Evaluation of the DACC
2003 Strategic Plan: Closing the Loop

Survey Results

April 2007

Institutional Effectiveness and Planning
## Evaluation of the DACC 2003 Strategic Plan: Closing the Loop

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Evaluation of the DACC 2003 Strategic Plan: Closing the Loop

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. 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**

Ninety-one respondents completed the Workforce and Communities survey, and staff members were the largest respondent group (56%) for this survey. Faculty comprised 41% of the respondents for this survey, and a small percentage of respondents were community members (2%) and students (1%). The majority of respondents rated DACC as *effective* in meeting seven of the ten goals of the Workforces and Communities strategic issue. DACC was rated as *somewhat effective* in meeting two 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 respondents.
How effective has DACC been at the following?

- Providing multiple educational pathways and training opportunities:
  - Very Effective: 34%
  - Effective: 43%
  - Somewhat Effective: 19%
  - Not Effective: 1%
  - Don't Know: 2%

- Partnering with business to identify workforce and economic needs:
  - Very Effective: 20%
  - Effective: 30%
  - Somewhat Effective: 28%
  - Not Effective: 5%
  - Don't Know: 17%

- Collaborating with community-based organizations, governmental organizations, and/or educational entities to better serve community:
  - Very Effective: 25%
  - Effective: 30%
  - Somewhat Effective: 23%
  - Not Effective: 7%
  - Don't Know: 14%
Workforce and Communities
91 Respondents

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, 8% 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, 22% Not Effective, 8% Don't Know
Workforce and Communities
91 Respondents

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

- Matching training programs to needs of labor market
- Engaging advisory committees to improve instructional programs
- Developing faculty expertise and curriculum to stay current with workplace
- Assessing students for work readiness
Workforce and Communities
91 Respondents

How important is it for DACC to achieve the following?

- Providing multiple educational pathways and training opportunities: 72% Very Important, 24% Important
- Partnering with business to identify workforce and economic needs: 66% Very Important, 32% Important
- Collaborating with community-based organizations, governmental organizations, and/or educational entities to better serve the community: 61% Very Important, 35% Important
Workforce and Communities
91 Respondents

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

- Assisting with creation, improvement, and expansion of business: 41% Very Important, 34% Important, 19% Somewhat Important, 2% Not Important, 4% Don't Know.
- Providing students with knowledge and skills necessary to meet workplace quality standards: 89% Very Important, 10% Important, 0% Somewhat Important, 0% Not Important, 1% Don't Know.
- Working with K-12 public and other post-secondary schools to develop a K-16+ seamless educational system: 71% Very Important, 20% Important, 8% Somewhat Important, 0% Not Important, 1% Don't Know.
Workforce and Communities
91 Respondents

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

- Matching training programs to needs of labor market: 78%
- Engaging advisory committees to improve instructional programs: 60%
- Developing faculty expertise and curriculum to stay current with workplace: 81%
- Assessing students for work readiness: 76%

Options: Very Important, Important, Somewhat Important, Not Important, Don't Know
Results

Quality Education
Quality Education

Seventy-seven respondents completed the Quality Education survey, and staff members were the largest respondent group (55%) for this survey. Faculty comprised 44% of the respondents for this survey, and a small percentage of respondents were students (1%). The majority of respondents rated DACC as effective in meeting seven of the twenty-two goals of the Quality Education strategic issue. DACC was rated as somewhat effective in meeting twelve 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 respondents selected don’t know for another of the twenty-two goals, “building on the work of the Academic Council by continuing to promote linkages with other units.” For the remaining goal of “strengthening linkages between instruction and other units within the college,” the majority of respondents were tied between effective, somewhat effective, and not effective, with 26% of respondents choosing each. All of the Quality Education strategic issue goals were rated as very important by the majority of respondents.
Quality Education
77 Respondents

How effective has DACC been at the following?

