms.
On-the-Job Orientation	Human Resources provide a checklist to supervisors to complete with all new regular employees as a guide to information that will make the employee's integration into a new department easier. The checklist is to be completed in the first week of employment.
Technical Orientation	New regular employees are scheduled to meet with a staff member from Technical Support or an LAN Equipment Specialist to review basic technical information about the computer network, the Banner administrative computing system, and the DMACC telephone system.
New Faculty Orientation	New regular faculty members attend a yearlong orientation focused on teaching and learning methodology, and are assigned a faculty mentor to work with throughout the year.
New Adjunct Faculty Orientation	New adjunct instructors are invited to a one-day orientation. Topics covered include instructional skills, teaching techniques and frequently asked questions.

Figure 4-5 New Employee Orientations SOURCE: Human Resources

In summary, recruitment and hiring procedures are used each time a position is opened. Salary surveys are completed annually. New Employee Orientation is held monthly. New Regular Faculty Orientation is held at the beginning of Fall Semester and continues through April of each year. New Adjunct Faculty Orientation is held at the beginning of fall and spring semesters. Other orientations are conducted whenever a new employee is hired. Job descriptions are to be reviewed with employees at the time of performance evaluation. When a position changes significantly or if a new position is created, the changed or new positions are evaluated using the Hay position evaluation system.

4P3. Communicating DMACC places a high priority on ensuring that the work processes and activities at the College are communicated widely and contribute to student success.

- Board Policies and College Procedures are available online through the DMACC web site.
- The *DMACC Employee Bulletin* is available online through the DMACC web site.
- Board minutes and minutes of College task forces are available to College employees through the DMACC intranet web site.
- The Quality of Work Life/Staff Development Committee sponsors forums where employees may hear updates from top administration and have an opportunity to ask questions. These include the Administrative/Professional "What's Happening at DMACC?" sessions and the Faculty Forums with the Executive Vice President, Academic Affairs, which are held on all campuses each year.
- College Commissions and committees have been established to address topics of importance to the future success of the College. The Commissions and committees are made up of a cross section of College employees and solicit input from all employees.
- The President conducts open forums at each campus to gather input on the College strategic goals, "DMACC FIRSTS."

High performance, innovation, empowerment, organizational learning and skill sharing are supported through clear job descriptions, regular departmental meetings, cross training, and email communications.

The College provides clear guidelines for ensuring the ethical practices of all employees. Expectations of ethical practice by the Board of Directors and DMACC employees are formalized in the College Policies and Procedures and these expectations initiate in orientations:

1. Board Policies	2. Procedures
1004 Code of Ethics	BS 1130 Acceptance of Gifts
2008 Acceptance of Gifts	HR 3000 Equal Employment Opportunity/Affirmative Action
3001 Equal Employment Opportunity/Affirmative Action	HR 3005 Harassment
3002 Harassment	HR 3006 Consensual Relationships
3003 Consensual Relationships	HR 3320 Employee Conduct, Appearance and Attendance
3005 Employment of Relatives	HR 3325 Secondary Employment
3022 Secondary Employment	HR 3330 Political Activity
3023 Restricted Use of College Resources	HR 3335 Personal Use of College Property by Employees
3024 Political Activity	HR 3515 Correction of a Pay Error
4000 Nondiscrimination – Students	
4003 Academic Freedom	

Figure 4-6 DMACC Guidelines for Ethical Practices SOURCE: DMACC Board Policies & Procedures

In addition, DMACC uses Ethics Point to provide a simple, risk-free way for employees to anonymously and confidentially report activities that may involve inappropriate behavior in violation of College policies. The Hotline will accept, via telephone or Internet, reports from employees regarding financial, risk or safety, or informational technology issues. The Hotline does not replace or supersede existing reporting methods.

4P4. Training and Development DMACC has a well-developed system of training and development for faculty, staff and administration. Training and development opportunities include:

Individual Development Plans for New Faculty: All new faculty members are asked to complete an Individual Development Plan (IDP) annually. Current and ongoing initiatives and commitments are recorded. Short-term and long-term goals, action steps to be taken, and resources requested are listed. Progress and accomplishments are recorded near the end of the year. Faculty members meet with their supervisors and/or the Associate Director of Human Resources to discuss yearly goals and review accomplishments. These discussions help supervisors and Human Resources identify common training and development needs and also determine resources needed.

Professional Leave: Full time administrative/professional and faculty employees earn paid Professional Leave. Administrative/professional and 12-month faculty employees earn 10 days of Professional Leave per year. Nine-month faculty earns 7.5 days of Professional Leave per year. This leave may be used for activities such as postsecondary coursework, industrial training, travel or work experience related to the employee's position or that would be of benefit to the College.

Faculty Sabbatical: Regular faculty may "bank" Equivalent Credit Hours (ECHs) earned for teaching overload instead of being paid for the overload teaching. When an employee has sufficient ECHs banked, s/he may apply for a full-term or two partial-term leaves with pay. Leave activities must be designed to enhance an employee's skills and might include discipline- or teaching-related research or work experience in his/her content area.

New Faculty Training: Newly hired faculty attend the New Faculty Orientation week held in August of each year and participate in the year-long orientation referenced in 4P2.

Supervisory Training: A six-week supervisory training program is held annually for supervisors new to supervision or new to DMACC. Sessions cover topics such as leadership, employee discipline and team building, as well as DMACC-specific topics such as the hiring process. All supervisors completed the program in 2003 - 2005.

Technical Training: Technical training on software programs, aspects of the Banner computing system, training to teach online and web-enhancing courses is available. Training is generally scheduled in small, one-to-two hour segments frequently throughout the year to make it easy for employees to attend.

Quality of Work Life (QWL)/Staff Development Committee: The QWL/Staff Development Committee offers a variety of staff development activities. Many activities focus on keeping employees up-to-date on College issues and activities.

CLIC and LINC: Each year the President and Cabinet nominate and send members of faculty and staff to the Community College Leadership Consortium (CLIC) and Leadership Institute for a New Century (LINC) programs provided by the Graduate program of Educational Leadership and Policy Studies at Iowa State University. CLIC is designed to develop administrative skills and knowledge, and LINC programming is directed toward academic and internship opportunities for faculty.

DMACC supports further education for all employees. Each department in the College has a budget for travel to professional conferences and meetings, providing focused resources for individual department needs.

Upon acceptance into AQIP, DMACC initiated **Action Plan 397**, with the primary category of Valuing People. The goal of this Action Plan was to develop and implement an integrated system that would recruit, train, retain and develop talented and student-centered employees dedicated to serving the diverse needs of DMACC's learners. This objective was accomplished through organized programs

including orientation, teacher preparation, teacher improvement events, customer-service training and support for continued education. Through this process, training and resources have focused on specific needs for the College such as diversity, instructional methodology and resources, assessment, and technology in the instructional process. This Action Plan is in its final year of implementation. The results of this Action Plan were significant, and are listed in 4R2.

4P5. Training Needs DMACC determines training needs for the College through a variety of methods: feedback from faculty mentors on newly employed faculty needs; the use of surveys that are conducted at various staff and faculty events such as the annual President's Day; and through faculty and staff participation in planning sessions, departmental meetings, and workshops. New technology, including computer hardware, software and technical innovations, such as updated telephone systems and document imaging, help define technical training needs. There are established faculty development and quality of work life committees that gather feedback from employees and design programs to fit training needs. The Quality Faculty Plan Committee meets regularly to evaluate current training processes and identify additional training needs. The Associate Director of Human Resources is responsible for coordinating faculty and staff development.

4P6. Personnel Evaluation System DMACC designed and implemented the personnel evaluation process to ensure that the College is both fair and equitable in its assessment of its employees and to provide every opportunity for staff to grow and develop both personally and professionally. The performance evaluation processes are documented in Human Resources Procedures which are posted on the Human Resource page of the DMACC web site. All formal performance evaluations are documented in writing and evaluations are completed according to a schedule listed in the procedures. DMACC has standard performance evaluation forms for use in evaluating faculty, support staff and administrative/professional/technical staff. These forms are also available on the Human Resource link on the DMACC web site. Completed evaluation forms and written responses, if any, are placed in the employee's personnel file in Human Resources.

Support staff is evaluated at the end of their 180-day probationary period. Non-probationary/support staff and administrative/professional employees are evaluated annually for the first 2 years of employment, and then have a formal written evaluation every third year thereafter. Faculty are evaluated annually during the 3-year probationary period and then have a formal written evaluation every third year thereafter. Formal feedback after each evaluation is required and informal coaching is ongoing for all employees.

4P7. Recognition, Rewards and Compensation DMACC has designed recognition, reward and compensation systems that are aligned with Criterion 1 Helping Students Learn and Criterion 2 Accomplishing Other Distinctive Objectives.

Recognition: There are several activities that the College implements to recognize and reward employees.

1. Annual service awards are given for employees completing 5, 10, 15, 20, 25 and 30 years of service to the College. The individuals are recognized at the fall convocation and receive a College gift.
2. The DMACC Foundation sponsors annual awards that recognize excellence in employees:
 - Outstanding Faculty Member
 - Community Service Award
 - Outstanding Support Staff Employee
 - Distinguished Service Award

These awards are presented at the President's Day all-college convocation held annually. Employees receive a plaque and their names are included in a permanent display at the College.

3. The DMACC Employee Awards Program is designed to recognize extraordinary service throughout the year. An employee may be nominated by any other employee for:
 - Extraordinary Service
 - Innovative Ideas
 - Contributions to Education

- Exceeding Expectations

Employees' names are listed in the Bulletin and employees receive a copy of the nomination form with a DMACC three-dimensional "D" affixed to the form.

4. Each year, the President and Board of Directors host an Annual Celebration of Employees. The President and representatives from the Board of Directors send individual invitations to all faculty and staff to a reception catered by, and showcasing the work of, the Culinary Arts program.
5. DMACC conducts formal retirement recognitions and hosts receptions for retiring faculty and staff of the College. Additionally, each department and campus also hosts recognition activities of their own.
6. Individual departments and campuses use a variety of employee recognition activities to encourage teamwork, excellence in service, and unique contributions to the College.

Compensation: In the area of compensation and benefits, the College implements formal, written job descriptions for administrative/professional and support staff employees and positions are placed on the appropriate salary schedule using a common job evaluation system. Salary schedules are reviewed and adjusted annually in an attempt to remain competitive. Regular local and state salary surveys have been used to assist in this process.

DMACC supports employees through a rich benefits system. Employer-paid benefits for all regular employees include single health and dental insurance, contributions towards family health insurance, term life insurance, long-term disability (for employees working at least 75% for nine months), and contributions toward either IPERS or TIAA-CREF retirement plans. Employee Assistance Programs (EAP) and Optum Care24 are provided through the College's health insurance carrier and are available for all regular employees. Employees may contribute to Flexible Spending Accounts, for medical spending and dependent care. Flex One permits employees to pay premiums for family health and/or dental insurance with pre-tax payroll deductions. There is also a tuition waiver program for dependent children of employees, including adjunct instructors, may take DMACC classes tuition-free. Paid leave for all Regular employees working at least halftime include Sick, Personal Business, Bereavement, Military and Court and Jury Leave. Counselors, Librarians, 12+ faculty, and administrative/professional and Support staff employees earn vacation and receive 10 paid holidays per year.

4P8. Motivating Faculty and Staff DMACC determines key issues related to the motivation of faculty, staff and administrators in multiple ways. Motivation issues are sometimes determined during the course of a performance evaluation or informal discussions with a supervisor. Human Resources staff uses that information to assess whether there is a need for further individual or College action. Direct individual access to the President and top administrators is readily available across the College.

In 2001, prior to transitioning to AQIP, the College conducted a campus climate survey, PACE, to identify patterns of satisfaction and dissatisfaction among staff and faculty. The results of the survey are in *4R2*.

DMACC intends to implement the AQIP Vital Focus process in preparation for the next strategic forum, and will no longer use PACE.

4P9. Employee Satisfaction DMACC provides for and evaluates employee satisfaction, informally through ongoing communication systems and meetings, and formally through assessments that provide for comprehensive awareness of the needs of its employees.

DMACC assesses employee satisfaction with its process through a series of procedures and activities:

- The Benefits Committee gathers input on employee benefit interests and issues, researches those issues, and makes recommendations to the College for changes in benefit offerings.
- Incident Reports are reviewed for employee safety issues/patterns of injury/complaint.
- The Safety Committee meets regularly to monitor safety issues and review and update procedures.
- Security personnel are available to provide support in situations that may develop into a crisis.
- A Crisis Management Team of more than 90 employees is trained to deal with serious safety issues such as weather or violence-related events.

- Crisis Prevention Training is offered to employees to provide skills in diffusing disruptive situations.
- Optional health screens are available to all interested employees.
- Membership in the Wellness Program is available to interested employees.

4P10. Measures DMACC regularly employs the following measures to collect and analyze data, as well as assess policies and procedures for maintaining a positive work environment for faculty and staff:

- The Affirmative Action Plan is reviewed each year, analyzed, and updated as needed.
- Policies and procedures are reviewed each year and updated as needed.
- The Diversity Commission plans yearly activities designed to value the contributions of all staff and students. These activities are analyzed to determine their impact at the end of the year.
- The AQIP Vital Focus Process will be implemented in preparation for the next strategic forum for AQIP.
- The President encourages staff and faculty to email him regarding any workplace issues.
- New faculty complete Individual Development Plans (IDPs) and these are compiled and analyzed for training and resource needs.
- Exit interview information is analyzed by the Coordinator of Benefits and Executive Director, Human Resources to identify possible areas for improvement.
- Open forums are held at each campus regularly to provide opportunities for all staff and faculty to raise issues or concerns.

Results (R)

4R1. Results DMACC's initiatives in valuing people have resulted in several new staff and/or initiatives: a district-wide wellness program was expanded to all campuses and includes activities and classes on health, safety and personal enrichment. An additional staff person was hired for 2006 - 07 to assist with the programs. A compliance officer was hired in Human Resources to monitor health- and safety-related issues such as blood borne pathogens training, and to explore online compliance training for employees. Domestic partners were added to benefits coverage. DMACC enjoys an excellent relationship among HEA, ESA and management. Interest-based bargaining has been used for the most recent HEA and ESA bargaining sessions. In 2005, HEA and Management settled a 3-year negotiated agreement in just one bargaining session. DMACC has awarded 31,139 Teacher Improvement Units (TIUs) for faculty development activities since July 2003 with 9,000 TIUs awarded in 2005/06 (*see 4P1*).

Evidence of DMACC's long-term retention of employees is apparent in the number of faculty and staff that continue employment with the College. DMACC employs 764 full time employees; a result of DMACC's efforts in valuing people is the longevity of employees. Nearly half of the employees have been with the College for more than ten years, a record of tenure that makes DMACC very proud.

Years of Service	0 to < 5 Yrs	5 to <10 Yrs	10 to <20 Yrs	20 to <30 Yrs	30 to< 35 Yrs	35 Yrs +
Number of Regular Employees	340	169	171	62	18	4

Figure 4-7 Employee Retention Data SOURCE: DMACC Human Resources 2006

4R2. Results in Processes Some of the results of DMACC initiatives associated with valuing people are that:

- The College contracts with Career-Builder to recruit a more diverse pool of applicants (*see 2R1*). Career-Builder partners with approximately minority web sites. Human Resources also expanded recruitment information to include local minority websites such as the Asian Alliance.
- All job postings contain a desired or required qualification that applicants have worked successfully with diverse populations.
- New faculty orientation was expanded to include monthly meetings in addition to the August sessions. Sessions are rotated across campuses so that new faculty gets a better sense of the entire district and the uniqueness of each campus. Topics focus on teaching and working with diverse students and colleagues. Over the past two years, DMACC has trained seventy-two new FT faculty under the new year-long faculty orientation format.
- A faculty member completed an Administrative Leadership Program internship that focused on the faculty performance evaluation process and evaluation instrument. Based upon the

recommendations of the intern's committee, changes were made in the instrument for counselors.

- An inaugural cohort group completed the internal administrative leadership program in the summer of 2006. Of the 7 participants, 2 were hired into academic dean positions in the past fall and 2 others interviewed for similar positions within the College.
- Since 2002 a total of 45 employees have participated in CLIC or LINC.
- Results of the AQIP Action Plan 397, Valuing People, are as follows: The following new initiatives were either created or expanded to meet the needs of faculty and staff in serving students and other stakeholders: New teacher workshops, adjunct faculty training, a new quality faculty plan, the establishment of Mentor/Mentee relationships for new faculty, and enhance QWL staff workshops.
- DMACC is partnering with Iowa State University's graduate school to identify minority graduate students who are interested in teaching at the community college level. Qualified ISU students are encouraged to teach at DMACC as a part of their assistantship. Several students have taught at DMACC as a result of this partnership.
- Exit interviews with employees are very positive.

The results from the PACE survey in 2001 to determine staff satisfaction with the College indicated that DMACC was below the national average in 10 of the 62 questions. The specific concerns registered were:

Pace Survey 2001		
Question Categories	National Score	DMACC Score
Formal Influence	3.64	3.52
Communication	3.38	3.20
Collaboration	3.50	3.31
Organizational Structure	3.39	3.35
Work Design/Technology	3.73	3.67
Student Focus	3.75	3.67
Overall	3.58	3.48
DMACC Specific	...	---

Figure 4-8 Pace Survey 2001 Results SOURCE: Pace Survey 2001

PACE Survey Specific Concerns Below the National Average 2001	
<ul style="list-style-type: none"> • DMACC faculty and staff felt they have the ability to appropriately influence the direction of DMACC • Open and ethical communication is practiced at DMACC • Adequate information regarding important activities at DMACC is communicated • Information is shared within DMACC • Opportunities exist to work jointly with appropriate others at DMACC • DMACC teams use problem-solving techniques • Spirit of cooperation exists at DMACC • Work teams coordinate efforts with appropriate individuals and teams • Opportunity exists for advancement within DMACC • Students are assisted with their personal development 	

Figure 4-9 PACE Survey Results 2001 SOURCE: Pace Survey 2001

A number of these issues have been addressed through the AQIP process and strategic planning workgroup membership that crosses campuses, disciplines, and all levels of faculty, staff and administration. When the survey was administered in 2001, a long tenured President (20 years) was retiring. Since then, a new President and several new administrators have been hired at DMACC, and have provided an entirely new process for communication and employee involvement in planning and decision making at the College. While effective communication is an ongoing goal, additional support for open communication was created through a daily electronic newsletter sent to all faculty and staff. The President regularly sends district-wide communications through the College email system. For enhanced support for students, counseling offices were established in strategic locations throughout the instructional buildings. DMACC top administration staff and union representatives from the Higher Education Association (HEA) and Education Services Association (ESA) meet monthly to discuss issues and share information about College initiatives.

4R3. Evidence Evidence of the productivity of DMACC staff is measured in student learning (*see 1R1, 1R2*), in student satisfaction of DMACC services (*see 3R1*), in results of Accomplishing Other Distinctive

Objectives (see 2R1), and in Building Collaborative Relationships (see 9R1). More indirect evidence of the productivity and effectiveness of DMACC faculty, staff and administrators is demonstrated in its commitment to full-time faculty; in the percent of the population that DMACC reaches through its programs and services, through increased student enrollment, and faculty and staff commitment to carrying out activities in Innovation Grants.

- **Full-Time Faculty**

Since 2002 DMACC has added 62 new full-time faculty positions in an attempt to keep sections taught by full-time faculty near 60%. DMACC also replaced 70 faculty members that retired during this time period.

	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
Percent of Sections Taught by FT Faculty	64.59	62.31	62.29	60.93	61.32	56.75	61.32	57.29	58.47

Figure 4-10 Sections Taught by FT Faculty SOURCE: DMACC Office of Institutional Planning & Research

- **Service Area Population Penetration**

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Credit Overall Market Penetration	3.07	3.24	3.47	3.67	3.97
Noncredit Overall Market Penetration	5.14	4.74	4.67	4.73	4.93
Credit Minority Market Penetration	5.0	5.0	5.6	6.2	6.6
Noncredit Minority Market Penetration	8.6	8.0	7.6	8.1	8.2

Figure 4-11 Service Area Population Penetration SOURCE: DMACC Office of Institutional Planning & Research

- **Increased Enrollment**

	2001	2002	2003	2004	2005	2006	1-Yr Change
Credit Student Enrollment	18,844	20,736	21,913	23,465	24,780	26,801	8%
Noncredit Student Enrollment	35,257	34,695	31,987	31,547	31,918	33,312	4%
Staff – All Position Types	2,043	2,047	2,191	2,222	2,329	2,400	3%

Figure 4-12 Student Enrollment Data SOURCE: DMACC Office of Institutional Planning & Research

- **The number of Strategic Planning Innovation Grants awarded: (Funding has leveled off at \$100,000 yearly.)**

	FY04	FY05	FY06	FY 07
# Grants Awarded	27	22	14	9
Total \$ Awarded	306,188	206,194	165,292	108,050

Figure 4-13 Strategic Planning Innovation Grant Awards SOURCE: DMACC Office of Institutional Planning & Research

4R4. Comparison to Other Institutions While DMACC currently uses data-driven assessment and research for internal continuous quality improvement processes, the College has access to limited measurable results that can be compared with other higher education institutions and/or organizations. In Iowa, each of the 15 community colleges has a Quality Faculty Plan. The Department of Education has audited a number of these, and DMACC received very positive feedback, although there is no comparative data available.

