



February 18, 2011

Robert J. Denson  
President/CEO  
Des Moines Area Community College  
2006 S. Ankeny Blvd.  
Borgen Administration Center  
Ankeny, IA 50023-3993

Dear President/CEO Denson:

Enclosed is a copy of Des Moines Area Community College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report*.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to [AQIP@hlcommission.org](mailto:AQIP@hlcommission.org); call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

Stephen D. Spangehl, Vice President for Accreditation Relations

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **DES MOINES AREA COMMUNITY COLLEGE**

February 18, 2011



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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## **EXECUTIVE SUMMARY FOR DES MOINES AREA COMMUNITY COLLEGE**

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Des Moines Area Community College's achievements and to identify challenges yet to be met.

### **Category 1: Helping Students Learn**

While considerable data are collected and analyzed at the program level, efforts to determine student learning and development university-wide appear to be limited. This may inhibit senior administrative and academic leaders from determining where focus and resources need to be placed to improve overall academic performance. Further, it is not clear that all programs determine effectiveness with the same level of consistency and rigor, which may further limit DMACC from obtaining a clear understanding of performance across the organization.

### **Category 2: Accomplishing Other Distinctive Objectives**

The institution is building a culture where stakeholder input is used for establishing improvement priorities. The organizational structure includes advisory group oversight of non-instructional activities, and the 2016 FIRSTS Goals scorecard provides public accountability for the institution's progress and success. It is not clear if DMACC has a systematic process in place to determine its other distinct objectives, how input from all stakeholders is obtained and integrated, or how objectives and processes are adjusted based on changes in stakeholder needs.

### **Category 3: Understanding Students' and other Stakeholders' Needs**

DMACC has implemented numerous methods to build relationships with students. These include regular student contact, student clubs, organizations and activities, dual-credit courses and academic advising to high school students, partnerships with community and workforce agencies, and instructional strategies to promote interaction.

### **Category 4: Valuing People**

Although LEAN Workplace efforts allow for cross-functional team activity, it is not clear if a formal work system design that contributes to organizational productivity and employee satisfaction has been created. Such a design may build on an understanding of factors that increase staff productivity, motivation and engagement. For example, if it were determined that using cross-functional teams to drive improvement and/or providing the staff a greater role in decision-making contributed to greater staff productivity,

motivation and engagement, the work system could be designed to establish more cross-functional activity and greater levels of empowerment for the staff.

### **Category 5: Leading and Communicating**

Although some performance results are discussed, many aspects of performance are not measured and consequently have no data associated with them and cannot be reviewed on a regular basis to play a role in making decisions on improvement requirements. As a result, DMACC may not be able to effectively make data-driven decisions on a consistent basis and may be limited in its ability to maximize use of its resources.

### **Category 6: Supporting Institutional Operations**

It is not clear if all student and administrative support service process owners have a thorough understanding of stakeholder needs and expectations. The institution provides anecdotal information to describe its approach to determining administrative support services. The information lacks specific methods and it is not clear if DMACC has established a formal data collection method to determine administrative support service needs. This may limit the institution's ability to identify when those needs are changing in a proactive manner.

### **Category 7: Measuring Effectiveness**

DMACC has made progress in this category at the top administration level of the institution, particularly with the 2016 FIRST Goals. The next step may be to integrate those efforts at the unit level to develop a systematic process by which it measures its performance. Without having systematic processes in place to measure the effectiveness of its programs and services, it will be difficult to effectively drive performance improvement.

### **Category 8: Planning Continuous Improvement**

Although DMACC successfully developed the 2016 FIRSTS Goals scorecard, there is no indication that a systematic process has been established to ensure that strategic planning will occur on a regular basis in the future. Such a process might include a visioning phase to ensure that the institution considers market and other factors that could signal emerging changes that need to be addressed, as well as strategic challenges that must be overcome to ensure long-term sustainability of the organization; a development phase that ensures identification of strategic priorities to address the key strategic challenges facing the institution and action plans to support them; a deployment phase to ensure that all campuses and departments develop

supporting plans to align their priorities and actions with the university strategy; and a review phase to ensure that the leadership team is focused on the progress of the plan and potential modifications to the plan throughout the plan implementation period. Without an annual strategic planning effort, DMACC risks failing to identify emerging needs and requirements that may need to be addressed, which may hinder its ability to move toward realization of the vision.

### **Category 9: Building Collaborative Relationships**

DMACC has a variety of relationships with other educational institutions, both K-12 and at the postsecondary level and is involved with local organizations and employers. However, it does not appear to have processes in place to systematically establish, maintain and evaluate relationships and partnerships. The institution may benefit from clearly linking its processes and results for Building Collaborative Relationships to institutional goals.

Accreditation issues and Strategic challenges for Des Moines Area Community College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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## **ELEMENTS OF Des Moines Area Community College's FEEDBACK REPORT**

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement.

Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying

improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary:** Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

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## **STRATEGIC AND ACCREDITATION ISSUES**

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.



The Systems Appraisal team concluded that Des Moines Area Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist [Institution] in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that [Institution] will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- The institution appears to lack an approach for selecting, collecting, and analyzing performance measures and does not report many results that provide sufficient information to make informed decisions. In addition, no meaningful trends are reported in the Portfolio. Key performance measures that are trended and show performance over time should be visible and widely shared to allow DMAACC to control and improve its processes. It is important to measure the right things and look at inputs, process, and outputs and how they connect to overall objectives.
- The institution determines stakeholder needs with a three year rotation of surveys. This rotation may limit agility and DMAACC's ability to determine the rapidly changing needs of its stakeholders.
- The institution provides anecdotal information for the majority of AQIP categories and there is limited comparative or competitive data available to demonstrate how DMAACC's effectiveness compares with other higher education organizations or those outside of higher education. The portfolio frequently uses examples and describes individual activities rather than systematic processes. Setting targets and establishing baseline

data would allow DMACC to better assess their objectives, and regularly comparing their performance against similar institutions would allow for a more meaningful assessment of the institution's performance.

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## USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an

institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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## CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of [Institution], its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes [Institution] distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

### Item Critical Characteristic

- OVi Des Moines Area Community College (DMACC) is a publicly supported institution with Carnegie Classification established on March 18, 1966 as a comprehensive community college to offer undergraduate Instruction at the Associate's Level.
- OVii DMACC operates six campuses and two centers which serve approximately 25% of Iowa's population. The college district encompasses 6,550 square miles.
- OViii DMACC provides general education courses to prepare students for transfer, career/technical programs to prepare students for entrance into the workforce, continuing education, adult literacy, and GED services. Economic development became an additional and significant responsibility for DMACC in 1984 with the enactment of the Iowa New Jobs Training Program legislation.
- OViv DMACC's vision of *lifelong fulfillment* through a *quality, innovative and responsive learning environment*, underscores the institution's LIFE's CALLING and FIRSTS GOALS of *Quality, Service, and Affordability*.
- OV1a DMACC's General Education goals reflect six areas of learning competency for students to achieve, including: effective communication, logical and critical thinking, and an

understanding of scientific principles, human society and cross-cultural variation, and appreciation of the human condition.

