

DMACC's 2016 Ten Year Vision for Success: Strategic Plan



Des Moines Area Community College
2006-2016

1. FIRST in Quality -A true cornerstone of our past and present and future success is the quality of the education and services we provide for our students and our district.

*INDICATORS**

- A. Within term credit course retention
- B. Fall-to-spring credit student persistence
- C. Fall-to-fall credit student persistence
- D. Graduation rate
- E. Post-DMACC Success in employment and further education
- F. Assessment of student learning
- G. Percent of sections taught by full-time faculty
- H. Percent of returning non-credit customers (non-mandated)- CE and DBR

2. FIRST in Service – Every person in our service area has the right to a DMACC education.

*INDICATORS**

- A. Overall service area population penetration- Credit and Non-credit
- B. Service area population penetration by race- Credit and Non-credit
- C. Service area population penetration by age group- Credit only

3. FIRST in Affordability – We are committed to making a quality DMACC education as affordable as possible

*INDICATORS**

- A. Student education costs including tuition rate, fees and other necessary expenses
- B. Scholarship endowment fund balance
- C. Scholarship dollars awarded
- D. Number of student scholarships awarded
- E. Total foundation assets
- F. New revenues from grants, investment income and other sources (CE, DBR)
- G. Alumni association size and contributions
- H. Cost savings through process efficiencies and utilization of existing technology

**Des Moines Area Community College:
FIRSTS Goals
FY 2012 Scorecard**

	FY12	FY11	FY10	FY09	FY08	FY07	FY06	INDICATOR
Quality								I. Within term credit course retention
								J. Fall-to-spring credit student persistence
								K. Fall-to-fall credit student persistence
								L. Graduation rate
	Not Reported	Not Reported	Not Reported	Not Reported				M. Post-DMACC Success in employment and further education
					Not Reported	Not Reported	Not Reported	N. Assessment of student learning
								O. Percent of sections taught by full-time faculty
								P. Percent of returning non-credit customers (non-mandated)- CE and DBR

	FY12	FY11	FY10	FY09	FY08	FY07	FY06	INDICATOR
Service								D. Overall service area population penetration- Credit
								E. Overall service area population penetration- Non-credit
								F. Service area population penetration by race- Credit and Non-credit
								G. Service area population penetration by age group- Credit only

	FY12	FY11	FY10	FY09	FY08	FY07	FY06	INDICATOR
Affordability								I. Student education costs including tuition rate, fees and other expenses
								J. Scholarship endowment fund balance
								K. Scholarship dollars awarded
								L. Number of student scholarships awarded
								M. Total foundation assets
	Not Reported	N. New revenues from grants, investment income and other sources (CE, DBR)						
							Not Reported	O. Alumni association size and contributions
							Not Reported	P. Cost savings through process efficiencies and utilization of existing technology

Key



Significant Improvement



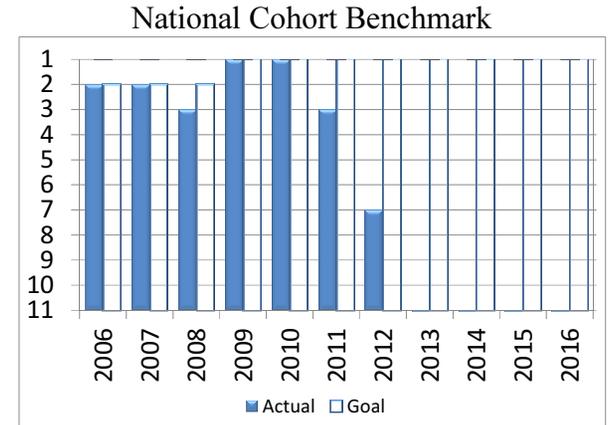
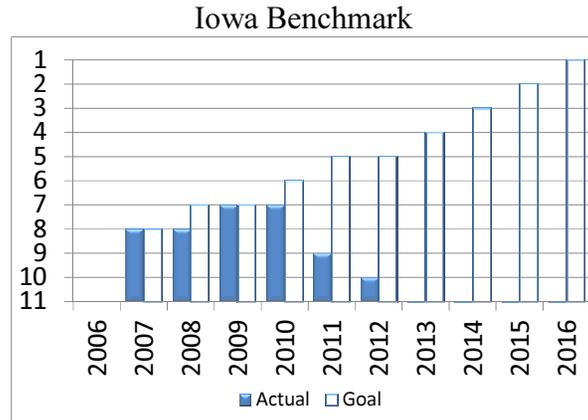
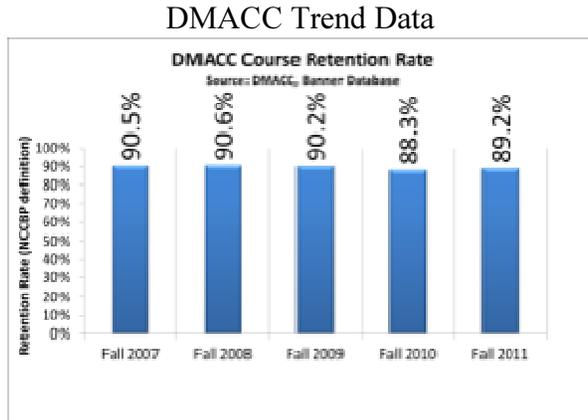
No Significant Change



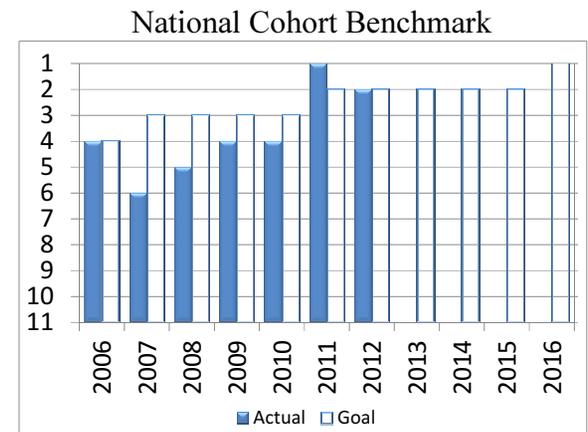
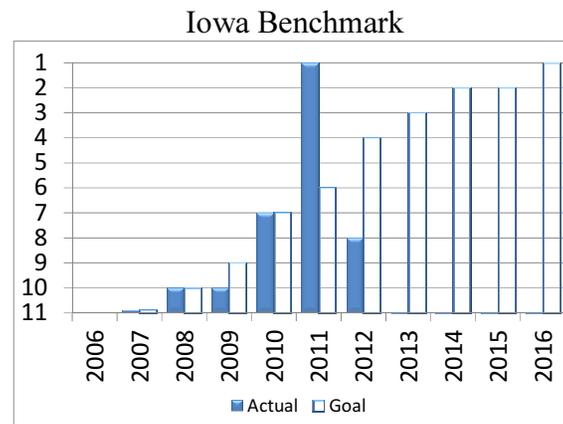
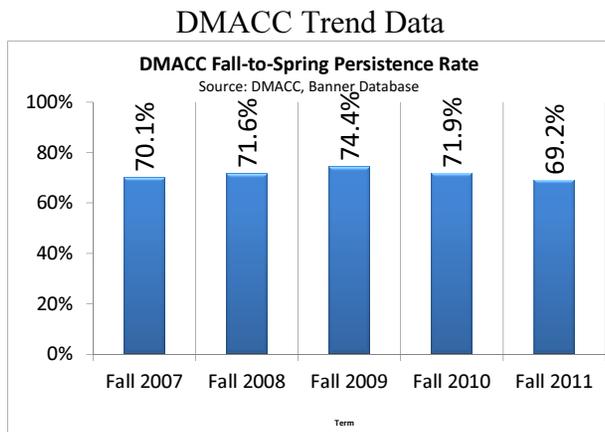
Significant Decline