- Providing quality educational opportunities for students
  - Very Effective: 23%
  - Effective: 16%
  - Somewhat Effective: 3%
  - Not Effective: 1%
  - Don't Know: 1%

- Ensuring appropriate placement of entering students by adopting, maintaining, and consistently using appropriate placement tools
  - Very Effective: 23%
  - Effective: 15%
  - Somewhat Effective: 42%
  - Not Effective: 11%
  - Don't Know: 1%

- Assessing student learning in an effort to maintain institutional effectiveness
  - Very Effective: 11%
  - Effective: 26%
  - Somewhat Effective: 37%
  - Not Effective: 12%
  - Don't Know: 14%
Quality Education
77 Respondents

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

Disseminating information on student assessment throughout the institution
- Very Effective: 8%
- Effective: 21%
- Somewhat Effective: 42%
- Not Effective: 19%
- Don't Know: 10%

Increasing innovative and alternative instructional modes of delivery
- Very Effective: 14%
- Effective: 27%
- Somewhat Effective: 38%
- Not Effective: 8%
- Don't Know: 12%

Providing students a range of educational opportunities so they may reach their individual goals
- Very Effective: 19%
- Effective: 45%
- Somewhat Effective: 23%
- Not Effective: 5%
- Don't Know: 7%
Quality Education
77 Respondents

How effective has DACC been at the following (continued)?
Quality Education
77 Respondents

How effective has DACC been at 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
- Increasing the proportion of full-time to part-time faculty and increasing support staff
- Supporting professional development activities for faculty and staff through conferences, in-house workshops, and mentoring

Bar chart showing the percentage of respondents for each category.
Quality Education
77 Respondents

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

- Supporting economic and workforce development to meet local business needs
  - Very Effective: 37%
  - Effective: 34%
  - Somewhat Effective: 15%
  - Not Effective: 3%
  - Don't Know: 11%

- Maintaining current program accreditations and exploring opportunities for additional program accreditations
  - Very Effective: 47%
  - Effective: 18%
  - Somewhat Effective: 15%
  - Not Effective: 11%
  - Don't Know: 10%

- Strengthening linkages between instruction and other units within the college
  - Very Effective: 26%
  - Effective: 26%
  - Somewhat Effective: 26%
  - Not Effective: 11%
  - Don't Know: 11%
Quality Education
77 Respondents

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

- Building on the work of the Academic Council by continuing to promote linkages with other units: 7% Very Effective, 18% Effective, 25% Somewhat Effective, 26% Not Effective, 7% Don't Know
- Developing a master instructional plan to address future growth needs of credit and non-credit programs: 11% Very Effective, 27% Effective, 15% Somewhat Effective, 21% Not Effective, 7% Don't Know
- Attracting and retaining highly qualified faculty and staff by providing competitive compensation: 7% Very Effective, 14% Effective, 26% Somewhat Effective, 26% Not Effective, 7% Don't Know
Quality Education
77 Respondents

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

- Supporting all faculty and staff members by providing adequate physical facilities: 32% Very Effective, 27% Effective, 11% Somewhat Effective, 11% Not Effective, 12% Don't Know
- Supporting attainment of regional and national skill standards through competency-based programs in order to prepare students for the workplace and/or industry certification: 18% Very Effective, 37% Effective, 11% Somewhat Effective, 25% Not Effective, 4% Don't Know
- Including faculty assessment goals as part of the evaluation process: 21% Very Effective, 30% Effective, 10% Somewhat Effective, 14% Not Effective, 19% Don't Know
- Implementing and monitoring program assessment goals: 21% Very Effective, 32% Effective, 18% Somewhat Effective, 19% Not Effective, 11% Don't Know
Quality Education
77 Respondents

How important is it that DACC achieve the following?

