

Council on College Planning (COCP)

Administrators' Retreat

Friday, April 25, 2014

In attendance: Janice Sutton, Kelly Driskell, Bill Monds, David McAnally, Jeff Watson, Mary Nicholson, Ron Walker, Algia Allen, Courtney Curran, Chris Daley, Stewart Newby, Blake Williamson, Mike Abbott, Jennifer Robertson, Brett Daniel, David Loper, David Graem, Kelley Townsend, Jerry King, Lisa Collins, Sam Hurley, Wendy Mays, Harold Jones, Vicki Dossett, Gayla Roberts, Tina Rummel, Katie McElroy, Russell Self, Helen Reid, Jay Kinzer, , Glendon Forgey, Sheila Jones, Dusty Baumann, Renda Garner, Gail St. Clair, Linda Daniel, Julie Lively, Colette Hilliard, Courtney Walker and Sam Hurley.

OPENING:

- Tina Rummel opened with a welcome, and thanked Lisa Collins for facilitating a changed format within the Council on College Planning.
- The minutes from the 2013 COCP Retreat were reviewed. Mary Nicholson moved and Jennifer Robertson seconded to approve the minutes as submitted.
- Tina discussed the handout regarding the strategic plan, our mission, and pointed out links that are included to status reports. She indicated that the most important are status reports regarding our goals. On the dashboard for our status regarding our goals we have two yellow lights, and one green. She presented our reaffirmation timeline and advised the council to take note of the timeline as meetings are quickly approaching.
- Wendy Mays spoke about the QEP process. She reiterated that this must be faculty driven. A survey was sent in early March for input regarding topics; those topics have now been narrowed down to two potential topics. Administration is currently developing the QEP director position description. This will be an existing faculty member with leadership qualities. The QEP director that is selected will select from the two remaining possibilities.

BRAINSTORM:

- Lisa Collins then began the brainstorming portion of the meeting. She explained that this will be completely participant driven. A survey was sent prior to the meeting to participants and members of the council requesting feedback of issues that are of particular concern. The top four were selected for discussion at our meeting. These included Academic Success, Human Resources, Technology, and Distance Education. Tables were directed to identify the top 3-4 issues that concerned the table members regarding each category, and these were compiled for discussion.

Session 1:

- Members were broken into groups for discussion to identify potential solutions to the identified areas within Academic Success. The entire group then met again and submitted the potential solutions.

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- Problems identified that contribute to Academic Success were: a need for “after hours” services; career guidance; student orientation; learning fundamentals; academic rigor; student engagement; Poor Prep-study skills; college readiness; students not being prepared; technology orientation; student commitment; time management; students being too busy to study; unprepared for expectations; attitudes; apathy and sense of entitlement; communication among departments; legislative mandates; student/faculty relations; disorganization by faculty; poor planning; allowing students in college that are not ready.
- Solutions presented included: Appointment planning software to make appointments between students and counselors; using flextime that would allow for extended counseling hours; reduce/limit faculty overloads; advisement: If a student could be advised and then released to register alone (perhaps an orientation that would require freshman students to be advised. Could possibly prevent students from registering in a class that they should be blocked by); Introduce an engagement/aptitude screening (a test that examines an assessment of interest, preparation, and motivation. Could influence lower drop-out rates. Could be part of an orientation); needs to be a mandatory orientation to teach study skills, advising, using Blackboard (it was suggested that we have to make this at the beginning of a student’s career); admin building needs to have extended hours for students to access advisement, etc. (possibly cross trained employees, flex time, extended hours would allow part time instructors to meet with staff; encouraging instructors to attend conferences for new ideas. Having instructors who have attended a conference to share what they learned.

Session 2:

- Groups were formed to identify solutions to proposed issues under Human Resources.
- Problems identified included: Needing automated systems; Electronic Applications, Automation would like an integrated system that would include payroll, Human Resources, and General Ledger; Training-lack of training (often reactive vs proactive); clarification of hiring process/roles; Aging faculty and staff; departments over/under staffed; limited new employee orientation process; low morale; non-competitive salaries; overloads; salary study not complete; loss of paperwork and privacy issues; document flow; unclear policies; misunderstanding HR functions (no feedback); application packets being only good for one year.
- Solutions proposed: Training-handbooks, procedures, orientation at hire; Title IV; FERPA training; onboarding (involves an ongoing process that a new employee is mentored and guided through their probation period that would include introducing the culture); streamlining by introducing an automated hiring process; reduce lost paperwork; making hiring processes transparent and coordinated; automated forms; clearly delineating who is responsible for what portion of the steps; training on business services processes; accountability of documents; creating forms that employees can submit online including grade change forms, special assignment agreements and leave forms; and creating a wellness incentive.

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Session 3:

- Small groups were then created to identify solutions to the following submitted issues related to Technology: Smart Rooms in all rooms; being proactive rather than reactive; replacement of computers and equipment in a timely manner; connectivity issues; streamlined automated process; Blackboard support; improving outages; red x's on website; slow internet speed; lack of email storage; integration of systems such as linking student systems with the accounting system; AS400 needs updating; understanding the difference between Admin Computing and IT; lack of staff/personnel-slow response time, conflicting priorities; training-disaster planning redundancy; training on Windows Office and new programs that are available; and website maintenance.
- Solutions that were identified included: increase bandwidth; website updating in a timely manner; online payments for all payments through an online program; integration of programs; training on available software (tech training days) (Workforce and Continuing Ed will begin providing training this summer); password protected intranet just for faculty; outsource Blackboard hosting; more IT staff; and communication to know where tickets are triaged, including an updated status.

Session 4:

- Members were broke into small groups for the final section addressing issues with Distance Education.
- Issues identified included: Inconsistent expectations between different instructors; Quality Control; equal face to face and online course content; proctored tests (inconsistencies between proctored vs non-proctored); tech support issues; after hours support; increased number of Blackboard related issues; student help desk; distance education office slow to respond; procrastination by students; students are not prepared to take online course; lack of staff to oversee instructional design; instructor training on blackboard; faculty training.
- Solutions that were proposed: Eliminating the disparity between proctored and non-proctored testing (web cams are being piloted-this is a direction that is being explored to replace non-proctored testing); mentors to build online courses that focus on how to use Blackboard; screening to accompany student advisement; perhaps make online training mandatory; and blackboard provided hosting(including completing a cost analysis to determine the cost effectiveness of internal or external Blackboard hosting).

The entire COCP then submitted, by ballot, two recommendations and two suggestions each to be tallied by the Office of Strategic Planning, Effectiveness, and Accreditation. The top voted 3-4 recommendations and 2-3 suggestions will be submitted to Administration for consideration and implementation as appropriate. The meeting adjourned at 3:45pm.