Results of the NCCBP that relate to valuing people are as follows:

NCCBP Benchmark Measure	DMACC	Median
Average Credit Section Size	18.56	19.87
Credit Course Student/Faculty Ratio	18.56	18.80
Instructional Faculty Load:		
% Credit hours taught by FT Faculty	55.07%	53.42%
% Credit hours taught by PT Faculty	44.93%	46.58%
% Sections taught by FT Faculty	56.75%	50.77%
% Sections taught by PT Faculty	43.25%	49.23%

Figure 4-14 NCCBP Benchmarks Instruction Data SOURCE: NCCBP 2006 Aggregate Report

Improvement (I)

411. Improving Processes DMACC intends to improve its current processes and systems for valuing people by:

- Refining the processes for funding and awarding Innovation Grants. These Grants have become a highly anticipated opportunity for faculty and staff to explore creative solutions and additional services to the College.
- Developing a systematic way of communicating faculty and staff development events to all employees.
- Exploring additional processes for recruiting and retaining underrepresented staff and faculty through the diversity initiatives.
- Exploring additional processes for identifying and recognizing exemplary work by staff. There are many extraordinary individuals employed at the College; recognition of their efforts will result in sharing of best practices, ultimately improving student learning.
- Improving the process for monitoring faculty and staff workloads. Because College enrollment is growing steadily, keeping up with the increased workload is difficult. Some departments (both service and academic) are understaffed; the problem needs to be addressed in order to meet the FIRST in Quality goal.

412. Priorities for Improvement The first priority improvement in Valuing People is the development of additional measures to determine the effectiveness of the Colleges processes in this criterion. Students evaluate the effectiveness of the institution, which is a reflection on the staff, and there are many indirect measures available. However, the College does not consistently compile and analyze results of many of the processes used in valuing people, and in some processes there are few direct measures or comparative data available. The Director of Institutional Research is working with key staff to identify additional measures of success.

Additionally, DMACC currently has 2 Action Plans that focus on Criterion 4; Valuing People that are in the implementation phase now (*see 7P1*):

- Business and Industry Collaboration
- Increase in Full-Time Faculty

The President keeps staff and faculty informed through emails, additional focus groups, and presentations at events such as the annual staff in-service day in March. In addition, exit interview information is retained and considered when setting targets for improvement concerning faculty and staff satisfaction.

The College communicates current results, improvement priorities and initiatives through publications and press releases to the media to highlight College activities, initiatives and successes to the general public—i.e., information about new programs, enrollment data, etc. In addition, the *DMACC Daily* and the *DMACC Bulletin* are important communication tools for employees. These communication vehicles are delivered electronically to every DMACC employee in their email. The *DMACC Bulletin* is also posted on the web site, as well as featured events and showcased programs for public consumption.

AQIP CRITERION 5: LEADING AND COMMUNICATING

Context for Analysis (C)

5C1. Leadership/Communication Systems Des Moines Area Community College employs a traditional higher education organization and leadership structure. The College is governed by a nine-member board responsible for overall policy and fiscal oversight of the College and for the direct supervision of the President. DMACC's President serves as the Chief Executive Office and is responsible for the operation of the College. The Board of Directors delegates the authority to the President to execute all

policies established by the Board. Six administrators, who report directly to the President, assist him with handling district-wide responsibilities, developing and implementing policies and procedures and problem resolution. Specific duties of district administrators are outlined below:

- Executive Vice President, Academic Affairs: plans, organizes, administers and promotes the development, implementation and evaluation of instructional programs and related support services to meet the needs of the learning community. Serves as Chief Academic Officer for the College.
- Vice President Business Services: plans, organizes, directs and evaluates all operations relative to effective financial and physical facilities management of the institution. Serves as the Chief Financial Officer for the College.
- Vice President, Community & Workforce Partnership: plans, organizes, administers and promotes unique educational programming for under-represented populations and partnerships throughout the community.
- Vice President of Information Solutions & Institutional Research: develops, recommends and administers all technology integration and information systems for the College.
- Director of Marketing & Public Relations: develops, recommends and administers all internal and external marketing and public relations for the College on a district-wide basis.
- Executive Director of Foundation: administers, develops and promotes foundation partnerships and activities for the College on a district-wide basis.

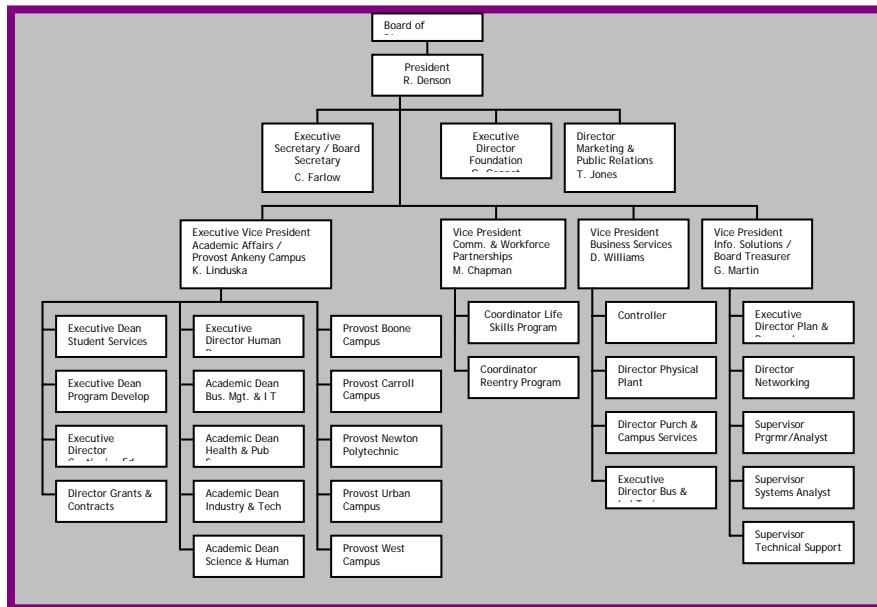


Figure 5-1 DMACC Organizational Chart 2006

The President has an 8-member Cabinet (direct reports, and the Executive dean of Student Services and Controller) that serves as the chief advisory body to him, and meets weekly. The Cabinet addresses all major district-wide issues, approves all personnel requisitions, reviews all financial requests, and coordinates the execution of the strategic planning goals, objectives and activities. It is an effective forum for information sharing and decision making.

Five of the 6 campuses have a provost responsible for the day-to-day operation of his or her campus. For the largest campus, Ankeny, the Executive Vice President for Academic Affairs serves as provost. There are also five academic deans on the Ankeny Campus that are responsible for coordinating programs and courses in the academic disciplines. The deans provide curriculum oversight for specific programs offered throughout the district. There are two executive deans that provide oversight district wide; in Student Services and Program Development. In addition, there are several director positions responsible for Program Development, Continuing Ed, Student Services, Planning and Research, Grants, Library Services, High School Programming, and Distance Learning.

In addition to the official organizational chain of command, DMACC has committees, commissions and workgroups organized to address functions or initiatives vital to the overall mission of the College. Staff contributes to the administrative and decision-making processes of DMACC through involvement in these committees, commissions and workgroups. Those standing committees and commissions include:

Committees	Commissions
<ul style="list-style-type: none"> • Strategic Planning Council • Action Plan Teams • AQIP Leadership Team • Provost/Dean Team • District Chair/Assessment Team • Enrollment Management Workgroup • Affirmative Action Committee • QWL/Staff Development Committee • Recreation/Wellness Advisory Committee • Labor/Management Higher Education Association (HEA) • Labor/Management Educational Services Association (ESA) • Job Evaluation Hay Committee • Grade Appeals Committee • Distance Learning Committee • Faculty Load Committee • Safety Committee 	<ul style="list-style-type: none"> • Curriculum Commission • Academic Standards Commission • Diversity Commission

Figure 5-2 Standing Committees/Commissions

The three Commissions serve as decision making bodies for the College. Each member is appointed by the Executive Vice President or President and members serve three- to five-year terms. Commissions have specific responsibilities and powers, meet regularly, and submit an annual report to the College leadership team. Each Commission’s recommendations require a minimum two-thirds approval by its members. Recommendations of the Curriculum Commission are submitted to the Executive Vice President, Academic Affairs. Recommendations of the Academic Standards Commission are submitted to the Executive Dean of Student Services and then to the Executive Vice President of Academic Affairs for final approval. Recommendations of the Diversity Commission are submitted to the Executive Vice President of Academic Affairs.

Committees and workgroups address very specific College issues; each committee or task force has a clearly defined purpose and is provided appropriate authority to accomplish its responsibilities. Committees are ongoing while workgroups disband after accomplishing a specific purpose. The majority of committee and task force members are appointed by the President or Executive Vice President; however, some appointments are delegated to vice presidents, deans or employee associations.

Two major formal employee organizations exist at the College: the DMACC Higher Education Association (HEA) and the DMACC Educational Services Association (ESA). The HEA is open to all employees engaged in contracted full-time work as teaching professionals and represents its members in the bargaining and grievance process. The ESA is open to all full-time and permanent part-time employees engaged in providing support services for the College. The ESA represents its members in the bargaining and grievance process.

Students at Des Moines Area Community College play an important role in the governance and decision-making regarding issues that affect them. Students have the opportunity to serve on all three Commissions and other institutional committees and workgroups that relate to student life, instruction and student services. Each campus has an active Student Action Council (SAC). The number of students involved varies with location. In addition to its involvement in College governance, the Student Action Council provides students with opportunities for leadership by serving on student governance committees.

5C2. Leadership Systems Alignment DMACC ensures that the practices of its leadership team at all levels in the institution align with the practices and views of its Board through extensive communication systems, and collaborative partnerships and open dialogue in all of its initiatives. The Board decisions are driven by the College mission and goals, and the strategic plan flows from those goals. Decisions by the leadership team are made within the parameters of the policies and procedures of the College. Planning decisions throughout the institution are made within the framework of the strategic plan.

The College operates as one district that supports individual campuses and centers. District functions provide central services and consistency in operations, procedures, and processes. Individual campuses assume responsibility for day-to-day operations consistent with district policy and operation procedures. Campus provosts and academic deans have autonomy to make campus specific decisions that meet the guidelines and policies of the College. The system strives to provide a framework to achieve the objective of operating as a single institution while preserving autonomy and decision-making authority at each campus and site.

DMACC makes extensive use of outside advisory committees charged to oversee the development, continuance and monitoring of its programs and departments. Each career/technical program has an advisory committee; members include former students, both union and nonunion workers and business and professional leaders. All advisory committees are appointed by the Board of Directors based on recommendations of program chairpersons, deans, Vice Presidents and the President.

5C3. Institutional Values The institutional values and expectations of the College regarding ethics are as recommended in Sarbanes-Oxley legislation. DMACC has established a Board policy creating a written code of ethical conduct. Referred to as Board Policy 5023 (<http://www.dmacc.edu/hr/policies/TC-5000.pdf>), this policy sets forth fundamental expectations relating to all business and fiduciary conduct. Fairness, integrity, respect, accountability and compliance with the law are the basic tenets of this code of conduct. A section describing ethical conduct for senior management is included in this policy.

The College has an Affirmative Action Committee and Diversity Commission in place, both of which regularly address issues of equity and social responsibility. DMACC recently participated in an equity audit with the Iowa Department of Education (*see 1C4*). Faculty addresses social responsibility using a variety of instructional tools, including service learning, classroom assignments that reflect the need for social responsibility, and through the student clubs and organizations they sponsor. One of the six general education competencies addresses social responsibility and equity: Developing an understanding of human society and cross-cultural variation and perspective.

Participation in community service is an expectation at DMACC. The faculty, in their work load policy, is required to spend five hours each week in institution building activities. Institution building can be defined as working to improve the College internally; it can also be defined as working in the community for the betterment of all of our citizens. The faculty at DMACC takes that role seriously, and the number and breadth of community wide activities in which the faculty is involved is very extensive. Administrators are expected to be visible and active in community organizations in order to define the needs of the communities served by the College. Students in many disciplines and programs have, as a part of their curriculum, a community service component.

Processes (P)

5P1. Leadership Systems Alignment with Board The DMACC Board of Directors, during annual retreats, sets goals for their work and that of the President and the leadership team. The Board goals are in alignment with the strategic plan, which reflects the College mission, vision and values. The College's strategic planning model consists of a ten-year plan with three-to-five-year Action Plan cycles and an expectation that at the end of each cycle, DMACC's goals will be reassessed and revised (if needed) to assure that there is alignment between the mission, vision, and values and the College strategic plan. The ten-year goals are very clear (*see 1C2*) with measurable objectives guiding all decision-making. The development of the plan included input from all areas of the College and from external stakeholders. To accomplish this, the President conducted a series of focus groups at each campus, with other stakeholders groups, students, HEA and ESA bargaining units, and other external constituents. All input was considered and integrated into the three primary goal statements. The resulting plan identifies a common set of goals and priorities that support DMACC's commitment to students of creating opportunities for student success. Each goal has at its core a strong focus on the needs of the student for quality education, for access to services, and for an affordable education. Action Plans are developed to support the indicators of each of the goals, Action Plan committees coordinate the accomplishment of the objectives that support the goals, and are reviewed regularly by the dean/provost team, the Cabinet, and the Board of Directors.

5P2. Opportunities to Build a Learning Environment The ten-year College goals require strong connections to the community and to expanding opportunities for students at DMACC. The second strategic planning goal, FIRST in Service, directs the leadership team to serve more of the constituents in the College district by identifying gaps, creating partnerships, and meeting the educational needs of the communities. The President spends a significant amount of his time in the community meeting with leadership in the K - 12 districts and four year colleges and universities, business leaders, government and nonprofit agencies, and legislators and public policy makers to identify needs and establish partnerships. He solicits feedback from all of the communities in the district on how to better serve students, and articulates these needs to the Cabinet and to the provosts and deans. Those groups work to develop services and programs that respond to the identified needs. Specific plans must be developed, and the administrators are held accountable for accomplishing the objectives.

The Cabinet meets weekly to discuss and prioritize emerging needs and opportunities. The Board of Directors meets monthly with the President in an open session; a part of the Board meeting is reserved for the President to report on community needs and opportunities. The Board approves all funding for new programs, facilities, or major initiatives. In addition, Commissions, committees and workgroups meet regularly and make recommendations for initiatives and policies to improve or expand educational program or access or services to students.

5P3. Decision Making Processes Decisions regarding day to day operation of the College are made by leaders and managers at all levels in the organization. The organization is very flat, and has clearly defined policy and procedure to guide the decision making process. The institutional culture allows decisions to be made at the level closest to the student. Consequently, many daily decisions regarding operational issues are made at the staff and faculty level, rather than by the College leadership team. This process allows the administrative team to focus on larger, district-wide strategic decision making, including assessment of student learning, new program development, instructional methodology, diversity issues and strategic planning. Most new initiatives are first reviewed and approved by the provost/dean group, which includes all the instructional administrators, and representatives from HR, the Business Office, Public Relations, and Information Technology. Once approval is given at that level, all program, financial, and personnel recommendations and actions are approved by the Cabinet, and most (at a pre-defined standard) are also approved by the Board of Directors. Faculty members, district chairs, Group Leaders and program chairs make decisions regarding curricular content, assessment tools, scheduling of courses, delivery methods and classroom management strategies. Student services processes and policies are made jointly by the provosts and deans. Budgeting for faculty and staff recommendations are made by the deans and provosts to the Cabinet and from the Cabinet recommendations are presented to the Board of Directors. All decisions at all levels are made within the parameters of state guidelines, Board policy and institutional procedure.

In addition to the administrative and faculty teams at DMACC, the Curriculum, Diversity and Academic Standard Commissions have defined decision-making authority. These Commissions have autonomy within their scope of authority, and their decisions need only approval of the Executive Vice President for Academic Affairs. The specific work of the Commissions is outlined as follows:

Curriculum Commission: The Curriculum Commission is responsible for reviewing, evaluating and approving all credit curricular offerings. The Commission is further responsible for recommending:

- | Curriculum Commission Reviews, Evaluates, Approves and Recommends: |
|---|
| <ul style="list-style-type: none"> • the appropriate integration of existing curricula, courses and core courses • a coring topology and method for identifying and placing existing courses within the topology • Creation or discontinuation of curricular offerings • approval of new curricular proposals presented by any department or campus of the College • consistency of requirements for degrees, diplomas and certificates at Des Moines Area Community College |

Figure 5-3 Curriculum Commission Functions

The Commission meets twice monthly, and approves nearly 200 curriculum proposals each year.

Academic Standards Commission: The Academic Standards Commission is responsible for reviewing, evaluating and recommending district-wide academic policies and regulations. Specifically, the Commission approves:

Academic Standards Commission Reviews, Evaluates and Recommends:	
<ul style="list-style-type: none"> • general institutional admissions processes and requirements • assessment cut off scores for placement • grading policies and procedures • attendance policies • academic honors policies • academic probation, dismissal, and preadmission policies • withdrawal policies • eligibility rules • examination and testing policies and procedures • other issues involving the academic performance of DMACC students 	

Figure 5-4 Academic Standard Commission Functions

Diversity Commission: The Diversity Commission was established in June, 2006, as an outgrowth of the Diversity Committee. The Commission is responsible for providing leadership in all diversity initiatives, and ensuring the integration of diversity into all aspects of institutional life. The goals of the Diversity Commission are:

Diversity Commission Leads, Reviews, Evaluates, and Approves DMACC Activities:	
<ul style="list-style-type: none"> • To engage students in an open, supportive and responsive environment • To support teaching and learning styles and strategies to reflect the diverse need of DMACC's learners • To support development of curriculum that reflects a multicultural as well as global society • To develop activities and special events on campus promoting diversity • To actively recruitment staff and students who represent a diverse world • To establish a district-wide communication system to share information regarding diversity • To seek partners to advocate diversity in the DMACC region • To identify and implement best practices in diversity awareness 	

Figure 5-5 Diversity Commission Functions

5P4. Planning Processes In 2002, the College hired its first Director of Institutional Research. During the 4 years since the position was added, DMACC's use of data to make decisions has increased substantially. DMACC's Office of Institutional Planning and Research is charged with serving the entire College: Board, President, Cabinet, provosts and deans, departments, committees and faculty and staff, to provide them with data to support decision-making.

- Types of data provided to the President, Cabinet, Board, provosts and deans include:

Data	DMACC Trend Line	State Comparative Data	National Cohort Comparative Data
Student Enrollment Overall and by program and other groups)	X	X	X
Full-time, Part-time Breakdown	X	X	X
Facility use and Planning Model	X		X (NCES)
Population Penetration	X	X	X
Student Retention and Persistence Rates	X	X	X
Graduation Rates and other Awards Data	X	X	X
Demographic Data	X	X	X
Student Opinion Surveys	X		X
Faculty/Staff Surveys Regarding DMACC Operations	X		
Grade Distributions Comparisons	X		
Retention Rate Comparisons	X		
Admissions Wait List Data	X		
GIS data and maps	X		
All SCT Banner data and reports	X		

Figure 5-6 Decision-Making Data Resources SOURCE: Office of Institutional Planning & Research

In addition to all or parts of the above list, the following specialized information is available for committees, departments, faculty and staff:

Data	DMACC Trend Line	State Comparative Data	National Cohort Comparative Data
Program and Department survey data	X		
Individualized grade distribution data	X		
Individualized course retention data	X		
Various research studies	X		
Class list student information	X		
Many SCT Banner data and reports	X		

Figure 5-7 Decision-Making Data Resources SOURCE: Office of Institutional Planning & Research

The ten-year strategic plan includes measurable objectives for each of the Action Plans, and outcomes are widely distributed within the College, and to several stakeholders outside of the College. The Board

reviews the outcomes each year, and uses them in the yearly evaluation of the President. The Action Plan committees use the data to evaluate the objectives, and refine or change the Plans to reflect changing student needs.

In addition to the uses for the strategic planning process, data is used at the College for daily planning and decision making. Faculty use assessment data to improve instruction and identify curricular changes. Student services use data to recruit and enroll students, and to develop services to improve retention. Deans and provosts use data to plan schedules and facilities and to plan for new or changing programs. Cabinet uses data extensively to plan for budget expenditures and allocation of resources. Few decisions are made at the Cabinet level without data available to validate the decision.

5P5. Communication Processes Effective communication within a large and diverse organization like DMACC is an ongoing challenge. The geographic distance between the campuses, coupled with programs and operations at numerous sites within the 11-county area requires a variety of methods and techniques to foster effective communication. The challenge is to ensure that each employee, student or stakeholder has access to the information they need to be well informed and to perform their job effectively. It is also essential that each person has an opportunity to provide meaningful input into the institution's decision-making process.

Communication between levels at DMACC occurs in various ways. Focus groups, informal discussions, regularly scheduled meetings, in-service days, email, campus communications, the external web site; phone, voice mail, electronic faxing, the intercampus mail system, and an internal Share Point Portal site are the most common methods for communicating between and among levels. DMACC also relies on its leadership structure to communicate priorities and goals within and outside of the College. The College's committees and commissions provide a core structure for formal communication of educational decisions and provide input into College governance. This structure is complemented by a variety of campus meetings and communication structures within individual College units. Members of the bargaining units also have formal and informal avenues for communication. Regular communication channels for the College include:

- The Board of Directors meets monthly in an open forum. The College leadership team (Vice Presidents, provosts, deans, and directors) attends the meetings, and frequently presents information to the Board. Board minutes and actions are posted on the College intranet.
- The DMACC Cabinet meets weekly to address operation issues and initiatives across the district.
- Deans and provosts hold monthly meetings to address issues that are crucial to ongoing College operations.
- Each Vice President/provost/dean/director holds regular bi-weekly or monthly meetings to discuss issues critical to the operation of their departments.
- The three Commissions meet at least monthly (sometimes more frequently) to manage the operational processes for which they are responsible.
- College-wide Committees meet on a regular basis.
- Three times yearly: fall, winter, and spring, the College holds a President's Day and all faculty and staff are invited to attend and participate.
- Monthly meetings of the Labor/Management groups provide a formal forum for discussion of issues related to the bargaining agreement, as well as issues that are of concern to either party.
- District chairs meet on a monthly basis to foster communication between faculty members in the academic disciplines across the district.
- The HEA and ESA meet monthly.
- The President and Executive Vice President hold open forums at each campus at least once yearly for all employees of the campus.
- Implementation of the technology of the Tandberg Video Conferencing and the Iowa Communication Network (ICN) provide additional resources to allow interactive communication without the need to travel to a central meeting site.
- The DMACC Daily and the Student DMACC Daily are electronic newsletters that provide information about district wide activities.