- Providing quality educational opportunities for students: 85% Very Important, 13% Important, 0% Somewhat Important, 0% Not Important, 1% Don't Know
- Ensuring appropriate placement of entering students by adopting, maintaining, and consistently using appropriate placement tools: 78% Very Important, 19% Important, 0% Somewhat Important, 0% Not Important, 3% Don't Know
- Assessing student learning in an effort to maintain institutional effectiveness: 66% Very Important, 28% Important, 4% Somewhat Important, 0% Not Important, 1% Don't Know
How important is it that DACC achieve the following (continued)?

- **Disseminating information on student assessment throughout the institution**: 49% Very Important, 37% Important, 9% Somewhat Important, 1% Not Important, 1% Don't Know
- **Increasing innovative and alternative instructional modes of delivery**: 63% Very Important, 30% Important, 4% Somewhat Important, 1% Not Important, 1% Don't Know
- **Providing students a range of educational opportunities so they may reach their individual goals**: 75% Very Important, 24% Important, 0% Somewhat Important, 0% Not Important, 1% Don't Know
Quality Education
77 Respondents

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

- Providing students with distance learning opportunities backed by adequate support services: 64% Very Important, 28% Important, 4% Somewhat Important, 1% Not Important, 1% Don't Know
- Providing adequate facilities and state-of-the-art equipment to enable DACC to meet the educational needs of its students: 72% Very Important, 24% Important, 3% Somewhat Important, 0% Not Important, 1% Don't Know
- Maintaining small class sizes to ensure the best quality education possible: 57% Very Important, 40% Important, 1% Somewhat Important, 0% Not Important, 1% Don't Know
Quality Education
77 Respondents

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: 64%
  - Important: 28%
  - Somewhat Important: 6%
  - Not Important: 1%
  - Don't Know: 1%

- **Increasing the proportion of full-time to part-time faculty and increasing support staff:**
  - Very Important: 51%
  - Important: 36%
  - Somewhat Important: 9%
  - Not Important: 1%
  - Don't Know: 3%

- **Supporting professional development activities for faculty and staff through conferences, in-house workshops, and mentoring:**
  - Very Important: 66%
  - Important: 30%
  - Somewhat Important: 1%
  - Not Important: 1%
  - Don't Know: 1%
Quality Education
77 Respondents

How important is it that DACC achieve the following (continued)?
Quality Education
77 Respondents

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, 36% Important, 3% Somewhat Important, 3% Not Important, 0% Don't Know
- Attracting and retaining highly qualified faculty and staff by providing competitive compensation: 82% Very Important, 15% Important, 1% Somewhat Important, 1% Not Important, 0% Don't Know
- Supporting all faculty and staff members by providing adequate physical facilities: 73% Very Important, 21% Important, 3% Somewhat Important, 3% Not Important, 0% Don't Know
Quality Education
77 Respondents

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: 64% Very Important, 28% Important, 1% Somewhat Important, 0% Not Important, 0% Don't Know.
- Including faculty assessment goals as part of the evaluation process: 52% Very Important, 31% Important, 12% Somewhat Important, 0% Not Important, 4% Don't Know.
- Implementing and monitoring program assessment goals: 60% Very Important, 31% Important, 4% Somewhat Important, 0% Not Important, 4% Don't Know.
Results

Comprehensive, Articulated College Curriculum
Comprehensive, Articulated College Curriculum

Fifty-eight respondents completed the Comprehensive, Articulated College Curriculum survey, and staff members were the largest respondent group (55%) for this survey. Faculty comprised 43% of the respondents for this survey, and a small percentage of respondents were community members (2%). The majority of respondents rated DACC as effective in meeting one of the nine goals of the Comprehensive, Articulated College Curriculum strategic issue, “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.” DACC was rated as somewhat effective in meeting four of the nine goals by the majority of respondents. The majority of respondents rated DACC as not effective on three of the nine goals. The majority of respondents selected don’t know for one of the nine goals, “developing curricula and exit exams that will ensure that articulated high school classes meet DACC standards.” All of the Comprehensive, Articulated College Curriculum strategic issue goals were rated as very important by the majority of respondents.
Comprehensive, Articulated College Curriculum
58 Respondents

How effective has DACC been at the following?

