STRATEGIC PLAN
Shaping Doña Ana Community College’s Future:
A Best Practices Approach to Student Success
2012-2016
Mission, Vision and Values

Mission Statement

DACC is a responsive and accessible learning-centered community college that provides educational opportunities to a diverse community of learners in support of workforce and economic development.

Vision Statement

DACC will be a premier learning college that is grounded in academic excellence and committed to fostering lifelong learning and active, responsible citizenship within the community.

Values Statement

As a learning-centered community college, DACC is committed to the following core values:

Education that —

- offers lifelong learning opportunities
- fosters dynamic learning environments designed to meet the needs of our students
- guarantees equality of rights and access
- ensures integrity and honesty in the learning process
- provides comprehensive assessment of learning

Students who will be —

- respected for their diversity
- provided with a safe and supportive learning environment
- challenged to become critical and independent thinkers
- expected to take an active role in their learning process

Employees who —

- practice tolerance and inclusiveness in decision-making and shared governance
- encourage and support professional growth
- demonstrate high ethics and integrity
- encourage collaborative interaction among faculty and staff
- practice responsible fiscal management and personal accountability
- ensure equal opportunities for a diverse faculty and staff

Communities that —

- build partnerships, including educational alliances
- strengthen industry partnerships to provide workforce development services and programs in support of economic development
- develop and adapt instructional programs in response to changing economic needs
Strategic Priority 1: Improve Student Success

Strategic Priority 2: Intrusive Student and Academic Support Services

Strategic Priority 3: Academic Curriculum Development and Redesign

Strategic Priority 4: Workforce for the Future

Strategic Priority 5: Institutional Efficiency, Effectiveness, and Resource Management

**Strategic Plan Implementation Team**

Margie Huerta - President (Chair)
John Walker - Interim VP Academic Affairs
Ike Ledesma - VP Student Services
Andy Burke - VP Business and Finance
John Walker - AVP Academic Affairs
Fred Lillibridge - AVP for Accreditation, Compliance and Planning
Lydia Bagwell - Dean, Business and Information Systems
Bernard Pina - Dean, General Studies
Rebecca Kongs - Interim Dean, Technical Studies
Evelyn Hobbs - Dean, Health and Public Services
Bill Glenn - Executive Director, Workforce Center/Continuing Education

**Strategic Priority Implementation Teams**

<table>
<thead>
<tr>
<th>SP-1</th>
<th>Ike Ledesma (Chair)</th>
<th>Shannon Bradley (Associate Chair)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP-2</td>
<td>Fred Lillibridge (Chair)</td>
<td>Brad Mazdra (Associate Chair)</td>
</tr>
<tr>
<td>SP-3</td>
<td>Shakir Manshad (Chair)</td>
<td>Luis Meza (Associate Chair)</td>
</tr>
<tr>
<td>SP-4</td>
<td>Tim Briggs (Chair)</td>
<td>Chipper Moore (Associate Chair)</td>
</tr>
<tr>
<td>SP-5</td>
<td>Tammy Powers (Chair)</td>
<td>Nancy Ritter (Associate Chair)</td>
</tr>
</tbody>
</table>
Strategic Priority 1: Improve Student Success

Improve Student Achievement Key Performance Indicators

Required Compliance Metrics

- NMCCPBI #1: Percent of new students taking nine or more credit hours who are successful after three years  
  FY14 Target = 48.0%
- NMCCPBI #4: Percent of Hispanic graduates  
  FY14 Target = 62.5%
- NMCCPBI #8: Percent of new students persisting from fall to spring semesters  
  FY14 Target = 81.0%
- NMCCPBI #10: Percent of full-time, first-time degree seeking students who complete the program within 150% of normal completion time  
  FY14 Target = 15.0%

Objective GC1: Increase Graduation and Completion

<table>
<thead>
<tr>
<th>KPI</th>
<th>Description</th>
<th>FY16 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 1.1</td>
<td>Number of Associate Degrees (IPEDS)</td>
<td>900</td>
</tr>
<tr>
<td>KPI 1.2</td>
<td>Number of Career-Technical Associate Degrees</td>
<td>400</td>
</tr>
<tr>
<td>KPI 1.3</td>
<td>Number of Certificates – Less than one year (IPEDS)</td>
<td>175</td>
</tr>
<tr>
<td>KPI 1.4</td>
<td>Number of Career-Technical Certificates – Less than one year (IPEDS)</td>
<td>150</td>
</tr>
<tr>
<td>KPI 1.5</td>
<td>Number of Certificates – One year to less than two years (IPEDS)</td>
<td>800</td>
</tr>
<tr>
<td>KPI 1.6</td>
<td>Number of Career-Technical Certificates – One year to LT two years (IPEDS)</td>
<td>500</td>
</tr>
<tr>
<td>KPI 1.7</td>
<td>Number of reported Industry Recognized Credentials (Perkins)</td>
<td>1500</td>
</tr>
<tr>
<td>KPI 1.8</td>
<td>IPEDS Three-Year Graduation Rate</td>
<td>15%</td>
</tr>
<tr>
<td>KPI 1.9</td>
<td>IPEDS Four-Year Graduation Rate</td>
<td>25%</td>
</tr>
<tr>
<td>KPI 1.10</td>
<td>IPEDS Fall to Fall Full-time Retention Rate</td>
<td>67%</td>
</tr>
<tr>
<td>KPI 1.11</td>
<td>IPEDS Fall to Fall Part-time Retention Rate</td>
<td>45%</td>
</tr>
<tr>
<td>KPI 1.12</td>
<td>Credit College-level Retention – Enrollee Success Rate (NCCBP Form 7)</td>
<td>77%</td>
</tr>
<tr>
<td>KPI 1.13</td>
<td>Credit College-level Retention – Completer Success Rate (NCCBP Form 7)</td>
<td>83%</td>
</tr>
<tr>
<td>KPI 1.14</td>
<td>Number of student seatcount completed in LCs/Paried classes</td>
<td>2000</td>
</tr>
<tr>
<td>KPI 1.15</td>
<td>Number of student seatcount completed in accelerated developmental classes</td>
<td>1800</td>
</tr>
<tr>
<td>KPI 1.16</td>
<td>Number of students passing Math Fast Track workshops</td>
<td>To be determined</td>
</tr>
<tr>
<td>KPI 1.17</td>
<td>Number of students passing English Fast Track workshops</td>
<td>To be determined</td>
</tr>
</tbody>
</table>