- OV1b DMACC faculty and administration jointly established common learning objectives, which were formally reviewed in 2006 to confirm continued alignment with mission and goals, as well as program and course specific competencies.
- OV1c Key credit and non-credit instructional programs include the arts and sciences, career and technical education, continuing education, and pre-college education, which are supported through academic achievement centers, placement, testing and advising; community educational outreach; financial aid; and library, tutoring and disability services; and a variety of network and web-based instructional technologies.
- OV2 DMACC has many non-instructional organizational services designed to first support student life (bookstore, student activities, or career and personal counseling) and secondly, to support workforce development (Central Iowa Works, Workforce Training Academy).
- OV3a The long term expectation is for students to achieve their career goals, consistent with the mission. Shorter term goals are articulated through the student rights and responsibilities published within the website and student handbook that reflect expectations for their behavior, approach to academics, ethical conduct and safety.
- OV3b The long term expectation is for faculty and staff to work and achieve within the context of the mission, and in the shorter term to abide by employee rights and responsibilities, such as the ethics statement, policies, and human resource procedures.
- OV3c DMACC competes for a declining traditional student population with three private residential colleges/universities, six profit and not-for-profit colleges, and one (of three) Regent universities in Iowa; continuing education competes with emerging business 'learning colleges' and the public school system.
- OV4a DMACC employs 1,349 full and part-time individuals, with 26% faculty, 45% professional-technical, 36% support/service employees, and 1% administration. This followed a decrease in overall employees of 13% over the past five years, and a concurrent increase of faculty by 11% during the same time period.

- OV4b 55% of all employees are women, and 8% are minority. 66% of faculty and administration hold Master's degree or higher. Currently, nearly one-third of DMACC employees are aged 55 or older.
- OV4c Employees are hired based on education, skills and experience to meet an existing need in the college as determined by faculty and administration. All hires are reviewed by Cabinet to assure they will make a significant contribution to the overall mission of the college.
- OV5a DMACC operates as one district with a nine-member board, president/CEO, and a nine-member Cabinet that meets weekly; each campus is led by a provost with autonomy to make campus-specific decisions. Stakeholders contribute to decisions through committee involvement.
- OV5b DMACC utilizes external advisory committees to oversee the development and continued operation of career and technical programs, and utilizes committees, commissions, and workgroups internally for communication and decision making consistent with the mission.
- OV6 The 2016 FIRSTS Goals of first in quality, service and affordability determine administrative support needs. The College has expanded facilities at five of its six campuses, and has levied a ten-year property tax designated to support equipment and technology upgrades.
- OV7 Data and information needs are driven by the 2016 FIRSTS Goals which include 20 indicators that track progress on quality, service, and affordability. Institutional data are accessible to the Institutional Effectiveness and Information Technology staff through the Banner data production system and to all faculty and staff through a data warehouse.
- OV8 DMACC has experienced nearly a 50% enrollment increase over the past five years, with a concurrent decrease in state funding to 2005 levels. While the enrollment increase represents an opportunity (increased tuition revenue), it also represents a challenge (strained facility and staffing needs) and funding remains the most salient constraint.
- OV9a DMACC has partnerships with 60 local school districts, through transfer agreements with public universities (Iowa State University, University of Northern Iowa, and University of Iowa), through membership in the Des Moines Higher Education Consortium with private

college and universities, and the Liaison Advisory Committee on Transfer Students with the Iowa Department of Education.

OV9b DMACC collaborates with business and industry through Accelerated Career Education agreements and apprenticeships with Central Iowa industry, and with nonprofits and government agencies through the Community and Workforce Partnerships Division and Iowa Workforce Development Center.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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## AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Des Moines Area Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

***Item Critical Characteristic***

- OV1a DMACC's General Education goals reflect six areas of learning competency for students to achieve, including: effective communication, logical and critical thinking, and an understanding of scientific principles, human society and cross-cultural variation, and appreciation of the human condition.
- OV1b DMACC faculty and administration jointly established common learning objectives, which were formally reviewed in 2006 to confirm continued alignment with mission and goals, as well as program and course specific competencies.
- OV1c Key credit and non-credit instructional programs include the arts and sciences, career and technical education, continuing education, and pre-college education, which are supported through academic achievement centers, placement, testing and advising; community educational outreach; financial aid; and library, tutoring and disability services; and a variety of network and web-based instructional technologies.

**Here are what the Systems Appraisal Team identified as Des Moines Area Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
1P1	O	Although common learning objectives are created at the institutional, program and course levels with input from many stakeholder groups, it is not clear if a systematic process exists to determine common learning objectives.
1P2	S	Faculty work with program advisory committees, business and industry, partnering agencies, community members, and district administration to craft specific program learning objectives that meet stakeholder needs, articulation needs, state and national standards or accreditation requirements, and are consistent with the College's mission and goals.

- 1P3            S        The Faculty Curriculum Commission oversees the design of new courses and programs to ensure that institutional standards are met. The institution is required by the State of Iowa to complete a comprehensive study when designing new programs. These courses and programs are also assessed to determine whether they will be competitive and new program certification pass rates are monitored.
- 1P4            O        Programs are designed to balance and integrate learning goals, students' career needs, and the employment market. Although the institution monitors employment trends, it is unclear how information is collected from businesses that hire its graduates, other institutions that enroll its students, or from its graduates. Without this process, it may be difficult to ensure that programs meet the changing needs and requirements of students and other stakeholders.
- 1P5            S        Several criteria are described that are considered in determining required preparation, including course pre- and co-requisites, faculty and advisory committee input, and external accreditation requirements,
- 1P6a           S        A variety of approaches are used to systematically communicate expectations regarding student preparation requirements and student learning objectives to prospective students. Current students receive information through web resources, orientation and advising services. Dual credit programs provide an effective means to communicate required and learning expectations to high school students.
- 1P6b           O        Although there are a variety of approaches used to communicate required preparation and learning for specific programs of study to traditional-age students, it is not clear how these expectations are communicated to potential non-traditional students such as veterans or displaced workers.
- 1P7            S        Kuder and Choices career interest inventories assist students in selecting appropriate programs of study. ACT, COMPASS assessment, counseling and advising services are used to identify academic skills.
- 1P8a           S        DMACC offers many services and resources for underprepared students, including, developmental coursework, learning communities, counseling,



- tutoring, web-based tutoring, online advising, academic achievement centers, writing workshops and labs.
- 1P8b      SS      Bridge courses in math and English target students who are capable of college-level coursework and need more instructional time to be successful. The institution has increased late start offerings for students who enroll after the term has begun or who have enrolled in a course that exceeds their level of preparation. During the first two weeks of each term, students who are struggling in a course may adjust their schedule with no penalty.
- 1P9a      S      DMACC's approach for improving learning and teaching includes faculty participation in Myers-Briggs Type Indicator (MBTI) and The Colors Learning Styles workshops to understand different learning styles. The August Academy also provides an opportunity to learn about student learning styles.
- 1P9b      O      Although the institution provides regularly-scheduled training regarding student learning styles, it is not clear how students are being matched to methods that best suit them and how this training is evaluated regarding its impact on improved student learning.
- 1P10      S      DMACC provides special programs to assist students who are learning English as a second language, international students, students with disabilities, students who need vocational rehabilitation services, and veterans as well as those who need assistance with transportation, child care, employment assistance, career counseling, and dental and health services. Additionally, DMACC has been recognized by the US Department of Veteran Affairs as a Service Members Opportunity College (SOC) or military-friendly school.
- 1P11a      S      The institution uses a variety of approaches to define, document and communicate expectations for effective teaching and learning. These include programs that assess student learning processes and track student success at the course, program and institutional level. DMACC has established a Quality Faculty Plan (QFP) which provides orientation

for new faculty, establishes seven minimum instructional competencies for faculty, and requires a minimum number of teacher improvement (TI) units which must address at least one of the seven instructional competencies.