- Collaborating with area school districts in developing career pathways: 42% Very Effective, 18% Effective, 16% Somewhat Effective, 18% Not Effective, 7% Don't Know
- Developing opportunities for transfer and articulation of courses between DACC and regional postsecondary institutions: 46% Very Effective, 18% Effective, 16% Somewhat Effective, 11% Not Effective, 11% Don't Know
- Identifying outcomes for each program and course at DACC: 47% Very Effective, 19% Effective, 11% Somewhat Effective, 9% Not Effective, 14% Don't Know
Comprehensive, Articulated College Curriculum
58 Respondents

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

- Developing curricula and exit exams that will ensure that articulated high school classes meet DACC standards
  - Very Effective: 5%
  - Effective: 5%
  - Somewhat Effective: 28%
  - Not Effective: 30%
  - Don’t Know: 32%

- Building greater awareness among high school students and counselors regarding career pathways
  - Very Effective: 7%
  - Effective: 19%
  - Somewhat Effective: 21%
  - Not Effective: 23%
  - Don’t Know: 30%

- 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
  - Very Effective: 16%
  - Effective: 39%
  - Somewhat Effective: 35%
  - Not Effective: 5%
  - Don’t Know: 5%
Comprehensive, Articulated College Curriculum
58 Respondents

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:
  - Very Effective: 9%
  - Effective: 16%
  - Somewhat Effective: 26%
  - Not Effective: 7%
  - Don't Know: 16%

- Implementing a model for the articulation process between DACC and other educational institutions, including NMSU:
  - Very Effective: 7%
  - Effective: 12%
  - Somewhat Effective: 30%
  - Not Effective: 33%
  - Don't Know: 18%

- Eliminating the letters "OE-" from course prefixes:
  - Very Effective: 7%
  - Effective: 5%
  - Somewhat Effective: 23%
  - Not Effective: 37%
  - Don't Know: 28%
Comprehensive, Articulated College Curriculum
58 Respondents

How important is it that DACC achieve the following?
Comprehensive, Articulated College Curriculum
58 Respondents

How important is it that DACC achieve the following (continued)?
Comprehensive, Articulated College Curriculum
58 Respondents

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

- Expanding transfer and articulation opportunities for DACC students with NMSU and other institutions of higher education: 82%
- Implementing a model for the articulation process between DACC and other educational institutions, including NMSU: 75%
- Eliminating the letters "OE-*" from course prefixes: 44%
Results

Supportive Learning Environment
Supportive Learning Environment

Fifty-six respondents completed the Supportive Learning Environment survey, and staff members were the largest respondent group (57%) for this survey. Faculty comprised 41% of the respondents for this survey, and a small percentage of respondents were community members (2%). The majority of respondents rated DACC as effective in meeting two of the ten goals of the Supportive Learning Environment strategic issue. DACC was rated as somewhat effective in meeting four of the ten goals by the majority of respondents. The majority of respondents rated DACC as not effective on four of the ten goals. For the remaining goal of “encouraging interaction between all faculty, staff, and administration,” the majority of respondents were tied between somewhat effective and not effective, with 35% of respondents choosing each. All of the Supportive Learning Environment strategic issue goals were rated as very important by the majority of respondents.
Supportive Learning Environment
56 Respondents

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: 33%
  - Effective: 29%
  - Somewhat Effective: 25%
  - Not Effective: 4%
  - Don't Know: 9%

- Creating a sense of unity in which each individual is respected and valued:
  - Very Effective: 13%
  - Effective: 31%
  - Somewhat Effective: 31%
  - Not Effective: 4%
  - Don't Know: 9%