Strategy GC1.1: Enhance Student Learning

Action GC1.1A Expand Supplemental instruction to more sections and students.  
*VPAA/Academic Deans*

Action GC1.1B Expand and refine tutoring services offered by the Student Success Center.  
*VPAA/AVPAA/SSC Director/Academic Deans*

Action GC1.1C Assign responsibilities for coordinating the Learning Communities to a faculty member.  
*President/VPAA*

Action GC1.1D Increase the number of sections offered in Learning Communities (LCs) and Paired Classes.  
*VPAA/Learning Communities Coordinator*
**Action GC1.1E**  Increase the number of students who take developmental Math Fast Track workshops.  
*GS Dean/Math Fast Track Coordinator*

**Action GC1.1F**  Increase the number of students who take developmental English Fast Track workshops.  
*GS Dean/English Fast Track Coordinator*

**Action GC1.1G**  Increase the number of students who declare Career-Technical program majors.  
*VPAA/Career-Technical Deans*

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### Objective GC2  Increase Transfers

<table>
<thead>
<tr>
<th>KPI</th>
<th>Description</th>
<th>FY16 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 1.18</td>
<td>Number of DACC graduates who enroll at NMSU (Transfers)</td>
<td>350</td>
</tr>
<tr>
<td>KPI 1.19</td>
<td>Number of students transferring to another institution, not NMSU</td>
<td>To be determined</td>
</tr>
</tbody>
</table>

**Strategy GC2.1  Implement Transfer Initiative**

**Action GC2.1A**  Expand participation of expected DACC graduates in the Annual Transfer Fair to encourage them to transfer to NMSU.  
*VPSS/Academic Advisors/NMSU Academic Deans*

**Action GC2.1B**  Track students who transferred to NMSU or another institution. Consider defining transfer to NMSU as taking three or more courses only offered at NMSU Las Cruces Campus while or after taking DACC courses. Identify method to track students who enroll at another institution after leaving DACC.  
*Admissions Director*

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### Objective GC3  Increase Transitions

<table>
<thead>
<tr>
<th>KPI</th>
<th>Description</th>
<th>FY16 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 1.20</td>
<td>Credit Dev. Retention, Success, First College Level – Writing Completer Success Rate (NCCBP Form 9)</td>
<td>82%</td>
</tr>
<tr>
<td>KPI 1.21</td>
<td>Credit Dev. Retention, Success, First College Level – Math Completer Success Rate (NCCBP Form 9)</td>
<td>88%</td>
</tr>
<tr>
<td>KPI 1.22</td>
<td>Percentage of ‘W’ grades (HED course completion)</td>
<td>8%</td>
</tr>
<tr>
<td>KPI 1.23</td>
<td>Number of supplemental instruction supported sections offered</td>
<td>25</td>
</tr>
<tr>
<td>KPI 1.24</td>
<td>Number of subjects/topics tutored by Student Success Center</td>
<td>30</td>
</tr>
<tr>
<td>KPI 1.25</td>
<td>Number of DACC seatcount completed by dual credit students</td>
<td>3500</td>
</tr>
<tr>
<td>KPI 1.26</td>
<td>Number of dual credit graduates who are admitted and enroll at DACC</td>
<td>500</td>
</tr>
<tr>
<td>KPI 1.27</td>
<td>Number of DACC credits passed by APECHS students</td>
<td>2500</td>
</tr>
<tr>
<td>KPI 1.28</td>
<td>Five-year graduation rate of APECHS Freshmen class</td>
<td>To be determined</td>
</tr>
<tr>
<td>KPI 1.29</td>
<td>Number of APECHS graduates who are admitted and enroll at NMSU</td>
<td>To be determined</td>
</tr>
<tr>
<td>KPI 1.30</td>
<td>Number of Adult Education students who are admitted and enroll at DACC</td>
<td>250</td>
</tr>
<tr>
<td>KPI 1.31</td>
<td>High School Graduates, % Enrolling Public High School (NCCBP Form 13B)</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Strategy GC3.1  Implement Transition Initiative**

**Action GC3.1A**  Accelerate the successful progression from developmental to college-level credit courses.  
*WVPAA/GS Dean/GS Department Chairs*

**Action GC3.1B**  Recruit current DACC Adult Education students to stay in the college, and advise these students to successfully transition into available DACC credit programs. The annual transition fair at DACC can be used to accomplish both of these objectives.  
*VPSS/WDT Director*
Action GC3.1C  Provide information and/or workshops to current dual credit students outside of the normal advisement schedule.