1. FIRST in Quality

A. Within Term Course Retention



B. Fall-to-Spring Credit Student Persistence



Collin County CC (TX)
Johnson Co. (KS)

* Columbus State CC (OH)
Monroe CC (NY)

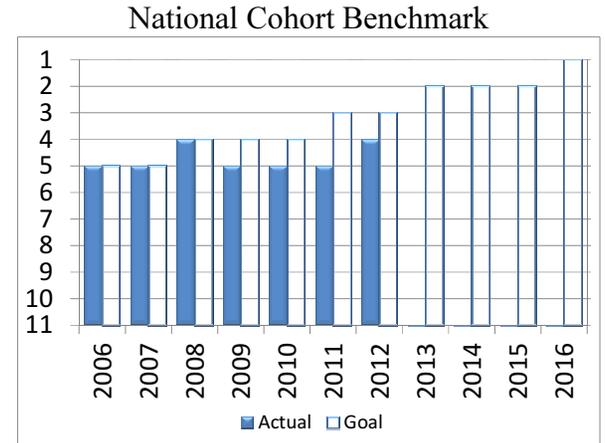
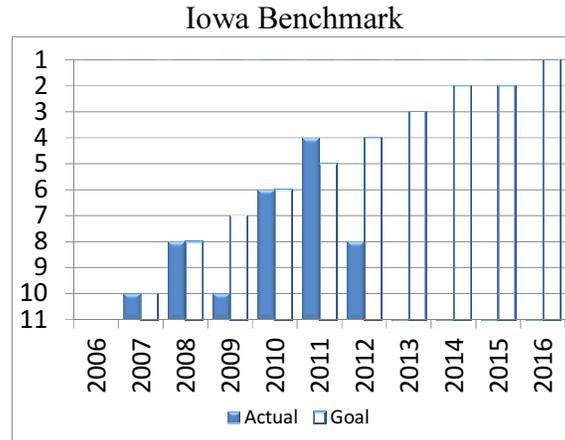
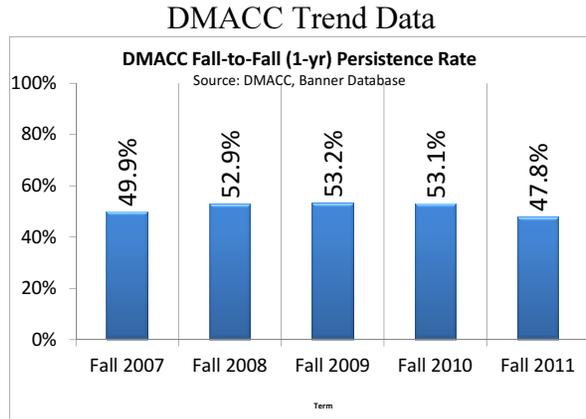
National Cohort
Illinois Central (IL)
Maricopa System (AZ)

Kirkwood (IA)
* Ivy Tech- Central Ind. (IN)

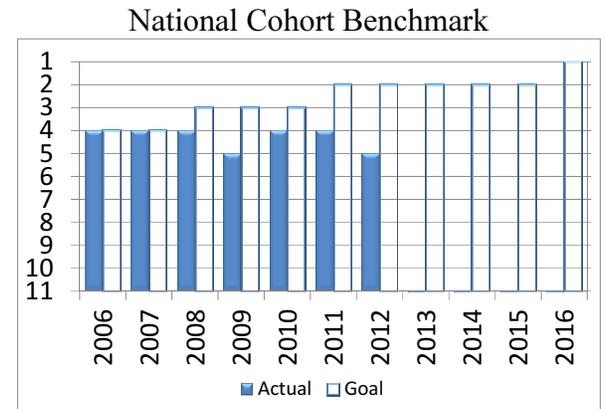
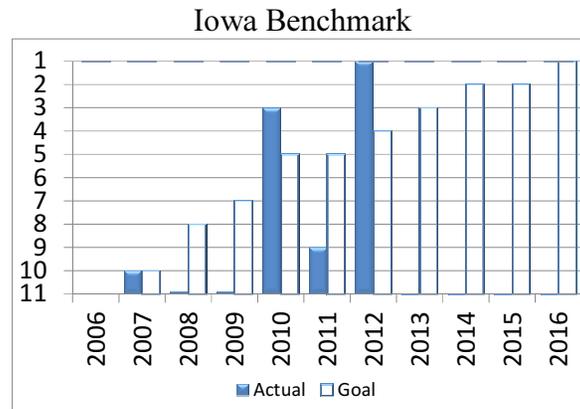
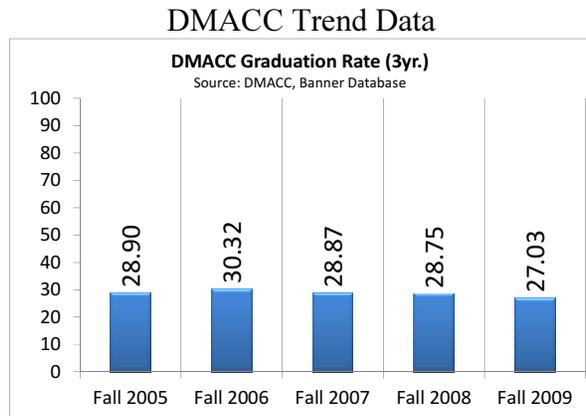
Erie CC (NY)
Cuyahoga (OH)

1. FIRST in Quality (continued)

C. Fall-to-fall Credit Student Persistence



D. Graduation Rate



Collin County CC (TX)
Johnson Co. (KS)

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Monroe CC (NY)

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Erie CC (NY)
Cuyahoga (OH)