- 1P11b O The institution compensates adjunct faculty for participation in QFP activities, but they are not required to participate in this process. Although Adjunct Faculty outnumber full-time faculty 3 to 1, there does not appear to be a training requirement.
- 1P12a S There appears to be a variety of course delivery systems designed to meet the needs of students while ensuring mastery of course competencies. The Online Oversight Committee provide guidance as to which delivery methods best fit various course offerings to address student and faculty issues, and to identify and provide necessary training to assure quality instruction and course delivery. A three-pronged approach to ensure the identity of distance learning students is used: user IDs and passwords, proctoring test sites, and faculty monitoring of students' discussions and work. Experienced online instructors received release time to help develop new online offerings, four instructional designers have been hired, and "signature series" courses have been established to provide a more uniform online student experience.
- 1P12b O Although the institution has in place many key components that contribute to an effective course-delivery system, it is not clear how the components are aligned and integrated with improved teaching and learning.
- 1P13a S DMACC utilizes a variety of processes to ensure that programs are up-to-date and effective. A faculty and advisory committee reviews learning assessment data, course competencies and articulation agreements. The formal Program Review conducted every five years contributes to identification of new program and responsive programming requirements.
- 1P14 O Although programs are to be reviewed every five years, it is not apparent that this requirement is applied to all programs with the same level of rigor and consistency. Further, there is no systematic approach to evaluating

courses to ensure that they are current with the changing needs and requirements of students and other stakeholders. Consequently, when programs are modified or eliminated it may not be based on a systematic approach, and when courses are modified or eliminated it is not apparent that these decisions are ever made systematically. As a result, DMACC may not modify or eliminate programs and/or courses based on sound analysis, in a timely fashion, or be able to recognize when such action is appropriate.

- 1P15a      S      The institution utilizes a variety of processes to determine and address students' learning support needs. These include DMACC Track, which tracks and categorizes individual student contacts to forecast needed staffing levels; SuccessNet, which enhances the data from DMACC Track with community referral information and outcomes to measure program effectiveness; and-multiple survey administration, which offer results in student satisfaction, faculty/staff satisfaction and perceived contributions to learning, and support for quality improvement.
- 1P15b      O      ACT, PACE, and AQIP Examiner surveys are used to monitor the learning support needs of faculty. A three-year cycle may not allow DMACC to keep pace with the ever-changing needs of faculty.
- 1P16      O      Co-curricular initiatives support the mission of the College through student skill-building in leadership, team building, goal setting, communication, budget, and time management. It is not clear if a process exists to align these activities with the curriculum.
- 1P17      S      DMACC employs a process to evaluate results from several sources to determine that students who have earned degrees or certificates have met learning and development expectations, including: licensure exam scores and pass rates, annual graduate survey data, National Student Clearinghouse transfer data, and Iowa Workforce Development salary data. A 2008 action project identified a gap and supplemented these sources through inclusion of CAAP assessment data for general education goals on a three-year cycle.

- 1P18 S DMCC has developed a comprehensive approach to assessing student learning and development. The process includes designated funding for department assessment activities, additional in-service time devoted to teaching and learning, and merger of component services into the Office of Institutional Effectiveness. This merger resulted in the following process improvements: student data loaded into a business intelligence platform; the creation of an assessment database, improvement in the mapping of individual course competencies to general education goals, and additional training and assistance to faculty to help them understand and interpret their assessment results.
- 1R1a S The institution has established measures to determine the degree of student learning and development. This includes, but is not limited to, retention rate, graduation rate, and program pass rate. In addition, new program certification pass rates are monitored and compared to other institutions annually to assure that graduates are performing at expected levels.
- 1R1b O Performance results for specific programs appear to be limited to licensure exam pass rates for the College's nine large career programs. It is not clear what measures are used for programs that do not have associated licensure.
- 1R2 S The persistence rates for full and part-time students are favorable; this trend has been established since 2000. CAAP scores show improvement between freshman and sophomore averages for reading, critical thinking, mathematics, and science.
- 1R3 S The trends for program licensure pass rates are favorable and have ranged between 79 and 100% over the last four years. This supports the institution's stated commitment to preparing students for entrance into the workforce.
- 1R4 O Graduate follow-up results are used to determine whether students have met expectations of employers, transfer institutions and other stakeholders upon graduation. While the results demonstrate whether

graduates continued their education, gained employment, or are job seeking, they do not convey whether students were employed within their field of study or if their programs of study prepared them for these next steps. Also, no trend data were provided nor results demonstrating whether DMACC seeks input from employers regarding how well the college's graduates are prepared for the workplace and are meeting employer needs.

- 1R5a        S        ACT Student Opinion, AQIP Examiner, and PACE survey indicate positive results for learning support services. The institution is at or above the mean for select items on the AQIP Examiner, and had 18 services and environmental factors greater than the national norms on the ACT Student Opinion Survey. PACE results portrayed DMACC with a consultative climate.
- 1R5b        O        The ACT Survey of Student Opinion appears to provide limited results of learning support processes and the frequency in which DMACC conducts this survey may not provide the information necessary to make decisions.
- 1R6         O        Although the College uses the ACT Student Opinion Survey to compare its results of student support services to other institutions, there is no additional comparative data available to demonstrate how the College's effectiveness in Helping Students Learn compares with other higher education organizations or those outside of higher education.
- 111         S        The College has increased the number of courses used in assessment by over 500% and this information is disseminated to instructors. The new CAAP assessment provides a common measure of student learning objectives. The College uses the AQIP Examiner, PACE Surveys, and the ACT Student Survey as key data sources. Student case management is also conducted utilizing DMACC Track and SuccessNet.
- 112         O        The 2016 FIRSTS Goals have become a priority for the administration and the Board of Directors, but it is unclear how this information is used to set targets and select processes to improve.

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Des Moines Area Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item Critical Characteristic***

- OViii DMACC provides general education courses to prepare students for transfer, career/technical programs to prepare students for entrance into the workforce, continuing education, adult literacy, and GED services. Economic development became an additional and significant responsibility for DMACC in 1984 with the enactment of the Iowa New Jobs Training Program legislation.
- OV2 DMACC has many non-instructional organizational services designed to first support student life (bookstore, student activities, or career and personal counseling) and secondly, to support workforce development (Central Iowa Works, Workforce Training Academy).

**Here are what the Systems Appraisal Team identified as Des Moines Area Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
2P1	S	DMACC has identified the following non-instructional processes: workforce development; accreditation; and training for industry. Although it is not clear if there is a formal design process to define how to carry out these work activities, the institution understand who their stakeholders

- are, and is focused on producing value. These processes appear to have matured over time with informal methods used to refine how they operate.
- 2P2            O        The institution provides only anecdotal information to describe its processes for determining non-instructional objectives. DMACC does not appear to have a process design method to guide process owners and design teams on how to design or redesign their processes. As a result, non-instructional processes have not benefited from such a review and analysis, thereby increasing the risk that key objectives have not been established or linked to the needs and expectations of stakeholders.
- 2P3            O        It is not apparent that the operation of the non-instructional processes includes methods to systematically communicate expectations regarding the objectives that have been established internally or to the external stakeholders of these processes. Consequently, non-instructional process owners may be missing opportunities to demonstrate high performance standards to their external stakeholders to help build stronger relationships and greater engagement.
- 2P4            S        Data are collected relative to non-instructional process objectives and reviews of the appropriateness and value of these objectives are conducted systematically. Data is publicized and shared through the use of the 2016 FIRSTS Goals Scorecard.
- 2P5            O        It is not clear how faculty and staff needs are determined, what steps are taken for this assessment, or how needs are used to prioritize objectives and make needed adjustments to the processes that support them.
- 2P6            O        It is unclear if there is a process for incorporating feedback from faculty and staff regard to non-instructional objectives. The institution appears to have an opportunity to establish a more systematic approach to align and integrate faculty and staff needs into the distinctive objectives design and improvement processes.
- 2R1            S        DMACC collects data from a variety of sources to determine the effectiveness of non-instructional processes. The institution tracks

resource development results and continuing education measures, including headcount and contact hours.

