DACC Staff Perspective: Closing the Loop on the 2003 Strategic Plan

Survey Results
Staff Only
June 2007

Institutional Effectiveness and Planning
DACC Staff Perspective: Closing the Loop on the 2003 Strategic Plan

Table of Contents

Introduction ........................................................................................................................................ 1

Methods ...................................................................................................................................... 1

Results: Workforce & Communities ......................................................................................... 4

Results: Quality Education ....................................................................................................... 12

Results: Comprehensive, Articulated College Curriculum ..................................................... 28

Results: Supportive Learning Environment .............................................................................. 36

Results: Use of Technology ..................................................................................................... 44

Results: Community Relations ............................................................................................... 54

Results: Facilities Development ............................................................................................... 64
DACC Staff Perspective: Closing the Loop on the 2003 Strategic Plan

Introduction

Doña Ana Community College (DACC) employs a strategic planning process every four years to determine the focus and goals of the college. The DACC 2003 Strategic Plan was organized around seven strategic issues: Workforce and Communities; Quality Education; Comprehensive, Articulated College Curriculum; Supportive Learning Environment; Use of Technology; Community Relations; and Facilities Development. The Office of Institutional Effectiveness and Planning conducted web-based surveys of the college community to examine the importance of each goal set for the strategic issues in the 2003 Strategic Plan and the effectiveness of the college in meeting each goal.

Methods

The Office of Institutional Effectiveness and Planning developed and conducted web-based surveys centered on the goals set forth in the 2003 Strategic Plan. A survey was developed for each of the seven strategic issues. The surveys consisted of questions requiring respondents to rate the effectiveness of DACC at meeting each of the goals and rate the importance of each goal. For the questions regarding the effectiveness of the college at meeting each goal, respondents chose from the options of very effective, effective, somewhat effective, not effective, or don’t know. For the questions regarding the importance of the college achieving each goal, respondents chose from the options of very important, important, somewhat important, not important, or don’t know.

All members of the DACC community, including faculty, staff, students, and community members, were encouraged to complete the surveys. This report focuses on the responses of staff members at DACC. Email messages with internet links to the surveys were sent to faculty
and staff through the DACC campus email message system (GroupWise). In addition, the surveys were promoted at several campus meetings, including Spring 2007 Convocation, HLC Steering Committee meetings, and Program Review and Institutional Planning Meetings. The survey internet links were also posted on the Institutional Effectiveness and Planning website (http://dabcc.nmsu.edu/info/insteffect/StrategicPlan/Surveys2006.htm).
Results

Workforce and Communities
**Workforce and Communities**

Fifty-one staff members completed the Workforce and Communities survey, and staff was the largest respondent group (56%) for this survey. The majority of staff rated DACC as *very effective* or *effective* in meeting five of the ten goals of the Workforces and Communities strategic issue. DACC was rated as *somewhat effective* in meeting four of the ten goals by the majority of respondents. The majority of respondents selected *don’t know* for the remaining goal regarding the effectiveness of the college in assisting with the creation, improvement, and expansion of business. All of the Workforce and Communities strategic issue goals were rated as *very important* by the majority of staff members.
Workforce and Communities
51 Staff Members

How effective has DACC been at the following?

- Providing multiple educational pathways and training opportunities:
  - Very Effective: 29%
  - Effective: 46%
  - Somewhat Effective: 21%
  - Not Effective: 0%
  - Don't Know: 4%

- Partnering with business to identify workforce and economic needs:
  - Very Effective: 23%
  - Effective: 25%
  - Somewhat Effective: 27%
  - Not Effective: 2%
  - Don't Know: 23%

- Collaborating with community-based organizations, governmental organizations, and/or educational entities to better serve community:
  - Very Effective: 31%
  - Effective: 27%
  - Somewhat Effective: 21%
  - Not Effective: 4%
  - Don't Know: 17%
Workforce and Communities
51 Staff Members

How effective has DACC been at the following (continued)?

- Assisting with creation, improvement, and expansion of business: 16% Very Effective, 22% Effective, 22% Somewhat Effective, 12% Not Effective, 12% Don't Know
- Providing students with knowledge and skills necessary to meet workplace quality standards: 46% Very Effective, 20% Effective, 20% Somewhat Effective, 8% Not Effective, 5% Don't Know
- Working with K-12 public and other post-secondary schools to develop a K-16+ seamless educational system: 24% Very Effective, 25% Effective, 20% Somewhat Effective, 20% Not Effective, 22% Don't Know
Workforce and Communities
51 Staff Members

How effective has DACC been at the following (continued)?