   VPSS/Dual Credit Director

Action GC3.1D  Expand the number of DACC courses offered to Arrowhead Park ECHS students.

   VPAA/Academic Deans

Action GC3.1E  Establish effective procedures to recruit and advise Arrowhead Park ECHS students to enroll at DACC.

   VPSS
Strategic Priority 2 Intrusive Student and Academic Support Services

Intrusive Student and Academic Support Services Key Performance Indicators

**Required Compliance Metrics**

<table>
<thead>
<tr>
<th>KPI</th>
<th>Description</th>
<th>FY14 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMCCPBI #3</td>
<td>Percent of male students enrolled</td>
<td>45%</td>
</tr>
<tr>
<td>NMCCPBI #6</td>
<td>Number of students enrolled in Adult Education</td>
<td>5000</td>
</tr>
</tbody>
</table>

**Objective SS1**  Provide Intrusive Student Services

<table>
<thead>
<tr>
<th>KPI</th>
<th>Description</th>
<th>FY16 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 2.1</td>
<td>Number of Stop-out students recovered within one year</td>
<td>400</td>
</tr>
<tr>
<td>KPI 2.2</td>
<td>Number of Students who are Undecided Majors</td>
<td>1200</td>
</tr>
<tr>
<td>KPI 2.3</td>
<td>System Three Year Financial Aid Default Rate</td>
<td>16%</td>
</tr>
<tr>
<td>KPI 2.4</td>
<td>Number of students who complete the FAFSA</td>
<td>To be determined</td>
</tr>
<tr>
<td>KPI 2.5</td>
<td>Number of New Students who receive loans who complete mandatory entrance loan counseling</td>
<td>To be determined</td>
</tr>
<tr>
<td>KPI 2.6</td>
<td>Number of degree/certificate candidates who receive student loans that complete mandatory exit loan counseling</td>
<td>To be determined</td>
</tr>
<tr>
<td>KPI 2.7</td>
<td>Number of New Students who complete mandatory freshman orientation</td>
<td>To be determined</td>
</tr>
</tbody>
</table>

**Strategy SS1.1** Identify, contact and track stop-out students

**Action SS1.1A**  Send letters and email to students in stop-out or group or cohort and provide follow-up advisement. Personnel from each campus will be responsible for the students who are in the stop-out group or cohort from their campus.

*Admissions Director/Volunteers from satellite campuses*

**Action SS1.1B**  Provide follow-up advisement and an exit process for all students. Survey all exiting students to find out how well DACC meets student needs. Identify if the student intends to transfer. Students from satellite campuses will be contacted by satellite personnel.

*Admissions Director/Volunteers from satellite campuses*

**Action SS1.1C**  Advisors will have course schedule including online, evening and weekend offerings before outreach to stop-out cohort or group. Department Chairs and Program Directors should be made aware of the demand for needs of the stop-out cohort or group if demand is high in this area so that more courses can be offered during these time periods.

*Admissions Director*

**Action SS1.1D**  Develop a scholarship or other source of funding to pay for tuition for students who have 12 credits or less remaining to complete degree requirements. The funding would be limited to degree requirements.

*Admissions Director*

**Action SS1.1E**  Monitor degree programs to ensure that courses are offered in a sequence and time that allow students to complete degrees in appropriate time intervals.

*VPAA/Division Deans/OIEP*
**Strategy SS1.2**  
Encourage undecided students to declare major

**Action SS1.2A**  
Send letters and email to students in cohort or group and provide follow-up academic advising.  
*Academic Advising Director*

**Action SS1.2B**  
Conduct workshops to help students choose a major.  
*Academic Advising Director*

**Action SS1.2C**  
Implement a detailed Banner code for the student’s terminal academic major.  
*Academic Advising Director*

**Action SS1.2D**  
Partner with Career Services and/or Counseling to teach students how selection of a major can be driven by career preference.  
*Academic Advising Director*

**Action SS1.2E**  
Work with ICT to develop a system to prompt students periodically when in self-service Banner to update their contact information and major. This can be done in the click-wrap agreement or upon login at pre-determined intervals.  
*Academic Advising Director*

**Action SS1.2F**  
Identify students who have earned the required credits to be awarded a degree or certificate and automatically grant the degree or certificate.  
*Academic Advising Director*

**Strategy SS1.3**  
Enhance Financial Aid Education and Communication

**Action SS1.3A**  
Develop preemptive activities/workshops that educate new students currently receiving financial aid about required completion rate, GPA, and time frames.  
*Financial Aid Director*

**Action SS1.3B**  
Develop activities to better educate current students about the requirements to maintain financial aid.  
*Financial Aid Director*

**Action SS1.3C**  
Develop strategies to enhance communication with students regarding completion of the financial aid application.  
*Financial Aid Director*

**Action SS1.3D**  
Develop activities that educate students currently on SAP about the requirements to maintain or reestablish receiving financial aid.  
*Financial Aid Director*

**Action SS1.3E**  
Develop activities that educate students about management of student debt after graduation.  
*Financial Aid Director*