- 2R2a S DMACC is the largest grantor of the basic education credential in the state of Iowa, and there is a general upward trend in the number of students needing those services.
- 2R2b S Results for Foundation development show favorable trends. Foundation scholarship dollars awarded by year (Figure 2.3) has steadily improved since FY 2006, despite drops in endowment and foundation assets over time. Alumni membership and contribution (Figure 2.6) show positive performance.
- 2R2c S Non-credit enrollment for Black and Hispanic students has increased and other student ethnic groups were stable or increased slightly.
- 2R2d O Market penetration for non-credit programming has declined since FY 2005 (Figure 2.1), and enrollment in workforce programs has declined.
- 2R2e O Trends are not favorable for results of the number and percent of employees by race (Table 2.9). Employment of minorities has declined slightly.
- 2R3a S Performance measures for Adult Education are benchmarked against other Iowa community colleges and a national cohort via the National Community College Benchmarking Project (NCCBP). DMACC exceeded both state and national benchmarks in the number of Basic Literacy credentials (ABE) and High School Equivalency (GED) awards.
- 2R3b O Three of five measures for resource development are benchmarked according to an Iowa and a national cohort, and are part of the institutional scorecard. DMACC met or exceeded state and national benchmarks in the Foundation Endowment Fund Balance measure, but performed inconsistently when compared with both state and national benchmarks in the other two resource development scorecard measures (Scholarship Dollars Awarded; Total Foundation Assets) over the three year period from 2006-2009.



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| 2R4  | O | Although the institution indicates that measures for other distinct objectives have strengthened the institution by providing a means to know when goals have been accomplished, it is unclear how the institution defines a goal as having been accomplished. DMACC appears to lack performance results to demonstrate other distinct objectives enhance its relationship with the community to strengthen the organization.  |
| 2I1a | S | DMACC acquired the Track and SuccessNet tracking systems to improve how the College integrates services and measures the effectiveness of programs and initiatives to improve student and stakeholder focus. DMACC has also won the Greater Des Moines Partnerships Diversity Award to recognize its diverse workforce. The College's foundation has increased its scholarships 15% in 2009, and their alumni association continues to grow in numbers, contributions, and visibility. |
| 2I1b | O | While the College has made several improvements in this category; there is an opportunity to further develop systematic and comprehensive processes and performance results for accomplishing other distinctive objectives.  |
| 2I2  | S | DMACC has a culture of broad stakeholder input to determine and participate in distinctive objectives. Gathering and using stakeholder input and sharing information with local business and industry, communities and non-profit organizations builds the infrastructure for continuous improvement.  |

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### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining

satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Des Moines Area Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students’ and Other Stakeholders’ Needs:**

***Item Critical Characteristic***

OViv DMACC’s vision of *lifelong fulfillment* through a *quality, innovative and responsive learning environment*, underscores the College’s LIFE’s CALLING and FIRSTS GOALS of *Quality, Service, and Affordability*.

OV3a The long term expectation is for students to achieve their career goals, consistent with the mission. Shorter term goals are articulated through the student rights and responsibilities published within the website and student handbook that reflect expectations for their behavior, approach to academics, ethical conduct and safety.

OV3b The long term expectation is for faculty and staff to work and achieve within the context of the mission, and in the shorter term to abide by employee rights and responsibilities, such as the ethics statement, policies, and human resource procedures.

OV3c DMACC competes for a declining traditional student population with three private residential colleges/universities, six profit and not-for-profit colleges, and one (of three) Regent universities in Iowa; continuing education competes with emerging business ‘learning colleges’ and the public school system.

**Here are what the Systems Appraisal Team identified as [Institution]’s most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students’ and Other Stakeholders’ Needs.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
3P1a	S	The institution appears to have a sound understanding of the importance of identifying the changing needs of its student groups and has developed a wide variety of methods to accomplish this critical task. These include multiple student surveys, employer surveys, ACT Opinion Surveys, and advisory groups. Data collected from these methods provide an

- opportunity for the institution to modify services and create greater value for students.
- 3P2a S DMACC appears to have several integrated processes for building and maintaining relationships with students. These processes have recently been evaluated and improved through the strengthening of alumni membership, development of a call center to target at-risk students groups, and inclusion of social media to showcase events and invite feedback.
- 3P2b SS The institution uses a variety of approaches for building and maintaining relationships with students. These include regular student contact, student clubs, organizations and activities, dual-credit courses and academic advising to high school students, partnerships with community and workforce agencies, and instructional strategies to promote interaction.
- 3P3a S DMACC collects data from a variety of sources to determine stakeholder needs. Tools used include ACT, PACE, and AQIP Examiner standardized surveys as well as institution-specific graduate and employer surveys. These are used to assess stakeholder satisfaction and identify preferences and changing needs.
- 3P3b O DMACC conducts a comprehensive program evaluation every five years. It is unclear if the five-year cycle allows the institution to keep pace with changing requirements and yield information that ensures existing programs are meeting stakeholders' needs
- 3P4 S Numerous methods help build and maintain relationships with stakeholder groups. These include: contractual agreements; collective bargaining agreements; articulation, admissions and grant related agreements; dual credit programming with K12 school districts, workforce development efforts with the Iowa Departments of Workforce Development and Economic Development, and outreach efforts with publicly funded organizations.

- 3P5 O Although an Enrollment Management Committee evaluates input from internal and external stakeholders and legislation, it is unclear if a process exists to determine when to target new student and stakeholder groups and which ones to choose. Without such an approach, DMACC may miss opportunities to increase enrollment and bring its services and programs to individuals and communities in need.
- 3P6a S Complaints pertaining to financial, risk or safety, and information technology are supported by a web-based hotline. EthicsPoint allows for complaints to be collected anonymously.
- 3P6b O Although early stage complaint management guidelines are established and there is a process for collecting complaints, it is unclear how complaint data are analyzed to identify when more widespread issues are developing. As a result, DMACC may be limited in its ability to recover from complaints and to use complaint data to identify changing needs and requirements
- 3R1a S The College has a variety of informal and formal approaches to determining the satisfaction of students and other stakeholders. Including, but not limited to, a Student Satisfaction Survey, a Graduate Exit Survey and Employer Surveys.
- 3R1b O Data collected pertaining to changing stakeholder needs appear to be limited in scope. Although there is emphasis on graduate and employer data gathering and analysis, interactions with other stakeholder groups, such as feeder schools and other postsecondary institutions, is more informal and does not appear to produce significant data for analysis purposes. As a result, DMACC may not always identify changing stakeholder needs in a timely manner.
- 3R2 S Satisfaction with student services and the educational environment as determined by the ACT Survey has remained steady in the moderately high satisfaction range. Highly rated areas in 2010 include co-curricular activities, class size, condition of facilities and buildings, faculty attitudes towards students, library programs, and tutorial services.

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| 3R3  | S | Figure 1.19 shows that DMACC is ranked first in its national benchmark cohort for student retention. The results of the survey for dual credit students one year after graduating from high school indicate a high percentage of students attending a 2-year college. This is evidence of the relationship students have with DMACC through dual credit programming |
| 3R4a | S | Career and Technical programs are required to maintain an advisory committee of professionals currently working in related fields. Advisory committee members indicate high levels of satisfaction with the institution.  |
| 3R4b | O | Although DMACC reports current levels of satisfaction from stakeholders, there are limited trend data. The lack of trend data may make it difficult for the institution to determine the extent of deployment with the delivery of programs and services to stakeholders.   |
| 3R5  | S | Results demonstrate the effectiveness of the processes and activities used to build relationships with stakeholders. For example, market penetration has increased steadily in recent years and has been above the institution's goal and the results in the number of foundation scholarship dollars and number of awards has improved.                            |
| 3R6  | O | Other than the PACE scores and Credit Market Penetration data, no sources of data are used to compare DMACC outcomes and the performance of student and stakeholder-related processes to those of other higher education institutions or organizations outside of higher education.   |
| 3I1a | S | DMACC's Call Center has been attributed to an increase in student retention and appears to have been good strategy for the institution.   |
| 3I1b | S | The number of high school students served by dual credit programming increased from 1,000 in 2001 to over 10,000 in 2010. NACEP accreditation assures continued alignment between dual-credit and traditional college programming.  |
| 3I2  | O | Targets for improvement are set to be achievable by 2016 and established to move the institution closer to a stated goal. It is not clear   |

how these targets are established. As a result, DMACC may be limited in selecting process for improvement.

