

Dakota College at Bottineau

Strategic Plan - Revised

2015-2020 – Update: June, 2018

PREFACE

Dakota College’s 2015-2020 Strategic Plan consists of actionable goals reflective of the beliefs it expresses in its foundational statements. These statements lay the groundwork for the road ahead; however, in the open admissions environment of the community college, it is difficult to develop strategies that won’t have to be adjusted as they develop. The changing needs of the workforce, the year-to-year variability in students’ readiness for college, and fluctuating funding levels all make for a living script that requires flexibility in order to be effective. We feel that such an instrument has been crafted for Dakota College at Bottineau and look forward to implementing the action steps that will provide a quality education in a quality environment.

FOUNDATIONAL STATEMENTS

Institutional Mission

Dakota College provides students with a quality education in a caring environment. The institution values diversity and personal enrichment by promoting engaged learning for employment and university transfer. With the help of a supportive community, Dakota College emphasizes nature and technology to accomplish its mission through an array of curricula, programs, and services.

- Liberal arts education provides students the knowledge and tools to continue their education, to serve as good stewards of the environment, and to function as responsible citizens.
- Career/technical education provides students with the knowledge and skills required to succeed by utilizing natural, human, and technological resources.
- Distance delivery provides students increased access to education and career opportunities.
- Community education provides diverse life-long learning experiences.
- Support services provide opportunities for individual growth and success.
- Campus activities provide for interpersonal development.
- Campus outreach provides area schools and groups access to college resources.
- Workforce training and development provides the human resources for economic development.
- All programs provide a greater understanding of human diversity.

Dakota College’s curricula, programs, and services take students *beyond nature and technology* and leaves them with an ethic of concern and care for the natural world.

Vision

“Dakota College is rooted in the past and grows towards the future by combining the best from the *Past, Present, and Future* to provide students with innovative educational opportunities. The campus will emphasize a knowledge and appreciation of *Nature*, implement a rapidly changing *Technology*, and prepare students to go *Beyond* and improve the quality of life.”

Core Values

- **Student Centered:** Dakota College values students, considers their needs and interests, and makes sincere efforts to respond positively to those needs and interests.

- **Excellence:** Dakota College community members take pride in their work and strive for academic and professional excellence.
- **Learning:** Dakota College values innovation and quality as it serves the learning needs of its various constituencies.
- **Respect and Responsibility:** Dakota College acknowledges, understands, and supports the rights of others to express their ideas. Individual responsibility is integral to civil discourse, which enables meaningful learning experiences and informed decisions.
- **Diversity:** Dakota College supports and embraces diversity, which enriches the quality of the learning experience.

DCB Goals and Priorities

- Improve learning and services through ongoing assessment.
- Improve extra and co-curricular offerings.
- Provide curricular offerings to meet the needs of constituents.
- Develop the institution's *Nature, Technology, and Beyond* focus.
- Utilize all campus resources.
- Enhance residential life.
- Develop learning partnerships throughout the region and state.
- Promote global awareness.
- Promote an innovative culture in a technologically enhanced environment.

Graduate Profile

Graduates of Dakota College are self-confident and possess skills that promote life-long learning. When Dakota College graduates leave the nurturing environment the campus provides, they can successfully continue their education or effectively enter the workforce. By utilizing the knowledge gained and the interpersonal and communication skills learned on campus graduates will become contributing members of society. Dakota College develops responsible graduates who can manage life activities in a manner that allows them to become high achievers who can protect and use our natural and human resources wisely.

STRATEGIC PLAN 2015-2020 Work in Progress

Updates: January 6, 2016
 January 26, 2016
 December 19, 2017

NDUS STRATEGIC GOAL 1: Deliver degrees that are the best value in the nation				
DCB STRATEGIC GOAL 1: Assure that DCB programs are affordable to students				
OBJECTIVE 1.1	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Implement new DCB tuition model in fall, 2019	Jerry Migler, Campus Dean	Fall, 2019	New tuition rates published in fall, 2018. Tuition income in fall, 2019 is revenue neutral on a comparative basis.	New DCB tuition model has been approved by SBHE in spring, 2018.
OBJECTIVE 1.2	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Increase the use of Open Educational Resources	Larry Brooks, Associate Dean for Academic and Student Affairs Kayla O'Toole, Director of Distance Education	Spring semester, 2020	Use of OER's increases by 10% during period of spring, 2018 to spring, 2020	

STRATEGIC GOAL 2: Provide programs people want, when and where they need them

DCB STRATEGIC GOAL 2: Develop new curriculums that meet the interests of students, align with the College’s mission and values, promote economic development, and have the potential to become signature programs for Dakota College.