- Exploring the possibility of re-creating or remodeling physical space that would be more inviting to all members of the campus community:
  - Very Effective: 20%
  - Effective: 40%
  - Somewhat Effective: 22%
  - Not Effective: 9%
  - Don't Know: 9%
Supportive Learning Environment
56 Respondents

How effective has DACC been at the following (continued)?
Supportive Learning Environment
56 Respondents

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

- Creating avenues for interaction and innovation across all disciplines and throughout the organization: 
  - Very Effective: 11%
  - Effective: 20%
  - Somewhat Effective: 36%
  - Not Effective: 4%
  - Don't Know: 11%

- Helping students identify realistic and attainable goals: 
  - Very Effective: 11%
  - Effective: 18%
  - Somewhat Effective: 11%
  - Not Effective: 18%
  - Don't Know: 42%

- Teaching students to take responsibility for their own education: 
  - Very Effective: 7%
  - Effective: 16%
  - Somewhat Effective: 22%
  - Not Effective: 13%
  - Don't Know: 42%

- Providing the information students need to make informed decisions about their pathways: 
  - Very Effective: 15%
  - Effective: 22%
  - Somewhat Effective: 22%
  - Not Effective: 11%
  - Don't Know: 16%
Supportive Learning Environment
56 Respondents

How important is it that DACC achieve the following?

- Cultivating an atmosphere that engages all members of the college community to become equal partners in the learning process: 76%
- Creating a sense of unity in which each individual is respected and valued: 76%
- Exploring the possibility of re-creating or remodeling physical space that would be more inviting to all members of the campus community: 61%
Supportive Learning Environment
56 Respondents

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

- Creating an environment that fosters the free flow of information throughout the college community: 76% Very Important, 24% Important, 0% Somewhat Important, 0% Not Important, 0% Don't Know
- Encouraging interaction between all faculty, staff, and administration: 76% Very Important, 22% Important, 2% Somewhat Important, 0% Not Important, 0% Don't Know
- Providing opportunities for developing a sense of shared responsibility for the education of students: 67% Very Important, 31% Important, 2% Somewhat Important, 0% Not Important, 0% Don't Know
Supportive Learning Environment
56 Respondents

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

Use of Technology
Use of Technology

Fifty-nine respondents completed the Use of Technology survey, and staff members were the largest respondent group (56%) for this survey. Faculty comprised 42% of the respondents for this survey, and a small percentage of respondents were community members (2%). The majority of respondents 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 respondents rated DACC as not effective on one of the twelve goals, “developing college-wide technology competencies integrated into gateway courses and professional development initiatives.” All of the Use of Technology strategic issue goals were rated as very important by the majority of respondents.
Use of Technology
59 Respondents

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: 5%
  - Effective: 23%
  - Somewhat Effective: 21%
  - Not Effective: 14%
  - Don't Know: 14%

- Identifying resources to acquire, maintain, and use new innovative technologies:
  - Very Effective: 9%
  - Effective: 25%
  - Somewhat Effective: 25%
  - Not Effective: 18%
  - Don't Know: 12%

- Identifying funding streams and grant strategies to support identified technology initiatives and the acquisition of state-of-the-art media/technology equipment:
  - Very Effective: 7%
  - Effective: 14%
  - Somewhat Effective: 25%
  - Not Effective: 20%
  - Don't Know: 34%
Use of Technology
59 Respondents

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
Use of Technology
59 Respondents

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:
  - Very Effective: 5%
  - Effective: 11%
  - Somewhat Effective: 18%
  - Not Effective: 27%
  - Don't Know: 39%

- 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:
  - Very Effective: 5%
  - Effective: 9%
  - Somewhat Effective: 25%
  - Not Effective: 27%
  - Don't Know: 34%

- Supporting distance learning and other institutional goals by maintaining connectivity through appropriate network upgrades, hardware, and software:
  - Very Effective: 9%
  - Effective: 14%
  - Somewhat Effective: 16%
  - Not Effective: 29%
  - Don't Know: 32%
Use of Technology
59 Respondents