- Matching training programs to needs of labor market: 38% Very Effective, 29% Effective, 17% Somewhat Effective, 10% Not Effective, 6% Don't Know
- Engaging advisory committees to improve instructional programs: 31% Very Effective, 23% Effective, 10% Somewhat Effective, 10% Not Effective, 6% Don't Know
- Developing faculty expertise and curriculum to stay current with workplace: 27% Very Effective, 23% Effective, 25% Somewhat Effective, 15% Not Effective, 10% Don't Know
- Assessing students for work readiness: 33% Very Effective, 17% Effective, 13% Somewhat Effective, 8% Not Effective, 29% Don't Know
Workforce and Communities
51 Staff Members

How important is it for DACC to achieve the following?

- Providing multiple educational pathways and training opportunities: 76%
- Partnering with business to identify workforce and economic needs: 72%
- Collaborating with community-based organizations, governmental organizations, and/or educational entities to better serve the community: 67%
Workforce and Communities
51 Staff Members

How important is it for DACC to achieve the following (continued)?

- Assisting with creation, improvement, and expansion of business: 46%
- Providing students with knowledge and skills necessary to meet workplace quality standards: 94%
- Working with K-12 public and other post-secondary schools to develop a K-16+ seamless educational system: 76%

Categories: Very Important, Important, Somewhat Important, Not Important, Don't Know
How important is it for DACC to achieve the following (continued)?
Results

Quality Education
Quality Education

Forty-two staff members completed the Quality Education survey, and staff was the largest respondent group (55%) for this survey. The majority of staff members rated DACC as effective in meeting five of the twenty-two goals of the Quality Education strategic issue. DACC was rated as somewhat effective in meeting eleven of the twenty-two goals by the majority of respondents. The majority of respondents rated DACC as not effective on one of the twenty-two goals, which was “attracting and retaining highly qualified faculty and staff by providing competitive compensation.” The majority of staff members selected don’t know for two of the twenty-two goals. For the goal of “increasing innovative and alternative instructional modes of delivery,” the majority of staff members were tied between effective and somewhat effective, with 33% of respondents choosing each. Staff members were also tied between somewhat effective and don’t know for two of the twenty-two goals. All of the Quality Education strategic issue goals were rated as very important by the majority of staff members.
Quality Education
42 Staff Members

How effective has DACC been at the following?

- Disseminating information on student assessment throughout the institution
- Increasing innovative and alternative instructional modes of delivery
- Providing students a range of educational opportunities so they may reach their individual goals
Quality Education
42 Staff Members

How effective has DACC been at the following (continued)?

- Disseminating information on student assessment throughout the institution
- Increasing innovative and alternative instructional modes of delivery
- Providing students a range of educational opportunities so they may reach their individual goals
Quality Education
42 Staff Members

How effective has DACC been at the following (continued)?

- Providing students with distance learning opportunities backed by adequate support services
  - Very Effective: 18%
  - Effective: 30%
  - Somewhat Effective: 40%
  - Not Effective: 8%
  - Don't Know: 5%

- Providing adequate facilities and state-of-the-art equipment to enable DACC to meet the educational needs of its students
  - Very Effective: 20%
  - Effective: 28%
  - Somewhat Effective: 35%
  - Not Effective: 13%
  - Don't Know: 5%

- Maintaining small class sizes to ensure the best quality education possible
  - Very Effective: 30%
  - Effective: 33%
  - Somewhat Effective: 18%
  - Not Effective: 8%
  - Don't Know: 13%
**Quality Education**  
42 Staff Members

How effective has DACC been at the following (continued)?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Not Effective</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating and implementing college-wide standards for the following</td>
<td></td>
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<tr>
<td>instructional priorities: communication, critical thinking, literacy</td>
<td>23%</td>
<td>30%</td>
<td>20%</td>
<td>18%</td>
<td></td>
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<tr>
<td>math, ethics, competency-based learning, general education, and civic</td>
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<tr>
<td>responsibility</td>
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</tr>
<tr>
<td>Increasing the proportion of full-time to part-time faculty and increasing</td>
<td>20%</td>
<td>18%</td>
<td>45%</td>
<td>20%</td>
<td></td>
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<tr>
<td>support staff</td>
<td></td>
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</tr>
<tr>
<td>Supporting professional development activities for faculty and staff</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>13%</td>
<td></td>
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<tr>
<td>through conferences, in-house workshops, and mentoring</td>
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</tr>
</tbody>
</table>

**Note:** The percentages represent the distribution of responses among the 42 staff members.
Quality Education
42 Staff Members

How effective has DACC been at the following (continued)?