1. FIRST in Quality (continued)

E. Post-DMACC Success in Employment and Further Education ²

DMACC Trend Data

Iowa Benchmark

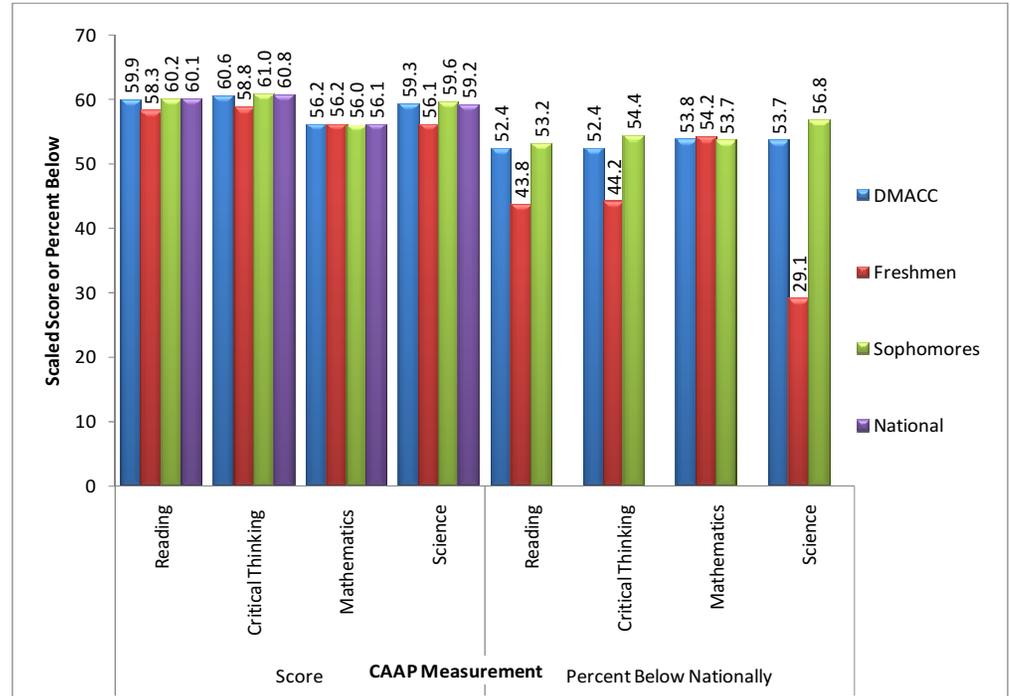
National Cohort Benchmark

This data is no longer received from Regents institutions. Solutions are being pursued with Regents institutions.

F. Assessment of Student Learning-

Though the College Assessment of Academic Proficiency (CAAP) information shown below gives us good data of how our students learn our General Education Competencies, the most important part of our assessment efforts surrounds course competency assessment. Though course competency data is more important to improving learning and teaching at DMACC, it is harder to aggregate for the entire institution. Therefore, we are only sharing the CAAP Critical Thinking and Reading information which can be aggregated for the entire institution.

- Students begin their DMACC careers reading at about the 44th percentile for community college freshmen nationally, but by the time they are sophomores, they have ascended to the 53rd percentile.
- Similarly for critical thinking, students begin at the 44th percentile and ascend to the 55th percentile with a percentile rank increase of 9.
- DMACC students both enter and exit the institution above the 50th percentile for mathematics.
- Students enter DMACC scoring at the 29th percentile for science reasoning for all community college graduates and exit above the 50th percentile.



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Johnson Co. (KS)

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Monroe CC (NY)

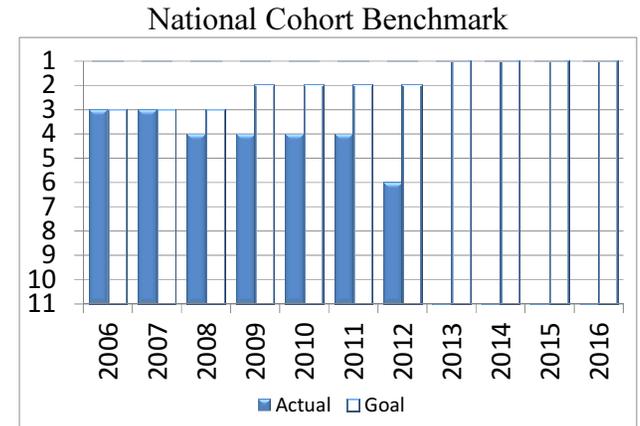
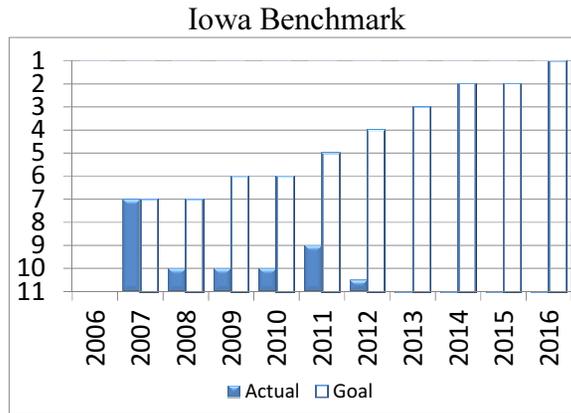
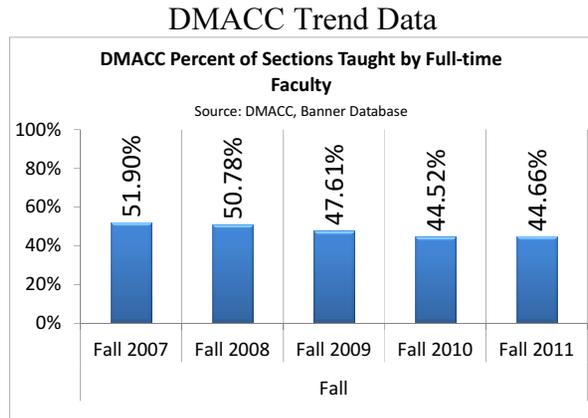
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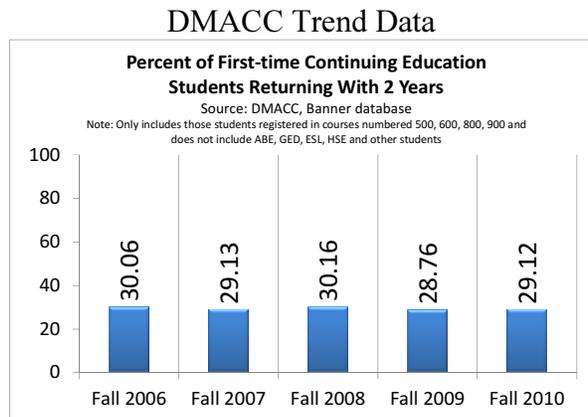
Erie CC (NY)
Cuyahoga (OH)