**Objective SS2**  
Provide Academic Support Services

| KPI 2.8 | Number of Advised Students | To be determined |
| KPI 2.9 | Number of Financial Aid Students who are advised | To be determined |
| KPI 2.10 | Number of Academic Early Alert Systems Interventions | To be determined |
| KPI 2.11 | Increase Student Satisfaction of Student and Academic Support Services | To be determined |
Strategy SS2.1 Advise more students

Action SS2.1A Provide new student orientations.
  Admissions Director

Action SS2.1B Provide a variety of student counseling workshops.
  Counselor

Action SS2.1C Provide a variety of student career counseling workshops.
  Counselor

Strategy SS2.2 Implement an Academic Early Alert System

Action SS2.2A Provide faculty a mechanism to report students who are not attending classes (NMSU Link).
  Academic Advising Director

Action SS2.2B Conduct workshops on choosing a major.
  Academic Advising Director

Strategy SS2.3 Increase Tutoring

Action SS2.3A Increase student visits to the Student Success Center.
  SSC Director/Division Deans

Strategy SS2.4 Enhance the First Year Student Experience

Action SS2.4A Develop First Year Student Success Plan.
  VPSS/VPAA

Action SS2.4B Develop intrusive student success activities for first year student cohort.
  VPSS/VPAA

Action SS2.4C Create First-Year Student Experience Committee.
  President

Objective SS3 Provide Student Academic Preparation

Strategy SS3.1 Assess Student Preparation

Action SS3.1A Provide new students information and access to prepare for taking COMPASS.
  Admissions Director

Action SS3.1B Assess potential challenges to new students via application, survey or supplemental interview.
  Admissions Director

Action SS3.1C Assess student competencies using ACT WorkKeys.
  Career-Technical Division Deans

Action SS3.1D Create or purchase computerized assessment testing instruments to identify level of computer literacy.
  Division Deans/VPAA
Objective SS4  Enhance Student Advising

Strategy SS4.1  Provide Intrusive Academic Advising Strategies

Action SS4.1A  Provide follow-up academic advising.
   Academic Advising Director

Action SS4.1B  Provide mandatory academic advising for all freshmen with 0-27 credit hours earned.
   Academic Advisors/VPSS/Academic Advising Director

Action SS4.1C  Invite faculty members from academic divisions to attend NMSU Academic Advisor Academy (AAA) events and DACC Academic Advising Council meetings. The AAA sponsors trainings for academic advisors to enhance their practice.
   Faculty

Action SS4.1D  Record professional academic advising contact notes on SPACMNT to provide a standardized measure for reporting advising contacts.
   Academic Advisors/VPSS/Academic Advising Director

Action SS4.1E  Make it very easy for students to find and access academic advisors. Improve efficiency by consolidating one team of academic advisors in one place on each campus.
   Academic Advisors/VPSS/Academic Advising Director

Action SS4.1F  Create a degree completion monitoring system to automatically identify students who are eligible for a degree or certificate.
   VPSS/Academic Advising Director/OIEP
Strategic Priority 3: Academic Curriculum Development and Redesign

Academic Curriculum Development and Redesign Key Performance Indicators

**Required Compliance Metrics**

<table>
<thead>
<tr>
<th>Objective CD1</th>
<th>Redesign Academic Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 3.1</td>
<td>Credit Developmental Retention, Success – Math Retention Rate (NCCBP Form 8) FY16 Target = 92</td>
</tr>
<tr>
<td>KPI 3.2</td>
<td>Credit Developmental Retention, Success – Writing Retention Rate (NCCBP Form 8) FY16 Target = 92</td>
</tr>
<tr>
<td>KPI 3.3</td>
<td>Credit Dev. Retention, Success, First College Level – Math Retention Rate (NCCBP Form 9) FY16 Target = 93</td>
</tr>
<tr>
<td>KPI 3.4</td>
<td>Credit Dev. Retention, Success, First College Level – Writing Retention Rate (NCCBP Form 9) FY16 Target = 97</td>
</tr>
<tr>
<td>KPI 3.5</td>
<td>Number of CNA certificates awarded per year FY16 Target = 250</td>
</tr>
<tr>
<td>KPI 3.6</td>
<td>Number of CMT certificates awarded per year FY16 Target = 10</td>
</tr>
<tr>
<td>KPI 3.7</td>
<td>Number of EMS certificates awarded per year FY16 Target = 90</td>
</tr>
<tr>
<td>KPI 3.8</td>
<td>Number of students who successfully complete accelerated courses FY16 Target = 1000</td>
</tr>
</tbody>
</table>

**Strategy CD1.1 Redesign Developmental Education**

**Action CD1.1A** Assess effectiveness of COMPASS cut-off scores for appropriate placement into developmental education courses with emphasis on Math courses. Offer other placement options including high school GPAs and allow students an additional or optional paper/pencil assessment.  
*VPAA/GS Dean/GS Department Chairs/Development Education faculty*

**Action CD1.1B** Expand developmental Math Fast Track progression opportunities, including fast tracking a developmental math course with a technical math course.  
*VPAA/GS Dean/GS Department Chairs/Development Education faculty*

**Action CD1.1C** Expand developmental English Fast Track progression opportunities.  
*VPAA/GS Dean/GS Department Chairs/Development Education faculty*

**Action CD1.1D** Institutionalize the Fast Track Workshop model in order for students to spend less time in developmental courses. Expand and improve recruitment of county students to attend DACC and workshops. Teach study skills and test taking skills to Fast Track Workshop student cohort participating in workshops. Provide advising to cohort. Provide mentoring and tutoring to cohort in following semester developmental course. Continue to track students to learn how fast they are moving through the developmental course sequences.  
*VPAA/GS Dean/GS Department Chairs/Development Education faculty*