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: 9%
  - Effective: 16%
  - Somewhat Effective: 36%
  - Not Effective: 27%
  - Don't Know: 12%

- Pursuing increased access to shared information systems for academic and administrative purposes:
  - Very Effective: 9%
  - Effective: 11%
  - Somewhat Effective: 39%
  - Not Effective: 21%
  - Don't Know: 20%

- Developing college-wide technology competencies integrated into gateway courses and professional development initiatives:
  - Very Effective: 7%
  - Effective: 9%
  - Somewhat Effective: 29%
  - Not Effective: 30%
  - Don't Know: 25%
Use of Technology
59 Respondents

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: 57% Very Important, 37% Important, 6% Somewhat Important, 0% Not Important, 0% Don't Know
- Identifying resources to acquire, maintain, and use new innovative technologies: 65% Very Important, 31% Important, 4% 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, 26% Important, 2% Somewhat Important, 0% Not Important, 2% Don't Know
Use of Technology
59 Respondents

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

- Continuing to develop appropriate infrastructures to support effective distance learning and other technology initiatives: 65% Very Important, 35% Important
- Creating instructional methodologies and relevant training to support distance learning and other technology-integration processes: 67% Very Important, 31% Important
- Providing an enriched technological environment that promotes student success: 67% Very Important, 33% Important
Use of Technology
59 Respondents

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

<table>
<thead>
<tr>
<th>Area</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>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</td>
<td>52%</td>
<td>37%</td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>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</td>
<td>52%</td>
<td>41%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Supporting distance learning and other institutional goals by maintaining connectivity through appropriate network upgrades, hardware, and software</td>
<td>69%</td>
<td>31%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Use of Technology
59 Respondents

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

- **Very Important**
- **Important**
- **Somewhat Important**
- **Not Important**
- **Don't Know**

- Striving to attain appropriate staff levels and technology training to support the implementation of distance learning and other technologies: 76%
- Pursuing increased access to shared information systems for academic and administrative purposes: 56%
- Developing college-wide technology competencies integrated into gateway courses and professional development initiatives: 54%
Results

Community Relations
Community Relations

Fifty-two respondents completed the Community Relations survey, and staff members were the largest respondent group (58%) for this survey. Faculty comprised 42% of the respondents for this survey. The majority of respondents rated DACC as effective in meeting two of the twelve goals of the Community Relations strategic issue. DACC was rated as somewhat effective in meeting seven of the twelve goals by the majority of respondents. The majority of respondents 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. The majority of respondents rated as important one of the twelve goals, “creating a student alumni association.”
Community Relations
52 Respondents

How effective has DACC been at the following?

- Promoting and facilitating communication with identified stakeholders: 29% Very Effective, 33% Effective, 21% Somewhat Effective, 13% Not Effective, 4% Don't Know
- Building a distance community college identity that conveys a positive image to faculty, staff, students, and the community: 23% Very Effective, 37% Effective, 31% Somewhat Effective, 10% Not Effective, 0% Don't Know
- Increasing the proportion of southern New Mexico residents who take advantage of DACC offerings and services: 19% Very Effective, 48% Effective, 21% Somewhat Effective, 2% Not Effective, 10% Don't Know
Community Relations
52 Respondents

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: 29%
  - Not Effective: 17%
  - Don't Know: 21%

- Developing a comprehensive marketing plan that takes into consideration publications, public relations, and recruitment activities for both credit and noncredit programs:
  - Very Effective: 6%
  - Effective: 27%
  - Somewhat Effective: 37%
  - Not Effective: 13%
  - Don't Know: 17%

- Developing 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: 8%
  - Effective: 21%
  - Somewhat Effective: 23%
  - Not Effective: 17%
  - Don't Know: 31%
Community Relations
52 Respondents