- The DMACC e-mail system allows for several list serves that reach all employee groups at the College. The President and several of his staff frequently use this system to communicate information to a large audience.

Developing communication systems that allow for effective communication at all levels will always be a challenge at DMACC. The geographic distances between campuses, the number of campuses and centers, and the large employee and student population are all factors that impact the College's ability to communicate effectively to all of its stakeholders.

5P6. Leadership Communication of Values The President very effectively communicates to the College employees, students, and its other stakeholders a shared mission, vision, values and high performance expectations regarding institutional directions and opportunities. He engages the faculty and staff in frequent focus groups to discuss the strategic plan and the future of the College. The strategic plan is closely tied to the mission, vision, and values of the College, and because very specific objectives are outlined in the strategic plan and Action Plans, stakeholders at all levels can clearly articulate the shared vision for the College. The President and his leadership team visit classes and the Student Activities Council meetings to gather input from students, and to share the goals of the strategic plan. The strategic plan for 2006-2016 is on the College website, and all stakeholders are welcome to participate in the Action Plan committees, and monitor the progress of the institution in achieving the goals. In addition, the President and his leadership team attend staff in-service days, joint deans meetings, discipline meetings and faculty meetings and provide regular updates regarding institutional directions and opportunities. The President also publicizes his open-door policies and accessibility through the DMACC web page, electronic communications, the media, and any time he appears at a public event. Three times yearly, he holds all-staff meetings and reviews progress on the institution strategic plan and specific Action Plans. The Executive Vice President meets monthly with the deans and provosts, the district chairs, and meets biweekly individually with all direct reports. Deans, provosts and directors meet regularly with their staff members to discuss institutional priorities, and departmental and student issues.

5P7. Leadership Development The College is very committed to the development of leaders. In addition to the administrative team, leadership is encouraged among faculty and staff through several avenues. District chairs, group leaders and program chairs all have opportunities to provide leadership to their peers. Many have the opportunity to chair committees or task forces. Faculty members, professional staff and administrative staff have the opportunity to teach Teacher Improvement (TI) units through the Quality Faculty Plan. Faculty release time is also used to provide individuals the opportunity to provide leadership in the development of specific projects that support student learning. DMACC encourages faculty and staff to participate in LINC or CLIC (*see 4P4*) and/or several leadership development programs offered through universities and colleges and other professional organizations including the Greater Des Moines Leadership class, the Iowa Leadership program, and leadership initiative sponsored by other communities. In November 2006, DMACC is hosting the Midwest Chair Academy, a year long leadership development class for individuals that wish to enhance their leadership skills. Several DMACC faculty and staff will attend. Professional leave time is also afforded faculty and professional staff to further their studies and/or conduct research.

5P8. Leadership Succession and Mission The governing policies, mission, vision and values are clearly defined, published and transparent to the public in both internal and external documents, as well as the DMACC web page. All new employees receive an orientation to the College; they learn about the mission, goals and priorities of the College, and are provided an overview of the College strategic plan. In addition, DMACC's mission is stated on all hiring information, and most of the formal College documents. The mission, vision and values guide all decision-making and are embedded in the culture of the College, ensuring clear communication during transitions in leadership.

DMACC does not have a formal succession plan that is articulated in Board policy. However, the President's leadership team regularly discusses the current and future hiring needs for all key positions. Several years ago, and then again in 2003, DMACC instituted an Administrative Leadership Program to provide faculty the opportunity to gain leadership experience. A class of seven recently completed the three year program. Two of the faculty members have been hired as academic deans at

DMACC and two others interviewed for administrative positions. Additionally, in the past three years, several faculty members and other staff have filled key leadership positions at DMACC. The other leadership initiatives outlined in Criterion 4 (see 4P4) are specifically designed to identify and train high potential employees for leadership positions at DMACC.

5P9. Measures Collected and Analyzed Historically, DMACC has conducted periodic surveys to assess the level of satisfaction with and effectiveness of the College’s leadership and communication. In previous years, DMACC has utilized the Community College Goals Inventory. More recently, the College conducted a campus climate survey, the Personal Assessment of the College Environment (PACE), to identify patterns of satisfaction and dissatisfaction. The PACE instrument was administered in fall 2001 (see 4R2). Results of the survey were used as part of the strategic planning process for the current College plan. In spring 2006 DMACC implemented a faculty/staff survey of Perceptions of DMACC as a High Performing Institution (see 5R1) as a check up on the PACE instrument from fall 2001. In the spring of 2007, DMACC will be implementing the Constellation Index under the Vital Focus process in anticipation of the next AQIP Strategic Forum.

In addition, in 2004 DMACC conducted a survey of faculty, staff and Board members to assess awareness of and satisfaction with the Foundation at the College. The results of that survey impacted the DMACC Foundation through a reorganization of the division and job responsibilities.

Beginning in April 2006, an annual survey was initiated that asked DMACC faculty and staff to rate their level of agreement regarding whether or not DMACC was a high-performing institution based on the principles provided by the AQIP process. The data will be used in assessing the overall satisfaction with DMACC’s performance and focus. The initial findings are reported in 5R1 below.

Results (R)

5R1. Results for Leading and Communicating The results of DMACC’s leading and communicating processes and systems are summarized in the table below. Respondents could indicate agreement that DMACC demonstrates each characteristic of high-performing institutions on a scale of 1 to 6, ranging from strongly disagree to strongly agree. The design of the survey required that each respondent answer with either an agreement or disagreement response. Answers similar to “Do Not Know” were not allowed.

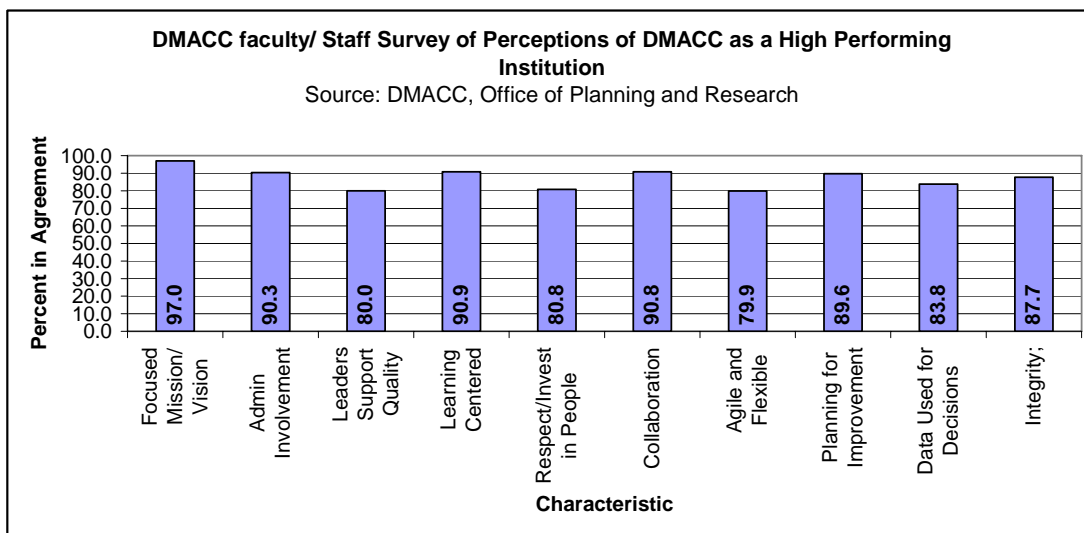


Figure 5-8 Survey Responses - Perceptions of DMACC as a High Performing Institution SOURCE: Office of Planning & Research

These results of the first year of the survey indicate that DMACC employees perceive the College as a high performing institution. There is nearly unanimous agreement that DMACC has a very focused mission and vision, and over 90% of the respondents also agreed that DMACC has strong administrative involvement in the continuous improvement process, DMACC is learner-centered, and collaboration is strong. Areas in which the College can improve are the perception that leaders support quality, that

DMACC is agile and flexible, that data is used for decisions, and that the College respects and invests in people. Because the current strategic planning process is only 3 and one half years old (begun when the new President arrived), there is still significant work to be done in DMACC’s goal of becoming the best institution that it can be.

In addition to surveying staff, DMACC communicates frequently with its stakeholders. Through forums, meetings, electronic communications and President’s Day, faculty and staff are aware of the FIRSTS Goals and the direction in which the College is moving. Indirect measures of results for leading and communicating are evident in the continuation of the growth in enrollments, strong relationships with both faculty and support staff unions, high visibility in the community, and a growth in the number of partnerships with others.

In addition, DMACC participates in the ACT Survey of Student Opinions. Although not a direct measure of DMACC’s ability to lead and communicate, the ACT Survey is a relevant measurement that indicates how students benefit from the College’s ability to lead and communicate.

The College administers the ACT survey to students on a three-year cycle to determine how well students feel DMACC is meeting their needs. This survey was repeated this spring (2006) using a sample of students rather than a majority of the student body so the College could determine whether it had improved. A comparative analysis of the surveys is outlined in 3R1. The data from 2003 was used to direct College initiatives in several areas. The data in 2006 reflects the initial results of some of the improvement initiatives. The table below shows that in 2003 more than 80% of students rated the overall quality of DMACC as Good or Excellent with only 1.5% rating overall quality as below average or very inadequate.

2003/2006 ACT Survey of Student Opinion Results for Overall Impression of Quality

OVERALL IMPRESSION OF THE QUALITY OF THIS COLLEGE	Survey Year		Total
	SP2003	SP2006	
Excellent	1701	239	1940
	27.57	29.15	
Good	3451	436	3887
	55.94	53.17	
Average	934	132	1066
	15.14	16.1	
Below Average	68	10	78
	1.1	1.22	
Very Inadequate	15	3	18
	0.24	0.37	
Total	6169	820	6989
Frequency Missing = 333			

Figure 5-9 ACT Survey Overall Impression of Quality SOURCE: Office of Planning & Research

5R2. Comparison to Other Institutions DMACC was able to draw comparisons to other institutions in only one category of Leading and Communicating, using the National Community College Benchmark Project (NCCBP). Compared to the 35 other schools submitting ACT Student Opinions Survey data for 2004, DMACC ranked in the 78th percentile in “Impression of Quality” when benchmarked.

ACT Student Opinion Survey 2003							
DMACC	NCCBP Percentiles						
Items	Reported Value	% Rank	10th	25th	Mdn	75th	90th
Impression of Quality	4.09	78%	3.57	3.70	3.79	4.08	4.17

Figure 5-10 ACT Survey Results Impression of Quality SOURCE: NCCBP Aggregate Data 2006 Report

Improvement (I)

5I1. Improving Processes Two items in the survey of perceptions of DMACC as a high performing institution are targeted for specific improvement: 1. DMACC’s agility and flexibility, and 2. leaders

support quality. In 2005 DMACC began analyzing all of its processes that affect quality in service to students. Entitled LEAN Workplace, this analysis is applied to work flow processes to identify unnecessary or problem steps in the process. Once the processes are mapped, and problem areas identified, the staff within those departments find solutions to make the processes move more smoothly, eliminate errors, or solve problems. The College is midway through analysis of the student admission and registration processes now, and changes will be in place before summer term, 2007 begins. The adoption of LEAN Workplace will assist the College in becoming more agile and flexible in responding to community needs. An area of the College that has caused some unease in the faculty ranks regarding quality is the significant growth on online courses. To address this perception of quality in course development and delivery, the College has appointed a task force to evaluate the processes related to online course development, how faculty are assigned to develop and teach the classes, and how online classes are assessed. The task force will recommend new processes regarding online teaching and learning. The anticipated timeline for implementation of the new process for offering online courses is fall of 2007.

5I2. Priorities for Improvement In addition to the two major initiatives identified in 5I1 that will improve DMACC's ability to lead and communicate, DMACC's strategic planning Action Plans target priorities for improvement.

The current Action Plans that specifically address leading and communicating are: (*see 7P1*).

- Business & Industry Collaboration
- Dual Enrollment Strategies
- Enrollment Management
- New Program Development
- Increased Foundation Scholarships

As DMACC staff and faculty retire, a priority for improvement is the development of new leaders to continue to improve the College through continuous improvement initiatives.

Finally, as a part of the FIRST in Quality goal in the strategic plan, DMACC is committed to improving the percentage of students rating the institution as good or excellent. The goal for the next ACT survey (in 2009) is for DMACC to be in the 90th percentile of students ranking DMACC as good or excellent.

The results and improvement priorities are communicated through regular updates from the President and CAO, the *DMACC Daily* to all faculty and staff and through direct e-mail communications. There are monthly dean/provost meetings, monthly district chair meetings, weekly Cabinet meetings, monthly Board of Director meetings, President's Day all-college faculty discipline meetings, individual department meetings, and regularly scheduled individual campus meetings all designed to communicate results and improvements in leading and communicating.

AQIP CRITERION 6: SUPPORTING INSTITUTIONAL OPERATIONS

Context for Analysis (C)

6C1. Key Student Support Services DMACC employs a collaborative approach focused on student support through institutional operations that includes Enrollment Services, Student Development, Instructional Support Services, and Student Life:

Administrative Process	Department Function	Services	Indicators/Artifacts
Enrollment Services	<ul style="list-style-type: none"> Provide effective assistance to students in selecting the programs of study that best meet their learning needs Recruit students Assist students in transferring Assist students in securing financial aid Assist veterans that wish to return to College 	<ul style="list-style-type: none"> Admissions Registration Student Records Transfer Services Financial Aid Academic Services Veterans Services International Students Services 	<ul style="list-style-type: none"> ACT Student Satisfaction Survey Dual Enrollment Program w/ ISU Financial Awards Graduation Awards Articulation Agreements UNI 2+2 Programming Student Handbook College Catalog Web Site Academic Standards Commission
Student Development	<ul style="list-style-type: none"> Provide counseling, advising, and other support services that improve students' chances for success in their educational endeavors Provide placement services for all students seeking full-time or part-time employment. Provide testing to determine students' readiness for college level work Provide career planning services to assist students to make good career choices. 	<ul style="list-style-type: none"> Educational Advising Counseling Career Planning Assessment Center Career Resource Center Job Placement Office Information Center 	<ul style="list-style-type: none"> ACT Student Satisfaction Survey Early Warning System Student Handbook College Catalog Web site Annual Placement Report Students Enrolled in Work Study Academic Probation/Suspension Records
Instructional Support Services	<ul style="list-style-type: none"> Provide academic upgrading, prerequisite coursework, or enrichment courses Provide college coursework support Provide basic literacy skill development Provide opportunities for adults to complete their high school education Provide extended educational resources to first generation or low-socio-economic students Provide equal access to educational opportunities for students with disabilities 	<ul style="list-style-type: none"> Special Needs Tutoring Academic Achievement Centers Writing Labs Libraries Iowa New Choices Program Upward Bound College Connection Student Support Services Re-Entry Program Correctional Education Program Computer Labs Tutoring Services Special Needs Accommodations ABE/GED Preparation Noncredit English Language Instruction 	<ul style="list-style-type: none"> Course Retention Data Student Persistence Data GED Graduates Program and Course Schedules Job Placement Data Individual Campus Libraries Web-based Library Resources Inter-Library Access Adult High School Diplomas ESL Enrollment Information
Student Life	<ul style="list-style-type: none"> Provide learning experiences and co-curricular activities that promote personal, social, academic and career development of students Provide governance experiences for students on campus 	<ul style="list-style-type: none"> Student Activities Council (SAC) Student Clubs & Organizations Choir, Drama, Band Recreation & Wellness Programs Athletics - Intercollegiate & Intramural Child Care (limited campuses) Student Health Center 	<ul style="list-style-type: none"> ACT Student Satisfaction Survey Student Handbook College Catalog Web Site SAC and Student Ambassadors Iowa Community College Athletic Conference Membership National Junior College Athletic Association Intercollegiate Sports Programs in Baseball, Men's Basketball, Women's Basketball, Golf, Volleyball Campus Crime Statistics

		<ul style="list-style-type: none"> • Information Center • College Bookstores • Housing (limited campuses) • Food Services • Emergency Auto Service • Campus Security • Parking 	
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Figure 6-1 Key Student Support Services

Key Administrative Services

DMACC provides the following administrative support services in Human Resources, Facilities Management, Foundation and Resources Development, Business Office, Information Solutions, and Institutional Planning.

Administrative Process	Department Function	Services	Indicators/artifacts
Human Resources	<ul style="list-style-type: none"> • Manage the hiring process for all staff and faculty • Maintain the employment policies and procedures • Administer the employee benefits at the College • Ensure compliance with the hiring processes, Affirmative Action policy, and other legal requirements • Serve as a resource for disputes or concerns from employees 	<ul style="list-style-type: none"> • Hiring • Affirmative Action compliance • Collective Bargaining Agreements (HEA, ESA) • Contracts/Employment Agreements/Faculty Summer Extensions • Job Evaluation • Performance Evaluations • New Employee Orientations • Benefits • Payroll • Faculty Staff Development 	<ul style="list-style-type: none"> • Improvement Units (TIUs) earned • Employment data • Affirmative Action Plan • Faculty/staff evaluations • Benefits data • Collective Bargaining agreements • Evaluations of staff development initiatives
Facilities Management	<ul style="list-style-type: none"> • Manage the DMACC facilities in such a way that a safe, clean environment is provided for learning and supporting learning. • Analyze and recommend space usage, including remodeling and new construction • Oversee security for students and staff at all campuses 	<ul style="list-style-type: none"> • Custodial Services • Facilities Planning and Management • Remodeling and new construction services • Oversight of all security staff • Grounds maintenance 	<ul style="list-style-type: none"> • Inspection Reports • DMACC Facilities Plans • Room and building usage • Accessibility reports • Crime Statistics
Foundation and Resource Development/Grants Office	<ul style="list-style-type: none"> • Identify federal & state financial resources • Identify community resources • Raise capital & scholarship funds • Research and develop grants to meet the needs of the students and programs at DMACC • Manage endowment and deferred giving 	<ul style="list-style-type: none"> • Program Development • Community Outreach • Donor solicitation • Endowment management • Award scholarships • Monitor federal government and foundations for available grants 	<ul style="list-style-type: none"> • Grant Dollars Awarded • Student scholarships awarded • capital funds raised • Individual contributions to Foundation • Corporate contributions to Foundation
Business Office	<ul style="list-style-type: none"> • Provide management and oversight of the College budget • Provide oversight of the yearly audit functions • Provide oversight of College Auxiliary functions, including campus Bookstores and Purchasing • Invests College funds per Board policy • Manages all special fund expenditures 	<ul style="list-style-type: none"> • Accounting/Business Office • Student Accounts • Purchasing • Risk Management 	<ul style="list-style-type: none"> • Annual Budget • Investment reports • Year-end financial audit • Documentation of all account expenditures • Percent of budget spent on instruction • Number of bids let

	<ul style="list-style-type: none"> Collects tuition, state aid, and other revenue 		
Information Solutions & Institutional Planning	<ul style="list-style-type: none"> Maintain DMACC's Information technology system, including the network and VOIP system Manage the Banner administrative data system Manage the purchase, installation, and updating of technology in the classrooms Manage the inventory of computers and other technology for the district Support student and staff use of technology in the classroom and in performing daily functions Manage the institutional research function Manage the state and federal reporting system. 	<ul style="list-style-type: none"> Purchases and maintains all technology for the College College network College administrative computing system Support for data gathering needs VOIP services 	<ul style="list-style-type: none"> Numbers of computers on campus Student to computer ratio Amount of bandwidth available Number of applications purchased for student use Average helpdesk ticket time Number of information requests fulfilled Fast and efficient network services Prompt service for technology problems Connected voice and data functions Centralized institutional research

Figure 6-2 Key Administrative Services

6C2. Identification of Student and Administrative Support Service Needs The Student and Administrative Services identified in 6C1 provide direct support for the processes identified in Criterion 1 Helping Students Learn (*see 1P1-1P13*), as well as Criterion 2 Accomplishing Other Distinctive Objectives (*see 2P1-2P3*). These institutional support structures and resources provide the framework for the educational experience at DMACC by managing systems for student recruitment, enrollment, retention, and placement; hiring and retention of quality staff; operation of facilities in which to provide quality instruction; up-to-date technology, and adequate resources to provide the necessary services for optimal student learning.

Processes (P)

6P1. Identifying Support Service Needs DMACC identifies the student support service needs through many of the same processes used to identify student and faculty needs relevant to learning support (*see 1P9*) and the changing needs of student groups (*see 3P1*). The College uses student surveys, industry surveys, assessment tools, student orientations, the advising, counseling, and enrollment management staffs, outreach through the Academic Achievement Centers, and outreach activities through the Community and Workforce Development staff to gather input on student need for support services. In addition, the College identifies support needs through responding to requests from students, faculty, staff and other key stakeholders. The Iowa Department of Education requires that all community colleges provide certain Student Services functions.

