



Council on College Planning (COCP)
Administrators' Retreat
Friday, February 27, 2015

In attendance: Michael Abbott, Dusty Baumann, Kelly Driskell, Renda Garner, Karla Bryan, Brett Daniel, Shelia Jones, Jerry King, Gail St. Clair, Jennifer Robertson, Linda Daniel, Lori Jackson, Jay Kinzer, Nancy Long, Sam Hurley, James King, Jean McSpadden, Kelley Townsend, Jeffrey Watson, Alicia McLain, Algia Allen, David McAnally, Lonie Packer, Blake Williamson, Colette Hilliard, Julie Lively, David Graem, Bill Monds, Myles Pennington, Helen Reid, Lisa Collins, Chris Daley, Glendon Forgey, Katie McElroy, and Tina Rummel (35 total).

OPENING:

- Tina Rummel opened with a welcome, and thanked everyone who came to participate in spite of the weather.
- The minutes from the 2014 COCP Retreat were reviewed. Jerry King moved and Jay Kinzer seconded to approve the minutes as submitted.
- Tina discussed the handout regarding the Strategic Planning, Effectiveness, and Accreditation Report. Included in the report was the 2013/2014 Planning Overview, TVCC 2014 Strategic Planning Dashboard, Strategic Plan Update 2015-2020, Mission Statement Review, Community College Survey of Student Engagement (CCSSE) Analysis, and Timeline 2017 SACSCOC Reaffirmation.
- Kelly Driskell, the newly appointed QEP director, spoke about the QEP process.
- Glendon Forgey thanked everyone for their attendance and recommended that everyone participate in order for the day to be productive and beneficial.

Updates on the recommendations and solutions from the 2014 Council on College Planning

Presenter	Topic
Tina Rummel	Council on College Planning Update on 2014 Recommendations
Kelly Driskell	College Success Course
Mike Abbott Kelly Driskell Jean McSpadden Jennifer Robertson	Training
Jay Kinzer	Academic Advising
Jean McSpadden Jennifer Robertson	Human Resource Procedure
Jerry King	Overload Compensation
Mike Abbott	Administrative Computing Personnel Integrated Systems
Renda Garner	Blackboard Hosting



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Mike Abbott Myles Pennington	Website Updating
Jay Kinzer	Extended Hours for Students and Administrative Services
Mike Abbott	Electronic Forms Library

Overview & Getting Started:

- Lisa Collins began the breakout session portion of the meeting. 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 three areas were selected for discussion at our meeting. These included Student Services, Academic Success, and Distance Education. A second survey was sent prior to the meeting to participants and members of the council requesting feedback of issues that are of particular concern for each of the top three areas. Tables were given a handout with the results listed from the second survey for each of the top three areas and directed to come up with recommendations for solutions to the issues listed.

Session 1 – Student Services:

- Members were broken into groups for discussion to identify potential solutions to the identified areas within Student Services. The entire group then met again and submitted the potential solutions.
- Problems identified that contribute to Student Services were: need more advisors to facilitate student monitoring; add academic advisors who will serve as coaches; need to work with faculty to assign academic advisors to students and be a coach to them; need to lower student to advisor ratio; issues with registration and advising; students who aren't busy get into trouble; bridge the gap between student and services and academic/workforce faculty and administrators; need duplication of services for evening and online students; to meet legal requirements, we need disability accessibility of the website, online documents, videos, etc.; need to increase freshman orientation sessions to allow more students to come; possibly make it mandatory for students who are not TSI complete in two or more areas; need to improve disciplinary procedures used in dorms, committee should be able to vote not administration; need help with entitled students attitudes need retention coordinator to help students problem solve; how do we encourage faculty and student services to create a partnership to enhance new programs; need student services for all our students, regardless of mode of delivery; my concern is how do we provide expected senior college student services in a community college

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environment and budget; I would like to see more placement tools to make sure a student is placed in a degree plan in which they can succeed.