1. FIRST in Quality (continued)

G. Percent of Sections Taught by Full-time Faculty



H. Percent of Returning Non-mandated Continuing Education Customers



Iowa Benchmark

None available

National Cohort Benchmark

None available

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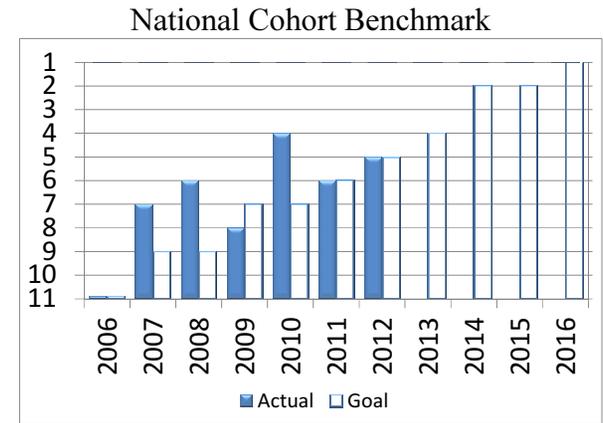
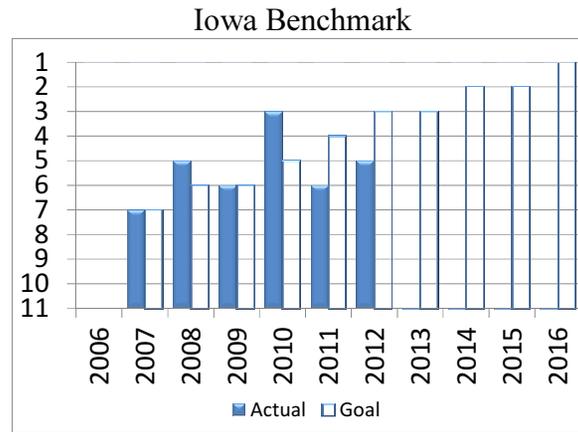
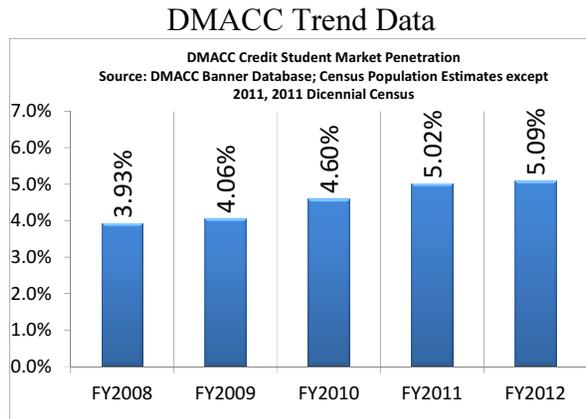
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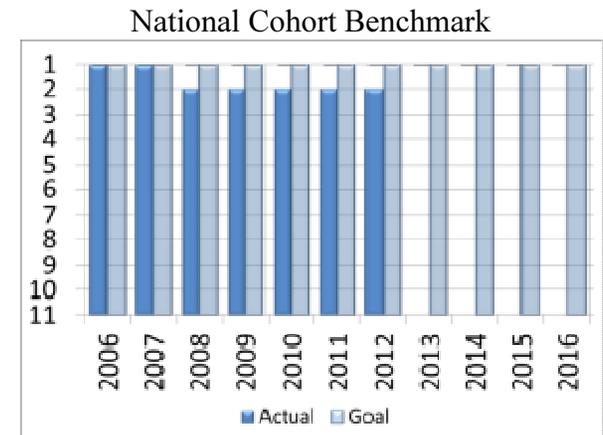
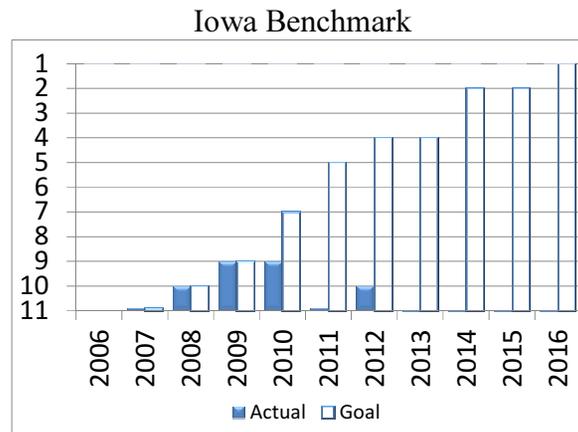
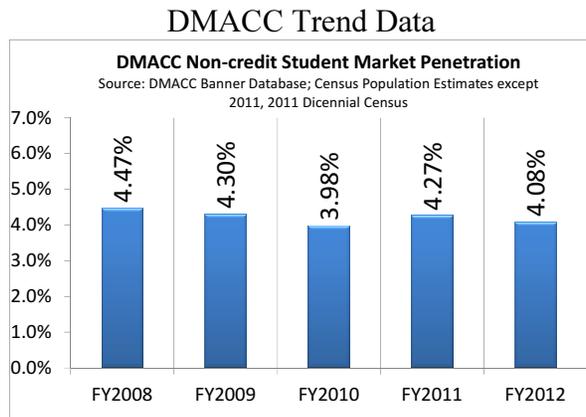
Erie CC (NY)
Cuyahoga (OH)

2. FIRST in Service

A. Overall Service Area Population Penetration- Credit



B. Overall Service Area Population Penetration- Non-credit



Collin County CC (TX)
 Johnson Co. (KS)

* Columbus State CC (OH)
 Monroe CC (NY)

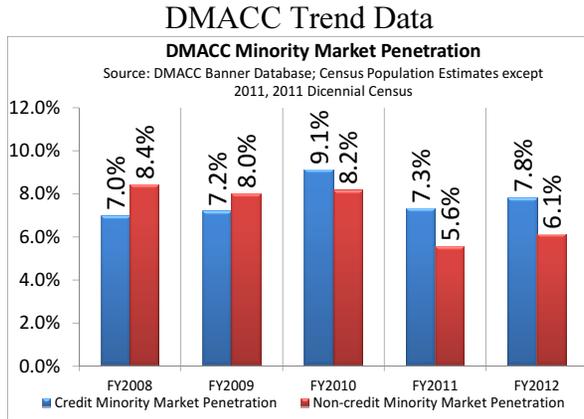
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 Cuyahoga (OH)

2. FIRST in Service (continued)

C. Service Area Population Penetration by Race- Credit and Non-credit



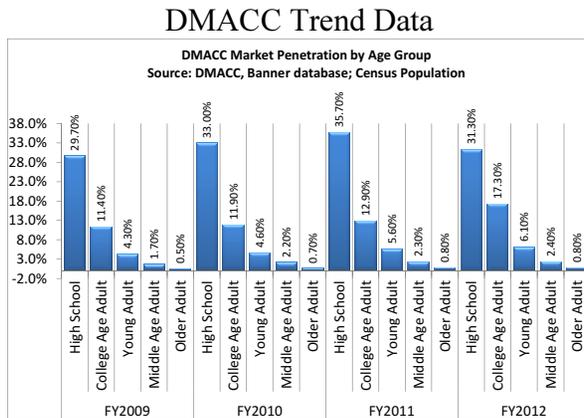
Iowa Benchmark

National Cohort Benchmark

None available

None available

D. Overall Service Area Population Penetration by Age Group- Credit Only



Iowa Benchmark

National Cohort Benchmark

None available

None available

Collin County CC (TX)
 Johnson Co. (KS)

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 Monroe CC (NY)