6P2. Identifying Administrative Support Service Needs The administrative support service needs of faculty, staff and administrators are identified through the use of faculty, staff, and administration surveys, and to a great extent, requirements by state and federal legislation. Administrative support services are monitored for quality, consistency and timeliness through the regular reporting of departmental data. Many of the same process models identified in Criterion 3: Understanding Students' and Other Stakeholder Needs (3P2) are used in the identification of the administrative support service needs of faculty, staff, administrators and other key stakeholders. Many of the administrative functions at DMACC (Business Office, Human Resources, and Facilities Management) are required by the Iowa Department of Education.

6P3. Daily management of Key Processes All key student and administrative support processes are directly supported and managed through structured administrative departments to ensure that they are meeting the needs of students and key stakeholder groups within the College. DMACC utilizes a large professional staff to support the nine administrative processes listed in 6C1, as well as full and part-time faculty, and full-time and part-time clerical and technical support staff to support students and learning.

DMACC departments are organized for optimal service to the students to support their academic journey. All departments hold regular staff meetings, and information is shared horizontally and vertically. All staff is encouraged to serve on committees and engage in college-wide discussions and decision-making. Many staff members are cross-trained with others in their departments. Regular meetings are conducted with focus groups of students and staff and advisory committees to share information, identify needs and respond appropriately.

Documentation of the College processes are recorded in planning documents, required record-keeping documents and staff meeting minutes. Students have an active voice in addressing needs and interests through the formal process of the SAC, as well as on a more casual basis through communication with instructors and staff on the campuses. The Executive Dean of Student Services and the Executive Vice President meet with the SACs regularly to solicit input on College operations, and the President formally meets with the SACs from all campuses before tuition is set, to get input and feedback on the proposed tuition increase. The President also attends any classes he is invited to, and used classroom presentations to get input from students during the development of the current strategic plan.

Administrative support services staff are involved in and are an integral part of the communication and decision making that that is part of the commission, committee, and workgroup structure. Staff and students are actively encouraged to serve on the Action Plan work groups so that changes and improvements have input from individuals at all levels of the College.

6P4. Use of Information to Improve Support Processes College-level: The data that the College collects - internal and external - drive the decision making and planning processes at the College. As stated in 1C2, DMACC's 2016 Vision for Success drives the overarching institutional decision making processes. The three primary goals, FIRST in Quality, FIRST in Service, and FIRST in Affordability tie directly to the decision making processes in the student and administrative support service departments. The strategic planning Action Plans are contained in a centralized electronic web site accessible to all employees of the College and the Board of Directors.

Department-level: All departments individually monitor and analyze specific data derived from daily and weekly reports from Banner or the Office of Institutional Research. Each department also conducts regular meetings to review processes and issues, make decisions, and response to needs as they arise. Decisions are forwarded to the directors, deans, the Executive VP of Academic Affairs and Cabinet if there is a district wide impact on services, or if non-budgeted resources or new staff is required for implementation.

A significant administrative support process that permeates the entire institution is that of budget development. The Business Office facilitates the process, and each dean, director, provost and vice president uses the same process to request allocation of funds. The budget planning process is integrated with the strategic planning process, and funds are allocated yearly during this cycle to support college goals and action plans.

Task		Responsible	Dates
1.	Update FY 2007 budgets to include new salaries, tuition, verify vacant positions and non-regular salaries.	Business Services	Oct. 1 – 31, 2006
2.	Develop best current projections of FY 2007 revenue and expenditures. Roll the FY 2007, updated to include the best June 30, 2007 projections, into FY 2008 budget module.	Business Services	Nov. 11
3.	Establish budget parameters to be used for computer generation of initial budgets	Business Services and President	Nov. 13 - 17
4.	Generate and distribute initial budgets (all funds), spreadsheets, guidelines, 3 year equipment	Business Services	Nov. 20 - 24

	budgets and supporting forms to the Budget Managers.		
5.	Develop initial detail budgets; develop supporting documents and requests for any special budget additions, including funding related to accomplishment of College objectives. Budget Managers to confer with their Provost, Academic Dean or Vice President	Each Budget Manager	Nov. 27 – Dec. 8
6.	Hold face-to-face meeting with each Budget Manager.	Business Services	Dec. 11 - 22
7.	Holiday Break	Administrative Staff	Dec. 23 - Jan. 1
8.	Present a review of FY 2008 financial condition of the College to the Board.	VP Business Services	Jan. 8 (Regular Meeting)
9.	Review and approve, disapprove or modify requests for special budget additions, including funding for College objectives. Final review and approval of budget.	Cabinet and President	Jan. 15 – 19
10.	Enter budget changes and Strategic Planning Committee initiatives.	Business Office	Jan. 22 - 26
11.	Incorporate approved special additions into the budget and print revised budgets		Jan. 29 – Feb. 2
12.	Prepare detail budget document and duplicate.	Business Services	Jan 29 – Feb. 2
13.	Mail Preliminary Budget to the Board	President	Feb. 1
14.	Present Preliminary Budget to the Board	President	Feb 12 (Regular Board Meeting)
15.	Publish notice of March 13 public hearing on the budget	Controller	Feb 12
16.	Present budget to the Board for adoption	President & Board of Directors	Mar. 12 (Regular Board Meeting)
17.	Submit Board-approved budgets to County Auditor.	Business Services	Mar. 14
18.	Submit Board approved FY 2008 budget to DOE	Business Services	Mar. 15 - 24

Figure 6-3 Planning & Budgeting Schedule FY2008

DMACC's LEAN Workplace model is designed to streamline and improve the processes of educational administrative departments. The process entails identifying workgroups comprised of staff both within and across departments. The typical process of LEAN is explained below:

LEAN Workplace: LEAN Workplace is a thorough, systematic process of analyzing systems and operations conducted through a team of administrative and support staff. The typical process of LEAN Workplace is to identify an administrative process that is not timely or is cumbersome or out-of-date. The LEAN Workplace Coordinator determines the scope of the project, the people involved (those who perform the tasks), potential goals and selects a project champion. Three separate four-hour sessions are scheduled:

- 4 hours introduction to LEAN Workplace
- 4 hours mapping of current processes
- 4 hours identifying improvements, mapping future action items

The focus groups work on action items (implementation of agreed-upon changes). Follow-up sessions are scheduled to review progress, successes, roadblocks and potential new issues.

6P5. Measures Collected and Analyzed Regularly Through the use of the Banner computer system and SAS reporting system, a great deal of daily operational data is collected and used by administration, staff and faculty. Additional data can be accessed, sorted, and distributed by the Office of Planning & Research, at the request of College departments and administration. Data are used regularly for multiple purposes: monitoring and identifying needs and trends of student enrollment, including demographic and geographic data; course enrollments; program enrollments; grades; institutional assessment of student learning data; contact hours; faculty course loads; student satisfaction; course retention; student persistence; GPA; transfer data; graduation data; employment data; market penetration; market penetration by age group; budgetary data; facility and maintenance expenses; and

use of educational space. The various data collected are monitored on a daily, weekly, monthly, semester or annual basis as determined by the individuals, departments or the College.

The DMACC Student Services department collects and analyzes data on financial aid processing, admissions, transcript processing and bill payments; to identify needs and improvements for student experiences in admissions, registration and enrollment services. The DMACC Marketing Department also periodically conducts market awareness surveys to assess perceptions of DMACC by various communities or demographic groups. The most recent market awareness survey was conducted in spring of 2006: a survey was conducted of Des Moines area residents, age 35-50 years old, to ascertain this population's opinion of DMACC. Respondents were surveyed to determine their interest in college classes to further or change careers; where they might consider going to college, their reasons for choosing a college; awareness and perception of DMACC and educational experiences with DMACC.

The external measures that DMACC collects, such as the ACT Student Satisfaction Survey, are collected once every three years. An ACT survey was administered in spring 2003, with a second survey administered in spring 2006. The survey assessed student values and satisfaction in multiple areas of student support services and academic preparation (*see 3R1*).

The Personal Assessment of the College Environment (PACE) Survey was administered to faculty and staff in the fall of 2001 with a follow up Faculty/Staff Survey of Perceptions of DMACC as a High Performing Institution in the spring of 2006 (*see 4R2, 5R1, 8R4*) as a critical component to the College strategic planning process.

DMACC Facilities personnel regularly conduct a comprehensive series of custodial, grounds, mechanical, electrical and safety inspections for the College, in addition to providing scheduled safety training for all physical plant employees. Campus crime statistics are collected and reported and monitored yearly.

The DMACC Business Office uses data for all decisions regarding the receipt and disbursement of financial resources. Measures used to make decisions include: monthly revenues by source: tuition and fee, federal appropriations, state training programs, auxiliary services, state general aid allocations, property tax revenues, and interest income on investments; and monthly expenditures by source: salaries and benefits paid, equipment, materials and supplies, energy costs, debt service, and construction costs.

The Human Resources department collects and monitors data that address hiring processes, use of benefits, compliance with state and federal legislation, such as affirmative action, complaints against the College and staff, and faculty TI units.

The Information Solutions department collects data on usage of all the technology systems at the College, rotation schedules for computers and phones, and information from users about satisfaction with technology.

Results (R)

6R1. Results for Student Support Service Processes Results of DMACC success in its student support services and processes are demonstrated in multiple ways, most notably in the ACT Student Satisfaction Survey. The Survey provides the College with data that demonstrates both ranked student perception of value and satisfaction with services, allowing for a direct focus of improvement initiatives. The results of the ACT Student Satisfaction Survey completed in 2003 and in 2006 are listed in *3R1*.

The results of the Title III grant pilot project on learning communities for at-risk students are very encouraging. The Title III staff conducted research on student persistence from fall to spring for students in learning communities versus persistence for the general student population during the same time frame. The first term results for the study reveal that persistence from term to term for learning communities was significantly higher than that for the general population. The College has committed to increasing the financial support for Learning Communities as another retention tool for at-risk students (*see 1R3*).

DMACC recently instituted a call center to communicate more effectively with current students. The initial outreach contacts have included messages that welcome students to the College, remind students of tuition payment timelines, and offer graduation analysis assistance. The initial effect of the calls has been positive. A persistent problem at DMACC has been the lack of timely payment of tuition. The most significant result from the calls occurred in the fall of 2005. DMACC doubled the number of timely tuition receipts from students, which significantly decreased the number of students purged from course registrations for nonpayment of tuition. This is a one-time result, and more data will be collected to determine if in fact the calls were the factor that made the difference. In order to determine if the calls had any effect on student retention at DMACC, the Office of Institutional Research tracked the fall term retention of the students that were called vs. those that were not. The results are described below.

Number and Percent of Courses Retained by Call Center Results 2006			
Contact Result	Number of Courses Retained	Total Number of Courses	Percent Courses Retained
Contacted	433	528	82.00
Left Message	232	310	74.84
Not Contacted	336	411	81.76
Note: Differences were not significantly different at the alpha=.05 level			

Figure 6-4 Call Center Results 2006 SOURCE: DMACC Institutional Research & Planning

As a pilot in 2006, DMACC hired experienced part-time support staff to accelerate the analysis of reverse transcripts for students transferring to DMACC to ensure that students' transcripts were evaluated in a timely fashion. It proved so successful that a permanent Transcript Analyst was hired.

6R2. Results in Administrative Support Service Processes Results are categorized by Human Resources Results, Business Office Results, Foundation/Grants Results and Information Solutions Results.

Human Resources Results: The Quality Faculty Plan instituted in 2003 has resulted in earned Teaching Improvement Units (TIUs) credit in excess of 25,000 being awarded to full-time faculty. An August Academy providing faculty improvement workshops for both full- and part-time faculty was offered for the first time at DMACC in the summer of 2006, and 170 instructors registered for the two-day event (see 1R3).

With the College experiencing a high number of early retirements and also committed to increasing full-time faculty, DMACC has recruited and hired 30 full-time faculty, 26 administrative/professional and 29 support staff during FY06 (see 4R1, 4R3, Figure 4-10).

Business Office Results: The results of the Business Office processes are reported in the annual financial audit that is conducted each year and presented to the Board of Directors for approval. The entire report can be found in the Office of the Controller at DMACC. A summary appears below:

One result of the financial management processes is an institution in good fiscal health. Summary financial data for 6 years shows an increase in revenues in nearly every category.

Business Office Results	FY2002	FY2003	FY2004	FY2005	FY2006
Property Taxes					
Fund 1	4,454,282	4,611,083	4,804,984	4,843,246	5,003,825
All Funds	11,455,621	12,833,699	13,755,963	14,137,998	16,880,081
Property Valuations	22,836,710,754	23,706,589,349	23,987,899,114	24,759,084,481	26,377,644,133
Tuition Revenue					
Fund 1	21,740,244	22,611,087	29,977,373	32,188,863	34,436,608
State General Aid	20,177,551	20,324,204	20,075,536	20,524,512	22,050,079
DBR Revenue/Training Bonds					
Training Revenue	12,175,081	11,512,743	6,033,547	10,955,872	14,312,394

NJTPA Bonds Sold	8,545,000	6,170,000	7,545,000	11,745,000	7,030,000
Fund Balances					
General Unrestricted					
Fund Balance	5,293,235	5,503,043	6,117,686	6,127,446	6,443,419
Revenues	49,964,743	51,737,606	60,344,905	61,707,856	66,841,215
% of Revenue	10.59%	10.64%	10.14%	9.93%	9.64%

Figure 6-5 Financial Revenues Resources SOURCE: DMACC Finance Office

Total revenue by source has remained fairly stable over the last several years, although state appropriations are declining slightly each year.

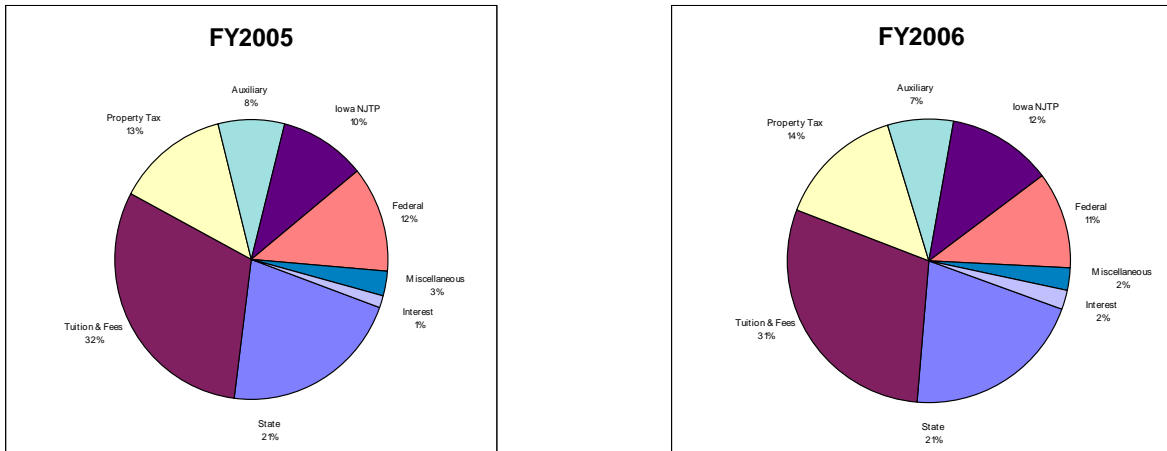


Figure 6-6a/b Institutional Revenue Sources FY05/FY06 SOURCE: DMACC Finance Office

Because state appropriations have declined, tuition rates have increased each year. However, DMACC's tuition rate is the second lowest of the 15 community colleges in Iowa.

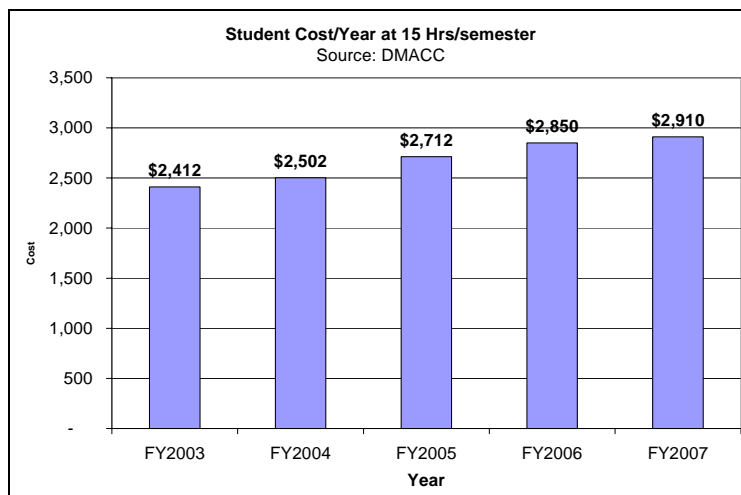


Figure 6-7 Five-Yr Tuition Expense SOURCE: DMACC FIRSTS Goals FY2006 Scorecard

Because tuition has increased, financial aid awards have also increased. Financial Aid has increased its awards in grants, scholarships, and loans from \$24,021,451 in 2002/03 serving 12,181 students to \$34,223,768 in 2005/06 serving 16,060 students. During this time period, a 6% increase in Pell Grant recipients was realized.

Foundation/Grants Results: DMACC is meeting the overall Title III goal of expanding its endowment fund through raising \$300,000 by September 30, 2008. With two years left to the grant, DMACC has secured all but \$70,198 of the total goal. In addition, DMACC's endowment balance and assets have grown substantially since 2001.

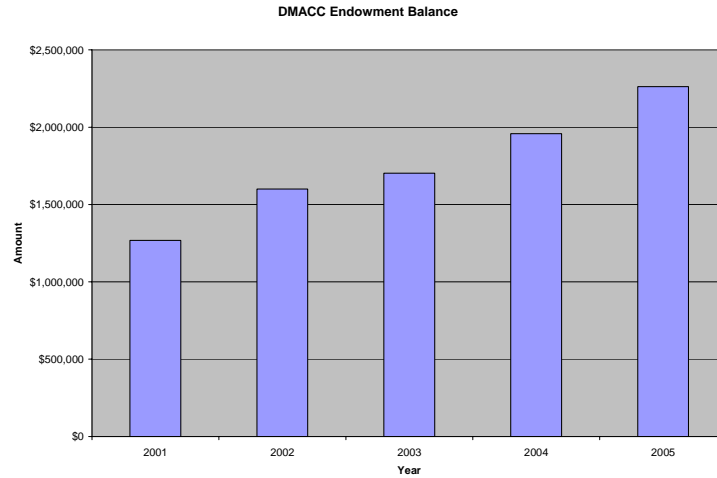


Figure 6-8 Endowment Balance SOURCE: DMACC FIRSTS Goals FY2006 Scorecard

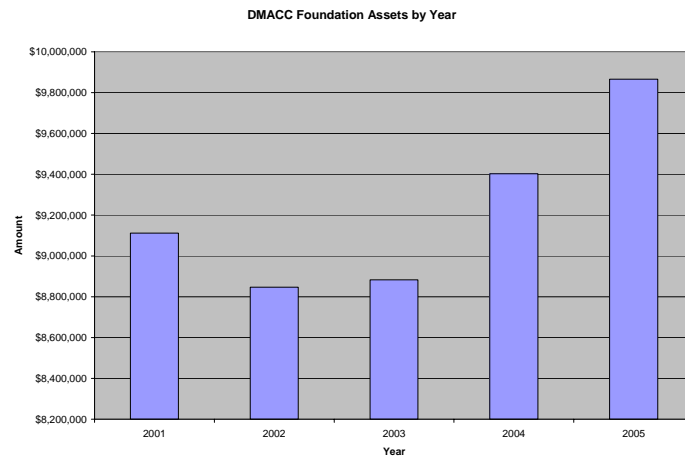


Figure 6-9 Foundation Awards by Year SOURCE: DMACC FIRSTS Goals FY2006 Scorecard

The amount and number of DMACC scholarship awards have been inconsistent over the last 5 years. Growth in scholarships is a high priority in the current DMACC strategic plan.

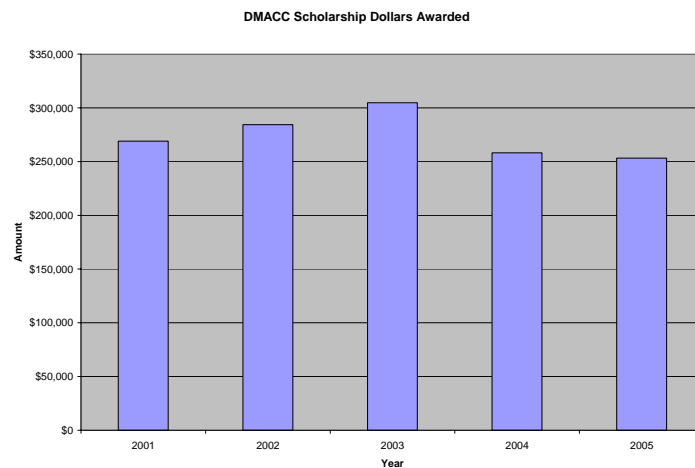


Figure 6-10 Scholarship Dollars Awarded SOURCE: DMACC FIRSTS Goals FY2006 Scorecard

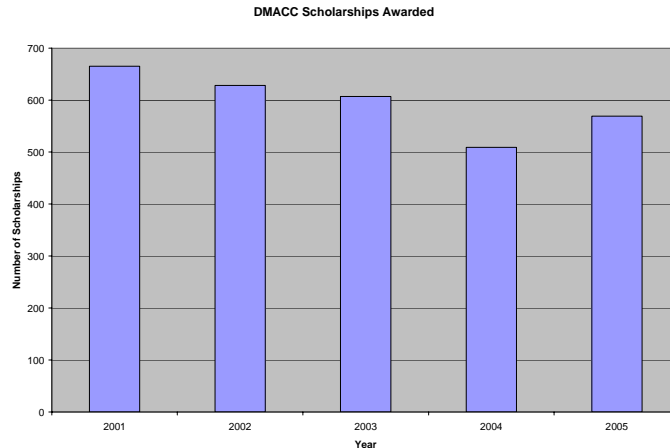


Figure 6-11 Scholarships Awarded SOURCE: DMACC FIRSTS Goals FY2006 Scorecard

DMACC currently has been awarded, and is actively working with, 25 grants totaling \$10,516,455. Additionally, the Grants Office, in cooperation with several academic departments and other partners, currently has 10 grant applications pending for FY 06, totaling \$4.8M. These grants will support College-wide instructional and outreach programs that are included in the strategic plan priorities.