**Action CD1.1E** Propose intervention developmental education classes. Have students finish developmental courses in two semesters. Consider providing more sections of CCDM 112N/113N. Utilize CCDM 105N = (CCDM 100N & 103N). Increase Accelerated and Integrated Courses including: CCDM 103N & 114N-Accelerated; CCDM 114N & Math 120G-Accelerated; and CCDM 114N & Math 120G-Integrated; and
use a Math Emporium Model. Create integrated courses including a development course with a technical course. Increase the number of CCDE 105N Summer Fast Track workshops from three or four by Summer 2014. Develop and implement at least one CCDE 110N Fast Track workshop by 2014. Identify ways in which faculty can Fast Track students seamlessly from CCDE 105N and CCDE 110N into sections of CCDE 110N and/or ENGL 111G.

**VPAA/GS Dean/GS Department Chairs/Development Education faculty**

**Action CD1.1F** Increase instructional support for developmental students. Provide necessary guidance for learning and practicing the math concepts. Dedicate a “Math Learning Lab” room with computers and tables for these activities. Consider assigning supplemental instruction leader to mentor, proctor performance of students and conduct focus groups with students for feedback on consistent basis.

**VPAA/GS Dean/GS Department Chairs/Development Education faculty**

**Action CD1.1G** Expand Supplemental Instruction (SI) for developmental education classes. For College/Life Success 

**Action CD1.1H** Reestablish and redeploy the work of the Jump Start Committee to provide “Jump Start” education workshops to be offered to students during first week of every semester to provide specific skills development.

**Faculty/Staff/Administrators (as appropriate)**

**Action CD1.1I** Establish the DACC Intervention Center. It would house a classroom, tutoring and computers linked directly to curricular interventions and innovations at the college. The proposed space will also facilitate faculty participation in such interventions. The dedicated space will house offices, planning spaces, the opportunity to collect rich data, and anticipate solutions to problems as they arise.

**Faculty/Staff/Administrators (as appropriate)**

**Strategy CD1.2 Redesign Distance Education**

**Action CD1.2A** Develop new and redesign current online instruction curriculum. Online faculty need to merge their content expertise with online teaching pedagogy. Explore and implement strategies for communicating technical, usually hands-on material to students in technical courses. Use Quality Matters (QM) to benefit both individual faculty and DACC as a whole to: improve student learning outcomes and retention; incorporate new technologies and research findings; engage in benchmarking activities with peer institutions; provide ongoing faculty professional development and increase flexibility, creativity, divergent thinking, and efficiency in using institutional resources.

**VPAA/AVPAA/Academic Deans/Academic Department/Program Chairs/Distance Education faculty**

**Action CD1.2B** Develop procedures to enhance the academic integrity of online classes. VLIT will provide faculty training in test creation and alternative assessments. VLIT and Student Services will develop and provide student training in plagiarism and ethics.

**VPAA/AVPAA/Academic Deans/Academic Department and Program Chairs/Distance Education faculty/VLIT/VPSS**
**Action CD1.2C**  Improve instruction in the Virtual Learning Environment by establishing procedures and guidelines to implement an effective assessment process for quality control of online courses. **Instructors:** will pilot online course check list; offer QM based professional development and other online education professional development. **Academic Supervisors:** will evaluate an instructor’s face-2-face course and, after training, will also evaluate online courses. **VLIT:** will request permission to hire a QM Coordinator based on NMSU Alamogordo’s new position to develop and maintain the QM Peer Review process for online courses and will evaluate all online courses by 2016 using QM Rubric or college created equivalent. **DACC:** will support numerous faculty members to become certified peer reviewers and support VLIT with in-house QM Peer Reviews and will support Professional Development for online educators.

*VPAA/AVPAA/Academic Deans/Academic Department and Program Chairs/Distance Education faculty/VLIT*

**Action CD1.2D**  Implement a Learning Management System certification process for all faculty members who teach online. **VLIT** will continue to provide Canvas Certification and Canvas Student Training for online faculty. **VLIT** will develop levels of online training for faculty to address specific needs of online, blended, and web-enhanced classrooms and will create a mandatory Student Canvas Training to test student readiness.

*VPAA/AVPAA/Academic Deans/Academic Department and Program Chairs/Distance Education faculty/VLIT*

**Action CD1.2E**  Establish an Online Education Committee to offer improvement suggestions. An Online Education Committee will be created for Fall 2013. Members will include: interested members from SP6, representatives from all Divisions, and interested faculty, staff, and administrators.

*President/VPAA/AVPAA*

**Strategy CD1.3  Redesign Dual Credit and Early College High School Education**

**Action CD1.3A**  Develop new and redesign old dual credit instruction curriculum. Clearly define career pathways so students can earn certificates. Allow students to take general education courses to encourage more dual credit students to continue their education at DACC. Make COLL 101 a mandatory class for new dual credit students. Provide more advising support for dual credit students.

*VPAA/AVPAA/Academic Deans/Academic Department and Program Chairs/Dual Credit Education faculty*

**Action CD1.3B**  Increase educational partnerships and linkages with high schools and post-secondary education programs through the expansion of recruitment and outreach activities such as GEAR UP, Regional Education Initiative, technical workforce-related summer camps (such as architecture and game design camps) and dual credit programs in order to create a seamless educational (K-20) system. Establish more consistency among participating school districts. Increase the number of career-technical courses and general education courses for dual credit students.