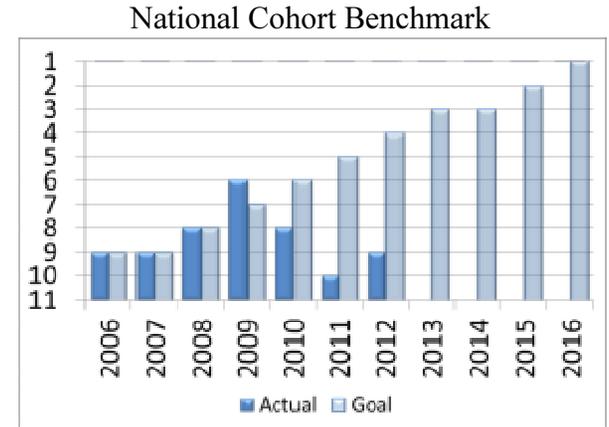
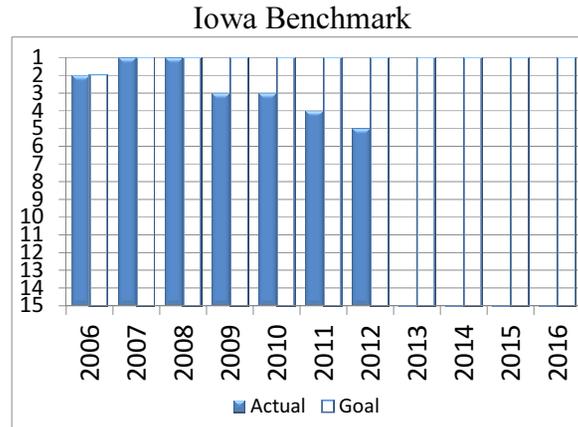
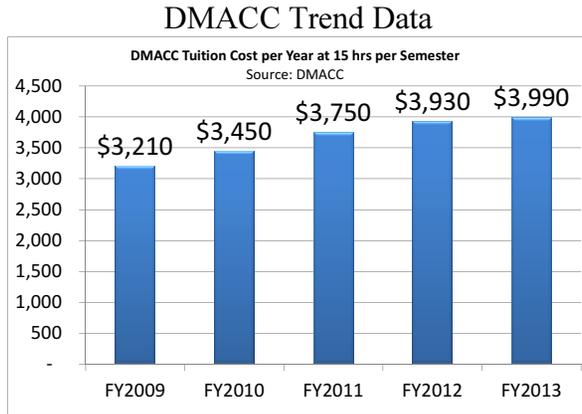
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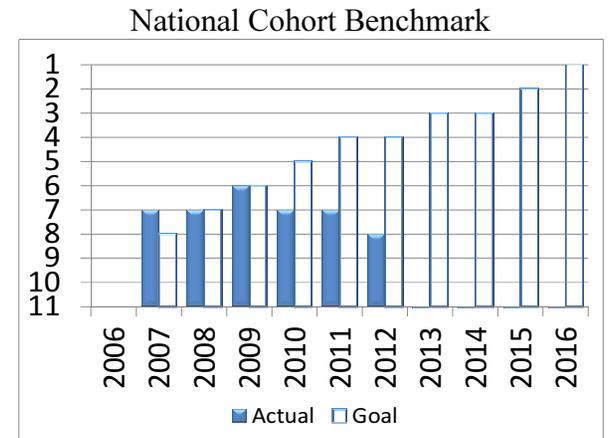
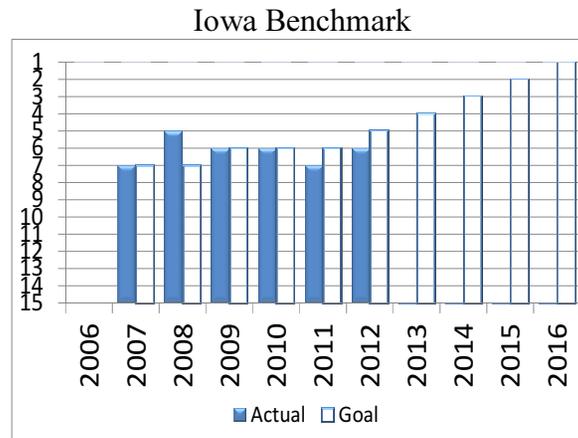
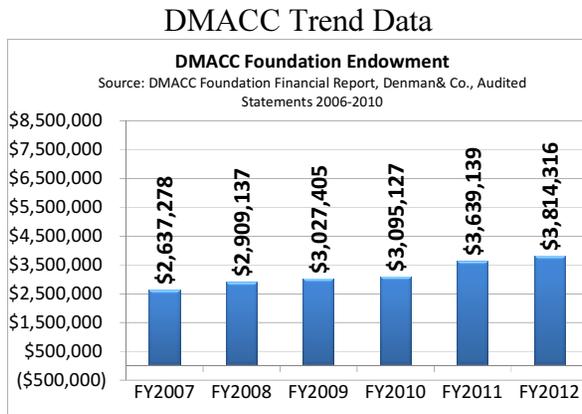
Erie CC (NY)
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3. FIRST in Affordability

A. Student Education Costs Including Tuition Rate, Fees and Other Necessary Expenses



B. Scholarship Endowment Fund Balance



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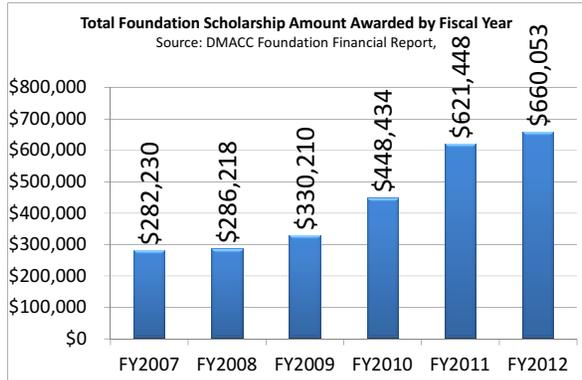
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Cuyahoga (OH)

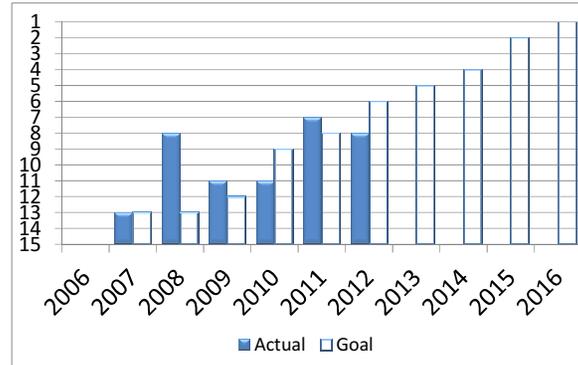
3. FIRST in Affordability (continued)

C. Scholarship Dollars Awarded

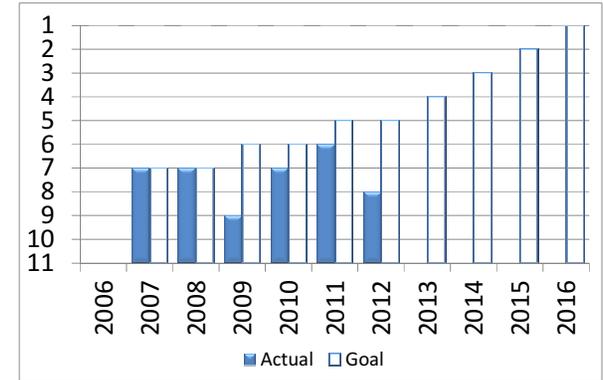
DMACC Trend Data



Iowa Benchmark

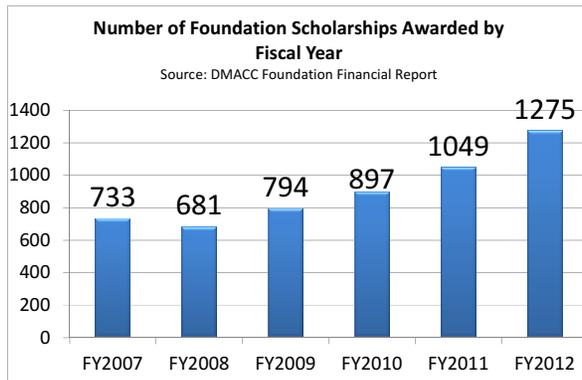


National Cohort Benchmark



D. Number of Scholarships Awarded

DMACC Trend Data



Iowa Benchmark

None available

National Cohort Benchmark

None available

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Johnson Co. (KS)