Other Administrative Support Services Results: DMACC introduced LEAN in 2005 (*see 6P4*). Several departments have analyzed workflow processes using LEAN. The results of those workflow analyses are below:

Current LEAN Results:

- Electronic submission of G-invoices (reduced time and paper)
- Funds transfer replaces internal invoice (reduced time and paper)
- Email notification to authorized "requisition approvers" (reduced delays)
- Email purchase orders to vendors (reduced time, errors, rework, delays)
- Shipping/Receiving receive copies of purchase orders (reduced time, improved customer service)
- Vendor issue with Systems Integration resolved
- Shared client tracking software in DBR (improved customer service, reduced time, delays, rework)
- Various form updates and reductions, sharing of information across departments and several reductions of duplicated efforts
- Improved process understanding by all participants

Information Solutions Results:

Technology and communications systems have kept pace with industry standards; since 2001 with the incorporation of wireless technology in the West Campus, the College is expanding wireless communication capability to all of the campus buildings (*see 1C3*) and converting the telecommunications system of DMACC to voiceover internet protocol (VOIP). An added advantage to the College in this telephone system is the ability to support Tandberg-supported (audio/visual) meeting resources among the campuses. As a result of Information Solutions initiatives to communicate more effectively using technology, DMACC has a total of 19 video conferencing devices strategically located at all of its 6 campuses to support shared meetings and learning between the campuses:



12 Tandberg 1000's



5 Tandberg 770 Classrooms



2 Polycom Rooms

Figure 6-12a/b/c Classroom/Campus Communication Technology SOURCE: DMACC Systems Integration

6R3. Comparison to Other Institutions Not all student and administrative support results have comparative data with other institutions. The data that is available that compares DMACC to the other Iowa community colleges follows:

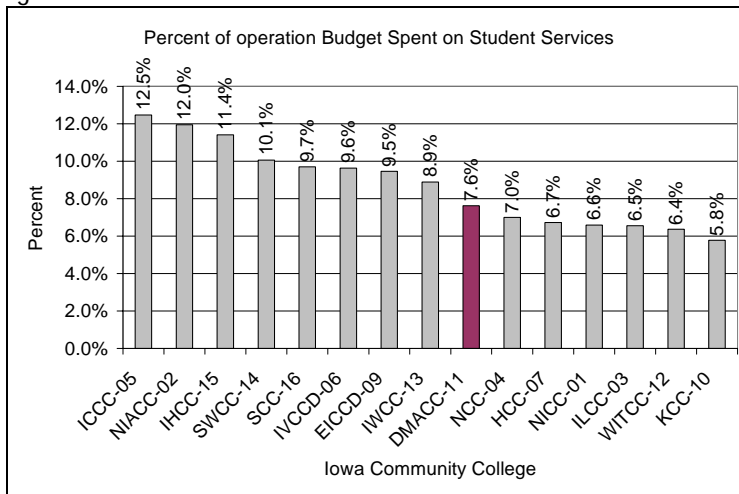


Figure 6-13 Comparison of Iowa CC Student Services Operation Budgets SOURCE: DMACC Institutional Planning & Research

DMACC's tuition costs compared to other Iowa community colleges:

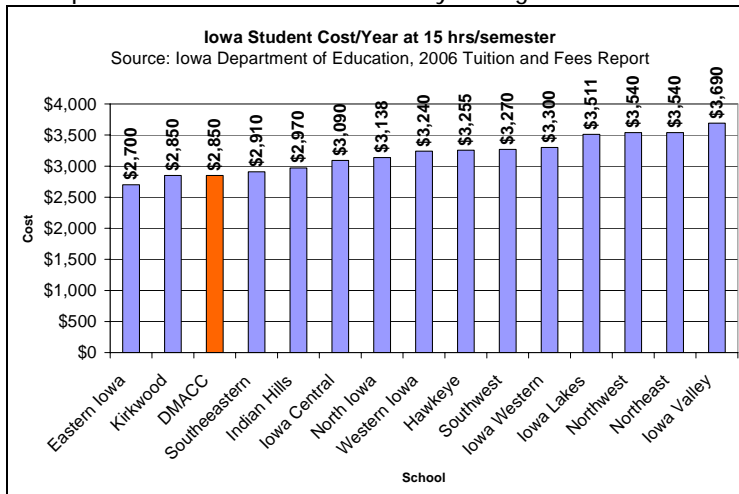


Figure 6-14 Comparison of Iowa CC Student Cost/Year SOURCE: DMACC FIRSTS Goals FY2006 Scorecard

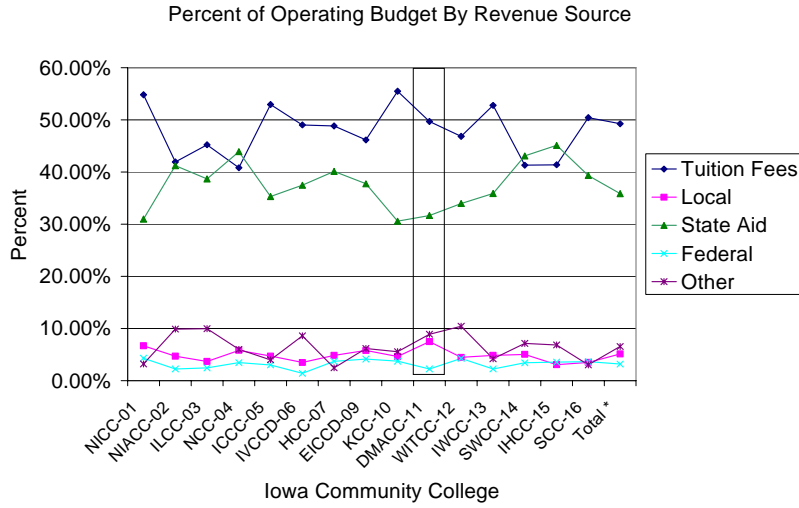


Figure 6-15 Comparison of Iowa CC Percent of Operating Budget by Revenue SOURCE: DMACC Institutional Planning & Research

Comparative data from the NCCBP peer group institutions is as follows:

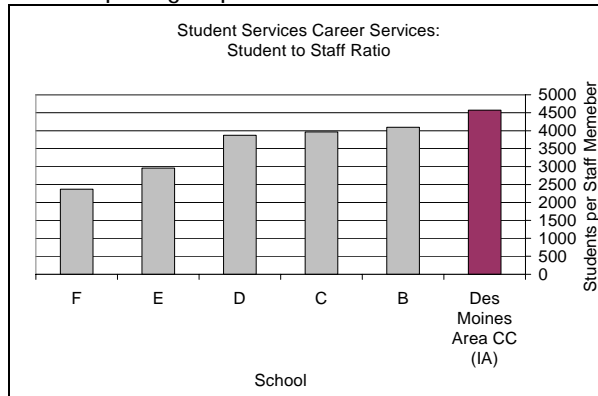


Figure 6-16 Benchmark Students to Staff Ratio Career Services SOURCE: NCCBP 2006 Aggregate Report

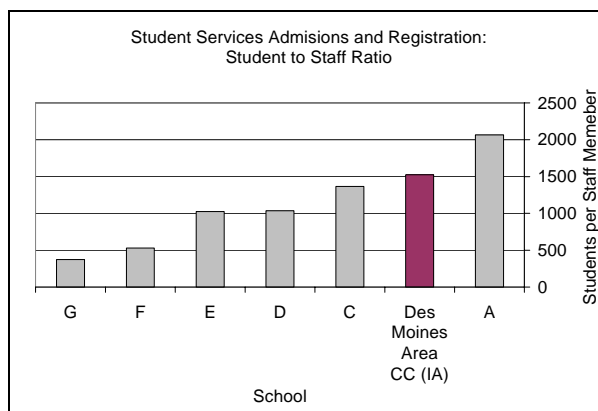


Figure 6-17 Benchmark Students to Staff Ratio Admission s/Registration SOURCE: NCCBP 2006 Aggregate Report

DMACC's tuition costs compared to NCCBP National Peer Group:

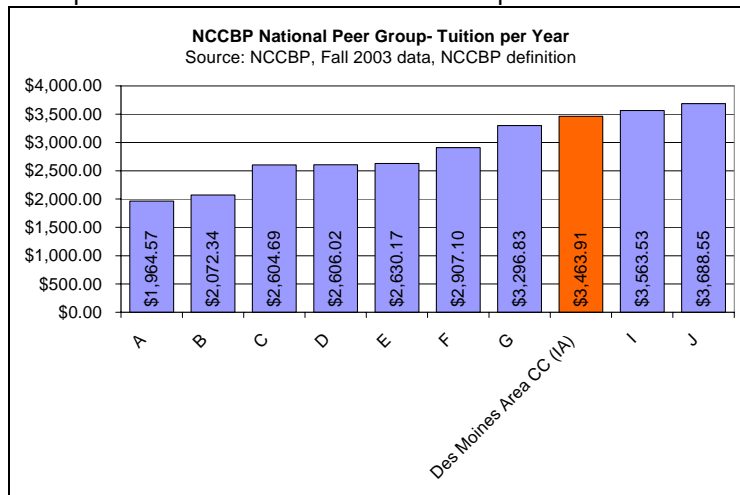


Figure 6-18 NCCBP Benchmark Tuition per Year SOURCE: DMACC FIRSTS Goals FY2006

Improvement (I)

6I1. Improving Processes DMACC is currently targeting the following areas at the College to improve processes and systems in institutional operations:

LEAN Workplace: Recent and projects undertaken are:

- Systems Integration: Improve procurement process for hardware, software from request to receipt of item by customer.
- Student Service #1: Improve flow of reverse transcripts.
- Student Services #2: Improve workflow for creating the Credit Schedule from initiation to print.

Each division at the College is charged with identifying at least one process that can benefit from LEAN workflow analysis. These processes will be prioritized by the Cabinet and implemented in priority order.

Call Center: The Call Center process is too new to determine its effectiveness in retaining students. College staff will continue to refine the process and analyze the results to determine the effectiveness of contacting students prior to the start of the term.

Institutional Planning & Research: The increased use of institutional research data and participation in the benchmarking project within the NCCBP will provide more effective ways to identify additional improvement initiatives.

6I2. Priorities for Improvement As a part of DMACC's strategic planning process; several Action Plans (see 7P1) are directly targeted to the support of the institutional operations of student and administrative support. The Action Plans that address this criterion are:

- Enrollment Management
- Student Retention
- Increased Foundation Scholarships
- Alternative Schedule Development

Enrollment Management is a comprehensive Action Plan that encompasses many activities. It is very high priority, as it has a major impact on the FIRSTS goals. It has been delineated further, into more specific action steps. The workgroup has established goals for 11 key objectives that focus on improving the recruitment and admissions processes:

1. Increase coordination of recruitment and outreach initiatives throughout the DMACC district.
2. Develop a recruitment plan that is based on the strengths of DMACC's academic programs, as well as the demographic projections of the DMACC district.
3. Create a specific enrollment plan for each campus/department that is linked to the district-wide enrollment management plan and DMACC strategic plan.
4. Develop and staff a central Call Center.

5. Review the recruiting and admissions communication plans to determine that each contact is personalized and the language is up-to-date and accurate, that program offerings and services mentioned in the communication pieces are accurate and up-to-date.
6. Explore options of using *Chat University* to address prospective student questions and needs.
7. Conduct district-wide training on creating and using Banner communication plans, using the DMACC enrollment management reports, better using Banner to data mine and understand program enrollment trends and student populations.
8. Improve the recruitment of underrepresented student groups by continuing to develop recruitment relationships in the community.
9. Create a tracking system within Banner to store student contact data.
10. Explore ways for program chairs and faculty to work with students on non-contact days.
11. Review financial aid need-based grant award practices to ensure that DMACC is proactive in providing students access to all available financial aid resources.

The results and improvement priorities are communicated through regular updates from the President and CAO, the *DMACC Daily* to all faculty and staff and through direct e-mail communications. There are monthly dean/provost meetings, monthly district chair meetings, weekly Cabinet meetings, monthly Board of Director meetings, President’s Day all-college faculty discipline meetings, individual department meetings, and regularly scheduled individual campus meetings all designed to communicate results and improvements in supporting institutional operations.

AQIP CRITERION 7: MEASURING EFFECTIVENESS

Context for Analysis (C)

7C1. Data Collection and Storage DMACC utilizes a centralized SCT Banner system for aggregating data in order to meet its student, human resource and financial information needs. The College has used this system for 10 years and accrues and maintains electronic data on all of its students, educational services, employees and fiduciary operations. Although there are a few small data sources not yet integrated into the Banner system, most have been incorporated and the few remaining data sources are scheduled to be addressed in the next year.

All reporting and sharing of the collected data that DMACC maintains meets all federal and state requirements including FERPA. As a result, access to the Banner data is restricted by employee function and operational needs. As the Banner system is on the College intranet system, authorized access is available from any computer at the College or from remote access. Each authorized user has a secure password and assigned menu of access options. Students do not have access to the system. Their access to the DMACC intranet system is restricted to email, web-CT courses, and the DMACC internet website, which supports resource links to departments, instructors, instructor web sites, course competencies and the College catalog, as well as Program Information Briefs (PIBs). The following chart outlines information needs of each of DMACC’s stakeholders, and the information available.

Consumer	Needs	Resource Access
Administration Faculty Support Staff	Operational Access: <ul style="list-style-type: none"> • Course Enrollments • Room Assignments • Class Rosters • Budgetary • Employment • Student Registration/Records • Course Information • State Reporting • HR and Payroll • Email • Research 	<ul style="list-style-type: none"> • Banner System (Restricted to Authorized Operational Needs) • DMACC Intranet • DMACC Email • DMACC Internet • Web Access
Students	Student Resources <ul style="list-style-type: none"> • Course Information • Program Information 	<ul style="list-style-type: none"> • DMACC Internet • DMACC Email • Web Access

	<ul style="list-style-type: none"> • Academic Calendar • Student Policies • Board Policies • Personal Enrollment Access • Personal Financial Aid Access • General Student Support Departments Access • DMACC News and Events • Email • Research 	
Other Stakeholders	Student Resources <ul style="list-style-type: none"> • Course Information • Program Information • Academic Calendar • Student Policies • Board Policies • General Student Support Departments Access • DMACC News and Events 	<ul style="list-style-type: none"> • Web Access to DMACC Internet

Figure 7- 1 DMACC Stakeholder Needs

There are several mechanisms for compiling customized reporting of institutional data from Banner. The most traditional format exists in formal reports that are developed as a result of identified repeated needs. These reports can either be printed or viewed within the Banner application; however, they require several steps repeated with multiple queries and have limited data refinement capability. As a result, many reports have been underutilized due to their nature and the complexity involved in retrieving required information. Continued training is provided in order to address this limitation; and DMACC has 400 staff that can create requested reports.

As an enhancement to Banner reports, DMACC recently implemented the SAS Web Report Studio, which has the capability to access data stored in Banner and create simplified data warehouses that appropriate faculty and staff can use to run reports and programs created for them, and to create their own reports based on the data store. The College also uses Microsoft Access to meet some reporting needs, but these applications are not connected to SCT Banner data.

7C2. Key Measures for Tracking Effectiveness The key institutional measures or indicators for the College strategic planning goals, FIRST in Quality, FIRST in Service, and FIRST in Affordability, were chosen based on their ability to accurately determine DMACC’s progress compared to its overall strategic objectives, its fifteen peer institutions in Iowa, and the National Community College Benchmark project (*see 1C2*).

In addition to these indicators, DMACC also participates in the ACT Survey of Student Satisfaction on a three-year cycle and uses these indicators to both look at how DMACC performs over time, how DMACC performs compared to the other Iowa community colleges, and how DMACC compares nationally using the National Community College Benchmark Project (NCCBP).

Processes (P)

7P1. Selection and Management of Information DMACC selects, manages and uses information and data to support student learning (*Criterion 1*), manage distinctive institutional objectives (*Criterion 2*), and to plan for continuous improvement (*Criterion 8*) in addition supporting all 9 criteria. This is accomplished by measuring the strategic goals of the College: FIRST in Quality, FIRST in Service, and FIRST in Affordability. Each of the goals has a prescribed set of indicators that require the use of data to measure each of the goals and the corresponding Action Plans. Whenever possible, the measures/baseline data also serve as a benchmark to compare DMACC with the other community colleges in Iowa, and those participating in the NCCBP.

Current Strategic Action Plans established at the College that support this are:

DMACC Strategic Action Plan	Goals & Objectives	Measures/Baseline Value	Related Goals Related Criteria
Alternative Schedule Development	1. Increase capacity in online sections to provide more opportunities for students. 2. Increase number of unique online courses, where appropriate, throughout all disciplines.	1. 20 Students 2. May 2006: 141 Courses	FIRST in Service Criterion: 1: Helping Students Learn 2: Accomplishing Other

	<p>3. Increase number of May Term unique courses at each campus.</p> <p>4. Increase the number of May Term sections at each campus.</p>	<p>3. May 2006: Ankeny 1; Boone 5; Carroll 2; Newton 3; Urban 2; West 5</p> <p>4. May 2006: Ankeny 3; Boone 5; Carroll 2; Newton 4; Urban 5; West 8</p>	<p>Distinctive Objectives 3: Understanding Students' and Other Stakeholders' Needs 7: Measuring Effectiveness</p>
Business & Industry Collaboration	<p>1. Promote attendance of Deans/Provosts at Rotary & Chamber events throughout the district.</p> <p>2. Foster new membership and improved involvement of advisory committee members.</p> <p>3. Develop strategies to encourage faculty involvement in business and industry training, especially chairs and district chairs.</p> <p>4. Explore TI credit for working with business and industry.</p>	<p>1. Completion of membership list by all Deans/Provosts.</p> <p>2. 2005/06 gourmet dinner attendees.</p> <p>3. 2005/06 academic year Chair involvement in business & industry.</p> <p>4. 2005/06 TIU credits awarded.</p>	<p>FIRST in Quality</p> <p>Criterion: 3: Understanding Students' and Other Stakeholders' Needs 4: Valuing People 5: Leading and Communicating 9: Building Collaborative Relationships</p>
Dual Enrollment Strategies	<p>1. Increase number of students participating in the DMACC Career Advantage Program as high school students.</p> <p>2. Increase number of graduating high school students attending DMACC programs following high school in the Career/Technical areas and Preprofessional areas.</p> <p>3. Create seamless transition plans for students moving from high school offerings to Career Advantage programming.</p> <p>4. Create seamless transition plans for students moving from Career Advantage to postsecondary opportunities.</p> <p>5. Create career communication plans for high school staff, students and parents, which effectively utilize Kuder, Banner and DMACC staff in a systematic model.</p> <p>6. Implement new consortium programming.</p> <p>7. Grow continued support at the state level for these model programs.</p>	<p>1, 2, 3,4,5,6. Track students enrolled at DMACC from the high schools. Baseline: 1,733 (Number of students in Career Advantage Programs during that school year.)</p> <p>1, 2, 3,4,5,6. Track numbers of students involved in Career Advantage Programs. Baseline: 6,181 (Previous year's enrollment.)</p> <p>1, 2, 3,4,5,6. Number of credits issued. Baseline: 39,844 (Previous year's credits.)</p>	<p>FIRST in Quality FIRST in Service FIRST in Affordability</p> <p>Criterion: 1: Helping Students Learn 2: Accomplishing Other Distinctive Objectives 3: Understanding Students' and Other Stakeholders' Needs 5: Leading and Communicating 7: Measuring Effectiveness 8: Planning Continuous Improvement 9: Building Collaborative Relationships</p>
Enrollment Management	<p>1. Increase coordination of recruitment and outreach initiative throughout the District.</p> <p>2. Develop a recruitment plan that is based on the strengths of DMACC's academic programs, as well as the demographic projections of the district.</p> <p>3. Create a specific enrollment plan for each campus/department that is linked to the district-wide enrollment management plan and the DMACC strategic plan.</p> <p>4. Develop a central Call Center.</p> <p>5. Review recruit and admission communication plans to determine: a. personalized contacts. B. up-to-date language. C. currency of programs and services advertised.</p> <p>6. Explore options of using Chat University to address prospective student questions and needs.</p> <p>7. Conduct district-wide training on: a. Banner Communication plans. B. Enrollment Management Reports. C. Data mine SCT Banner to understand enrollment trends and student populations.</p> <p>8. Improve the recruitment of underrepresented</p>	<p>1, 2, 3. Track number of student inquiries. Track number of applications. Track number of registrations. Track number of enrollees. Baseline: unknown.</p> <p>4. Track number of attempted calls and calls completed. Track calls to applications and enrollment.</p> <p>6. Track participants vs. invitees. Track resulting applications/registrations.</p> <p>7. Track attendees' use and accuracy of use of Banner system.</p> <p>8. Compare term-term on annual basis & three-year comparison.</p> <p>9. Audit a test cohort to determine who enters data and who reads data.</p> <p>10. Track faculty participants assisting in special projects on noncontact days.</p>	<p>First in Quality First in Service</p> <p>Criterion: 1: Helping Students Learn 3: Understanding Students' and Other Stakeholders' Needs 6: Supporting Institutional Operations 7: Measuring Effectiveness 8: Planning Continuous Improvement 9: Building Collaborative Relationships</p>