*VPAA/AVPAA/Academic Deans/Academic Department and Program Chairs/Dual Credit Education faculty*

**Action CD1.3C**  Maintain dual credit eligibility standards and ensure that dual credit students are academically prepared for college level courses. Continue to recruit, provide COMPASS testing, and advise high school students.

*VPAA/AVPAA/Academic Deans/Academic Department and Program Chairs/Dual Credit Education faculty*
Objective CD2  Use Instructional Technology to Support Academic Excellence

Strategy CD2.1 Establish Instructional Equipment Standards

Action CD2.1A Acquire new equipment. Assess the adequacy of and minimum standards for new acquisition of technology equipment for the classroom. Newly acquired technical equipment should match industry standards, follow best practices of operation and use off-the-shelf products to ensure graduating students train with desirable job market skills. Technical equipment purchases must also support requirements of accreditation or certification of the program(s). All equipment should come from reputable, well-established vendors and providers to ensure DACC pays competitive prices and obtains the best possible warranties and technical support. Some written guidelines for equipment acquisition should be available and disseminated. Department decision makers should consult such written guidelines during the acquisition process. The same appropriate guidelines should apply for donated equipment.

VPBF/VPAA

Action CD2.1B Upgrade existing equipment. Determine the life cycle of equipment by documenting performance and service record. Anticipate end-of-useful-life well ahead to avoid overuse of antiquated equipment. Find and evaluate current technological equipment in terms of performance and useful life. Establish timelines for equipment upgrades to ensure optimal performance and industry relevance.

VPBF/VPAA

Strategy CD2.2 Establish Equipment Preventative Maintenance Standards

Action CD2.2A Maintain equipment. Find and evaluate current technological equipment in terms of needed or perceived maintenance operations. Track DACC students who graduate for current employment and determine whether their skills and familiarity with technological equipment satisfy their employers’ needs. Implement cost-benefit studies to determine the best maintenance options at different departments. Such studies must include: original warranties; extended warranties, service agreements, and pay per maintenance event.

VPBF/VPAA

Objective CD3  Program Accreditation

KPI 3.9 Number of Program Accreditations  +1 per year

Strategy CD3.1 Encourage academic programs to earn accreditation

Action CD3.1A Develop a plan that would reward programs that seek and obtain program accreditation.

President/VPAA

Strategy CD3.2 Maintain all existing program accreditations

Action CD3.2A Develop a plan that would reward programs with continued accreditation. Rewards could include: pay incentives for faculty and staff; providing administrative staff support for accredited programs; and providing budgetary Increases that are tied to accreditation requirements.

President/VPAA
**Action CD3.2B**  Develop a committee that would bring accredited program faculty together with the prerequisite/general education programs to assess curricular needs of programs and match those needs to proper courses.  
*President/VPAA*

**Action CD3.2C**  Develop a standard procedure for maintaining database of dates accredited, renewals, and site visits. Update administration on program status and needs with supportive documentation of accreditation standards. This could perhaps be a short end-of-year report.  
*President/VPAA/AVPACP*

**Action CD3.2D**  Reaccredit Nursing Program with the National League for Nursing Accrediting Commission (NLNAC).  
*President/VPAA/Dean H&PS/Nursing Program Director*

**Action CD3.2E**  Investigate an expanded system of periodic program review for all programs and units. Programs with specialized accreditation or certification will be reviewed in advance of self-study preparation.  
*VPAA/AVPAA/Deans/OIEP*

**Strategy CD1.4**  Redesign traditional courses to increase retention

**Action CD1.4A**  Redesign traditional courses. Invite faculty to submit proposals to be in the NexGen Faculty Fellows program. Participating faculty will read the book *Next Generation Course Redesign* and then, following the book’s protocols, will redesign one course they teach each year. Faculty may be awarded a small stipend for participating.  
*VPAA/AVPAA/Academic Deans/Academic Department and Program Chairs/Full- and Part-time faculty*

**Action CD1.4B**  Share new course designs on a website connected to the DACC Assessment of Student Learning webpage. Connect redesign projects to Promotion and Tenure Teaching and Related Activities categories.  
*VPAA/AVPAA/Academic Deans/Academic Department and Program Chairs/Full- and Part-time faculty*

**Action CD1.4C**  Develop new methods to track students and measure retention.  
*VPAA/AVPAA/Academic Deans/Academic Department and Program Chairs/Full- and Part-time faculty/OIEP*

**Action CD1.4D**  Investigate class climate course evaluation feedback system.  
*VPAA/AVPAA/Deans/OIEP*
Strategic Priority 4: Workforce for the Future

Workforce for the Future Key Performance Indicators

Required Compliance Metrics

- NMCCPB1 #2: Percent of graduates placed in jobs in New Mexico FY14 Target = 77.0%
- NMCCPB1 #5: Number of students enrolled in Contract Training FY14 Target = 1,500
- NMCCPB1 #9: Percent of graduates placed in jobs or continuing education in New Mexico FY14 Target = 87.0%