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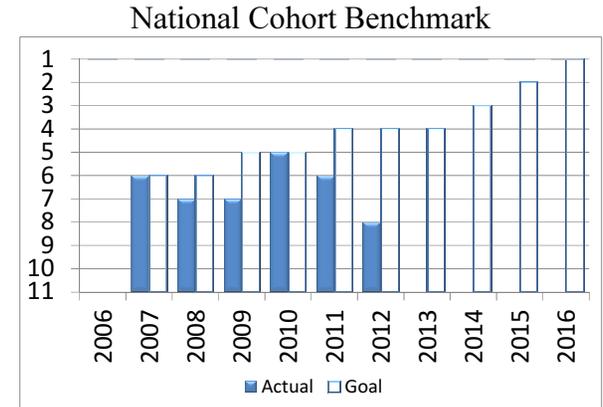
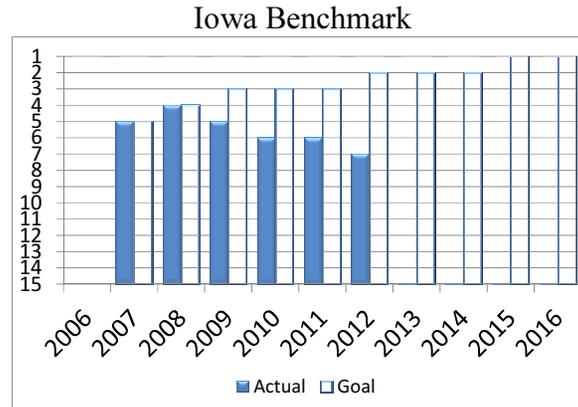
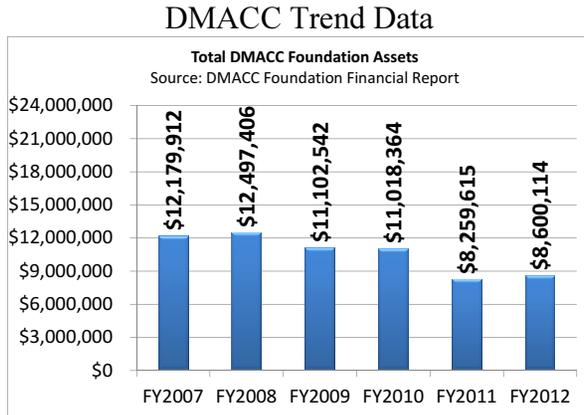
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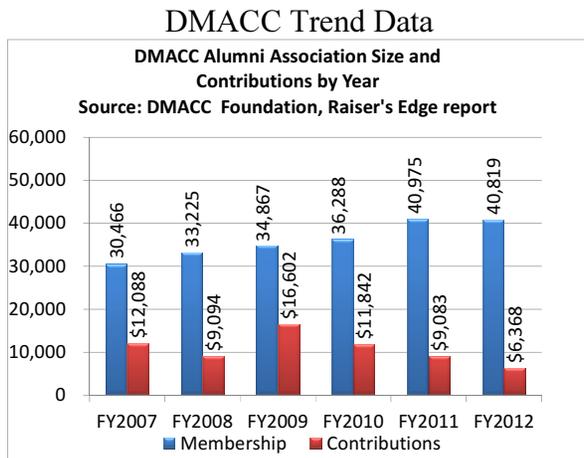
Erie CC (NY)
Cuyahoga (OH)

3. FIRST in Affordability (continued)

E. Total Foundation Assets



G. Alumni Association Size and Contributions



Iowa Benchmark

None available

National Cohort Benchmark

None available

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3. FIRST in Affordability (continued)

H. Cost Savings Through Process Efficiencies and Utilization of Existing Technology

Des Moines Area Community College
 Lean Update
 February 3, 2011

In This Issue:

- Foundation-Gourmet Dinner Process
- DBR 260E
- Registration Activity Receipts
- Urban Campus: Student Life Kiosks, Electronic Leave Requests
- Student Development: Electronic Sign-ins, New Orientation Handbook, Web Info System Assistance

Foundation-Gourmet Dinner Process

Over the last several months the DMACC Foundation Office has worked on improving several work processes. The DMACC Foundation collaborated with the DMACC Iowa Culinary Institute and DMACC Business Office to improve the registration process for gourmet dinners. The process includes managing registrations, payments, refunds, donor acknowledgements and fund transactions.

In the past, funds from the dinners were held during the semester and processed once per term (June or December). This resulted in donors (those paying for the dinner) waiting up to 6 months before receiving an acknowledgement letter of their tax deductible contribution. Additionally, registrations were transferred between two different databases resulting in process delays and rework. The Foundation Office purchased an "events" module for their Razor's Edge database which helped to remove more than 50% of the current steps. Staff also collaborated on streamlining other steps to reduce rework, improve donor communications and standardize information within Razors Edge. The new process instituted in the Fall of 2011 reduced the number of process steps, error rate and elapsed time between the donor attending a gourmet dinner and receiving an acknowledgment letter (please see chart below).

I'm very proud of the collaboration between the ICI, Foundation and Business Office. Tara Connolly, Exec. Dir. Foundation

I love how the process works now. Lisa Carpent, Foundation Staff

Metric	Spring '11	Today	% Change
Process steps approx.	38	15	61%
Processing time for 15 events (10 year)	40 hrs	9 hrs	80%
Handoffs	6	4	33%
Elapsed time between donor attending a dinner and donor receiving acknowledgment for that dinner -reimburse	6 months	7 days	96%
Error rate (Items requiring extra processing due to data discrepancies or errors in processing)	42% (88/114)	<2%	93%
Databases used to track dinner information	2	1	50%

The Foundation Office continues to attend training to better utilize features within their Razors Edge database and are currently implementing changes to improve the student scholarship award process, gift process and employee campaign.

Want help to organize your space? The Loan Department can assist you. 616-866-7911

Page 2
 Lean Update
 February 3, 2011

DBR & Business Office 260E

In May 2011 DMACC Business Resources (DBR) and the Business Office used the lean process to evaluate the 260E Iowa New Jobs Training Program (INJT) administrative process. As the fiscal agent for training funds awarded to central Iowa companies under the program, DMACC is responsible for managing the training funds, ensuring compliance with Iowa Code and aligning work processes with the Iowa Economic Development Authority (IEDA).

In the past 8 months DBR, IT and the Business Office have worked jointly to implement the following improvements:

- Moved 260E documentation and administrative steps from paper to an electronic environment where documents are created, signed, routed, approved and filed within a secure SharePoint site
- Developed a new website to allow participating companies to submit training reimbursement documentation online, track training and review program fund balances
- Combined Agreement Of Intent and Preliminary Agreement into one form and eliminated the need for notarization
- Designed a standard communication plan for keeping clients informed about their 260E project
- Developing an online trainer directory where trainers can submit qualifications, resumes and contact information

We've really utilized technology to minimize time and effort in the process. It's allowing us to increase customer service and effectively administer IEDA program. Kim Miller, DBR Team Member

Program Metrics				
260E Process	Current State	Future State	% Change	Goal
# of copies made	27	1	96%	90%
Total # of steps	308	161	47%	25%
Decisions	16	14	13%	—
Handoffs (arrows)	77	72	6%	—

Registration Activity Receipts

This past fall Registration and IT collaborated to improve communication to students regarding course registration activities. In the past students who dropped or added courses would have to log onto the Web Information System to see what classes they were registered for or wait for a letter to arrive in the mail. Students registering online received no confirmation of whether their registration information was received. Thanks to some IT programming, credit students now receive an email to both their DMACC and personal email accounts outlining all registration activity (drop, add, audit and withdrawal) that occurs on a student's record in the past day, as well as a summary of the student's course schedule. If no activity occurs, no email is sent. According to Julie Emehiser, Lead Registration Records Specialist, students have less surprises this way.