	<p>student groups by continuing to develop recruitment relationships.</p> <p>9. Create student contact tracking system in Banner.</p> <p>10. Explore ways for program chairs & faculty to work with students on noncontact days.</p> <p>12. Review financial aid award practices to ensure proactive in student access.</p>	<p>12. Increase qualifying students in first year of attendance.</p>	
New Program Development	<p>1. Provide a user-friendly process and system for new and revised curriculum submissions.</p> <p>2. Facilitate increases in new program and course development.</p>	<p>1. Number of yearly submissions. Baseline: FY05.</p> <p>2. Level of user satisfaction. Baseline: Qualitative.</p>	<p>First in Quality First in Service First in Affordability</p> <p>Criterion: 2: Accomplishing Other Distinctive Objectives 6: Supporting Institutional Operations</p>
Assessment of Student Learning	<p>1. 100% of district chairs will be actively participating in the next level of course assessment of student learning through mapping course and general education competencies and developing data based evidence from which to enhance student learning in their disciplines.</p> <p>2. 100% of program chairs will be actively participating in the next level of course assessment of student learning through mapping course and general education competencies and developing data based evidence from which to enhance student learning in their disciplines.</p>	<p>1. Baseline value 63%</p> <p>2. Baseline value 7%</p>	<p>First in Quality</p> <p>Criterion: 1: Helping Students Learn 2: Accomplishing Other Distinctive Objectives 7: Measuring Effectiveness</p>
Increase in Full-Time Faculty	<p>1. To increase the number of sections taught by full-time faculty or other full-time DMACC staff.</p>	<p>1. Percent of all credit hours taught at DMACC taught by adjunct faculty. Baseline: 41.37 FY05. Percent of all credit hours taught at each campus by adjunct faculty. Baseline: FY 05 (A) 34.80; (B) 47.0; (C) 33.75; (N) 54.39; (U) 51.06; (W) 66.83. Percent of all credit hours taught by adjunct faculty by Ankeny Campus academic deans. Benchmark: (BMIT) 36.18; (H&PS) 26.41; (I&T) 8.68; (S&H) 44.02.</p>	<p>FIRST in Quality</p> <p>Criterion: 1: Helping Students Learn 2: Accomplishing Other Distinctive Objectives 4: Valuing People 6: Supporting Institutional Operations 7: Measuring Effectiveness 8: Planning Continuous Improvement</p>
Student Retention	<p>1. Counselor/advisor classroom visits will provide identified linkage for faculty of/to available student support resources.</p> <p>2. Counselor/advisor classroom visits will provide student outreach and awareness of support resources available.</p> <p>3. Increased student access of Counselor/advisor Resources.</p> <p>4. Increased student advising resources for peak times of August/September and December/January.</p> <p>5. More identified (late registrant) at-risk students will persist to the following term through mandatory placement in learning communities or supported first-year courses.</p> <p>6. More identified (late registrant) at-risk students will be retained through mandatory advising pilot.</p>	<p>1, 2. Number of FYE classes that have visits from advisors/counselors. Benchmark: (A) 9.</p> <p>3. Student traffic/contact with advisors/counselors. Benchmark: Establishing in FY07.</p> <p>4. Number of students receiving one-one or small group advising during peak time. Benchmark: Establishing in FY07.</p> <p>5. Persistence of mandatory placed students vs. general population students.</p> <p>6. Retention of mandatory advised students vs. general population students.</p>	<p>FIRST in Quality</p> <p>Criterion: 1: Helping Students Learn 2: Accomplishing Other Distinctive Objectives 3: Understanding Students' and Other Stakeholders' Needs 7: Measuring Effectiveness 8: Planning Continuous Improvement</p>
Increased Foundation Scholarships	<p>1. Overall: Development of a comprehensive fund development strategy to secure foundation assets and DMACC Foundation Endowment for the purpose of scholarship support, instructional</p>	<p>1. Scholarship Endowment Fund Balance. Baseline: FY05 \$'s=\$2,314,950. Scholarship dollars awarded.</p>	<p>FIRST in Affordability</p> <p>Criterion: 2: Accomplishing Other</p>

	support and for capital projects by indicators such as: endowment fund balance, scholarship dollars awarded, number of student scholarships awarded and total foundation assets.	Baseline: FY05 \$'s=\$240,368. Number of Student scholarships awarded. Baseline: FY05 #'s=374. Total Foundation Assets Baseline: FY05 \$'s=9,519,894.	Distinctive Objectives 3: Understanding Students' and Other Stakeholders' Needs 7: Measuring Effectiveness 8: Planning Continuous Improvement 9: Building Collaborative Relationships
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Figure 7-2 DMACC Strategic Action Plans 2006 SOURCE: Office of Institutional Planning & Research

DMACC is increasing its dedicated resources in the use of data as a basis for identifying and developing continuous improvement processes across all College systems. Each of the College strategic Action Plans has, or is establishing, a benchmarking baseline that will provide data to measure improvement. In addition to the data collection efforts focused on the College's strategic objectives, DMACC also regularly collects, analyzes and distributes data including but not limited to; grade distribution data, licensure, ECH comparisons, class size, room usage and capacity trends. DMACC generates this data internally, primarily from its Banner system, although licensure data is reported by the state and or national licensure organizations. In addition, external data is aggregated from IPEDS and the NCCBP, as well as local and state government census and employment resources. DMACC has both trend and comparative data for these indicators, which provides the College the information necessary to track its progress internally, statewide and against national benchmarks.

7P2. Departmental Data Needs DMACC provides a consistent, basic set of data regarding enrollment, student demographics, grade distribution, degree and certificate awards, class size, room usage, and retention and persistence information to each program and department, allowing them to base decisions, planning and allocation of discretionary resources based on the best data available. Each department and unit also identifies its own unique needs relative to specific information and data collection, and requests and uses the information at the program level. These data requests are generated by the need to accomplish specific goals within the College Action Plans, program evaluation documentation, assessment activities, new course or program development, or planning for additional space, additional faculty or staff, or alternative delivery methods for instruction. The data are provided either directly to the department through authorization to access Banner tables, or through requests to the Banner Systems Support Analysts, Institutional Research & Planning Office, or Program Development offices.

7P3. Needs and Priorities for Comparative Information DMACC determines many of its needs and priorities using comparative data from two primary external sources. First, DMACC participates in the National Community College Benchmark Project (NCCBP) administered by Johnson County Community College in Kansas City, Missouri. This project provides the College with data sets from peer institutions that mirrors the data required to measure the DMACC FIRTS Goals. The NCCBP also provides DMACC with data to benchmark itself with a national cohort of comparable schools. DMACC also formally uses the national Center for Educational Statistics (NCES) and Integrated Postsecondary Education Data System (IPEDS) data to benchmark itself with other schools. Prior to the NCCBP, IPEDS was the most heavily used source for comparative data. In addition, the College uses program-specific licensure information, as well as state and local employment data and census information to identify needs based on comparative data and information.

Although the Iowa Department of Education has progressed significantly in its ability to gather and compare Iowa institutions at the state level, these comparisons are very basic and not helpful in providing comparative strategic data analogous to DMACC's FIRTS goals. While the Iowa DE is in the process of identifying additional data to be collected by all fifteen of the Iowa community colleges, DMACC will rely upon the national benchmark data provided by the National Community College Benchmark Project (NCCBP) for the most reliable data for the near future.

Information for each of DMACC's programs is provided so that deans, provosts, district chairs, and program chairs have information about program size, grade distribution, retention, and persistence information for their programs and disciplines, for the five year program evaluation data needs, and for assessment projects. At the individual faculty level, DMACC provides comparative information for faculty members to compare their grade distributions and retention information to those of their

peers. The deans and provosts use internal data to effectively manage their course offerings, enrollment, faculty and staffing and space allocation.

For external employment data and for tracking educational transfers, DMACC only recently gained access to employment related data-matching systems and is conducting a pilot study in collaboration with Iowa Workforce Development (see 1P12, 7P4).

7P4. Institutional Analysis of Data The Director of Institutional Research serves as the primary contact for nearly all data gathering and analysis requests. While some information is available in an easily understood format for all users, it is important for the integrity of the data and the consistency of DMACC's reporting process that one department provides all major data analysis. DMACC has an internal web site that serves as a repository for performance and benchmarking data for the College. It is accessible by all faculty and staff of DMACC, and is used frequently within departments, committees and workgroups.

In each of the nine Criteria, DMACC employs the following resources to gather data and analyze information regarding overall performance, as well as for use in determining processes for improvement institution-wide:

- National Community College Benchmark Project (NCCBP)
- Integrated Postsecondary Education Data System (IPEDS)
- DMACC Banner Information System
- Iowa State Department of Education Data Resources
- Iowa State Unemployment Insurance Data Base
- National Student Clearing House (NCS)
- Iowa Department of Economic Development (IDED) Reports
- Bureau of Labor Statistics
- Iowa Workforce Development Occupation Projections
- Local, State and National Data regarding census, demographics, and economic trends
- Comparable External Wage & Benefit Comparisons

7P5. Information Analysis Alignment with Criterion 1 & 2 While departments and individual staff members can request data for any College purpose, a process exists for the request of information, and for prioritizing data analysis requests. The highest priority for data requests and analysis is for those requests that support the strategic plan goals and indicators, and that support the measures outlined in the Action Plans. Also, the data required supporting the current AQIP action projects, Innovation Grant activities, assessment of student learning initiatives, or five-year program evaluation needs are considered high priority. Each of those requests is a part of an institutionally approved initiative, and is generated by the Office of Institutional Research on a regular basis, or can be requested without additional approval. Other requests for data gathering or analysis require approval by the AQIP Leadership Team, the Academic Affairs dean/provost group, or by Cabinet.

Data to support the strategic plan goals and indicators and the Action Plans are available for anyone to see through the strategic plan website, and other communication, including the President's Cabinet, Academic Affairs dean/provost meetings, and during the fall and spring staff convocations.

7P6. Ensuring Effectiveness of Information Systems DMACC invests in a dedicated Information Solutions/Systems Integration department staffed with full-time professional administrative personnel and led by the Vice President of Information Solutions. This department is directly responsible for the accuracy, maintenance and effectiveness of the internal Banner information system. The College ensures the relevance of the information systems and the supporting processes by constantly posing the question, "What else do we need in order to make the best decisions possible?" and committing human and financial resources so that the College can collect necessary information and that the system has the capability to provide accurate data in an useful format quickly enough to be considered in the decision-making process. To that end, the department utilizes best practices for change control processes, proactive network monitoring and security. Information Solutions is developing an Information Technical Infrastructure Library (ITIL) to provide excellence in service management. The department is preparing to conduct a formal security audit to identify needs and develop an effective

IT disaster recovery plan. DMACC's information reporting and analysis systems are never static and are always being enhanced to meet specific needs of the College. DMACC's data is stored in a production Oracle database that is only available to the SCT Banner production system. Though this system provides the best security known to the College, alone it would not provide DMACC with data and information that is useful and available on demand. DMACC copies the production database nightly into a reporting database that includes both current and historical data. It is from this copied data on which the College reporting and research systems are built. This allows DMACC to have instant access to the data, keep it secure through Oracle role management, and not compete with production data systems. In addition to information access, DMACC's data is secure through a standard backup system that runs nightly with backups off site for disaster recovery purposes.

7P7. Measures of Effectiveness In general, DMACC collects data of the following types:

- DMACC trend line data for each of the FIRSTS Goals and indicators
- Comparative data using the NCCBP
- Faculty/Staff opinions and perceptions surrounding the AQIP Principles for High-Performing Institutions
- Student opinion data using the ACT Survey of Student opinions
- Program-specific data regarding effectiveness gathered from students, program graduates, employers of DMACC graduates, and advisory committee members
- Budgetary and fiscal operations data

The Director of Institutional Research and his staff regularly reviews and analyzes DMACC's data gathering capability, and the data that currently is collected and analyzed to determine if changes are required. Beyond that internal check, DMACC does not have any formal processes in place to review the effectiveness of the College system for collected data. The institution wide data gathering and analysis process is still relatively new at DMACC, and is not as sophisticated as systems used in institutions that have long tenured Institutional Research departments. However, in 4 years, the Institutional Planning & Research department has structured a system that meets the needs of the institution, one that is in a true continuous improvement state.

Results (R)

7R1. Evidence for Measuring Effectiveness Because DMACC's comprehensive institutional research function is only 4 years old; there is not a significant body of evidence to demonstrate that the system for measuring the College's progress toward accomplishing its mission and goals is in fact an effective system. Prior to 2001, the two previous DMACC Presidents gathered only the basic institutional data that was required by the Iowa Department of Education (enrollment numbers, demographic data, grade distribution, financial information). While that data demonstrated that the College met its mission and goals of serving its communities through significant growth in all programs and campuses, there was no in-depth analysis of goals and objectives, and little benchmarking data was available. The Iowa Department of Education data system has only collected and reported common data to the community colleges for the last 8 years, and the system is still unreliable due to the differences in reporting systems at the 15 community colleges in Iowa.

Individual faculty and departments have for several years used data to measure the effectiveness of their instruction through assessment and program evaluation activities. However, these processes were internal, and until 2002, tied to specific academic goals and not to institution wide strategic goals. As reported in the results sections of each of the other criterion, DMACC now has in place a fairly extensive system for collecting and analyzing data, and has identified benchmarks, both internal and external, against which the results will be measured. The effectiveness of this process can now be clearly measured, as the benchmarks have been established through DMACC's strategic planning process.

7R2. Comparison with Other Institutions As stated in 7R1, there was little comparative data from other institutions available until the last four years for DMACC against which its processes could be measured.

Improvement (I)

711. Improving Processes DMACC will improve its current processes and systems for measuring effectiveness through working with the Iowa Department of Education other community colleges in Iowa to improve the Iowa Management Information System, and to develop better definitions of reporting data to ensure the integrity of the year end state reports. DMACC will also continue its investment in the National Community College Benchmark Project as a major source of national comparative data. DMACC is also working with community colleges in Iowa to assist them in subscribing the Benchmark Project. DMACC's goal is to use the Benchmark Project for both state and national comparisons.

In addition to being able to gather and analyze comparative data, DMACC has also improved the process to provide College staff and faculty the ability to securely access various data through the DMACC Intranet. These systems can provide canned reports designed around established business and quality goals, and also allow users to access the data and create their own individualized reports without IT intervention. Security is handled through the network to secure the data and is not available to resources outside DMACC. In addition, data is both role- and password-protected to assure protection. Because the data has been de-normalized and pre-coded, users are allowed to aggregate, sort and filter the data without concern for getting incorrect or inconsistent results. In addition, the processes that the College uses to disseminate the data and its institutional effectiveness continue to improve. Through a more enhanced communication system, DMACC can better access and utilize the knowledge, insight and resources of its key assets, which are its faculty and staff.

712. Priorities for Improvements Because DMACC's comprehensive system for measuring effectiveness is only 4 years old, a priority is to continue to refine the processes and the measurements used as indicators of effectiveness. The College strategic plan for the next ten years is clearly defined, although Action Plans to support those ten year goals are designed to change every few years. There is need to add additional measures of effectiveness for non-academic departments.

In the spring of 2007, DMACC intends to participate in AQIP's Vital Focus process, including the administration of the Constellation Index Survey, and the subsequent Conversation Days. This process will assist DMACC to identify the priorities for selecting additional measures of support for non-academic departments. DMACC is scheduled to attend its next Strategy Forum in 2008; in the 18 months leading to that event, College staff will clearly define additional measures of effectiveness that will support continuous quality improvement.

The results and improvement priorities are communicated through regular updates from the President and CAO, the *DMACC Daily* to all faculty and staff and through direct e-mail communications. There are monthly dean/provost meetings, monthly district chair meetings, weekly Cabinet meetings, monthly Board of Director meetings, President's Day all-college faculty discipline meetings, individual department meetings, and regularly scheduled individual campus meetings all designed to communicate results and improvements in measuring effectiveness.

AQIP CRITERION 8: PLANNING CONTINUOUS IMPROVEMENT

Context for Analysis (C)

8C1. Ten-Year Vision DMACC is celebrating its 40th anniversary in 2006, and has used this milestone to significantly focus on strategic planning for the future. The President has been at the College for slightly more than 3 years and is very focused on the implementation of continuous improvement processes. He has engaged the Board, Cabinet, faculty, staff, students and the community in planning activities, and the direction and the focus of DMACC is clearly communicated to all of the College stakeholders.

When the President arrived in November of 2003, he immediately began working with all stakeholders to develop a long-term strategic plan for the College (see 1C2). In 2006, the Board formally adopted the ten-year strategic plan, "DMACC's 2016 Ten-Year Vision for Success: FIRST in Quality, FIRST in Service, and FIRST in Affordability". The staff and Board set measurable outcomes for each of the FIRSTS goals, and Action Plans have been developed for each outcome (see 7P1). The Action Plans are outlined in 7P1.

The strategic plan clearly outlines the direction for the College in the next five to ten years. DMACC aspires to provide exemplary education and service to its students, hire and retain quality faculty and staff, structure educational opportunities and services so that all individuals in the district have access to College services, and remain affordable to all who aspire to an education. These goals will position DMACC as the higher education institution of choice for a significant number of Iowans; as a result, the College programs and services will expand to meet the growing need.

8C2. Short Term and Long Term Goals In 2001, the College engaged in a lengthy environmental scan (internal and external), and as a part of that, rewrote the mission, vision, and values statements. In 2003, when the new President arrived and began the development of the existing strategic plan, the strategic planning council aligned the plan with those existing mission, vision, and values statements. The FIRSTS goals and the accompanying Action Plans support the mission of DMACC, and its commitment to serving students: Creating Opportunities for Your Success. The long-term and short-term strategies are clearly identified in the strategic plan Action plans.

Processes (P)

8P1. Planning Process The process of developing the current strategic plan involved several steps. Before the formal planning process began, the President and Cabinet analyzed the primary data sets regularly used for planning purposes: enrollment, retention and persistence rates, employment data, student success data, and graduation rates for current students, market penetration for prospective students, and program evaluation and survey results to determine graduate satisfaction. The Institutional Research Department conducted a comprehensive market analysis entitled *Shoot for the Stars: Can DMACC be First in Service to the People of Central Iowa? DMACC's Potential for Market Penetration*; the Board and College leadership team used the results to help focus the planning efforts. The Institutional Planning and Research Department compared existing DMACC data to the other Iowa community colleges and against peer institutions as part of the NCCBP national cohort benchmarking process. These data provided a starting point for conversations with stakeholders about DMACC's strengths, weaknesses and opportunities for growth and improvement. With that data, the President and key staff held focus group meetings throughout the College, and at every campus with staff and students. Participants were asked to identify what DMACC should look like in the future, and what steps were required to get to that vision. That information was collected and summarized. From that summary, the President and Cabinet identified the top priorities grouped around common themes. This summary was provided to the Board for their input during their yearly January retreat. The information was again presented to the stakeholders during a second round of focus groups. The final outcome of these conversations was the three FIRSTS goals: FIRST in Quality, FIRST in Service, and FIRST in Affordability. Several different groups worked on identifying the indicators of success for each of the goals, and information about that process was regularly shared with staff through meetings, email correspondence, and during fall and spring President's Day convocations. After the goals and indicators were agreed upon, all staff was asked to identify potential Action Plans to accomplish each of the goals. In a parallel process, the academic deans and provosts were asked to identify Action Plans that were most critical to meet the educational needs of students, the employment needs of the community, and the development needs of the faculty and staff. These Plans aligned with and were folded into the primary planning document, the FIRSTS Action Plans. Once the Action Plans were identified, all staff was provided the opportunity to join an Action Plan committee and participate in the implementation of the plans. Activities of all of the Action Plan committees are posted on a strategic planning web site and are available for all to review. Regular updates are provided to the Board, and the Plans are reviewed at every dean/provost meeting, in Cabinet, and during the fall and spring convocations. The planning process at DMACC is very open and inclusive and has very clear objectives that are measured and reported to the Board of Directors. Each goal for the 2016 Plan must have at least one Action Plan in place, with timelines for completion clearly identified. The President's

evaluation by the Board is tied to the accomplishment of the FIRSTS goals. As Action Plans are completed, all staff has the opportunity to identify new activities to support the attainment of the strategic planning goals.

8P2. Determination of Goals The College considers several factors when selecting which goals and strategies are short-term and which are long-term. There are immediate needs at the College that impact the attainment of the FIRSTS goals, and those needs are addressed in the short-term goals. At the institutional level, decisions about short-term and long-term goals are driven by program enrollments, student demographics, faculty and staff retirements, the financial status of the College and other factors. External factors also influence the prioritization of short-term and long-term goals: the health of the local and state economy, legislative actions, the universities and colleges that accept DMACC students, a plant closing or opening and other events. Open and frequent communication with both internal and external stakeholders allows the College to make informed decisions regarding which strategies require immediate attention, and which require a longer-term commitment.

8P3. Key Action Plans The Action Plans are developed and driven by the FIRSTS goals and the indicators under each of the goals. Each Action Plan has specific objectives and timelines, and clear measurement tools (*see 7P1*). The Action Plans are regularly discussed at Cabinet, at the provost/dean meetings, and progress is reported to the Board. There is a specific web site on the DMACC web page dedicated to the Action Plans, and all staff and students have the ability to review the progress of the plans.