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#### **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of [Institution] that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item Critical Characteristic***

OV4a DMACC employs 1,349 full and part-time individuals, with 26% faculty, 45% professional-technical, 36% support/service employees, and 1% administration. This followed a decrease in overall employees of 13% over the past five years, and a concurrent increase of faculty by 11% during the same time period.

OV4b 55% of all employees are women, and 8% are minority. 66% of faculty and administration hold Master's degree or higher. Currently, nearly one-third of DMACC employees are aged 55 or older.

OV4c Employees are hired based on education, skills and experience to meet an existing need in the college as determined by faculty and administration. All hires are reviewed by Cabinet to assure they will make a significant contribution to the overall mission of the college.

**Here are what the Systems Appraisal Team identified as Des Moines Area Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1	S	The institution ensures that job descriptions are developed to include specific credentials, skills, and knowledge required by faculty, staff, and administrators based upon input from supervisors across the institution and benchmarking initiatives with other organizations.
4P2a	S	Several processes are in place to maintain consistency in hiring. Human Resources provide the initial screening of applicants and the Hiring Process Handbook is utilized by hiring committees. The process supports institutional, state, and federal hiring requirements.
4P2b	O	It is unclear how organizational values are integrated into recruiting and hiring. This clarification may help identify individuals who share those values and would be a good fit in the organizational culture so that the opportunity for success and long-term retention is enhanced.
4P3	S	The College appears to have a well defined recruiting and hiring process designed to identify high performing individuals who possess the necessary skills to succeed as candidates for positions that come open.
4P4	S	The employee orientation program appears to be well developed. The process provides a broad understanding of the institution's benefits and student information systems, e-mail, and other network services.
4P5	O	Although the College describes an approach to planning for potential changes in faculty, it is unclear how they determine other staffing capability and capacity requirements to ensure that the needed human resources are available to meet student and other stakeholder requirements.
4P6a	S	Using LEAN training to design and maximize work processes, the College appears to have improved productivity, cost savings, and efficiencies in

several areas, including student services, business office, human resources, and IT.

- 4P6b OO Although the institution uses the LEAN workplace model to redesign work processes, it is not clear how new work processes are designed or these efforts increase employee satisfaction. The Portfolio does not mention how DMACC designs work processes to contribute to organizational productivity and employee satisfaction.
- 4P7 S The institution describes ethical practices in the College Policies and Procedures, which are a part of orientation, and uses Ethics Point web services for confidential and anonymous reporting of financial, risk, safety and IT issues.
- 4P8a S DMACC appears to have a lot of input that is gathered from different sections of the organization to determine training needs. The Quality Faculty Plan (QFP) requires all faculty complete a prescribed number of teacher improvement (TI) units each year, which consist of a combination of recurring trainings seen as vital to the institution and new training that is identified to address discipline specific needs.
- 4P8b O Although there is a strong orientation program some learning and development opportunities are provided for faculty and staff, and HR maintained some training modules for self-development, an approach to identifying training needs to support overall organization requirements appears to be lacking. For example, learning and development requirements are not identified to support the 2016 FIRSTS Goals.
- 4P9a S The institution provides multiple training opportunities for faculty. Training is conducted in three areas: job specific, technical and general. Training and development are described in the Quality Faculty Plan, which requires a specific number of hours within a certain length of time.
- 4P9b O Adjunct faculty training is supported through the Adjunct Advantage program. The program is limited to 20 participants per year. With over 1,000 adjuncts, the institution does not appear to have sufficient development opportunities for adjunct faculty.



- 4P10 O Though DMACC maintains a thorough evaluation process covering employees and adjunct faculty through associated HR policies, it is not clear how employee or adjunct faculty goals or objectives are aligned with instructional and non-instructional objectives of the institution.
- 4P11 O It is not apparent that DMACC has designed a broad-based reward and recognition program that is meaningful to the faculty and staff and aligns with organizational objectives in both instructional and non-instructional areas. As a result, faculty and staff may feel underappreciated and the College may miss opportunities to reinforce behaviors that contribute to achievement of high performance and attainment 2016 FIRSTS Goals.
- 4P12 O Although DMACC has instituted the use of two standardized surveys: PACE and the AQIP Examiner Survey, to help determine key issues related to motivation of faculty, staff, and administrators, the frequency with which it conducts these surveys does not allow the college to identify or respond to key issues regarding motivation of employees. A next step may be to institute employee engagement sessions around issues as they occur or conduct ad hoc surveys as issues arise.
- 4P13a S Through surveys and focus groups, the campus safety officer identified health and safety issues and concerns, that informed the development of services or resources, such as additional lighting, revised emergency management, theft, identity-theft and alert protocols.
- 4P13b O DMACC recognizes the need to collect satisfaction data and establish trends and has begun to take steps to achieve that end.
- 4P13c O Processes to evaluate employee health, safety, and well being are not described.
- 4R1a S DMACC collects and analyzes data related to valuing people through review of selected items on the PACE survey monitoring staff retention rates; and monitoring educational levels of faculty.
- 4R1b O DMACC collects a variety of measures of institutional effectiveness. Additional information on the satisfaction and motivation of employees

might be developed through a survey or study that is specifically aimed at exploring their thoughts and experiences.

- 4R1c O Although the College measures Staff-to-Student Ratios, this measure does not demonstrate the College is meeting the requirements of the Valuing People Category. As an input measure, Staff-to-Student Ratios may be valuable when comparing its relationship to output measures, such as employee satisfaction.
- 4R2a S Employee retention rate is defined as the average length in a position for employees and is shown in Table 4.2. Retention of faculty and staff is steady.
- 4R2b O LEAN Workplace efforts are reported. These activities may provide evidence of faculty and staff participation, but are not performance results of the Valuing People Category. Without results, the College may lack essential data and information that might determine if it is meeting the needs of its employees and contributing to the overall effectiveness of the organization.
- 4R3a S Continued enrollment growth and increased market penetration are presented as indicators of effectiveness for recruiting students. Figure 3.11 shows DMACC credit market penetration scorecard data. DMACC's dual credit programming has grown in the past 10 years with the number of students served increasing from 1000 in 2001 to 10,000 in 2010.
- 4R3b O Measures to indicate the productivity and effectiveness of faculty, staff, and administrators in helping to achieve DMACC's 2016 FIRSTS Goals are not reported.
- 4R4 S PACE Survey data are benchmarked against norms in Table 4.8. DMACC's Supervisory Relationships, institutional Structure, Student Focus, and overall results are above the national norm. The teamwork results are below the norm.

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| 411a | S | Adoption of the workplace LEAN process has yielded significant productivity gains for the institution and encourages faculty and staff to modify work flows and improve efficiency.  |
| 411b | S | DMACC has made a strong commitment to hiring full-time faculty to match recent enrollment growth. DMACC has responded to a 25% annual enrollment increase in the past five years with a 23% increase in full time faculty positions. Since 2006, 61 new faculty positions have been added across the district. |
| 411c | S | DMACC invests in the Adjunct Advantage Program to offer formal staff development opportunities for adjunct faculty. DMACC has also promoted all of its staff development opportunities to adjunct faculty.   |
| 412  | O | While the College maintains policies, procedures and processes that suggest valuing people, there is no discussion regarding how they select processes to improve, nor how they set target performance results to achieve.   |

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Des Moines Area Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

***Item Critical Characteristic***

- OV5a DMACC operates as one district with a nine-member board, president/CEO, and a nine-member Cabinet that meets weekly; each campus is led by a provost with autonomy to make campus-specific decisions. Stakeholders contribute to decisions through committee involvement.
- OV5b DMACC utilizes external advisory committees to oversee the development and continued operation of career and technical programs, and utilizes committees, commissions, and workgroups internally for communication and decision making consistent with the mission.
- OV7 Data and information needs are driven by the 2016 FIRSTS Goals which include 20 indicators that track progress on quality, service, and affordability. Institutional data are accessible to the Institutional Effectiveness and Information Technology staff through the Banner data production system and to all faculty and staff through the College’s data warehouse.