- Solutions presented included: bridge the gap between faculty and student through Cardinal Connection and 12th Class Day Roll; share information such as payments, academic coaching, financial aid, probation, etc.; bridge the gap and help students at risk with academic coaches conference call mid-semester; bridge the gap with financial aid and help faculty understand the importance by communication and training; bridge the gap and improve communication, problem with email proliferation, maybe pick up a phone; student services all modes all hours all campuses by creating a knowledge base system to be utilized by IT through the service desk; expand service desk (IT) to cover all issues via expansion of knowledge base; online student orientation through Blackboard, offer live student services through collaborate tool, live chat; fall email from Shelia-more focus on advising than tutoring; voluntary program of current faculty and staff to become advisors; system to capture advising history; after first semester counsel student to be in a degree plan where they will be successful; define advisor and the related components; continue advising to 4yr degree; add how to read a degree plan in Learning Frameworks; additional resources to provide student activities they cannot replicate themselves; surveys to understand activities students want; new hires-make advising part of job description; student access-training on current program, add to Learning Frameworks or Freshman Orientation.

Session 2 – Academic Success:

- 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.
- Problems identified that contribute to Academic Success were: low literacy level of entering students; students want to be taught to the test; students learn to pass tests in short term but don't retain for long term; need to streamline academic pathways; student success is dependent on correct career path selection, workforce or academic; need to improve completion rates/graduation; need to increase student engagement by offering more "fun" scholastic opportunities for students; need to determine and understand course success/failure rates; need to expand mentoring, tutoring, counseling, and advising; need software to monitor student behavior/needs; students are not aware of staff; what services are known to be successful for academic success, are we current providing some of those services.
- Solutions presented included: group tutoring for online courses; Cardinal Connection early alert system that will email academic coach and financial aid; fun scholastic activities with a fall club



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fair or survey; staff awareness by eating in the cafeteria, walk near students and talk with them, just say hi.

Session 3 – Distance Education:

- Members were broken into groups for discussion to identify potential solutions to the identified areas within Distance Education. The entire group then met again and submitted the potential solutions.
- Problems identified that contribute to Distance Education were: no contact person after hours for students for e-Courses; while changes and updates to Blackboard are inevitable and sometimes welcome, a longer lead time would be helpful; help for instructors and students with issues in TVCC online courses; Distance Learning is the method of learning projected to grow in the education field, if so what actions can the college take to meet the needs of distance learning; need to offer more student services online to adhere to federal guidelines of quality online courses; we need more staff; need mandatory training/workshops for instructors to enable consistency among classes; I think we could build a better online school by using mentors that have taught online and have developed engaging courses; training/re-certification for continuing online faculty; require professional development to encourage innovative "classroom" settings; make it mandatory that all new faculty use a standard template as a course shell; standard template that faculty must use; unprotected tests, canned courses, and a lack of quality are hurting what should be an excellent opportunity for our students, there seems to be little balance-online is either very easy or very difficult, little in between; disability accessibility for online courses; screening tool so students know if they are ready for on-line; high drop-out rate in DE classes.
- Solutions presented included: hiring an instructional designer/trainer that could also serve as a web content specialist for faculty; more staff in Distance Education; mandatory training/re-certification for seasoned online faculty's courses; best practices feedback, contacts, links, student services; division chairs access to eCourses.

The entire COCP then voted, by use of colored dots, the top three solution choices across all three areas that they felt should be priority in submitting to the board for implementation.

1. The number one solution choice chosen with 36 points was that the faculty members teaching the new "Learning Frameworks" course also serve as a Cardinal Academic Coach; devise a system to select/assign Cardinal Academic Coaches.
2. The number two choice chosen with 27 points was hiring an instructional designer/trainer that could also serve as a web content specialist for faculty; more staff in Distance Education.



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3. The number three choice chosen with 22 points was bridging the gap between faculty and the student through Cardinal Connection or the 12th Class Day Roll; shared information such as payments, academic coaching, financial aid, probation.

The meeting adjourned at 3:15pm.