

STRATEGIC PLANNING COMMITTEE (SPC) MEETING

Wednesday, May 13, 2009; 8:30 – 9:30 a.m.
Room 3-106 (Prescott) and Room J-107 (Verde)
1100 E. Sheldon Street, Prescott, Arizona 86301
(Accepted 6/10/09 with changes)

THOSE PRESENT:

Patrick Burns	Tom Hughes
Todd Conaway	Bob Lynch
Frank D'Angelo	Diane Mazmanian
Barb Davis	Jeff Rose
Barbie Duncan (also for A. Tabar)	Tom Schumacher
David Gorman	Student Representative Nick Brown
Lisa Griest	Sandra Thurman-Jackson
Chris Heyer	
James Horton	

THOSE ABSENT:

Utpal Goswami
Rose Hurley
Sue Sammarco
Adrienne Tabar
Barbara Wing

GUESTS:

Laurie Beaman (Institutional Research)
* Russ Roberts (for Barbara Wing & Utpal Goswami)

I. Welcome

- Barb Davis is taking over for Dave Gorman as Faculty Senate President.
- Jo Berger and/or Jeff Rose are new members of the SPC, representing Facilities.
- Nick Brown is the student representative.
- Laurie Beaman is an administrative assistant of IR and will be taking minutes.

II. Enrollment Update – Tom Hughes gave a brief enrollment update:

Spring 2009 Update:

- Annual enrollment is at a record high, with 3,956 FTSE projected. Spring 2009 enrollment has increased 12% over last year.

Summer 2009 Update:

- Based on preliminary data (5/11/09), forecasted enrollment is down 29%, due in part to no new sections being offered.

- ~~Verde has reduced summer schedule offerings by 30%.~~

YC has reduced summer schedule offerings by 30% district wide.

Fall 2009 Update:

- Typical enrollment is expected for fall, with 879 students and 574 FTSEs currently enrolled via the new Banner system.

III. Higher Learning Commission Recap –

2009 HLC Meeting Highlights – Tom Hughes, Sandra Thurman-Jackson and Barb Davis attended the HLC annual meeting April 17 – 21, 2009.

- Sandra highlighted the PEAQ Workshop on Self-Study which she attended (her notes are attached hereto and made part of these minutes). Dr. Horton agreed that producing a polished self-study report as a final result should be one of YC's goals.
- Barb attended sessions which focused on the faculty perspective and highlighted the sessions she attended (her notes are attached hereto and made part of these minutes). Dave Gorman suggested Barb share these parts with college faculty at various meetings.
- Tom discussed various strategies used at other colleges to promote faculty, staff, and student involvement in the self-study process, such as collector's baseball cards and monthly theme parties.

Higher Education Act – Tom Hughes indicated that there are many changes in the requirements of the HEA, which we need to focus on in detail, including verifying I.D. for on-line classes.

ACTION ITEM: *Tom will establish a subcommittee to go over the new HEA requirements.*

2012-2013 Self Study Visit – Tom Hughes recommends that this summer, we begin mapping out criterion committee chairmen and co-chairs, as well as developing the budget. It was discussed that a large part of the self-study resources will be electronic, combined with paper documents, which will be stored in the resource room.

ACTION ITEM: *A brainstorming session will be held this summer to develop a timeline for the self-study process, propose a budget for the self-study, and initiate development of an YC self-study website where information will be centralized.*

ACTION ITEM: *the YC HLC liaison, Karen Solomon, will be invited for the fall 2010 Welcome Day to kickoff the self-study process and to meet with various college groups.*

IV. Strategic Planning Information Sessions

Response to input – Sandra Thurman-Jackson thanked all who conducted strategic planning information sessions at Prescott, CTEC, Verde and Sedona campuses.

- Having conducted SPC sessions, Chris Heyer recommends giving specific examples of how strategic planning produced positive results. This generates a positive response from faculty and staff.
- There was discussion regarding some faculty feedback that they are unsure whether their input is being communicated and acted on. Suggestions to respond to faculty that their suggestion(s) have been communicated further include:
 - Sending a confirmation that their message has been communicated to the appropriate individuals.
 - Bring the appropriate person(s) (i.e. Dr. Goswami, Bob Lynch, Jo Berger, etc.) to the next division meeting to address the issues of that division.
 - Schedule open forums on Friday mornings so faculty can attend. Dr. Horton is eager to provide feedback on various issues, including concerns regarding the success rate of new programs and support of core programs. Division deans need to be made aware that open forums are an appropriate place for faculty to get feedback. All agree open forums should be videotaped for viewing at employees' convenience.
- Tom Hughes stated that additional volunteers to provide strategic planning information sessions for faculty and staff are welcomed.

V. Operationalizing the New Planning Process– Tom Hughes recommended a two- or three- year plan.

Planning Forum Example – Tom Hughes provided a draft of the planning process (attached hereto and made part of these minutes).

Firming up June/July date(s) – it was agreed to set up a June meeting with 30-40 faculty and staff from all campuses.

ACTION: *Those with suggestions of locations for the meeting should email Tom Hughes.*

ACTION: *Tom Hughes will arrange the planning process meeting in June.*

Participants - Tom Hughes suggested SPC develop a group to get started on the planning process.

ACTION: *Those with suggestions of individuals who would like to participate in the planning process meeting should email Tom Hughes.*

- ***Incorporating accreditation criteria*** – Tom Hughes presented ideas on developing the 2010-2012 plan, which includes incorporating accreditation standards into the strategic planning process (attached hereto and made part of these minutes).
- Dr. Horton suggested including the Board metrics to reflect our goals and accomplishments.

VI Strategic Planning Video – Tom Hughes followed-up on the SPC video, which was previously discussed at the March 4th SPC meeting.