- Supporting economic and workforce development to meet local business needs
- Maintaining current program accreditations and exploring opportunities for additional program accreditations
- Strengthening linkages between instruction and other units within the college
Quality Education
42 Staff Members

How effective has DACC been at the following (continued)?
Quality Education
42 Staff Members

How effective has DACC been at the following (continued)?
Quality Education
42 Staff Members

How important is it that DACC achieve the following?

- Providing quality educational opportunities for students: 87%
- Ensuring appropriate placement of entering students by adopting, maintaining, and consistently using appropriate placement tools: 79%
- Assessing student learning in an effort to maintain institutional effectiveness: 66%

Categories:
- Very Important
- Important
- Somewhat Important
- Not Important
- Don't Know
Quality Education
42 Staff Members

How important is it that DACC achieve the following (continued)?

- Disseminating information on student assessment throughout the institution: 53% Very Important, 32% Important, 8% Somewhat Important, 3% Not Important, 5% Don't Know
- Increasing innovative and alternative instructional modes of delivery: 63% Very Important, 29% Important, 5% Somewhat Important, 0% Not Important, 0% Don't Know
- Providing students a range of educational opportunities so they may reach their individual goals: 82% Very Important, 16% Important, 0% Somewhat Important, 0% Not Important, 3% Don't Know
Quality Education
42 Staff Members

How important is it that DACC achieve the following (continued)?

- Providing students with distance learning opportunities backed by adequate support services: 74% Very Important, 21% Important, 3% Somewhat Important, 3% Not Important, 3% Don't Know
- Providing adequate facilities and state-of-the-art equipment to enable DACC to meet the educational needs of its students: 82% Very Important, 16% Important, 0% Somewhat Important, 0% Not Important, 3% Don't Know
- Maintaining small class sizes to ensure the best quality education possible: 58% Very Important, 37% Important, 3% Somewhat Important, 0% Not Important, 3% Don't Know
Quality Education
42 Staff Members

How important is it that DACC achieve the following (continued)?

Creating and implementing college-wide standards for the following instructional priorities: communication, critical thinking, literacy, math, ethics, competency-based learning, general education, and civic responsibility

- Very Important: 74%
- Important: 18%
- Somewhat Important: 5%
- Not Important: 0%
- Don't Know: 0%

Increasing the proportion of full-time to part-time faculty and increasing support staff

- Very Important: 53%
- Important: 32%
- Somewhat Important: 11%
- Not Important: 0%
- Don't Know: 5%

Supporting professional development activities for faculty and staff through conferences, in-house workshops, and mentoring

- Very Important: 66%
- Important: 26%
- Somewhat Important: 3%
- Not Important: 3%
- Don't Know: 3%
Quality Education
42 Staff Members

How important is it that DACC achieve the following (continued)?
Quality Education
42 Staff Members

How important is it that DACC achieve the following (continued)?

- Developing a master instructional plan to address future growth needs of credit and non-credit programs: 58% Very Important, 34% Important, 3% Somewhat Important, 0% Not Important, 0% Don't Know.
- Attracting and retaining highly qualified faculty and staff by providing competitive compensation: 87% Very Important, 8% Important, 0% Somewhat Important, 3% Not Important, 3% Don't Know.
- Supporting all faculty and staff members by providing adequate physical facilities: 76% Very Important, 16% Important, 3% Somewhat Important, 0% Not Important, 5% Don't Know.
How important is it that DACC achieve the following (continued)?

- Supporting attainment of regional and national skill standards through competency-based programs in order to prepare students for the workplace and/or industry certification: 68% Very Important, 18% Important, 3% Somewhat Important, 0% Not Important, 0% Don't Know.
- Including faculty assessment goals as part of the evaluation process: 55% Very Important, 24% Important, 13% Somewhat Important, 0% Not Important, 8% Don't Know.
- Implementing and monitoring program assessment goals: 63% Very Important, 24% Important, 5% Somewhat Important, 0% Not Important, 8% Don't Know.
Results

Comprehensive, Articulated College Curriculum
Comprehensive, Articulated College Curriculum

Thirty-two staff members completed the Comprehensive, Articulated College Curriculum survey, and staff was the largest respondent group (55%) for this survey. The majority of staff members rated DACC as *somewhat effective* in meeting five of the nine goals of the Comprehensive, Articulated College Curriculum strategic issue. The majority of staff members selected *don’t know* for two of the nine goals. For the goal of “expanding general-education offerings in order to support new and revised degree programs, as well as to service students preparing to transfer to a university,” the majority of staff members were tied between *effective* and *somewhat effective*, with 38% of respondents choosing each. Staff members were also tied between *somewhat effective, not effective*, and *don’t know* for the goal of, “eliminating the letters ‘OE-‘ from course prefixes,” with 28% of respondents choosing each. All of the Comprehensive, Articulated College Curriculum strategic issue goals were rated as *very important* by the majority of staff members.
Comprehensive, Articulated College Curriculum
32 Staff Members

How effective has DACC been at the following?