8P4. Coordination and Alignment The 2016 Ten-Year Vision for Success strategic planning process at DMACC is the umbrella for all initiatives and Action Plans, and all planning processes at the College flow from the FIRSTS goals. Each of the Action Plans for the College involves individuals from all levels of the institution; in developing the Action Plan work groups, careful attention was given to inviting members from all campuses, all categories of employment, and to include students on as many Action Plan committees as possible. The Action Plans are structured so that all educational and other purposes of the College are addressed in one or more goals in the plans. The Action Plans are also coordinated so that all the plans are aligned and not in conflict with each other.

8P5. Performance Projections and Measures When the current strategic planning process at DMACC was initiated, and the FIRSTS goals developed, the DMACC Director of Institutional Research provided institutional leadership in selecting the measures and performance indicators for the goals and the subsequent Action Plans. The performance measures were determined by several factors, including comparison with local and regional workforce and educational data, state data including the Integrated Postsecondary Data System (IPEDS), and the National Community College Benchmark Project, of which DMACC is a member. In addition, when the market penetration study was developed, DMACC identified eight community colleges in the Midwest that had characteristics most like DMACC, and compared DMACC's potential for market penetration against these institutions. The measures were presented to and approved by the Board of Directors prior to implementation.

8P6. Resource Needs Each Action Plan includes an estimate of the resources necessary to accomplish the objectives, and there is a "champion" at the Cabinet level who is responsible for ensuring adequate funding for the approved initiatives. Resources can be allocated through several different methods: a department may already have resources available for the specific project or initiative; the Cabinet may make a special appropriation; there may be resources available in a different department that can be reallocated to a project; or the plan may be funded through the College-wide Innovation Grant budget. The College allocates \$100,000 yearly for disbursement to projects that support the FIRSTS goals district-wide (*see 4R3*). The guidelines for application are minimal: the project must support the FIRSTS goals, must serve the entire district, and must improve service to students. A committee chaired by the Director of Institutional Planning and Research allocates the funds each year, and each funded project must report at year end how the project met the greater institutional goals, and how the initiative will be sustained into the future.

Strategic Planning Council Innovation Mini-Grant Evaluation Rubric								
Is this Project District-Wide?	Yes	No			Score	Weight	Weighted Score	
Points Possible	20-16	15-11	10-1	0				
Supports FIRSTS Goals	Supports more than one of the FIRSTS Goals	Supports at least one of the FIRSTS Goals	May support at least one of the FIRSTS Goals, but connection is questionable	No connection between this project and FIRSTS Goals		X 3		
Innovation	Is innovative and has potential to positively impact the way DMACC does business	Is innovative	Not innovative, but new, different or an improvement	Not innovative, new, different. No improvement		X 2		
Clarity of Application	Gives clear sense of what the project is and hopes to accomplish	Vague sense of what the project is and hopes to accomplish	Little idea of what the project is and hopes to accomplish	No idea what the project is about or hopes to accomplish		X 1		
Measurement	Able to clearly document success or failure of the project	Somewhat able to document success or failure of the project	Little consideration regarding accountability	Measurement of success or failure not addressed		X 1		
TOTAL								
WEIGHTED SCORE (Total/7)								

Figure 8-1 Strategic Planning Council Innovation Mini-Grant Evaluation Rubric SOURCE: Office of Institutional Planning & Research

This Innovation Grant project is one of the most popular initiatives at the College. The popularity in the Innovation Grant project is evident in that for FY07 a total of 32 grant applications were submitted. The following chart indicates the scope and range of applications:

FY07 Mini Grant Applications					
Grant 1	Academic Integrity Plan	Grant 12	Dress for Success	Grant 23	Prevent Discrimination & Sexual Harassment
Grant 2	Colors for Spanish in the Workplace	Grant 13	Friends of urban Library	Grant 24	STAR Program
Grant 3	DMACC Biz Wiz Camp	Grant 14	Language Line Services	Grant 25	Walking-Bike Trail Committee
Grant 4	DMACC Science Academy	Grant 15	Orientation for HS ELL and Bilingual Students	Grant 26	Digital Chronicle Archive
Grant 5	First Attack – Last Man Out	Grant 16	Second Chance Workshop	Grant 27	Diversity Through the Arts
Grant 6	Interpretation & Translation Library Holdings	Grant 17	TESOL 2007 Convention	Grant 28	First Amendment Fest
Grant 7	One Book, One College, One Community	Grant 18	Blended Health Science Anatomy	Grant 29	Learning Centered College
Grant 8	Public Relations Pod casting and Broadcasting	Grant 19	DMACC Health Survivor Camp	Grant 30	Pin Points Theatre
Grant 9	Student Participation in 40 th Anniversary	Grant 20	English Phonetics and Pronunciation	Grant 31	Spotlighting Diversity
Grant 10	Continuing Education Shopping Cart & Credit Card Service	Grant 21	Interpretation & Translation Language Examiner Pilot	Grant 32	Transportation HS Career Fair
Grant 11	DMACC Disability Education & Awareness	Grant 22	Learning Community Summer Institute		

Figure 8-2 Strategic Planning Council Innovation Mini-Grant Applications FY07 SOURCE: Office of Institutional Planning & Research

8P7. Human Resource Development & Alignment The FIRSTS goals provide the framework for the College-wide President’s Day activities (fall and spring), the all-staff in-service day (March), and the staff development days and activities scheduled throughout the year. The goals and Action Plans are discussed at all levels, and frequent input on each of them is encouraged. Because the progress on the implementation of the goals is communicated regularly, the culture of the institution is changing to reflect the need for DMACC to focus on quality, service, and affordability. Many staff members attend conferences and seminars that specifically address one or more of the FIRSTS goals or Action Plans. If a staff member wants or needs to learn more to accomplish the FIRSTS goals and Action Plans, supervisors will provide resources to support that individual. The Innovation Grants include several training and in-service activities that directly respond to the FIRSTS Goals. The Quality of Work Life Committee at DMACC plans staff development activities that support the FIRSTS goals, and the Quality Faculty Plan initiatives include opportunities to receive Teaching Improvement (TI) units for activities that support the goals and Action Plans.

8P8. Measures of Effectiveness Using the resources identified in 7P4, DMACC regularly collects, analyzes and distributes the following data for planning continuous improvement at the College:

For the **FIRST in Quality** goal, the following data is collected: within-term course retention, fall-to-spring credit student persistence, fall-to-fall credit student persistence, graduation rates, post-DMACC success in employment and further education, assessment of student learning, percent of sections taught by full-time faculty, and percent of returning noncredit customers.

For the **FIRST in Service** goal, the following data is collected: overall service area population penetration - credit and noncredit, service area population penetration by race - credit and noncredit and service area population by age group - credit only.

For the **FIRST in Affordability** goal, the following data is collected: student education costs, including tuition rate, fees, and other necessary expenses; number and amount of scholarship dollars awarded; total Foundation assets; new revenues from grants, investments and other sources; Alumni association size and contributions; and cost savings through process efficiencies and utilization of existing technology.

Each of the nine DMACC Action Plans currently in place include measurement information that includes how often the activity will be measured, a description of the measurement, the baseline value, and the outcome of the measurement. This information is provided in 7P1.

Results (R)

8R1. Results of Accomplishing Institutional Strategies and Plans The results for accomplishing DMACC institutional strategies (FIRSTS goals) and Action Plans (*see 7P1*) are posted on the DMACC intranet strategic planning web site available to all DMACC faculty members, staff, students and the Board. This web site provides an opportunity for all staff, students and internal stakeholders to view the results and activities of planning efforts. In addition, the results are regularly discussed at Cabinet, at the monthly dean/provost meetings, at all-staff in-service meetings, and with the Board of Directors. Most of the current Action Plans related to the current strategic plan are in their first year of implementation, therefore although benchmarks have been established; there are few results available from which progress can be measured. The College anticipates a full report on all Action Plans will be available in July 2007.

FIRST in Quality FY06 Scorecard	
Current Year Rating	Indicator
NSC	A. Within term credit course retention
NSC	B. Fall-Spring credit student persistence
NSC	C. Fall-Fall credit student persistence
NSC	D. Graduation Rate
NSC	E. Post-DMACC success in employment & further education
NSC (assessment results kept in Prog Dev)	F. Assessment of student learning
NSC	G. Percent of sections taught by full-time faculty
NSC	H. Percent of returning non-credit customers (non-mandated) CE & DBR

Figure 8-3a FIRST in Quality Scorecard FY06 SCOURCE: Office of Institutional Planning & Research

FIRST in Service FY06 Scorecard	
Current Year Rating	Indicator
SI	A. Overall service area population penetration: credit
NSC	B. Overall service area population penetration: non-credit
SI	C. Service area population penetration by race: credit & non-credit
SI	D. Service area population penetration by age group: credit

Figure 8-3b FIRST in Service Scorecard FY06 SCOURCE: Office of Institutional Planning & Research

FIRST in Affordability FY06 Scorecard	
Current Year Rating	Indicator
NSC	A. Student education costs including tuition rate, fees & other expenses
SI	B. Scholarship endowment fund balance
SD	C. Scholarship dollars awarded
SI	D. Number of student scholarships awarded
SI	E. Total foundation assets
Not Reported	F. New revenues from grants, investment income & other sources (CE, DBR)
Not Reported	G. Alumni association size & contributions
Not Reported	H. Cost savings through process efficiencies a& utilization of existing technology

Figure 8-3c FIRST in Affordability Scorecard FY06 SCOURCE: Office of Institutional Planning & Research

Key	
SI	Significant Improvement
NSC	No Significant Change
SD	Significant Decline

Figure 8-3d Scorecard FY06 Key SCOURCE: Office of Institutional Planning & Research

8R2. Projections of Performance Each Action Plan has projections for performance set within its framework. Included in these projections are timelines for attainment, which vary depending on the specific objectives. All Action Plans, however, must show progress on a yearly basis until the goal of the Plan is attained. New Action Plans can be added to the active file if they are presented to and approved by the President’s Cabinet. Some of the Action Plans are developed to measure yearly progress against a baseline value, and can show progress on a yearly basis toward the stated goal. Other projects in the Action Plan are more complex, and will not be measurable for more than a year. In addition to the Action plans that are derived from the DMACC 2016 Vision for Success strategic plan, DMACC measures the performance of the Innovation Grants each year to determine if the goals of the grants have been accomplished.

The Innovation Grant awards for the current fiscal year, FY 07, are listed below.

FY07 Strategic Planning Innovation Grant Awards	
Grant:	Amount Awarded:
Grant 1 - Academic Integrity Plan	\$19,000
Grant 4 – DMACC Science Academy	\$10,000
Grant 8 – Public Relations Pod casting & Broadcasting	Selected for funding but funded through IT Budgets
Grant 10 – Continuing Education Shopping Cart & Credit Card Service	Still under consideration
Grant 11 – DMACC Disability Education & Awareness	\$10,100
Grant 14 – Language Line Services	\$10,000
Grant 23 – Prevent Discrimination & Sexual Harassment	\$10,550
Grant 28 – First Amendment Fest	\$15,000
Grant 29 – Learning Centered College	\$12,000
Grant 30 – Pin Points Theatre	\$6,200

Figure 8-4 Strategic Planning Innovation Grant Awards FY07 SOURCE: Office of Institutional Planning & Research

A detailed description of and results from each of the Innovation Grant projects funded since 2002 is housed in the Office of Institutional Planning and Research.

DMACC’s initial AQIP Action Projects: **Action Project 397** (see 4P4, 4R4), **Action Project 398** (see 1C3) and **Action Project 400** (see 1P9) originally set for completion over a 3 year period are all being retired this year and are being replaced with shorter term Action Projects that will vary in terms of completion. The new AQIP Action Projects are projects that are derived from the 9 College Action Plans. Copies of the AQIP Action Plans and the AQIP responses are housed in the Program Development Office and are available for review.

8R3. Comparison to Other Institutions Wherever possible, DMACC’s general institutional data and specific data outlined in the College Action Plans are benchmarked against state and national data. The Iowa Department of Education collects data on all community colleges that are used for state benchmarking for several measures. DMACC is a part of the National Community College Benchmark Project (NCCBP); when possible, DMACC’s First goals and Action Plans are benchmarked against that peer group. If it is not possible to benchmark against state or national peers, DMACC benchmarks the plans against internal baseline data. See 1R4, 2R2, 3R1, 4R4, 5R2, 6R3, and 7R2 for results in comparisons with other institutions.

8R4. Evidence The evidence that the continuous quality improvement system is working is both qualitative and quantitative. As outlined in the Institutional Overview, prior to 2002, DMACC had only two Presidents, neither of whom used a structured, documented process for planning. Planning certainly happened - the College grew significantly in the 30+ years of its existence prior to 2001, and established a reputation for quality and responsiveness. That did not happen without significant planning. When a new President was hired in 2001, he immediately began a structured process of environmental scanning (internal and external), encouraged the move to AQIP, and encouraged all staff to become engaged in the planning process. The staff enthusiastically embraced this model, and there

was significant involvement in the strategic planning efforts. That President left very suddenly, and when the current President was hired several months later, he also embraced strategic planning, under a somewhat different structure. DMACC now has many measures in place to measure the progress toward continuous improvement (see 8P8). The qualitative evidence that the system is effective is in the perceived difference in the culture of the College, in staff members' comfort level with decision-making, and in the very positive support of the direction of the institution (see 5R1). In 2007, DMACC will again conduct a staff opinion survey to measure satisfaction with the College. In lieu of conducting the PACE survey which was originally implemented in 2001, DMACC will initiate the AQIP Vital Focus process and implement the Constellation index and process the survey results through conversation days in anticipation of the next Strategic Forum. While it's not possible to predict the outcome, evidence from the Perceptions of DMACC as a High Performing Institution Survey supports the conclusion that most people inside and outside of the College support the continuous improvement efforts.

The qualitative evidence demonstrates support for the continuous improvement efforts in several measures: in excess of 100 individuals have been involved in strategic planning initiatives, \$785,724 has been allocated to 72 Innovation Grants to support strategic planning initiatives at DMACC (see 4R3), and several new initiatives are underway that are a direct result of the planning process.

Improvement (I)

8I1. Improving Processes There are ongoing efforts to improve DMACC's current processes and systems for planning improvement. One of the most significant challenges DMACC faces is maintaining the communication systems necessary to keep all stakeholders informed of the process of ongoing Action Plans. In a six-campus system with more than 25,000 students, it is difficult to include everyone in planning efforts. Posting the FIRSTS goals and Action Plans on the web site is an attempt to make the information accessible to everyone. DMACC continues to work toward improvement in communication.

The second improvement effort for processes is that of keeping the activities and the Action Plans moving forward in a timely fashion. During extremely busy times of the year, progress on Action Plans tends to lag, and receives a lower priority than immediate needs. Steady, consistent work on each of the assigned Action Plans is a goal.

8I2. Priorities for Improvement The two targets for improvement in processes in planning for continuous improvement- better communication systems, and more consistent progress on Action Plans - are identified in 8I1. The College is addressing those two targets through discussion in Cabinet, the provost/dean meetings and Action Plan meetings. The performance projections are communicated through the strategic planning web site, through reports to the Board of Directors, and through the Annual Report to community stakeholders.

Regarding the results for the current continuous improvement goals, there are two target areas that require additional attention and focus, based on the results in 8R1. First, the FIRST in Quality indicators consistently showed no significant change in the results from 2005 to 2006. This goal is one at which significant time and resources will be directed, as retention, persistence, graduation rates, and employment are the cornerstones of the institution. While it will take more than one year of trend data to demonstrate significant improvement, these indicators will receive additional attention within the Action Plans that support this goal.

Second, in the FIRST in Affordability indicators, the scholarship dollars awarded showed significant decline from 2005 to 2006. Further investigation into the reasons behind that decline is warranted. As indicated in Criterion 6 Supporting Institutional Operations (see 6R2) improving the function and assets of the Foundation is a target for improvement.

The results and improvement priorities are communicated through regular updates from the President and CAO, the *DMACC Daily* to all faculty and staff and through direct e-mail communications. There are monthly dean/provost meetings, monthly district chair meetings, weekly Cabinet meetings, monthly Board of Director meetings, President's Day all-college faculty discipline meetings, individual department meetings, and regularly scheduled individual campus meetings all designed to communicate results and improvements in planning for continuous improvement.

AQIP CRITERION 9: BUILDING COLLABORATIVE RELATIONSHIPS

Context for Analysis (C)

9C1. Key Collaborative Relationships Des Moines Area Community College plays a vital role in the communities which it serves. Through its structure of six campuses and two centers, students and customers are able to access College services within a short distance of their homes or businesses.

DMACC has established positive working relationships with area businesses, high schools, public/private colleges and universities, governmental agencies, non-profit organizations, and professional organizations. The complete list of partnerships is too lengthy for this document; the following is a summary of those that are most essential and unique:

- 28E shared program agreements with 58 local school districts to provide college level credit courses to high achieving juniors and seniors in high school, and career assessments and transition services from high school to college.
- Iowa State University, with which DMACC has a joint admissions program; the Application Partnership Program, and is the primary destination for its transfer students.
- University of Northern Iowa, with which DMACC offers 2+2 programs in elementary education and technology management at the Carroll campus, allowing students in rural Iowa to complete a baccalaureate degree at DMACC's campus.
- University of Iowa, which offers a Bachelors of Applied Science articulated degree to DMACC AAS and AS graduates and also is a destination for transfer students.
- DMACC is a part of the Des Moines Higher Education Consortium; working with three local private colleges, Drake University, Simpson College, and Grandview College to provide collaborative programs and services that benefit students.
- DMACC is a member of the Higher Education Collaborative that includes six higher education institutions committed to shared space, programs, and planning to meet the needs of the working population in Des Moines.
- Accelerated Career Education (ACE) agreements with 28 companies in central Iowa to provide educational programs to students in specific career fields.
- Apprenticeship programs to provide apprentice training to several hundred individuals each year.
- Local non-profits and governmental agencies through the Community and Workforce Partnerships Division.
- Local business and industry in nearly all of the communities in the district to provide training through the Iowa New Jobs Training program.
- The Iowa Workforce Development Center to administer the regional Workforce Investment Act (WIA) funds and services for central Iowa.

Also, DMACC has established partnerships through membership in local Chambers of Commerce, city and county economic development groups, and several cultural organizations.

9C2. Reinforcing the Institutional Mission Collaborative relationships are central to fulfilling DMACC's mission. The mission statement, in part, states: *It is the mission of Des Moines Area Community College to offer quality programs and courses to meet the different community interests, student abilities and personal objectives of citizens of all ages and levels of education, for the purpose of improving the quality of life, the economic conditions and the public welfare of our state.* As a part of the mission statement, DMACC has ten specific goals. Building Collaborative relationships with other entities is a requirement for fulfillment of six of the ten goals.

Critical to the mission of DMACC is its transfer function; one of the College goals. DMACC's collaborative relationships with other higher education institutions ensure a seamless transfer process for students. Although transfer agreements have been in place for many years, DMACC works continuously with colleges and universities to improve the process of transfer. All Iowa community colleges and the three regent universities abide by Liaison Advisory Committee on Transfer Students (LACTS), an agreement that is reviewed yearly by a committee of community college and university

staff. It outlines the guidelines by which community college students transfer sixty-four commonly identified general education credits to the three universities.

As stated in 9C1, DMACC has unique relationships with each of the three universities that benefit transfer students. The most recent is the joint admissions agreement with Iowa State University, providing students an opportunity to enroll at DMACC and ISU at the same time, and to have the same privileges as ISU students (access to living in the dorms, library services, access to student clubs and organizations, access to sporting and cultural events) while still enrolled at DMACC. The agreement is new for fall 2006, and currently has 203 students enrolled. It is the only joint admissions agreement of its kind in Iowa.

DMACC and the University of Northern Iowa collaborate to offer an entire bachelors degree at the Carroll campus, three hours from the University of Northern Iowa home campus. This 2+2 program was designed for students that are place bound, yet desire a degree in elementary education or technology management. This program is very successful, graduating 105 students since its inception, and has received several national awards.

The Higher Education Collaborative is a unique partnership of six colleges and universities housed in a state-of-the-art facility in Des Moines. The six institutions share space and resources, work together toward identifying the education and training needs of the businesses in downtown Des Moines, and are working towards shared degrees. DMACC is the only community college in the Collaborative, which provides opportunities for transfer to any of the other partner institutions. DMACC offers some credit classes in Business and Accounting, and several continuing education classes at the Collaborative.

Also critical to the mission of DMACC is preparation of students for direct entry into the workforce. DMACC goals speak to this mission: *Through collaboration and cooperation with business and labor, prepare individuals for success in the workforce by anticipating and responding to workplace training and education needs.* The 71 career and technical programs at the College rely substantially on business and industry for guidance and support. Each career/technical program uses an advisory committee, composed of business and industry representatives. Advisory committee members and other businesses donate equipment, tools, materials, and supplies to programs to ensure state of the art training. One example is the partnership DMACC has developed with Ford, GM, and Chrysler to deliver industry specific education programs in the automotive technology department and as a part of that agreement, all cars are provided to the College at no cost. Without these partnerships, the programs would not exist. DMACC Business Resources (DBR) also supports this goal by providing workplace training to approximately 100 companies each year.

Several of the College career and technical programs, partner with local businesses in the form of Accelerated Career Education (ACE) agreements. ACE agreements provide a funding stream for programs that requires both DMACC and the participating business to contribute funds toward the cost to deliver the program. In return, DMACC operates programs critical to the needs in the community, and the participating businesses have a pool of well educated workers from which to hire. From 2001 through 2006, DMACC has signed 164 ACE agreements with area businesses, generating \$8,314,506 for operation of programs.