**Here are what the Systems Appraisal Team identified as Des Moines Area Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	O	Revisions to DMACC’s mission and values are initiated by the President or Board and must be consistent with provisions in the Iowa Code; they are then set and reviewed by the Board with input from stakeholders. The process and frequency for soliciting stakeholder input are not described and it is unclear how the mission and values are communicated, reviewed and reinforced with all faculty and staff.
5P2	S	Leaders set direction in alignment with the mission, vision, and values through the 2016 FIRST Goals. All stakeholder groups were involved in this process and produced three main goals and 20 indicators. As a result, a new Vision statement was developed: “DMACC is committed to being a high performance institution, evidenced by its intention to be first in quality, service, and affordability compared to Iowa’s 15 community college districts, and to a national benchmark group of similar institutions.”

- 5P3a            S        DMACC's 2016 FIRST Goals performance relies on the input of internal and external groups. The institution takes into account the needs and expectations of current and potential students and key stakeholder groups through open dialogue, regular contact, and discussions. This input is processed through weekly Cabinet meetings and monthly Board, Provosts/Deans, and District Chair meetings to assure continued alignment between stakeholder needs and the strategic directions of the college.
- 5P3b            O        It is not clear how regular input is received from key stakeholders. There does not appear to be a process to collect the needs and expectations of students and other stakeholders. Without this process, it may be difficult to anticipate any future changes in student and other stakeholder requirements.
- 5P4             O        Although the President's Cabinet and the Cabinet Finance Team were established to build and sustain a learning environment, it is unclear how relevant data is collected and analyzed to enhance a strong focus on student learning.
- 5P5             S        The institution utilizes a flat organization encouraging decisions to be made at the level closest to the student or other stakeholders. DMACC's commission structure appears to provide a framework for gathering information, making decisions, and carrying out new policy. Decisions are divided between different levels and groups based on the type of decision, and involve the administrative team, Curriculum Commission, Academic Standards Commission, and Diversity Commission, as well as departmental directors.
- 5P6             O        Although the institution allows for empowerment and involvement of the workforce in making decisions, it is unclear how performance data and information is used to aid making decisions. As a result, DMACC may not be able to effectively make data-driven decisions on a consistent basis and may be limited in its ability to maximize use of its resources.

- 5P7 S A wide variety of methods appear to be in place to promote communications. The institution uses committee and commission structures at various levels of the organization. Focus groups, departmental and cross-departmental meetings, phone, email, and website are also used. In addition, four days are set aside each year for department, discipline, and program faculty meetings.
- 5P8 S Leadership communicates its shared mission, vision and values through interaction with stakeholder groups. These include publications and presentations of progress toward 2016 FIRSTS Goals and semi-annual forums at each campus with the President and Executive Vice-President.
- 5P9, 5P10 O Leadership development initiatives do not appear to have been comprehensively established at the institution. It is unclear if there are formal leadership and management development programs or learning initiatives at the present time. Also, it does not appear that efforts to establish a succession planning approach for leadership positions have been fully developed. Without these important leadership processes in place, DMACC may risk creation of a leadership gap and inhibit the growth and opportunity provided to current employees.
- 5R1 S Performance measures for leading and communicating are presented in Table 5.1, and include AQIP Examiner Criteria 4 and 5; PACE Survey and Board Evaluation of the President results.
- 5R2a O Technical and Administrative Support staff showed lower scores than those of administrators and faculty on nearly all PACE items.
- 5R2b OO Measures are limited in determining the effectiveness of Leading and Communicating Category requirements and do not appear to have been developed. The institution does not provide trend data in response to this question.
- 5R3a S DMACC scored above the mean for questions related to leading and communicating on the AQIP Examiner Survey compared to other institutions. The College scored at or above the national norm on all

- PACE Survey scales. PACE Survey data revealed that DMACC shows some strength in consultative climate.
- 5R3b      OO      The College did not report comparative information. The PACE Survey does not provide national norms on an item-by-item basis, yet specific items are identified for this category. Comparative data from within and outside higher education may support innovation and decision making.
- 5I1a      S      The institution has enhanced the data it uses to lead the institution through the use of AQIP and PACE Survey data. The College has made an effort to have data available to its employees through the accessible business intelligence tool, and by posting survey results on the website. Communication of survey results and other information has been furthered by increasing the number of campus forums.
- 5I2      O      Little information is provided regarding how DMACC's culture and infrastructure assist in selecting specific processes to improve or setting targets for improved performance results in Leading and Communicating. For example, it is unclear if the approaches described in the portfolio will be applied consistently across the organization and used by all appropriate departments.

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## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Des Moines Area Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

**Item Critical Characteristic**

- OV2 DMACC has many non-instructional organizational services designed to first support student life (bookstore, student activities, or career and personal counseling) and secondly, to support workforce development (Central Iowa Works, Workforce Training Academy)
- OV6 The 2016 FIRSTS Goals of first in quality, service and affordability determine administrative support needs. The College has expanded facilities at five of its six campuses, and has levied a ten-year property tax designated to support equipment and technology upgrades.
- OV8 DMACC has experienced nearly a 50% enrollment increase over the past five years, with a concurrent decrease in state funding to 2005 levels. While the enrollment increase represents an opportunity (increased tuition revenue), it also represents a challenge (strained facility and staffing needs) and funding remains the most salient constraint.

**Here are what the Systems Appraisal Team identified as Des Moines Area Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1a	S	A variety of methods are used to identify the needs of students and support a learning environment. These include the ACT Opinion and Pace surveys, advising, and Student Services department meetings. In addition, workforce support service needs are identified and supported through Iowa Employment Solutions, Central Iowa Works, and the institution's Community and Workforce Partnership Division.
6P1b	O	While DMACC lists methods it employs to gather information on support service needs, there does not appear to be formal and consistent methods to capture needs and preference information from their students.
6P2	O	DMACC reports that it relies on faculty, staff, and administrators to identify administrative support needs. However, it provides only anecdotal information to describe its processes for determining these needs. Further, it is not clear if the institution has established a formal data



- collection method to determine administrative support needs. This may limit the ability to identify changing needs in a proactive manner.
- 6P3a S There are a variety of approaches to ensuring the safety of their students and other stakeholders. There is a crisis management plan for responding to emergencies on campus.
- 6P4 O Although it states that managing key student, administrative, and organizational support processes were seen as strengths in it last Portfolio, the process by which this is accomplished is unclear. By articulating, implementing and evaluating a process, the College could assess whether it was truly meeting support service needs.
- 6P5 S Workplace LEAN is used to motivate various departments to improve and document their processes. Over 20 areas of the college have used the process to improve workflow efficiencies and to ensure consistent delivery of services and programs.
- 6R1 S Table 6.1 illustrates multiple measures of student and administrative support services covering processes within a variety of areas. Satisfaction surveys are used to obtain perception data from students and internal customers pertaining to student and administrative support service processes. In addition, some areas, such as Finance, Information Technology, and Human Resources have other measures established to help determine the effectiveness of their work.
- 6R2a S ACT Student Opinion survey results show increased satisfaction in all areas except the bookstore and student center. Implementation of the Call Center has been linked to improved course retention, student persistence, credit hour gain, and net revenue gain.
- 6R2b S DMACC used the LEAN process to decrease the mean processing time for applications from 40 days to 28 days between 2002 and 2010 while the total number of applications increased during this time frame. Transcript processing time was over three months in 2006 (a peak year for this metric) and is currently two-four weeks, again while numbers evaluated have increased. No additional staff were hired.