- Collaborating with area school districts in developing career pathways: 44%
- Developing opportunities for transfer and articulation of courses between DACC and regional postsecondary institutions: 41%
- Identifying outcomes for each program and course at DACC: 50%
Comprehensive, Articulated College Curriculum
32 Staff Members

How effective has DACC been at the following (continued)?

![Bar chart showing effectiveness percentages for different tasks related to curricula, awareness, and general education offerings.]

- Developing curricula and exit exams that will ensure that articulated high school classes meet DACC standards: 41% Very Effective, 25% Effective, 25% Somewhat Effective, 6% Not Effective, 3% Don't Know.
- Building greater awareness among high school students and counselors regarding career pathways: 28% Very Effective, 19% Effective, 13% Somewhat Effective, 9% Not Effective, 3% Don't Know.
- Expanding general education offerings in order to support new and revised degree programs, as well as to service students preparing to transfer to a university: 31% Very Effective, 38% Effective, 38% Somewhat Effective, 16% Not Effective, 9% Don't Know.
Comprehensive, Articulated College Curriculum
32 Staff Members

How effective has DACC been at the following (continued)?

- Expanding transfer and articulation opportunities for DACC students with NMSU and other institutions of higher education: 16% Very Effective, 22% Effective, 6% Somewhat Effective, 9% Not Effective, 9% Don't Know.
- Implementing a model for the articulation process between DACC and other educational institutions, including NMSU: 9% Very Effective, 9% Effective, 9% Somewhat Effective, 25% Not Effective, 22% Don't Know.
- Eliminating the letters "OE-" from course prefixes: 9% Very Effective, 6% Effective, 9% Somewhat Effective, 28% Not Effective, 28% Don't Know, 28% Don't Know.

Legend:
- Very Effective
- Effective
- Somewhat Effective
- Not Effective
- Don't Know
Comprehensive, Articulated College Curriculum
32 Staff Members

How important is it that DACC achieve the following?

- Collaborating with area school districts in developing career pathways: 63% Very Important, 37% Important
- Developing opportunities for transfer and articulation of courses between DACC and regional postsecondary institutions: 77% Very Important, 23% Important
- Identifying outcomes for each program and course at DACC: 60% Very Important, 37% Important
Comprehensive, Articulated College Curriculum
32 Staff Members

How important is it that DACC achieve the following (continued)?

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing curricula and exit exams that will ensure that articulated high</td>
<td>63%</td>
<td>30%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>school classes meet DACC standards</td>
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<tr>
<td>Building greater awareness among high school students and counselors regarding</td>
<td>57%</td>
<td>40%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>career pathways</td>
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<tr>
<td>Expanding general education offerings in order to support new and revised</td>
<td>70%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>degree programs, as well as to service students preparing to transfer to a</td>
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<tr>
<td>university</td>
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</tbody>
</table>
Comprehensive, Articulated College Curriculum
32 Staff Members

How important is it that DACC achieve the following (continued)?
Results

Supportive Learning Environment
Supportive Learning Environment

Thirty-two staff members completed the Supportive Learning Environment survey, and staff was the largest respondent group (57%) for this survey. The majority of staff members rated DACC as *somewhat effective* in meeting seven of the ten goals of the Supportive Learning Environment strategic issue. For the goal of “cultivating an atmosphere that engages all members of the college community to become equal partners in the learning process,” the majority of staff members were tied between *effective* and *somewhat effective*, with 39% of respondents choosing each. Staff members were also tied between *somewhat effective* and *not effective* for two of the ten goals. All of the Supportive Learning Environment strategic issue goals were rated as *very important* by the majority of staff members.
Supportive Learning Environment
32 Staff Members

How effective has DACC been at the following?

Cultivating an atmosphere that engages all members of the college community to become equal partners in the learning process
- Very Effective: 7%
- Effective: 13%
- Somewhat Effective: 39%
- Not Effective: 26%
- Don't Know: 7%

Creating a sense of unity in which each individual is respected and valued
- Very Effective: 13%
- Effective: 29%
- Somewhat Effective: 32%
- Not Effective: 3%
- Don't Know: 3%

Exploring the possibility of re-creating or remodeling physical space that would be more inviting to all members of the campus community
- Very Effective: 10%
- Effective: 26%
- Somewhat Effective: 42%
- Not Effective: 16%
- Don't Know: 7%
Supportive Learning Environment
32 Staff Members

How effective has DACC been at the following (continued)?