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: 6%
  - Effective: 15%
  - Somewhat Effective: 15%
  - Not Effective: 37%
  - Don't Know: 27%

- Working to provide the best possible customer service to the college's internal customers: departments, faculty, and staff:
  - Very Effective: 10%
  - Effective: 19%
  - Somewhat Effective: 17%
  - Not Effective: 4%
  - Don't Know: 4%

- 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: 8%
  - Effective: 25%
  - Somewhat Effective: 15%
  - Not Effective: 10%
  - Don't Know: 15%
Community Relations
52 Respondents

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

- Developing an enrollment management plan for both credit and non-credit programs:
  - Very Effective: 8%
  - Effective: 13%
  - Somewhat Effective: 31%
  - Not Effective: 23%
  - Don't Know: 25%

- Developing a fund-raising plan and process to solicit private funding and other resources:
  - Very Effective: 8%
  - Effective: 15%
  - Somewhat Effective: 35%
  - Not Effective: 19%
  - Don't Know: 23%

- Creating a student alumni association:
  - Very Effective: 6%
  - Effective: 10%
  - Somewhat Effective: 27%
  - Not Effective: 25%
  - Don't Know: 33%
Community Relations
52 Respondents

How important is it that DACC achieve the following?
Community Relations
52 Respondents

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

- Soliciting private funding and resources to support institutional goals: 67% Very Important, 24% Important, 8% Somewhat Important, 2% 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: 71% Very Important, 25% Important, 4% 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: 53% Very Important, 29% Important, 14% Somewhat Important, 2% Not Important, 2% Don't Know
Community Relations
52 Respondents

How important is it that DACC achieve the following (continued)?
Community Relations
52 Respondents

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

- Developing an enrollment management plan for both credit and non-credit programs: 63% Very Important, 22% Important, 10% Somewhat Important, 0% Not Important, 6% Don't Know
- Developing a fund-raising plan and process to solicit private funding and other resources: 65% Very Important, 29% Important, 0% Somewhat Important, 0% Not Important, 2% Don't Know
- Creating a student alumni association: 39% Very Important, 29% Important, 2% Somewhat Important, 2% Not Important, 4% Don't Know
Results

Facilities

Development
Facilities Development

Fifty respondents completed the Facilities Development survey, and staff members were the largest respondent group (58%) for this survey. Faculty comprised 42% of the respondents for this survey. The majority of respondents rated DACC as very effective in meeting one of the fourteen goals of the Facilities Development strategic issue, “holding local bond issue elections periodically to renew the one-mill tax levy for capital funding.” 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 39% of respondents choosing each.

There was also a tie between very effective and effective for the goal of “continuing to seek adequate and equitable state funding for capital projects,” with 33% of respondents choosing each. DACC was rated as effective in meeting five of the fourteen goals by the majority of respondents. The majority of respondents rated DACC as somewhat effective in meeting five of the fourteen goals. DACC was rated as not effective in meeting one of the fourteen goals, “establishing space for new and growing programs and services as need is demonstrated.” For the remaining goal of “continuing to identify and utilize public schools and community facilities in response to current and future space needs,” the majority of respondents were tied between not effective and don’t know, with 24% of respondents choosing each. All of the Facilities Development strategic issue goals were rated as very important by the majority of respondents.
Facilities Development
50 Respondents

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
  - Very Effective: 39%
  - Effective: 39%
  - Somewhat Effective: 6%
  - Not Effective: 0%
  - Don't Know: 0%

- Holding local bond issue elections periodically to renew the one-mill tax levy for capital funding
  - Very Effective: 51%
  - Effective: 33%
  - Somewhat Effective: 2%
  - Not Effective: 0%
  - Don't Know: 0%

- Continuing to seek adequate and equitable state funding for capital projects
  - Very Effective: 33%
  - Effective: 33%
  - Somewhat Effective: 16%
  - Not Effective: 0%
  - Don't Know: 2%
Facilities Development
50 Respondents