- 6R3            O     Although the ACT Student Satisfaction Survey is used, limited results of administrative support services are available to permit an understanding of the effectiveness of these processes. Having a well-designed and operating system to identify the effectiveness of support services may ensure that such services positively impact learning at DMACC.
- 6R4            O     DMACC lists sources and uses of formative and summative information and provides examples of the different types available. However, it is not clear how the information is used by students, administrative and organizational support areas to improve their performance.
- 6R5            O     While comparative or competitive data available they appear to be limited to tuition making it difficult to demonstrate how DMACC's effectiveness in Supporting Institutional Operations compares with other higher education organizations or those outside of higher education. Regular data collection and trending, as well as more extensive benchmarking over time may help DMACC derive a clearer picture of its performance in this category and enhance its continuous improvement efforts.
- 6I1, 6I2       S     Several process improvements have been made through the implementation of workplace LEAN, and through the inclusion of the SAS Business Intelligence platform. Planned improvements include the installation and implementation of scheduling software to apply toward enrollment trends, as well as continued use of baseline data to identify gaps, drive improvements, and review targets annually.

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## **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data;

analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Des Moines Area Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item Critical Characteristic***

OViv DMACC's vision of *lifelong fulfillment* through a *quality, innovative and responsive learning environment*, underscores the College's LIFE's CALLING and FIRSTS GOALS of *Quality, Service, and Affordability*.

OV7 Data and information needs are driven by the 2016 FIRSTS Goals which include 20 indicators that track progress on quality, service, and affordability. Institutional data are accessible to the Institutional Effectiveness and Information Technology staff through the Banner data production system and to all faculty and staff through a data warehouse.

**Here are what the Systems Appraisal Team identified as Des Moines Area Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
7P1a	S	Processes for selecting, managing and distributing performance information for instructional and non-instructional processes are based on the 2016 FIRSTS Goals or other non-instructional goals of the institution. Measures include the ACT Student Opinion Survey, AQIP Examiner Survey and Personal Assessment of the College Environment (PACE) Survey. All institutional performance data are available in the SCT Banner System or SAS Business Intelligence platforms. Data are distributed through email or the business intelligence platform using push and pull strategies
7P1b	O	DMACC is engaged in many activities related to selecting, managing, and distributing data, but these efforts do not appear coordinated on a college-wide level into a systematic process. It is unclear how individual departments collect feedback from customers of their processes.

- 7P2 O DMACC does not appear to have a process to systematically select, manage, and distribute data and performance information to support its continuous improvement and planning efforts. Without a standard process, the institution may limit its ability to proactively identify improvement opportunities.
- 7P3 O Although the institution communicates with each department on their role in meeting 2016 FIRSTS Goals and other institutional goals, it is not clear if there is a cohesive and/or systemic program for discussion of departmental and unit needs with respect to data collection, storage, and accessibility.
- 7P4 O The Office of Institutional Effectiveness (OIE) is responsible for collecting, analyzing, and disseminating data. It is not clear if data analysis skills and capabilities are prevalent throughout the institution and if faculty and staff are trained in data collection and analysis methods. Therefore, little data analysis may be occurring relative to institutional and process level performance outside of OIE, thereby limiting DMACC's ability to identify improvement actions and learn how to link its actions to positive outcomes.
- 7P5a S DMACC collects comparative data from a variety of sources including: the National Community College Benchmark Project (NCCBP); the National Center for Educational Statistics (NCES); National Student Clearinghouse; the Iowa Department of Education; and other state and national sources of demographic and labor force information.
- 7P5b O Although the College regularly seeks quality comparative data and have existing benchmarking initiatives, the processes and methods for the collection of comparative data do not appear to have been fully developed. Without regular collection of comparative data, DMACC may be limited in its ability to improve its performance.
- 7P6a S OIE staffs assist different departments in data requests and contribution to 2016 FIRSTS goals, providing additional analyses based on district

- goals, and designing self-service data relevant to the College's strategic initiatives. DMACC has defined terms (e.g., student retention, success rates) to create consistency for cross-institutional comparisons.
- 7P6b      O      DMACC has defined various terms useful in departmental analyses, including student retention, success rates, pass rates, award completion, persistence and others. It is unclear what the processes are, or the way in which the analyses are shared.
- 7P7      O      Although the portfolio provides a description of a strong IT capability, it is not clear how it focuses on employee needs and expectations. There is no description of how employees are supported by IT and are able to define their requirements.
- 7R1      O      It is not clear what measures are used to determine the effectiveness of its system. The measures reported are limited to performance, not measures to track institutional effectiveness. This lack of appropriate data may make it difficult to determine the effectiveness of the analysis of performance measures.
- 7R2      OO      Aside from the AQIP Examiner survey which is administered on a three-year cycle, there do not appear to be any measures of employee or Board satisfaction with data collection, analysis, distribution or use of data, information and knowledge. The institution may have an opportunity to build a more comprehensive system to accomplish this and provide accurate measures of its performance. The BI platform has been accessed by 159 faculty and staff (approximately 12%). Providing trend data would help show if data access is increasing over time.
- 7R3      O      While DMACC scored above the mean for each question on the AQIP Examiner survey Criterion 7 section, and the overall score for this section had the greatest difference from the mean of other institutions for all AQIP criteria, the comparative data appears to lack the breadth and depth necessary for DMACC to accurately measure its performance against its mission and goals. The college may have an opportunity to expand its

comparative data collection and analysis, and thus its performance measures.

- 711            S        The institution has expanded the role of its Office of Institutional Effectiveness and continues to use its 2016 FIRSTS Goal Scorecard and the Board of Director's evaluation process for the President to improve efforts, expectations, accountability, and standards for producing measurable outcomes.
- 711-2        O        The 2016 FIRST Goals allowed for the establishment of measurable outcomes at the highest levels. It is not clear if a culture and infrastructure where defining processes, collecting and analyzing data, reviewing performance, and identifying opportunities for improvement has been established.

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## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Des Moines Area Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item    Critical Characteristic***

OViv    DMACC's vision of *lifelong fulfillment* through a *quality, innovative and responsive learning environment*, underscores the College's LIFE's CALLING and FIRSTS GOALS of *Quality, Service, and Affordability*.

OV8    DMACC has experienced nearly a 50% enrollment increase over the past five years, with a concurrent decrease in state funding to 2005 levels. While the enrollment increase

represents an opportunity (increased tuition revenue), it also represents a challenge (strained facility and staffing needs) and funding remains the most salient constraint.

**Here are what the Systems Appraisal Team identified as Des Moines Area Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1	S	The 2016 FIRSTS Goals produced a new vision statement and priorities to move the institution toward realization of the vision and culminated with approval of the plan by the Board of Trustees. Progress toward the 2016 FIRSTS Goals is assessed annually, which includes identifying annual improvements, maintaining progress through training, policy and procedures, or resource allocation; reviewing goals and indicators that did not reach targets; and addressing associated barriers. Strategies to overcome these barriers often are conceived as AQIP action projects. This process has a periodic, formal review midway through the planning cycle.
8P2	O	Although the institution successfully developed the 2016 FIRSTS Goals, it is not clear if a systematic process to identify short and long term strategies has been established. Without this process it may be difficult to ensure that the institution considers market and other factors that could signal emerging changes that need to be addressed, as well as strategic challenges that must be overcome to ensure long-term sustainability of the organization.
8P3	O	Although the institution develops key action plans as part of the FIRSTS Goals process, there does not appear to be a method as to how this is to be accomplished. As a result, there is a strong likelihood that variance will occur in the processes used and a possibility that some departments or campuses will not fully participate in development of the Strategic Initiatives that are important to achieving the Goals. Without a more defined approach to ensuring the involvement of the departments and

campuses in developing Strategic Initiatives, there is greater risk that misalignment in plan implementation will occur.