"Students are more on top of changes in their record and they take action." —Julie

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Page 3
 Lean Update
 March 1, 2011

Urban Campus

Student Life Kiosks

Last year a small group of Student Life staff met to discuss traffic flow within the Student Life Office on the Urban Campus. Historically students have had to endure long lines to receive services for Financial Aid, buying books, registering, applying for admissions, dropping and adding classes and more. In evaluating the process staff members developed a vision of an environment where students could learn to serve themselves, have assistance available if needed and lessen the burden on frontline staff. Much like kiosks at the airport, students can choose to serve themselves at the newly installed computer kiosks with Student Ambassadors nearby to assist or wait in line to be served by a Student Life staff member for more complex services.

The plan involved removing unused filing cabinets and wall files, installing several computer kiosks with defined service links, and creating a quick reference guide to walk students through service functions on the computer. During busy times Student Ambassadors evaluate the needs of students waiting in line and invite those with simple needs to the kiosks where, with assistance, the student learns to check financial aid, drop/add classes, check schedules, pay bills, buy books, and much more.

It's raised student's awareness of technology use right when they walk in the door. Forms and information electronically go immediately where they need to, eliminating handoffs and delays. Anne Howsare-Boyers, ASST.

Urban Campus is now setting the expectation that students use technology from day one. The campus sends out email blasts to remind students of upcoming deadlines, notices and events. The registration activity and financial aid emails have also helped. According to Student Services staff, "there is evidence that students are checking emails a lot more and responding to those emails."

Electronic Leave Requests

Another improvement that the Urban campus has implemented is the use of electronic leave requests for all faculty and staff. Like most organizations, before an employee can take time off they must request the leave and have it approved. In the past the Urban Campus required paper forms to be submitted and routed through a three step approval system that also included copies being made, filed and an average of 2 days to process. In addition, the process was not consistently followed and wasn't user-friendly to employees working outside normal business hours.

Submit

Jim Rehder, Network Engineer, Ankeny Campus and Emily Betz, former Administrative Assistant, Urban Campus worked together to develop a new InfoPath® Leave Request Form that is submitted, routed, approved and stored electronically. The new process has helped to centralize employee leave requests and easily extract information for payroll reporting. Employees can submit leaves from anywhere with internet access, have it processed within 24 hours and can view all leaves previously submitted using the form.

Get a Lean project idea? Contact Bonnie Ellyshals at ellyshals@dmacc.edu or at 616-866-7911.

Page 4
 Lean Update
 March 1, 2011

Student Development

Electronic Sign-ins

After a successful pilot at the Ankeny Campus last summer, the Student Development Office has expanded the electronic sign-in process for students seeking advising/counseling services. The new system replaces one where students were traditionally asked to sign in on a slip of paper. The paper was then given to the Counselor or Advisor. At the end of each month Counselors and Advisors were required to submit a monthly report showing the number of students seen and the service provided to their supervisor. Now this report data is immediate and students, once signed in, are added to an electronic queue for staff to pull from. Staff members like the convenience of knowing who's waiting to be seen before leaving their office and an opportunity to prep if necessary.

The new sign-in process is essentially a management tool that provides real time data to assess:

- Types of services being requested
- Type of students requesting services (full-time, part-time, new, prospective, returning)
- Student wait times for services
- Volume of requests
- Staff performance

According to Wendy Robinson, Director of Student Development, "We're saving a ton of paper and it's helped us reduce student wait time by 10-15 minutes during peak times" on the Urban and Ankeny campuses.

The new process is now in place on the Boone, Urban, and Newton Campuses. In addition, both the Veteran and Career Services at Ankeny have also adopted the new process.

New Orientation Guidebook

A work group consisting of Wendy Robinson, Anne Howsare-Boyers and Advisors from around the district was organized to create a comprehensive and uniform orientation guidebook for use throughout the district. Currently each campus prepares their own orientation packets, often times at the last minute due to time constraints and with a collection of unrelated documents. The group is working to standardize the information and its formatting to create a document that is easy to use and professional looking.

Web Info System Assistance

Counselors and Advisors now have a way to better help students who call in with questions about the Web Info System as they can now log onto the system as a "test student" allowing them to see the same screen shots a student would see. The Web Info System is a method for students to maintain personal information and access their academic information via the web. Counselors and Advisors can now walk students through the information and services provided on the site for better customer service. Prior to this staff would blindly attempt to answer student questions, leaving both the student and

It's nice to use the "test student" instead of my personal information during my presentations at new student orientations to show students how to use the system. Chelsa Grove, Advisor, Ankeny

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Des Moines Area Community College
 News Line II
 October 12, 2011

Lean Update

The following is an update on Lean projects throughout the district. If you know of an area or process that could benefit from applying process improvement tools and techniques, please contact the Lean Department at lc@dmacc.edu or email Bonnie at bshykus@dmacc.edu

Foundation - Scholarship Process

The DMACC Foundation Office continues their efforts to review and improve work processes. In the February 2012 Lean Newsletter, you learned how DMACC's ICI Gourmet Dinner process was streamlined to improve registration and reporting. Today, the Foundation is reporting on significant improvements to their Scholarship Program.

Prior to 2008, the DMACC Foundation required students to apply for scholarships with a paper application. A minimum of 19 sheets of paper were used for each scholarship applicant. The process took months from the time the student submitted an application to the awarding of the scholarship (see chart below). Beginning in 2009, the DMACC Foundation worked with DMACC's Information Technology Department and Financial Aid Department to create an online application for students. The online application went live in 2010. Now, all scholarships flow through the same standardized electronic system and students are being notified of scholarship awards in a timely manner.

The creation of an online application was the first step to improve the scholarship program. In the spring of 2011, the DMACC Foundation team, in conjunction with the Business Office, began centralizing and auditing over 200 scholarship funds to ensure that the donors' intents were being honored and the dollars successfully awarded. In some cases this meant working with specific donors to adjust the criteria. Procedures were developed to minimize handoffs between departments, to create a reporting process, and to facilitate communication with students and donors. Additionally, the audit resulted in standardized scholarship criteria in the Foundation's database, updates to the online scholarship application, and the creation of an online scholarship booklet. To view the scholarship booklet visit <http://ipg.dmacc.edu/foundation/scholarshipbookletcome.html>

Student Scholarship Process	2008	2011	% Change
Application types	6	1	83%
Number of scholarships awarded	334	1040	88%
Total dollars awarded	\$252,955	\$521,448	60%
Number of processing steps	74	50	32%
Processing time (application close to award notification)	180 days	24 days	87%
Handoffs (pages)	22	12	45%

What have you done to improve your processes? We'd like to hear about it.