- Creating an environment that fosters the free flow of information throughout the college community: 10% Very Effective, 16% Effective, 36% Somewhat Effective, 36% Not Effective, 3% Don't Know
- Encouraging interaction between all faculty, staff, and administration: 13% Very Effective, 13% Effective, 42% Somewhat Effective, 29% Not Effective, 3% Don't Know
- Providing opportunities for developing a sense of shared responsibility for the education of students: 10% Very Effective, 26% Effective, 45% Somewhat Effective, 3% Not Effective, 16% Don't Know
Supportive Learning Environment
32 Staff Members

How effective has DACC been at the following (continued)?

- Creating avenues for interaction and innovation across all disciplines and throughout the organization: 32% Very Effective, 32% Effective, 19% Somewhat Effective, 10% Not Effective, 7% Don't Know
- Helping students identify realistic and attainable goals: 42% Very Effective, 29% Effective, 3% Somewhat Effective, 16% Not Effective, 10% Don't Know
- Teaching students to take responsibility for their own education: 36% Very Effective, 23% Effective, 13% Somewhat Effective, 19% Not Effective, 10% Don't Know
- Providing the information students need to make informed decisions about their pathways: 29% Very Effective, 26% Effective, 23% Somewhat Effective, 13% Not Effective, 10% Don't Know
Supportive Learning Environment
32 Staff Members

How important is it that DACC achieve the following?
Supportive Learning Environment
32 Staff Members

How important is it that DACC achieve the following (continued)?

- Creating an environment that fosters the free flow of information throughout the college community: 73% Very Important, 27% Important, 0% Somewhat Important, 0% Not Important, 0% Don't Know.
- Encouraging interaction between all faculty, staff, and administration: 73% Very Important, 27% Important, 0% Somewhat Important, 0% Not Important, 0% Don't Know.
- Providing opportunities for developing a sense of shared responsibility for the education of students: 63% Very Important, 33% Important, 3% Somewhat Important, 0% Not Important, 0% Don't Know.
Supportive Learning Environment
32 Staff Members

How important is it that DACC achieve the following (continued)?

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating avenues for interaction and innovation across all disciplines and throughout the organization</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Helping students identify realistic and attainable goals</td>
<td>80%</td>
<td>17%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Teaching students to take responsibility for their own education</td>
<td>87%</td>
<td>10%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Providing the information students need to make informed decisions about their pathways</td>
<td>77%</td>
<td>20%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Results

Use of Technology
Use of Technology

Thirty-three staff members completed the Use of Technology survey, and staff was the largest respondent group (56%) for this survey. The majority of staff members rated DACC as effective in meeting one of the twelve goals of the Use of Technology strategic issue, “supporting distance learning and other institutional goals by maintaining connectivity through appropriate network upgrades, hardware, and software.” DACC was rated as somewhat effective in meeting nine of the twelve goals by the majority of respondents. The majority of staff members chose don’t know for one of the twelve goals, “exploring the potential to share resources through statewide and/or regional consortia to maximize the ability to deliver DACC programs and courses to students at a distance.” For the goal of “developing college-wide technology competencies integrated into gateway courses and professional development initiatives,” the majority of staff members were tied between somewhat effective and don’t know, with 32% of respondents choosing each. All of the Use of Technology strategic issue goals were rated as very important by the majority of staff members.
Use of Technology
33 Staff Members

How effective has DACC been at the following?

- Developing a comprehensive plan for the evaluation, selection, and seamless integration of technology into programs and services college-wide
  - Very Effective: 7%
  - Effective: 23%
  - Somewhat Effective: 19%
  - Not Effective: 13%
  - Don't Know: 39%

- Identifying resources to acquire, maintain, and use new innovative technologies
  - Very Effective: 10%
  - Effective: 20%
  - Somewhat Effective: 30%
  - Not Effective: 40%
  - Don't Know: 19%

- Identifying funding streams and grant strategies to support identified technology initiatives and the acquisition of state-of-the-art media/technology equipment
  - Very Effective: 10%
  - Effective: 13%
  - Somewhat Effective: 16%
  - Not Effective: 26%
  - Don't Know: 36%
Use of Technology
33 Staff Members

How effective has DACC been at the following (continued)?

- Continuing to develop appropriate infrastructures to support effective distance learning and other technology initiatives
- Creating instructional methodologies and relevant training to support distance learning and other technology-integration processes
- Providing an enriched technological environment that promotes student success

![Bar chart showing effectiveness ratings for various use of technology initiatives](chart.png)
Use of Technology
33 Staff Members

How effective has DACC been at the following (continued)?