How effective has DACC been at 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 Effective: 20%
  - Effective: 24%
  - Somewhat Effective: 16%
  - Not Effective: 2%
  - Don't Know: 10%

- Gathering input and updating the Facilities Master Plan with regard to space utilization strategies and future construction projects:
  - Very Effective: 14%
  - Effective: 33%
  - Somewhat Effective: 27%
  - Not Effective: 8%
  - Don't Know: 18%

- Continuing to develop the East Mesa campus with the potential to become the DACC central campus in the long term:
  - Very Effective: 20%
  - Effective: 20%
  - Somewhat Effective: 10%
  - Not Effective: 2%
  - Don't Know: 10%
Facilities Development
50 Respondents

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

-Ensuring that the technology infrastructure is sufficient to accommodate high quality networks equipment, and electronic systems

-Implementing a participatory internal process to evaluate, identify, and prioritize, space needs and recommend optimal use for all facilities
Facilities Development
50 Respondents

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: 8% Very Effective, 22% Effective, 24% Somewhat Effective, 24% Not Effective, 2% 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: 22% Very Effective, 43% Effective, 24% Somewhat Effective, 2% Not Effective, 8% Don't Know
- Repairing and/or replacing the heating, ventilation, and air conditioning systems, building interior finishes, and exterior envelopes of older facilities: 12% Very Effective, 20% Effective, 31% Somewhat Effective, 22% Not Effective, 14% Don't Know
Facilities Development
50 Respondents

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

- Establishing space for new and growing programs and services as need is demonstrated:
  - Very Effective: 10%
  - Effective: 22%
  - Somewhat Effective: 24%
  - Not Effective: 31%
  - Don't Know: 12%

- Identifying and implementing projects to upgrade infrastructure to support evolving technology:
  - Very Effective: 12%
  - Effective: 18%
  - Somewhat Effective: 24%
  - Not Effective: 22%
  - Don't Know: 22%
Facilities Development
50 Respondents

How important is it that DACC achieve the following?

- Maintaining the reasonable rate of local property taxation previously established with the voters (one mill) to continue to generate capital funding: 71%
- Holding local bond issue elections periodically to renew the one-mill tax levy for capital funding: 69%
- Continuing to seek adequate and equitable state funding for capital projects: 82%

Very Important
Important
Somewhat Important
Not Important
Don't Know
Facilities Development
50 Respondents

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: 71%
- Gathering input and updating the Facilities Master Plan with regard to space utilization strategies and future construction projects: 69%
- Continuing to develop the East Mesa campus with the potential to become the DACC central campus in the long term: 59%
Facilities Development
50 Respondents

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

- Renewing, renovating, and remodeling existing facilities, grounds, and systems to ensure that they are safe, accessible, and functional: 73% Very Important, 22% Important, 4% Somewhat Important, 0% Not Important, 0% Don't Know

- Ensuring that the technology infrastructure is sufficient to accommodate high quality networks equipment, and electronic systems: 80% Very Important, 18% Important, 2% Somewhat Important, 0% Not Important, 0% Don't Know

- Implementing a participatory internal process to evaluate, identify, and prioritize, space needs and recommend optimal use for all facilities: 69% Very Important, 27% Important, 4% Somewhat Important, 0% Not Important, 0% Don't Know
Facilities Development
50 Respondents

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: 43% Very Important, 29% Important, 27% Somewhat Important, 6% Not Important, 2% 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: 55% Very Important, 41% 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: 65% Very Important, 27% Important, 8% Somewhat Important, 0% Not Important, 0% Don't Know
Facilities Development
50 Respondents

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

- Establishing space for new and growing programs and services as need is demonstrated: 71%
- Identifying and implementing projects to upgrade infrastructure to support evolving technology: 76%

Options:
- Very Important
- Important
- Somewhat Important
- Not Important
- Don't Know