<table>
<thead>
<tr>
<th>CP</th>
<th>KPI</th>
<th>Description</th>
<th>FY14 Target</th>
</tr>
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<tbody>
<tr>
<td>2P1</td>
<td>CP</td>
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<tr>
<td>3P1</td>
<td>CP</td>
<td>Student Retention or Transfer</td>
<td>85</td>
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<tr>
<td>5P1</td>
<td>CP</td>
<td>Nontraditional Participation</td>
<td>62</td>
</tr>
<tr>
<td>5P2</td>
<td>CP</td>
<td>Nontraditional Completion</td>
<td>42</td>
</tr>
</tbody>
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Objective WF1 Develop New Workforce

KPI 4.1 Number of Career-Technical Associate Degrees FY16 Target = 400
KPI 4.2 Number of Career-Technical Certificates – Less than one year (IPEDS) FY16 Target = 150
KPI 4.3 Number of Career-Technical Certificates – One year to LT two years (IPEDS) FY16 Target = 500
KPI 4.4 Number of reported Industry Recognized Credentials (Perkins) FY16 Target = 1500
KPI 4.5 Number of DACC government, education, and industry partners’ roundtables To be determined
KPI 4.6 Number of SBDC Client Counseling Sessions FY16 Target = 500

Strategy WF1.1 Prepare students to be ready to join the workforce

Action WF1.1A Prepare students for gainful employment. President/VPAA/Career-Technical Deans

Action WF1.1B Assess academic programs to determine which need to be modified, updated or discontinued. Career-Technical Program Advisory Committees/Lead Instructors/Department Chairs

Action WF1.1C Meet the needs of the labor market by ensuring that all instructional programs, both credit and non-credit, have working Advisory Councils to promote collaboration and improve programs. All departments should have advisory board meetings and they should include persons from other departments, as well as people from industry. Every advisory board should be made up of a variety of individuals. Career-Technical Program Advisory Committees/Lead Instructors/Department Chairs

Strategy WF1.2 Support workforce and economic initiatives throughout the region

Action WF1.2A Understand and be responsive to workforce needs of area employers through community engagement and regular workforce roundtable meetings. President/VPAA/C-T Program Advisory Committees/Lead Instructors/Department Chairs

Action WF1.2B Provide training classes customized to the needs of area employers. These could be continuing education courses or courses that offer CEU’s. C-T Lead Instructors/Department Chairs (credit courses) in conjunction with Customized Training (non-credit courses)
Action WF1.2C  Continue to provide training and support at the Small Business Development Center. Coordinate with career-technical programs to convey what services are offered. Invite a SBDC Representative to appropriate Advisory Council/Committees Meetings to better promote services offered by SBDC to area employers and business owners.

_C-T Lead Instructors/Department Chairs_
Strategic Priority 5: Institutional Effectiveness, Efficiency and Resource Management

Institutional Operational Effectiveness and Efficiency Key Performance Indicators

Required Compliance Metrics
NMCCPBI #7:  Percent of programs with stable or increasing enrollment  FY14 Target = 91.0%

Objective EF1  Enhance a Culture of Evidence

KPI 5.1  Number of training opportunities offered  To be determined
KPI 5.2  Number of employees who participate in orientation  FY16 Target = 100%
KPI 5.3  Number of employees who participate in training  FY16 Target = 100%
KPI 5.4  Number of SharePoint page views  To be determined

Strategy EF1.1  Support data-informed decision making

Action EF1.1A  Develop data tracking reports to measure student success, e.g. classroom utilization, instructional efficiency, retention numbers and cost.
OIEP

Activity EF1.1B  Enhance sharing approaches to distribute reports.
OIEP/Academic Deans/ALT

Strategy EF1.2  Identify information needs of individuals and units based upon individual and unit needs

Action EF1.2A  Develop and publish information distribution timelines and processes.
OIEP/Academic Deans/ALT

Action EF1.2B  Design information and training sessions to foster the free flow of information and departmental submission throughout the college community.
OIEP

Objective EF2  Establish and Maintain Effective and Efficient Processes

KPI 5.5  Processing efficiency internal survey workflow  To be determined
KPI 5.6  Processing efficiency internal systems  To be determined

Strategy EF2.1  Assess and improve processes

Action EF2.1A  Review and monitor existing and emerging technology to improve operational efficiency and existing administrative processes.
Computer Support/VLIT/OIEP

Action EF2.1B  Survey campus departments for technology needs.
Computer Support/VLIT/OIEP
**Action EF2.1D** Investigate exception software that addresses workflow tracking and efficiency that was developed by Dr. Jeff Beasley at NMSU.  
*OIEP/VPSS/Academic Advisors*

**Action EF2.1E** Investigate an expanded system of periodic program review for all programs and units. Programs with specialized accreditation or certification will be reviewed in advance of self-study preparation.  
[Same as Action CD3.2E]  
*VPAA/AVPAA/Deans/OIEP*

**Strategy EF2.2** Enhance Internal Communications to promote a learning organization

**Action EF2.2A** Promote use of SharePoint to current employees for workflow and communication needs.  
*Computer Support/LLT Division/Deans*

**Action EF2.2B** Develop process for using SharePoint and keeping information updated across the campus.  
*Computer Support/LLT Division/Marketing & Development/VPAA*

**Action EF2.2C** Include SharePoint in new employee orientation beginning in Fall 2014.  
*HR/Computer Support/Administrative Units*

**Action EF2.2D** Create new employee orientation guide in SharePoint (e.g. Personnel checklist).  
*Administrative Units/HR/Computer Support*