- Strengthening liaison relationships between DACC and NMSU technology-related programs as a means to foster partnership and maintain alignment with university-wide goals and objectives
- Exploring the potential to share resources through statewide and/or regional consortia to maximize the ability to deliver DACC programs and courses to students at a distance
- Supporting distance learning and other institutional goals by maintaining connectivity through appropriate network upgrades, hardware, and software
Use of Technology
33 Staff Members

How effective has DACC been at the following (continued)?

- Striving to attain appropriate staff levels and technology training to support the implementation of distance learning and other technologies:
  - Very Effective: 16%
  - Effective: 32%
  - Somewhat Effective: 26%
  - Not Effective: 19%
  - Don't Know: 7%

- Pursuing increased access to shared information systems for academic and administrative purposes:
  - Very Effective: 7%
  - Effective: 10%
  - Somewhat Effective: 42%
  - Not Effective: 19%
  - Don't Know: 3%

- Developing college-wide technology competencies integrated into gateway courses and professional development initiatives:
  - Very Effective: 7%
  - Effective: 26%
  - Somewhat Effective: 32%
  - Not Effective: 32%
  - Don't Know: 3%
Use of Technology
33 Staff Members

How important is it that DACC achieve the following?

- Developing a comprehensive plan for the evaluation, selection, and seamless integration of technology into programs and services college-wide: 67% Very Important, 27% Important, 0% Somewhat Important, 0% Not Important, 0% Don't Know
- Identifying resources to acquire, maintain, and use new innovative technologies: 67% Very Important, 30% Important, 3% Somewhat Important, 0% Not Important, 0% Don't Know
- Identifying funding streams and grant strategies to support identified technology initiatives and the acquisition of state-of-the-art media/technology equipment: 70% Very Important, 23% Important, 3% Somewhat Important, 0% Not Important, 3% Don't Know
Use of Technology
33 Staff Members

How important is it that DACC achieve the following (continued)?

- **Continuing to develop appropriate infrastructures to support effective distance learning and other technology initiatives**: 67%
- **Creating instructional methodologies and relevant training to support distance learning and other technology-integration processes**: 63%
- **Providing an enriched technological environment that promotes student success**: 70%

(Responses are categorized as Very Important, Important, Somewhat Important, Not Important, and Don't Know.)
Use of Technology
33 Staff Members

How important is it that DACC achieve the following (continued)?

- Strengthening liaison relationships between DACC and NMSU technology-related programs as a means to foster partnership and maintain alignment with university-wide goals and objectives: 57% Very Important, 33% Important, 7% Somewhat Important, 0% Not Important, 0% Don't Know

- Exploring the potential to share resources through statewide and/or regional consortia to maximize the ability to deliver DACC programs and courses to students at a distance: 57% Very Important, 37% Important, 3% Somewhat Important, 0% Not Important, 0% Don't Know

- Supporting distance learning and other institutional goals by maintaining connectivity through appropriate network upgrades, hardware, and software: 70% Very Important, 30% Important, 0% Somewhat Important, 0% Not Important, 0% Don't Know
Use of Technology
33 Staff Members

How important is it that DACC achieve the following (continued)?
Results

Community Relations
Community Relations

Thirty staff members completed the Community Relations survey, and staff was the largest respondent group (58%) for this survey. The majority of staff members rated DACC as effective in meeting three of the twelve goals of the Community Relations strategic issue. DACC was rated as somewhat effective in meeting six of the twelve goals by the majority of respondents. The majority of staff members chose don’t know for the remaining three of the twelve goals. Eleven of the Community Relations strategic issue goals were rated as very important by the majority of respondents. For the goal of “creating a student alumni association,” the majority of staff members were tied between important and somewhat important, with 32% of respondents choosing each.
Community Relations
30 Staff Members

How effective has DACC been at the following?

- Very Effective
- Effective
- Somewhat Effective
- Not Effective
- Don't Know

Promoting and facilitating communication with identified stakeholders
- 17% Very Effective
- 30% Effective
- 23% Somewhat Effective
- 27% Not Effective
- 0% Don't Know

Building a distance community college identity that conveys a positive image to faculty, staff, students, and the community
- 33% Very Effective
- 40% Effective
- 0% Somewhat Effective
- 0% Not Effective
- 0% Don't Know

Increasing the proportion of southern New Mexico residents who take advantage of DACC offerings and services
- 23% Very Effective
- 47% Effective
- 20% Somewhat Effective
- 0% Not Effective
- 10% Don't Know
Community Relations
30 Staff Members

How effective has DACC been at the following (continued)?