Continuing Education (CE) delivers short term training and retraining services to local businesses and community members throughout DMACC's district. This function is critical to fulfilling the College goal: *Provide opportunities for students and members of the community to pursue career interests and personal development.*

The College goal: *Provide opportunities for adults to complete their high school education* requires collaborative relationships with the K-12 schools in the district to identify students that are at risk of dropping out or have left the school system. DMACC provides three options for obtaining a high school diploma: a credit recovery program, where students take high school level courses through the DMACC Youth at Risk program and transfer them back to their local district, a DMACC high school diploma, or a GED. DMACC also works with several non-profit agencies to identify and serve adult students who have not completed high school.

Processes (P)

9P1. Processes for Creating and Building Relationships Relationships are created and built through legislative mandate, Board interest, administrative contacts and goals, and through significant interaction with the communities that DMACC serves. The relationships that are most critical to the mission of the College are: colleges and universities for transfer; business and industries for support for career/technical programs and short term training services; high schools for providing access to college level coursework for students; and non profit agencies for literacy and ESL services. These are top priorities for DMACC, and specific departments are responsible for expanding, monitoring, and reporting on the success of the external relationships that have existed for many years and are clearly defined by the College mission and Goals. These relationships are most often defined by written agreements, such as 28E sharing agreements, articulation agreements, contract for service agreements, or other written documents.

DMACC is in a continuous state of relationship-building to meet the changing needs of the communities, the students and the businesses and industries that the College serves. The creation of additional new formal relationships is a process that is driven by the current strategic plan. The Action Plans established that will accomplish Building Collaborative Relationships involve creating relationships with external constituencies:

- Business and Industry Collaboration
- Dual Enrollment Strategies
- New Program Development
- Increased Foundation Scholarships

Each of these Action Plans has specific objectives, processes to accomplish the objectives, and measurements. These action plans and the strategic plan flow directly from the College mission (*see 7P1*).

Informal relationships are created at the departmental or program level; some are short term and meet a unique need, and others are formalized at some point in time. Examples of informal relationships are contracts for clinical and internship sites, and agreements among community colleges to share programs to meet a short term need. Campus and departmental administrators have, within College policy, leeway to create partnerships that meet the needs of the College and the students. The creation of these partnerships is reported to key groups and individuals through regular departmental, dean/provost, Cabinet, or Board meetings.

9P2. Ensuring External Constituency Needs are Met Advisory committees, focus groups, surveys, reviews, and program evaluations are all used to ensure that the needs of DMACC's constituents are met.

To ensure that transfer agreements are meeting the needs of the students, the statewide committee, Liaison Advisory Committee on Transfer Students (LACTS) meets on a regular basis to review and refine the transfer curriculum and agreements. In addition, the three universities and the community colleges jointly manage a transfer web site that allows for input from users; that data is analyzed and used by the LACTS committee to improve the transfer process. The universities provide extensive transfer data on individual students to DMACC which is analyzed each semester.

To ensure that the needs of the businesses and industries for which DMACC trains employees are met, DMACC surveys advisory committee members, DMACC graduates, employers, and former students now employed to determine if programs prepared students for successful employment. These data are used in the five-year program evaluation process to determine if program changes need to be made (*see 1P11*). Also, program advisory committees meet a minimum of twice yearly and at those meetings the members share information about, and make decisions on the relevancy of the program curriculum to their business needs.

The dual enrollment programs at the high schools are evaluated each semester by a team of Program Development staff evaluators. These individuals visit every classroom and evaluate the instructor and the classroom environment. Students evaluate the course at the end of the semester, and the

academic deans and Program Development staff review the evaluations to ensure that the needs of the students are met in the classrooms.

Focus groups and meetings with community members are used extensively to determine if DMACC is meeting local needs. The College does not have a formal process to evaluate the effectiveness of the focus groups and meetings. The sheer number of partnerships in which the College is engaged would suggest that the outreach and the subsequent partnership creation have been successful.

The President meets regularly with local and state legislators, and corresponds regularly with Iowa's Senators and Congressmen. The Iowa community college presidents meet monthly to address state-wide legislative issues, and coordinate lobbying efforts at the state and national levels.

9P3. Creation of Internal Relationships DMACC works to build internal relationships through an extensive array of departments, divisions, work groups, committee, and commissions. Departments meet regularly, and the administrators of all of the academic departments meet monthly to discuss issues and share information. The Cabinet meets weekly, and it is an expectation that information from the meetings is distributed widely. The President has created a culture of open communication, and models that by encouraging phone calls or emails from all staff and students. Cross-departmental meetings are encouraged, and faculty and staff are encouraged to visit other campuses to learn about each unique campus culture. The Quality Work Life (QWL) committee exists to promote a positive work environment that encourages open communication, collegial debate, and extensive collaboration. During the fall and spring convocations, employees are honored, cross departmental meetings are encouraged, and information is shared freely in an open question and answer session with the President. The Action Project teams for the implementation of the strategic plan are encouraged to invite members from a cross representation of departments and campuses.

9P4. Measures Collected and Analyzed To measure the success of internal relationships, DMACC developed a Faculty/Staff Survey of Perceptions of DMACC as a High Performing Institution. The complete results of that survey are discussed in Criterion 5: Leading and Communicating (*see 5R1*).

Another measure of DMACC's ability to build relationships internally is by tracking the number of different individuals that serve on committees, commissions, workgroups, and the action plan committees. Involvement by a larger number of College employees in planning and decision making processes increases collaboration and communication.

The measures used to analyze DMACC's success at building relationships with external constituents include advisory committee surveys, employer and graduate surveys, community surveys that measure the "brand value" of DMACC, the external contributions to the DMACC Foundation, the number of 260 E, F, and G contracts that DMACC administers each year, dual enrollment numbers, transfer numbers and GPA, earmark and special funds grants awarded to DMACC, and enrollment and student satisfaction data.

Results (R)

9R1. Results in Building Relationships The results of the 2006 survey that measured DMACC employee perceptions of DMACC as a high performing institution are in Criterion 5: Leading and Communicating (*see 5R1*). Of particular importance to building relationships are the following items: Administrative Involvement (90.3% in agreement), Collaboration (90.8% in agreement), and Planning for Improvement (89.6% in agreement). When compared with the results of the 2001 PACE survey that was implemented in preparation for joining AQIP, DMACC has made great strides in over the past 4 years in improving employee perceptions of their sense of involvement with the College, and in gaining support in the belief that the College is moving in the right direction.

In the academic year 2006-2007, there are 9 Action Project workgroups, a minimum of 20 active committees, 3 commissions, or other workgroups at DMACC, each averaging 10 to 15 individuals. This represents approximately 60% of the DMACC employees who are involved in some aspect of planning and decision making at the College, and in building relationships within and across departments.

ACE Programming has grown 152% in the past 5 years and is a current Action Plan (*see 7P1*). Results of collaboration with other institutions for transfer are in section 1R2 (student success after transfer). The

complete set of data for the Five-Year Program Evaluations is housed in the Program Development Office. Results of student enrollment and change over the past 5 years through collaboration with the business and industry in the 260 E, F, and G contracts are identified in 2R1 and 2R2. Results of the success of the DMACC Foundation in building collaborative relationships through fundraising results are found in section 2R1 and 6R2. Results of building relationships with students through enrollment, retention, and student satisfaction data are found in 1R1, 1R3, 3R1, and 1R4.

The results of building relationships with K-12 districts in the dual enrollment programs are in 2R1 and 2R2. DMACC's dual enrollment program with area high schools has grown from 1,067 students earning 5,849 college credits in 2000 to 6,181 students earning 39,844 college credits in the 2005/2006 school year.

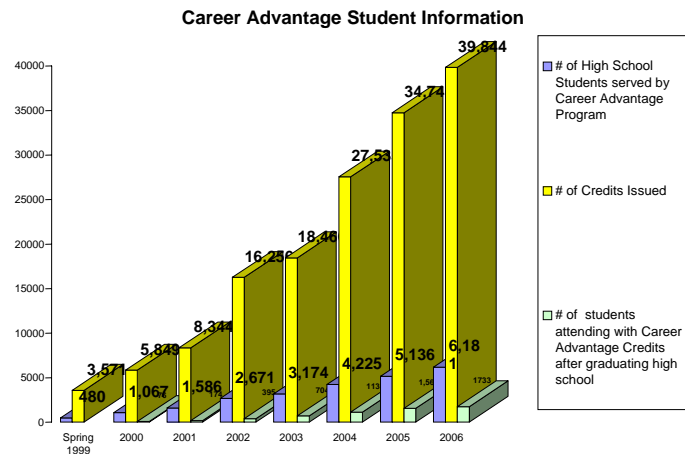


Figure 9-1 Career Advantage Student Information SOURCE: Program Development Office

9R2. Comparisons to Other Institutions DMACC does not have available data that compares internal relationship building with other institutions.

The Iowa Department of Education is just beginning to measure the success of building relationships with K-12 districts, and has recently begun compiling the data on dual enrollment courses in each community college. Differences in reporting methods make the data unreliable at this time.

There is no statewide or NCCBP national peer group data on the number of articulation or other agreements with four year colleges, or on the success rate of community college students after transfer.

Comparative data on building external relationships through development and execution of training and continuing education programs is available through the Iowa Department of Education and is reported in Criterion 2 (see 2R2). The charts report both the student enrollments for DMACC within each of the 260 E, F, and G contracts as well as provides statewide comparative data for the state.

There is very little additional data available the compares DMACC's partnership building efforts with other community colleges.

Improvement (I)

9I1. Improving Processes Internally, in the survey of DMACC as a high performing institution, the 3 lowest areas of agreement were: Respect /Invest in People (80.8% in agreement), Leaders Support Quality (80% in agreement), and Agile and Flexible (79.9% in agreement). These scores reflect a need to improve communication and collaboration with faculty and staff in these specific areas. In the Respect/Invest in People category, DMACC continues to work to improve the faculty/staff development processes through additional offerings and feedback from participants. In the Leaders Support Quality category, DMACC is working to address the concerns about quality in the rapidly growing online offerings through a comprehensive review of the entire online development process. In the Agile and Flexible category, DMACC is expanding the use of the LEAN process to improve timeliness in processes, elimination of waste, and flexibility of delivery of services.

Regarding improvements in processes in building external relationships, DMACC has a great need to expand its Foundation activities, and build relationships with potential donors. While comparative data is not readily available, data distributed in other community college brochures suggests that DMACC's fundraising capabilities are far behind many of its peers. The FIRST in Affordability goal, and the accompanying action plan, address the process DMACC is using to improve the Foundation activities.

The results of the review of peer institutions on the GPA of community college transfer students reveals that DMACC transfer GPAs are lower than those of many peer institutions. Further study is required to determine what factors contribute to that; the Institutional Research department will undertake that study.

912. Priorities for Improvement The targets for improvement are identified in the current strategic plan. Nearly all of the goals and indicators reflect the need to build collaborative relationships in order to improve student learning and development. There are goals and indicators specific to building relationships, including in the FIRST in Quality goal; within course retention, fall-fall student persistence, post-DMACC success in employment and further education, percent of returning noncredit area population penetration. Indicators in the FIRST in Affordability goal that address building relationships are total foundation assets, customers. One indicator in the FIRST in Service goal relates to building relationships; overall service new revenues from grants, investments, and other sources, and alumni association size and contributions.

As outlined in Criterion 7 Measuring Effectiveness, specific Action Plans are developed for each of the three goals, objectives to reach the goals are identified, and measures are identified to determine acquisition of the goals. Action Plans that target improvement in building collaborative relationships are:

- Business and Industry Collaboration
- Dual Enrollment Strategies
- New Program Development
- Increased Foundation Scholarships

Action Plan committees are working on specifics of each goal, and results are posted on the strategic plan website, are reviewed at monthly dean/provost meetings, weekly Cabinet meetings, and during all staff in-service days in the fall and spring.

The results and improvement priorities are communicated through regular updates from the President and CAO, the *DMACC Daily* to all faculty and staff and through direct e-mail communications. There are monthly dean/provost meetings, monthly district chair meetings, weekly Cabinet meetings, monthly Board of Director meetings, President's Day all-college faculty discipline meetings, individual department meetings, and regularly scheduled individual campus meetings all designed to communicate results and improvements in building collaborative relationships.

Index to the Location of Evidence
relating to the Commission's Criteria for Accreditation
found in
Des Moines Area Community College's
Systems Portfolio

Criterion One - Mission and Integrity: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

- The Board of Trustees has adopted statements of mission, vision, values, goals and organizational priorities that together clearly and broadly defines the College's mission (Overview 01, 1C1, 5C1, 5C2).
- The mission, vision, values and goals documents define the varied internal and external constituencies the College intends to serve (Overview 01, Overview 03, 3C1, 3C2).
- The College mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning (1C1, 1P3).
- The College mission documents state goals for the learning to be achieved by its student (Figure 1-1, 1C1)
- The organization regularly evaluates and when appropriate, revises the mission documents (8C1).

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- In its mission documents, the College addressed diversity with in the values and common purposes it considers fundamental to its mission (Overview 01, 2C2).
- The mission documents present the College's function in a multi-cultural society (Overview 01 5C3).
- The mission documents affirm the College's commitment to honor the dignity and worth of individuals (5P3).
- The College's values and codes of expected behavior are congruent with its mission (Overview 01, 5C3).
- The mission documents provide a basis for the College's basic strategies to address diversity (2C2, 5P3).

Core Component 1c: Understanding of and support for the mission pervade the organization.

- The Board, administration, faculty, staff, and students understand and support the College's mission (5C1, 5C2).
- The College's strategic decisions are mission-driven (Overview 01, 5P1, 8C2).
- The College's planning and budgeting priorities flow from and support the mission (8C2, 8P6, Figure 6-3).
- The goals of the administration and academic subunits of the organization are congruent with the organization's mission (6C2).

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Board policies and practices document the board's focus on the College's mission (5P8).
- The distribution of responsibilities as defined in governance structures, processes and activities is understood and implemented through delegated authority (5C1, 5P3, 5P6).
- Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes (1C1, 1P1).
- Effective communication facilitates governance processes and activities (5P3, 5P5).
- The College evaluates its structures and processes regularly and strengthens them as needed (5P9, 5R1).

Core Component 1e: The organization upholds and protects its integrity.

- The activities of the College are congruent with its mission (Overview 01, 1C2, 2C2).
- The College understands and abides by local, state, and federal laws and regulations applicable to it (Overview 06).
- The College deals fairly with its external constituents (Overview 04, 2R1, 3P3, 3P4).
- The College deals fairly and equitably with its internal constituencies (4P6, 4P7).
- The College has defined processes for timely resolution of complaints, particularly those of students (3P6).

Criterion Two - Preparing for the Future: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The College's planning documents reflect clear understanding of its capacities (Overview 07, Overview 08, 8C1, 8C2, 8P1).
- The College's planning documents demonstrate that attention is being given to emerging factors such as technology, demographic shifts and globalization (Overview 01, 1C4).
- The College's planning processes include effective environmental scanning (5P1, 8C2, 8P1).
- The College clearly identifies authority for decision making about organizational goals (8P1, 8P4, 8P6).

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The College's resources are adequate for achievement of the educational quality it claims to provide (6R1, 6R2).
- Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education the College provides (6C1, 2C1).
- The College intentionally develops its human resources to meet future changes (8P7).
- The College's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing or growth (1P8).
- The College has a history of achieving its planning goals (8R1).

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The College has a history of achieving its planning goals (8R1).
- The College demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness (1P6, 1P11, 1R1, 1R2, 7P5, 7R1).
- The College maintains effective systems for collecting, analyzing and using organizational information (7C1, 7C2, 7P1, 7P2).
- Appropriate data and feedback loops are available and used throughout the College to support continuous improvement (7P1, 7P4, 7P6).

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Coordinated planning processes center on the mission documents that define vision, values, goals and strategic priorities for the College (6C1, 8P1).
- Planning processes link with budgeting processes (6P4).
- Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments (Overview 01, 8P2, 8P3).
- Planning documents give evidence of the College's awareness of the relationships among educational quality, student learning and the diverse, complex, global, and technological world in which the College and its students exist (1C2, 1C3, 1C4).
- Planning processes involve internal constituents and where appropriate, external constituents (8P1, 9C1, 9C2).

Criterion Three - Student Learning and Effective Teaching: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Assessment of student learning provides evidence at multiple levels: course, program and institutional (1C1, 1C2, 1P11, 1P13).
- Assessment of student learning includes multiple direct and indirect measures of student learning (1C1, 1P11).
- Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves (1I2, 7C1).
- The College integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement tests, transfer rates) (1P3, 1P11, 1R1, 1R2, 1P12, 7C1, 7C2).
- The College's assessment of student learning extends to all educational offerings (1P11, 7C1).
- Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved (1P1, 1P7, 1P8, 1P11).
- Faculty and administrators routinely review the effectiveness and uses of the College's program to assess student learning (1I1, 1I2, 7P1, 7P4, 7P5).

Core Component 3b: The organization values and supports effective teaching.

- Qualified faculty determine curricular content and strategies for instruction (1C1, 1C3, 1P1, 1P2).
- The College supports professional development designed to facilitate teaching suited to varied learning environments (1P6, 4C4, 4P2, 4P4).
- The College evaluates teaching and recognizes effective teaching (1P6, 4P6, 4P7).
- The College provides services to support improved pedagogies (6C1).
- The College demonstrates openness to innovative practices that enhance learning (1C3, 1P5, 4P4).
- The College supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction (4P2, 4P3, 4R1, 4P4).

Core Component 3c: The organization creates effective learning environments.

- Assessment results inform improvements in curriculum, pedagogy, instructional resource and student services (1P11, 7P1).
- The College provides an environment that supports all learners and respects the diversity they bring (1C4, 2C1).
- Advising systems focus on student learning, including the mastery of skills required for academic success (1P4, 1P11, 1P5, 6C1).
- Student development programs support learning throughout the student's experience regardless of the location of the student (1P7, 1P9).
- The College's systems of quality assurance include regular review of whether its educational strategies, activities, processes and technologies enhance student learning (1P9, 3P7).

Core Component 3d: The organization's learning resources support student learning and effective teaching.

- The College evaluates the use of its learning resources to enhance student learning and effective teaching (3P3, 3P4, 3R1).
- The College regularly assesses the effectiveness of its learning resources to support learning and teaching (3P7, 6P5, 6R1).
- The organization supports students, staff and faculty in using technology effectively (1C3, 4C4).
- The College provides effective staffing and support for its learning resources (4C1, 6R3).
- Budgeting priorities reflect that improvement in teaching and learning is a core value of the College (6C1, 6C2).

Criterion Four: Acquisition, Discovery, and Application of Knowledge: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The Board has approved and disseminated statements supporting freedom of inquiry for the College's students, faculty and staff and honors those statements in its practices (1C5, 5C3).
- The College's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty and staff (4P7, 5P1, 5P2).
- The College supports professional development opportunities and makes them available to all of its administrators, faculty and staff (4C4, 4P2, 4P4, 4R1).

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The College integrates general education into all of its degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society (1C1, 1C4, 1P1, 1P10).
- The College regularly reviews the relationship between its mission and values and the effectiveness of its general education (1C1, 1P1).
- The College demonstrates the linkages between curricular and cocurricular activities that support inquiry, practice, creativity and social responsibility (1C5, 1P10).
- Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry (1R1, 1R2).
- Learning outcomes demonstrate effective preparation for continued learning (1R1, 1R2).

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Regular academic program reviews include attention to currency and relevance of courses and programs (1P1, 1P2, 1P8).
- In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce (1C1, 1C2, 1C4, 1P12).
- Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national and global societies (1R1, 1R2).
- Curricular evaluation involves alumni, employers and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained (1P8, 1P11).
- Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice (1C1, 1C3).
- The College provides curricular and co-curricular opportunities that promote social responsibility (1P10).

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The College's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge (1P10, 1C1).
- The College encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility (1P10).

Criterion Five: Engagement and Service: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The College's commitments are shaped by its mission and its capacity to support those commitments (Overview 01, 2C2, 9C2).

- The College practices periodic environmental scanning to understand the changing needs of its constituencies and their communities (3P1, 3P3, 8P1, 9P1, 9P2).
- The College demonstrates attention to the diversity of the constituencies it serves (1C4, 2C1, 2C2, 2C3, 2R1).
- The College's outreach programs respond to identified community needs (2C2, 2R2, 3P4, 3P5).
- In responding to external constituencies, the College is well-served by a variety of programs including customized training and extension services (2C1, 9C1, 9C2).

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The College's structures and processes enable effective connections with its communities (9C1, 9P1, 9P2).
- Planning processes project ongoing engagement and service (2C1, 2C2, 7P1, 8P1).

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Collaborative ventures exist with other higher learning organizations and education sectors (Overview 04, 2C2, 3P4, 9C1).
- The College's transfer policies and practices create an environment supportive of the mobility of learners (1R1, 1R2).
- The College's programs of engagement give evidence of building effective bridges among diverse communities (2C3, 2R3).
- The College participates in partnerships focused on shared educational, economic, and social goals (9C1, 9P1).
- The College's partnerships and contractual arrangements uphold the College's integrity (2C2, 9C2).

Core Component 5d: Internal and external constituencies value the services the organization provides.

- The College's evaluation of services involves the constituencies served (2P5, 2R1, 9P2).
- Service programs and student, faculty and staff volunteer activities are well received by the communities served (9R1).
- The College's economic and workforce development activities are sought after and valued by civic and business leaders (2R1, 3R3, 9R1).