**Action EF2.2E** Develop a DACC-specific employee handbook.  
*HR/Computer Support/Administrative Units/VPAA*

**Action EF2.2F** Sustain human resources training efforts with ongoing training initiative (e.g. Harassment training).  
*HR/Computer Support/Administrative Units*

**Strategy EF2.3** Enhance External Communications

**Action EF2.3A** Support robust CMS system (e.g. from Mango to Word Press) for updating Web content for external public.  
*Computer Support/LLT/Deans*

**Action EF2.3B** Increase the number of publications and related materials that are available in Spanish.  
*Marketing & Communications*

**Action EF2.3C** Create process for information to be shared with publications office (e.g. departmental events, training exercises).  
*Planning and Development/Marketing & Communications/Deans/Administrative Units*

**Objective EF3** Increase Funding

<table>
<thead>
<tr>
<th>KPI</th>
<th>Description</th>
<th>Target</th>
</tr>
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<tbody>
<tr>
<td>5.7</td>
<td>Amount of Principal Endowment Dollars</td>
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</tr>
<tr>
<td>5.8</td>
<td>Number of Scholarships Funded</td>
<td>To be determined</td>
</tr>
<tr>
<td>5.9</td>
<td>Number of DACC staff participating in funding scholarships</td>
<td>To be determined</td>
</tr>
</tbody>
</table>
Strategy EF3.1 Increase aggregate principal amount of endowed scholarship funds

Action EF3.1A Promote Jon Wynne matching funds to internal and external audiences; develop donor stewardship program to include regular and targeted communications about specific programs, and promote current scholarship funds to internal and external audiences.

Planning & Development/Marketing & Communications/Academic Advisors

Strategy EF3.2 Foster a culture of philanthropy to increase funding for programs and student scholarships

Action EF3.2A Strengthen community stakeholder partnerships, utilize current resources, i.e. program advisory councils, to engender a spirit of collective giving, and promote an internal appreciation and participation in giving by DACC faculty and staff.

Planning & Development/Marketing & Communications/Deans/Academic Advisors

Strategy EF3.3 Ensure continued institutional capital funding

Action EF3.3A Hold local bond issue elections periodically to renew the one-mill tax levy for capital funding.

President/VPAA/VPSS/VPBF

Action EF3.3B Annually request capital funding through the State Legislature from general fund appropriations, the severance tax fund, or state general obligation bonds.

President/VPAA/VPSS/VPBF

Objective EF4 Provide Adequate Facilities

KPI 5.10 Rate of classroom utilization To be developed
KPI 5.11 Decrease energy (electrical) consumption FY16 Target = -10%

Strategy EF4.1 Effectively plan for future DACC facilities and space utilization

Action EF4.1A Gather input and updates for the Facilities Master Plan by utilizing the services of a facilities planner.

Facility Services Manager/VPBF

Action EF4.1B Utilize a participatory internal process to evaluate, identify, and prioritize space needs for each major project and to recommend the optimal use for facilities.

Facility Services Manager/VPBF

Action EF4.1C Perform major repair work on, and/or replace, the heating, ventilation and air conditioning systems, building interior finishes, and exterior envelopes of older facilities.

Strategy EF5.1 Investigate and implement methods to improve the College’s understanding and methods for environmental sustainability to improve the College’s commitment to environmental sustainability

Action EF5.1A Review current college sustainability activities and develop an improvement plan.

President/VPBF

Action EF5.1B Investigate the guidelines from the Association for the Advancement of Sustainability in Higher Educations (AASHE) to assist in the review process and consider membership, also review the NMSU re-use initiative.

President/VPBF
**Action EF5.1C** Advocate for sustainability measures to reduce costs.

*President/VPBF*

**Action EF5.1D** Reduction of travel expenses and motor pool costs by meetings online via conference call technology and Adobe Connect.

*President/VPBF*

**Action EF5.1E** Reduce office costs by shared purchasing of departmental office supplies, shared promotional items, and using DACC logo and branding information instead of individual departments.

*President/VPBF*

**Action EF5.1G** Reduce printing costs by only providing double-sided printing options for shared settings, classrooms and offices, and reviewing free printing measures for students.

*President/VPBF*

**Action EF5.1H** Renovate building systems (HVAC and lighting) to provide improved energy efficiency and reduce costs.

*President/VPBF/Facilities Services Manager*

**Action EF5.1I** Initiate effort to combine classroom outcomes with campus-wide sustainability efforts, examples include: solar panels, water conservation, and green buildings.

*Facility Services Manager/Deans*

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i NMCCPBI is New Mexico Community College Performance Based Indicator. These 10 key performance indicators were created by the New Mexico Association for Community Colleges. They are used to comply with the New Mexico Accountability in Government Act.

ii NCCBP is the National Community College Benchmarking Project. Responding to requirements for inter-institutional comparisons, Johnson County Community College (KS) established the National Community College Benchmark Project (NCCBP) with other colleges from across the United States to standardize a nation-wide benchmark reporting process. Since 2004, over 450 community colleges have participated in the current data-collection and reporting process. 269 community colleges from across the United States participated in NCCBP in 2012.

iii CP is Carl Perkins. One of five performance indicators required by the New Mexico Public Education Department to measure performance on career-technical programs supported by the Carl D. Perkins Vocational and Technical Education Act. The act was first authorized by the federal government in 1984 and reauthorized in 1998. Named for Carl D. Perkins, the act aims to increase the quality of technical education within the United States in order to help the economy.