- Soliciting private funding and resources to support institutional goals
  - Very Effective: 10%
  - Effective: 23%
  - Somewhat Effective: 30%
  - Not Effective: 27%
  - Don't Know: 10%

- Developing a comprehensive marketing plan that takes into consideration publications, public relations, and recruitment activities for both credit and noncredit programs
  - Very Effective: 7%
  - Effective: 20%
  - Somewhat Effective: 40%
  - Not Effective: 23%
  - Don't Know: 3%

- Developing a "A Community Satisfaction and Perception Survey" to determine how DACC's image is perceived by the community at large, as well as by those on the NMSU campus
  - Very Effective: 7%
  - Effective: 20%
  - Somewhat Effective: 20%
  - Not Effective: 17%
  - Don't Know: 37%
Community Relations
30 Staff Members

How effective has DACC been at the following (continued)?

- Identifying the skills and qualifications being requested on job orders by local employers and reporting these findings to appropriate instructional leaders for curriculum review:
  - Very Effective: 7%
  - Effective: 13%
  - Somewhat Effective: 43%
  - Not Effective: 3%
  - Don't Know: 7%

- Working to provide the best possible customer service to the college's internal customers: departments, faculty, and staff:
  - Very Effective: 13%
  - Effective: 20%
  - Somewhat Effective: 53%
  - Not Effective: 3%
  - Don't Know: 10%

- Engaging our students, faculty, staff, and community-based partners to inform the community of the value of the college's educational offerings and its role in economic development:
  - Very Effective: 10%
  - Effective: 30%
  - Somewhat Effective: 43%
  - Not Effective: 3%
  - Don't Know: 13%
Community Relations
30 Staff Members

How effective has DACC been at the following (continued)?

- Developing an enrollment management plan for both credit and non-credit programs:
  - Very Effective: 10%
  - Effective: 10%
  - Somewhat Effective: 13%
  - Not Effective: 30%
  - Don't Know: 37%

- Developing a fund-raising plan and process to solicit private funding and other resources:
  - Very Effective: 10%
  - Effective: 10%
  - Somewhat Effective: 10%
  - Not Effective: 23%
  - Don't Know: 40%

- Creating a student alumni association:
  - Very Effective: 3%
  - Effective: 7%
  - Somewhat Effective: 30%
  - Not Effective: 20%
  - Don't Know: 40%
Community Relations
30 Staff Members

How important is it that DACC achieve the following?
Community Relations
30 Staff Members

How important is it that DACC achieve the following (continued)?

- Soliciting private funding and resources to support institutional goals: 64% Very Important, 25% Important, 7% Somewhat Important, 4% Not Important, 0% Don't Know
- Developing a comprehensive marketing plan that takes into consideration publications, public relations, and recruitment activities for both credit and noncredit programs: 68% Very Important, 25% Important, 7% Somewhat Important, 0% Not Important, 0% Don't Know
- Developing a "A Community Satisfaction and Perception Survey" to determine how DACC's image is perceived by the community at large, as well as by those on the NMSU campus: 46% Very Important, 39% Important, 7% Somewhat Important, 4% Not Important, 4% Don't Know
Community Relations
30 Staff Members

How important is it that DACC achieve the following (continued)?

- Identifying the skills and qualifications being requested on job orders by local employers and reporting these findings to appropriate instructional leaders for curriculum review: 61%
- Working to provide the best possible customer service to the college's internal customers: departments, faculty, and staff: 86%
- Engaging our students, faculty, staff, and community-based partners to inform the community of the value of the college's educational offerings and its role in economic development: 75%
Community Relations
30 Staff Members

How important is it that DACC achieve the following (continued)?

- Developing an enrollment management plan for both credit and non-credit programs: 57% Very Important, 25% Important, 14% Somewhat Important, 4% Not Important, 0% Don't Know
- Developing a fund-raising plan and process to solicit private funding and other resources: 54% Very Important, 36% Important, 7% Somewhat Important, 4% Not Important, 0% Don't Know
- Creating a student alumni association: 32% Very Important, 32% Important, 7% Somewhat Important, 4% Not Important, 0% Don't Know
Results

Facilities
Development
Facilities Development

Twenty-nine staff members completed the Facilities Development survey, and staff was the largest respondent group (58%) for this survey. The majority of staff members rated DACC as very effective in meeting two of the fourteen goals of the Facilities Development strategic issue. For the goal of “maintaining the reasonable rate of local property taxation previously established with the voters (one mill) to continue generating capital funding,” the majority of respondents were tied between very effective and effective, with 36% of respondents choosing each. DACC was rated as effective in meeting six of the fourteen goals by the majority of staff members. The majority of respondents rated DACC as somewhat effective in meeting three of the fourteen goals. The majority of staff members chose don’t know for two of the fourteen goals. All of the Facilities Development strategic issue goals were rated as very important by the majority of staff members.
Facilities Development
29 Staff Members

How effective has DACC been at the following?