ACTION: *Tom Hughes will follow-up with Utpal Goswami and Lisa Griest on producing the video.*

VII Future Agenda Items

VIII SPC Homework

The meeting adjourned at 9:30 a.m.

Laurie Beaman, Administrative Assistant
Institutional Research, 928-717-7713

Attachments: 2009 HLC Notes - Sandra Thurman-Jackson
2009 HLC Notes - Barb Davis

2009 HLC Meeting Highlights

❖ PEAQ Workshop on Self-Study

- Review by our HLC Liaison, Karen Solomon, of each of the five accreditation criteria, and key points that need to be addressed
- Different viewpoints of successful organization and implementation for the self-study; however, there were several ideas repeated of what it takes for a successful self-study:
 - ✓ Launch your self-study three years prior to the visit with a brainstorming session to appoint self-study steering committee, formulate an outline, establish support committees, and develop other ideas for moving forward.
 - ✓ Establish a self-study website from the beginning and keep adding to it throughout the process. Document all aspects of the self-study process.
 - ✓ The more people involved, the better, and the less chance for burn out. The key to having the support of faculty and staff is dependent upon the leadership of the college.
 - ✓ Have timelines that specify what tasks need to be completed by whom and by what date.
 - ✓ Providing food and incentives encourages more participation.
 - ✓ Have the self-study reviewed in small segments by different audiences appropriate to the criterion topic – again, the more people involved the better.
 - ✓ Get students involved by having them create logos, posters and publicity banners for around the campus (graphic arts) – when they see their work around the campus they get engaged in the process.

- ✓ The self-study process can be fun! One organization (Washburn University in Topeka, KS) was incredibly creative – they used their students' work for their logo, posters and banners; they created a rap song to invite students to an open forum; they paired wine with the self-study criteria, i.e. Criterion One: Mission and Integrity paired with Hess Cabernet Sauvignon. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

This full-bodied cabernet sauvignon has a strong structure that supports the complexities of its many constituent flavors. All that complexity, however, is whittled down to the essentials on the palate; red berries take over, as well as a backbone of integrity that keeps it all together. This is a complex and approachable wine with flavors that continue to develop as it ages.

This wine pairing (where they actually served wine and cheese!) occurred when the self-study findings were presented in a dramatic reading (followed by serious discussion of the findings); additionally, the music faculty put the institution's mission to music and, literally, sang the mission; when the faculty had enough wine, they all had a mission-sing-along!

- ❖ The PEAQ self-study fair and resource room were very valuable. Tom and I went through the fair together to find self-study reports that were successful and polished. We then went to the resource room and pulled the various studies to review them. We brought back the best we found to assist us in illustrating to our designers what quality we are seeking to accomplish in our report.

Everything I gleaned (in 90 Seconds)

114th Annual HLC Conference

Leadership Change

- The interview process is ineffective
- Do not fear internal candidates
- Create a mentoring team
- Buffer new leaders from internal politics

Killer Courses (DFW's)

- Kill GPA, Progress, Motivation
- Solution is not to “Dumb Down”
- Nationally: Developmental Math 47%
 - History 41%
 - English 40%
 - Psychology 33%
 - Biology 30%

Significantly higher in CC's, not looking at faculty or particular sections, or delivery mode; just freshman

Solutions to DFI's

- Don't let freshman take 200 level courses
- Don't let students bypass these courses until late in program
- Adhere to placement policies
- Don't allow students to enroll after the first week
- Encourage early and frequent grading
- Have student tutors in the classes
- Encourage all faculty to closely follow course outlines
- Overcome underprepared students by teaching "College" in every class

SLOA Coordinator

- Must be faculty
- Must be familiar with culture of institution
- Benchmark
- Faculty/Coordinator must have significant release time
- Recognize that faculty don't want mundane tasks: let them focus on teaching/learning

Promoting Wholesome Professors

- Create a culture for teaching excellence
- Recognize need for rejuvenation (sabbatical)
- Promote balance: physically, mentally, emotionally, academically, stress reduction
- Balance: “A blessing we don’t think we can achieve without serious risk to the advancement of career.”

Verifying the ID of Online Students

- Congress says so
- 73.6% of students think it's easier to cheat online
- Have Academic Integrity program
- Faculty be proactive
- Testing Centers/Proctors still useful
- Software programs don't work
- Find a different way to assess...beyond tests
- Have MANY opportunities for measurement (cheaters don't want to work that hard)
- Have clear ground rules

Synchronous Teaching Online

- Benefits: social, overcomes technology hurdles (tech. should not get in the way of learning), 92% student approval rating, improves perceived learning
- Drawbacks: faculty must learn the technology, more time involvement for faculty, students don't like group work, expensive software and support, not fully asynchronous
- Students want LECTURES recorded and synchronous; followed by Open Discussion. Office hours, labs, tutoring, and peer presentations are not desired by students.
- Side note: Lectures, Talking Heads, Sage on the Stage

Web-Based Course Evaluations

- Don't seek 100% response...it is a survey, after all.
- A hybrid of both paper / scantron / web-based is possible and effective.
- 55-60% can be expected IF roll-out is good
- Make sure faculty know how data is to be used (faculty buy-in)
- Have good questions and space for comments
- Sticks and Carrots: hold grades (law-suits), allow preregistration access, trinkets / coffee, class-assignment (careful with this...not part of course outline)

SLOA Data Collection

- “Snarfy, old professors”
- Pay faculty (ISU pays \$500 for four days)
- Make it clear: it is not an assessment of faculty, course, or student.
- Dissertation Model:
 - Ch. 1 Introduction: Understand NCA/HLC
 - Ch. 2 Survey (Benchmarking)
 - Ch. 3 Plan of Research
 - Ch. 4 Data Collection/Research
 - Ch. 5 Recommendations for the field