OBJECTIVE 2.1	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Construct, through an alliance among Dakota College, Minot State University (MSU) and the community of Minot, a career and technical education center in the Minot community. Minot State and Dakota College at Bottineau will jointly manage the facility and offer programming that falls within their respective missions. They will broker other needed workforce training opportunities and services.	Dr. Steve Shirley, President and Jerry Migler, DCB Campus Dean	Fall, 2020	A comprehensive career and technical education center will have been acquired and the entering and students will be admitted into selected CTE programs offered at the new site.	1/6/2016 - Request has been submitted as part of the Minot Resiliency plan for this project. 12/19/2017 – The location of the education center to be located in Minot, not specifically on MSU campus. 5/15/2018 – City of Minot has submitted a request for approval to use some of its resiliency funding for a combined CTE Center/City Hall. Waiting for response from HUD.
OBJECTIVE 2.2	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Develop and implement the following programs for on-campus or online delivery in the fall of 2019: Agriculture, Human Resources Management, Rec Management and Allied Health	Jerry Migler, Campus Dean; Larry Brooks, Associate Dean for Academic and Student Affairs; Kayla O’Toole, Director of Distance Education	Fall, 2019	Programs are implemented and students enrolled	System approvals are currently in place for Human Resources Management, Rec Management.
OBJECTIVE 2.3	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Explore options for offering BAS degrees in Natural Resources on the DCB campus.	Larry Brooks, Associate Dean for Academic and Student Affairs; Jerry Migler, Campus Dean	Fall, 2020	DCB students have options for completing a BAS degree on the Bottineau campus.	
OBJECTIVE 2.4	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS

Articulate an agreement with Burdick Job Corps Center, Minot, ND, that will provide a transfer for students graduating from the Center into Dakota College at Bottineau's career/technical and general education options.	Penny Belgarde and Administration of Burdick Job Corps Center	Fall, 2019	Articulation agreements have been written and students have begun to transfer to DCB by the fall semester, 2019.	Discussions are currently underway with new BJCC management and a tentative agreement has been developed.
OBJECTIVE 2.5	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	
Develop and implement LEAP (Leading to Education and Advanced Preparation) program for high school students enrolled in dual credit courses	Kayla O'Toole, Director of Distance Education	Spring of 2019	Have eight to ten students enrolled in and graduated from the program at the end of the Spring 2019 semester. Strategies in place to provide academic advising to LEAP students.	5/15/2018 – Currently, nine students are enrolled and six high schools are participating. Seven students completed LEAP in spring, 2018.

STRATEGIC GOAL 3: Equip Students for Success				
DCB STRATEGIC GOAL 3: Improve persistence and completion rates of DCB students				
Objective 3.1	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Implement new advising model for students enrolled in transfer programs	Nathan Biggerstaff, TRiO Director	Fall, 2018	Academic advising will improve as evidenced by a 2.5% increase in fall-to-fall retention for a 3 year period beginning with the fall of 2018.	Advising model is currently undergoing final revisions in preparation for fall, 2018 implementation.
Objective 3.2	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Continue participation in the HLC Persistence and Completion Academy	Kayla O'Toole, Director of Student Success Center; Nathan Biggerstaff, TRiO Director	Spring, 2020	The activities developed in the HLC Persistence and Completion Academy will contribute to a 2.5% increase in fall-to-fall retention rates for a 3 year period beginning with the fall of 2018 as well as to a 2.5% increase in graduation rates	

			for a 3-year period beginning with the spring of 2018.	
OBJECTIVE 3.3	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Explore alternative methods for delivering developmental education	Larry Brooks, Associate Dean for Academic and Student Affairs	Ongoing starting fall of 2018	Monitor success rate of students in the alternative course models when compared to students in the traditional model	

STRATEGIC GOAL 4: Maximize the strengths of the unified system

DCB STRATEGIC GOAL 4: DCB will develop collaborative arrangements with other NDUS institutions

OBJECTIVE 4.1	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Explore opportunities to collaborate with programs using a model similar to the Dakota Nursing Program and the Northern IT Consortium.	Larry Brooks, Associate Dean for Academic and Student Affairs	Ongoing	Additional programs would be offered to DCB students using these types of collaborative models	

DCB STRATEGIC GOAL 5: Prepare DCB for the future by maximizing institutional efficiency and effectiveness through the implementation of strategic planning initiatives

OBJECTIVE 5.1	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Develop and implement a strategic plan for the future directions of athletic programs at DCB	Dan Davis, Athletic Director	Spring, 2018	A strategic plan that will guide athletic programs for the next 5-10 years will be adopted by the college and which has strong support from the various constituent communities.	
OBJECTIVE 5.2	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Develop and implement a strategic enrollment management plan for DCB	Beth MacDonald, Director of Admissions	Fall, 2019	A strategic enrollment plan is developed that provides direction for admissions and recruitment activities for the next 3 years.	
OBJECTIVE 5.3	GOAL CHAMPION(S)	EXPECTED COMPLETION DATE	MEASURABLE OUTCOME	PROGRESS
Develop and implement a strategic plan for renovating Old Main, the Student Center/Dining Center and the Residence Halls	Jerry Migler, Campus Dean	Spring, 2019	A strategic plan has been developed that identifies the funding needed and a timetable for renovating these facilities.	