- Maintaining the reasonable rate of local property taxation previously established with the voters (one mill) to continue to generate capital funding: 36% Very Effective, 36% Effective
- Holding local bond issue elections periodically to renew the one-mill tax levy for capital funding: 50% Effective
- Continuing to seek adequate and equitable state funding for capital projects: 32% Very Effective, 25% Effective
Facilities Development
29 Staff Members

How effective has DACC been at the following (continued)?
Facilities Development
29 Staff Members

How effective has DACC been at the following (continued)?

- Renewing, renovating, and remodeling existing facilities, grounds, and systems to ensure that they are safe, accessible, and functional: 39% Very Effective, 29% Effective, 11% Somewhat Effective, 7% Not Effective, 14% Don't Know
- Ensuring that the technology infrastructure is sufficient to accommodate high quality networks equipment, and electronic systems: 32% Very Effective, 21% Effective, 14% Somewhat Effective, 14% Not Effective, 11% Don't Know
- Implementing a participatory internal process to evaluate, identify, and prioritize, space needs and recommend optimal use for all facilities: 36% Very Effective, 21% Effective, 18% Somewhat Effective, 14% Not Effective, 18% Don't Know
Facilities Development
29 Staff Members

How effective has DACC been at the following (continued)?

- Continuing to identify and utilize public schools and community facilities in response to current and future space needs
  - Very Effective: 7%
  - Effective: 18%
  - Somewhat Effective: 21%
  - Not Effective: 39%
  - Don't Know: 21%

- Completing the second phases of both the Las Cruces East Mesa campus and the Sunland Park Center to accommodate enrollment at these locations
  - Very Effective: 0%
  - Effective: 29%
  - Somewhat Effective: 21%
  - Not Effective: 11%
  - Don't Know: 0%

- Repairing and/or replacing the heating, ventilation, and air conditioning systems, building interior finishes, and exterior envelopes of older facilities
  - Very Effective: 11%
  - Effective: 14%
  - Somewhat Effective: 21%
  - Not Effective: 21%
  - Don't Know: 21%
How effective has DACC been at the following (continued)?

- Establishing space for new and growing programs and services as need is demonstrated
  - Very Effective: 11%
  - Effective: 18%
  - Somewhat Effective: 29%
  - Not Effective: 25%
  - Don't Know: 18%

- Identifying and implementing projects to upgrade infrastructure to support evolving technology
  - Very Effective: 14%
  - Effective: 14%
  - Somewhat Effective: 21%
  - Not Effective: 18%
  - Don't Know: 32%
Facilities Development
29 Staff Members

How important is it that DACC achieve the following?
Facilities Development
29 Staff Members

How important is it that DACC achieve the following (continued)?

- Further development of the Facilities Master Plan to clearly communicate the long-range development strategy and capital requirements to meet the expected program and enrollment growth of the college: Very Important 75%, Important 21%, Somewhat Important 4%, Not Important 0%, Don't Know 0%

- Gathering input and updating the Facilities Master Plan with regard to space utilization strategies and future construction projects: Very Important 79%, Important 14%, Somewhat Important 7%, Not Important 0%, Don't Know 0%

- Continuing to develop the East Mesa campus with the potential to become the DACC central campus in the long term: Very Important 75%, Important 18%, Somewhat Important 7%, Not Important 0%, Don't Know 0%
Facilities Development
29 Staff Members

How important is it that DACC achieve the following (continued)?
Facilities Development
29 Staff Members

How important is it that DACC achieve the following (continued)?

- Continuing to identify and utilize public schools and community facilities in response to current and future space needs: 50% Very Important, 36% Important, 4% Somewhat Important, 11% Not Important, 0% Don't Know
- Completing the second phases of both the Las Cruces East Mesa campus and the Sunland Park Center to accommodate enrollment at these locations: 64% Very Important, 32% Important, 4% Somewhat Important, 0% Not Important, 0% Don't Know
- Repairing and/or replacing the heating, ventilation, and air conditioning systems, building interior finishes, and exterior envelopes of older facilities: 75% Very Important, 14% Important, 11% Somewhat Important, 0% Not Important, 0% Don't Know
Facilities Development
29 Staff Members

How important is it that DACC achieve the following (continued)?

- Establishing space for new and growing programs and services as need is demonstrated: 82% Very Important, 11% Important, 7% Somewhat Important, 0% Not Important, 4% Don't Know.
- Identifying and implementing projects to upgrade infrastructure to support evolving technology: 11% Very Important, 0% Important, 0% Somewhat Important, 0% Not Important, 4% Don't Know.