- 8P4 O DMACC coordinates planning by including representation from all levels of the college on key leadership committees and commissions, regular planning and sharing meetings with stakeholders and annual budgeting and through regular multi-directional communication; however, it is not clear how planning processes, organizational strategies, and action plans are aligned.
- 8P5 S DMACC sets objectives according to its 2016 FIRSTS Goals scorecard and strives to be the first in the state and in the national benchmark group. Targets are established by the OIE according to previous trends, benchmarks, past process effectiveness, and administrative input.
- 8P6a S Due to budget constraints, DMACC has discontinued an internal grant program to support 2016 FIRSTS Goals and replaced it with solicitation of specific, targeted action plans or identification departmental projects contributing to institutional improvement; the Cabinet approves these based on cost-benefit analyses. The Call Center, Adjunct Advantage, August Academy, room-scheduling software, workplace LEAN, and DMACC Track are examples of successful programs.
- 8P6b O DMACC solicits organizational or departmental action plans that are consistent with the strategic interests of the College, however, the precise criteria or process through which this occurs is not discussed, nor is it clear how current resources play a role. Developing a systematic process with clear criteria linked to strategic goals may allow the College to solicit organizational or department action projects more readily and budget for associated resource needs.
- 8P7 O It is not apparent that any risk analysis was accomplished during development of 2016 FIRSTS Goals so that a clear understanding could be established as to the importance of certain aspects of the plan or the ability of the institution to actually execute the plan. Without a well-



- developed process to evaluate risk, it may be difficult to identify and deal proactively with potential problems.
- 8P8 O While institutional goals are developed with input from many stakeholders, it is not apparent that other resource needs were proactively addressed before 2016 FIRSTS Goals was implemented. If all needs are not adequately addressed, DMACC's ability to develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by the Priorities and Initiatives may be limited.
- 8R1 S The AQIP Examiner Survey is used to demonstrate the effectiveness of the College's planning processes and systems.
- 8R2 O It appears that only a few indicators are in place that will allow for determining the effectiveness of the planning process. The institution may need more measures to allow the leadership team to understand if the strategy is successful in producing better outcomes.
- 8R3 O It is difficult to determine if progress is being made towards meeting or exceeding the targets that were developed as part of the scorecard.
- 8R4 OO There is little comparative or competitive data are available to demonstrate how DMACC's effectiveness in its strategic planning process compares with other higher education organizations or those outside of higher education.
- 8R5 OO DMACC indicates that it is pleased with efforts at meeting the FIRSTS goals, but notes that addressing internal processes associated with affordability is easier than addressing circumstances of and decisions made by students. By establishing systematic processes to gain student and other stakeholder feedback, communicating feedback through the planning process and aligning student and stakeholder needs with institutional strategies and resources, the institution may be able to address student circumstances and decisions more favorably and better demonstrate the effectiveness of its continuous improvement efforts.

- 811            O     The institution refers to improvements in achieving its institutional goals but does not describe improvements in the organization's institutional planning processes and how the strategies and action plans help the College to achieve its mission and values. There is no description of how systematic and comprehensive the processes are, nor does it address the adequacy of its performance results.
- 812            O     DMACC appears to be in the early stages of developing a culture and infrastructure where defining processes, establishing measures and targets, collecting and analyzing data, reviewing performance, identifying opportunities for improvement, establishing improvement priorities, and taking action to improve are the norm with respect to the Planning for Continuous Improvement Category.

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**AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Des Moines Area Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item    Critical Characteristic***

- OV9a    DMACC has partnerships with 60 local school districts, through transfer agreements with public universities (Iowa State University, University of Northern Iowa, and University of Iowa), through membership in the Des Moines Higher Education Consortium with private college and universities, and the Liaison Advisory Committee on Transfer Students with the Iowa Department of Education.

OV9b DMACC collaborates with business and industry through Accelerated Career Education agreements and apprenticeships with Central Iowa industry, and with nonprofits and government agencies through the Community and Workforce Partnerships Division and Iowa Workforce Development Center.

**Here are what the Systems Appraisal Team identified as Des Moines Area Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1a	S	DMACC has built relationships with educational and other institutions with significant numbers of its prospective students. The college has built these relationships through various approaches including, local K-12 feeder school partnerships, pre-collegiate and dual enrollment agreements, individual departments and programs that function to build collaborative relationships, and College recruiters who meet with high school counselors and principals.
9P2a	S	The institution maintains formal articulation agreements with other educational institutions that serve as transfer destinations for its students. These agreements are reviewed annually and revised as needed with the approval of both institutions. DMACC has also built relationships with employers who rely on students meeting their organizational needs.
9P2b	O	Although DMACC maintains articulation agreement with other educational institutions and these agreements are reviewed every year, there is no evidence of a systematic process for creating, prioritizing and building relationship with educational institutions and employers that benefit from the supply of their students.
9P3	S	The institution partners with Iowa Employment Solutions, the Iowa Department of Workforce Development, and many community organizations that provide services to its students.
9P4	S	DMACC has centralized its purchasing functions to facilitate coordination and vendor accessibility. Additionally, the institution has formal

- purchasing policies in place that allow for consideration to be given to local, women, and minority owned firms in accordance with Iowa law.
- 9P5a S DMACC builds relationships with educational and other external organizations through their visible presence and active involvement within the communities they serve. The institution benefits from its location and has established a relationship with the Iowa Association of Community College Trustees (IACCT) to collaborate on legislative matters affecting the institution and other educational partners.
- 9P5b OO There is no evidence that DMACC employs a systematic approach to select, prioritize, and build relationships with the educational associations, external agencies, consortia partners and the general community.
- 9P6 S DMACC's processes include utilizing surveys and meetings to address the needs of transfer institutions, business and industry, and area high schools. They utilize marketing activities, such as focus groups and social media monitoring, to address community needs. The institution also uses meetings with legislators to address political and policy needs.
- 9P7 O The description of a process for creating and building relationships between and among departments and units is anecdotal. The institution describes individual activities rather than systematic processes. Approaches that are systematic may provide the opportunity to replicate effective departmental relationship-building models across the institution toward improved college-wide communication.
- 9R1 S DMACC collects and analyzes four measures for building collaborative relationships including: AQIP Examiner Criterion 9, PACE Survey Teamwork, NACEP Survey of Teachers, Counselors and Principals, and Cross Enrollment with Postsecondary Institutions in Central Iowa.
- 9R2a OO Although the College uses the AQIP Examiner Survey to examine how it is performing in the Building Collaborative Relationships category, no performance trend data are provided. Without trend data it may be difficult to determine rate of change and the extent of deployment.

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| 9R2b | O | There was a decrease in cross-enrolled students at Drake, Grandview, and Iowa State Universities. Additional trend data and evaluation (e.g., surveys, focus groups) of enrolled students may help identify reasons for the decline and improve processes and services to help increase enrollment.  |
| 9R3  | S | DMACC scored above the mean when compared to other institutions on each question in the AQIP Examiner survey section on Building Collaborative Relationships.  |
| 9I1a | S | DMACC credits its Drake, Grandview, and Iowa State University cross-enrollment partnerships with strengthening transfers for a large number of DMACC students. Similarly, the institution credits the NACEP criteria and process with strengthening relationships with area high schools, and between faculty counterparts, which has also led to improved curricular alignment. |
| 9I2  | O | The institution acknowledges that while it has improved its measures of Building Collaborative Relationships, it is just beginning the process of setting short-term and long-term performance targets. Developing trend data might provide them the opportunity to select the processes they would like to improve.   |