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File Clean Out Week

May 7-11 was the annual file clean out week for DMACC Campuses. The goal is to assist employees in removing clutter and create a more efficient work environment. A total of 21 confidential shred bins were delivered by Shred-It® to various buildings and campuses for the week, 8 more than last year. Several departments took advantage of the opportunity to clean out unneeded items. (Left) Rosemary Fortner, Computer Operations Specialist (Ankeny, bldg. 6) purged approximately 3,000 old back up tapes, disks and several boxes of old forms. (Lower right) Emily Betz and Cathy Spencer in DMACC Business Resources, purged old client files using retention guidelines the department established earlier in the year. In building 24, Debbie Odgaard, Medical Assistant Program said, "It was nice having the bins available within the office. We went through the program re-accreditation process last fall and had a lot of student records for the past several years from our clinical sites that we no longer needed to keep on file." Boone campus retirees found the bins handy for purging files as they cleaned out their offices for the last time. This also helps reduce the amount of unneeded "stuff" that new employees typically inherit.



Improving Library Services

When DMACC began using lean to improve internal processes in 2006, the priority was to focus on areas providing student services. Since the Library didn't fall at the top of the list they took it upon themselves to make their own improvements. Some of the changes that have taken place as recently as this summer include:

- Programming to load student data (name, address, id #, etc.) from Banner directly into Millennium (library software). Previously, student records were manually added to Millennium and manually updated. Students also had to register their OneCard with the library to use it as a library card. Now, with the new process student information is automatically loaded and the student's OneCard is ready to use once they receive it, eliminating steps for both students and library staff.
- Implementation of online forms for Interlibrary Loans and Course Reserves, allowing students and/or faculty to make requests remotely.
- Moving the library ordering process from a spreadsheet to a database, resulting in better access to track purchases.
- Eliminating overdue fines saving money for students and time for staff.
- Adjusting the billing process for items considered lost to reduce inefficiencies and inaccuracies.

Want help to organize your space? The Lean Department can assist you. 616-866-7011

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Student Development

Orientation

The Student Development Office is moving forward with improvements to better provide information to new students and positively impact student retention. To start, representatives from each campus met to create a district-wide New Student Orientation Guide. The guide includes checklists, planning tools, resources, glossary of terms, and campus specific information. The guide is referenced in the orientation presentation to new students. In the past each campus was responsible for creating and collecting their own materials, which often consisted of separate fliers, brochures, and other informational pieces with varying formats. These were usually pulled together at the last minute, which created inconsistencies in what was being communicated to students. Now all students receive the same information on each campus, whether they attend a one-on-one or group orientation session. The information is clean, professional looking, and updated yearly, eliminating the last-minute time needed to prepare materials. In addition to the orientation guide, this past spring a new Orientation Coordinator was hired to lead the district orientation initiatives. This summer Ankeny has piloted a program offering more sessions with smaller groups and better organization around subject areas. The new Ad Astra scheduling software has facilitated the scheduling of these orientation sessions and students are now required to RSVP to attend. Changes still to come include work to improve the online orientation materials which is scheduled for fall 2012. Starting spring 2013 all new to DMACC students (part-time & full-time) will be required to attend a new student orientation session either online or in person. The goal is to improve students awareness about college services, policies, and resources that will directly impact student success at DMACC.



SDV Courses / Staffing changes / Student Contact

The college is taking strides toward improving student retention. One change began this fall (2012), with all new students required to take SDV 108—The College Experience. This is a 1 credit course designed to introduce students to college resources, services, and expectations and to assist them in gaining maximum benefit from their college experience. Counselors have been reassigned from traditional advising and academic program responsibilities, and will now teach the SDV 108 course 50% of the time and continue providing counseling services the other 50% to support the initiative. Six full-time advisors have been added, 4 in Ankeny and 2 at Urban campus, and new "advising checkpoints" are being developed to increase contact with students. According to data collected last fall through the electronic sign-in process, less than 50% of current or continuing students had contact with advising services in the past 2 semesters. Measurable outcomes that the department hopes to achieve include:

- Increase the number of current and continuing students seen in the advising/counseling center
- Significantly increase the number of students seen by a full-time advisor and the number of students each full-time advisor sees
- Improve the rate of students moving from Academic Warning to Conditional Enrollment
- Implement a system of "advising benchmarks" that each student will ideally move through as they progress at DMACC

Got a Lean project idea? Contact Bonnie Shykus at bshykus@dmacc.edu or at 616-866-7011.

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Student Attendance & Academic Progress Reporting

Numerous opportunities for improvement exist within our institution. One process that has changed in the past year involves the reporting of student attendance and academic progress. Reporting of student attendance has always been mandatory but not actively enforced.

In Fall of 2011 DMACC made a decision to get serious about student attendance and academic progress reporting. More emphasis has been put on instructors to report student attendance & student progress. With attendance reporting students are marked as either AT (attended) or NA (never attended) and reporting begins the second week of class. It is intended to prevent financial aid dollars from being awarded to students who are not attending classes and help catch fraudulent practices where students register for classes to get the financial aid dollars but never plan to attend class. QA (quit attending) and Progress Reporting occurs the week of midterms and is intended to help students stay on top of their status in the class and identify students who have stopped attending class. Students who are marked as Quit Attending will be notified and dropped from their course to avoid receiving a failing grade. Although reporting has increased 44% over the past 12 months more than 500 courses remain delinquent in reporting NA. The goal is to have a minimum of 90% of the courses reporting on time. The Academic Records office is working to better assist instructors with the reporting process.

Reporting	Fall '11	Spr. '11	Fall '12
Percent of courses reporting attendance (NA)	40%	80%	84%
Percent of courses reporting midterms & stop attending (QA)	74%	87%	—

Instructors are sent information on reporting along with reminders to report. Programming has also taken place in Banner to make it easier to report. A video on the reporting process is also available for faculty through the Web Info Sys.

Motorcycle Course Communication

DMACC is one of 40 sites in the state that provides Motorcycle Rider Education for students learning to ride motorcycles or mopeds. In 2011 the DMACC program served 1362 students from March through October, 25% of all Iowa student riders. The program faced challenges in how it communicated with students to ensure they arrive for class on time and prepared. Historically students would register through the Motorcycle Safety Training Office or Registration. During the registration process staff would verbally communicate a long list of requirements and information about the class including proper dress, locations, lunch breaks and more. Later, if time permitted staff would run a multi-step letter process to send similar information to students. During peak registration times letters often went unsent, information provided on the phone was minimized, and if students signed up late the letter would not arrive prior to class all contributing to students showing up unprepared.

Ryan D Miller, Motorcycle Maintenance Contractor suggested creating a video for students and Julie Emeritzer (Registration) suggested utilizing a letter template for sending letters. So, Kay Miller (Motorcycle Safety Training Office) worked with Marketing to develop a video describing the class and its requirements <http://ipg.dmacc.edu/content/dmacc/pages/motorcycleclassfaq.aspx> and Bryan Tjaden (IT) to improve the letter generation process. Now, student emails are captured during registration, students consistently receive an email and video link about the class prior to attending, staff time in both Registration and the Transportation Institute has been reduced, and students are arriving better prepared for class.

If your department would like help organizing your electronic files contact Bonnie Shykus or Nola Hanson

Notes:

1- To be marked as showing significant improvement, indicators had to show at least one of the following:

- Significant improvement of over previous years
- Significant improvement compared to one of the benchmark groups
- Have met the 2016 goal in one of the benchmarks

2- Due to changes in FERPA law and its interpretation, Regents institutions no longer provide this information to us. Work is being done to see if the information needed for this benchmark can be provided by Regents in aggregate form.