

Northland Pioneer College
Strategic Planning and Accreditation Steering Committee (SPASC)
April 20, 2012

Members in attendance: Peggy Belknap, John Bremer, Brian Burson, Paul Clark, Andrew Hassard, Jeannie McCabe, Debra Myers, Ryan Rademacher, Mark Vest, Leslie, Wasson

Advisory members in attendance: Trudy Bender, Eric Bishop, Eric Henderson, Ann Hess, Cindy Hildebrand, Jeanne Swarthout

Guests: Colleen Readel (recorder), Melissa Webb, Ken Wilk

- I. Approval of Minutes from 3/16/12
 - a. Motion to approve by Debbie Myers; second by Ryan Rademacher
 - i. Unanimously approved
- II. Checking in with Pillar teams
 - a. Eric received Pillar 6 from Blaine last night he will post today.
 - b. Eric asked for any questions/concerns. Would like to wrap up over next two meetings. Any concerns regarding progress?
 - i. He said he received emails yesterday from people reading through and will post them soon.
 - ii. He asked if there was anything Jeannie or Eric could help out with?
 - c. Move on to next agenda item.
- III. Priority 1 team update with Jeannie
 - a. Priority 1 team is going over terminology.
 - b. Dedicated to student success (SS).
 - c. Making sure that the reader understands that it is dedicated to SS.
 - d. The group wants to know what the definition is for SS.
 - e. Jeannie asked for Peggy B. to assist.
 - i. Peggy – Yes we would like a definition of SS, how are we going to define it?
 1. Eric stated to help students meet their goals while they are here.
 2. Peggy – We need to simply state it.
 3. Leslie stated that we're not the only ones having this discussion. Almost all 2-year colleges are having this discussion.
 4. Debbie and they are documenting it too.
 5. Ryan – SOAR
 6. Eric – not exactly
 7. Leslie – more of the changes we've made to the enrollment form and capture their intent

8. Andrew – show that we’re trying, after the fact question – success is after they leave
9. Eric – That question where are you measuring
10. Leslie – get a better handle on where our students are going
11. Debbie – enrollment form doesn’t capture exact intent because job requires them to take courses
12. Leslie – Measures are indirect
13. Ryan – question of how to define SS – should we put on MyNPC page out to the college?
14. Jeanne – Isn’t SS part of the CC vision statement where we break down goals and how we break down SS
15. Peggy – great idea – put it up front and define it from that document
16. Debbie – will sent student outcomes from
17. Eric – preamble – Student Success definition what all of these priorities mean.
 - a. Motion by Peggy Belknap to move the Student Success measures from the Community College Presidents’ Strategic Vision to incorporate into our Strategic Plan to define student success; second by John Bremer
 - i. Unanimously approved
 - ii. Eric stated we will incorporate that into the plan and present it to the board.
 - ii. Jeannie McCabe discussed Pillar 2 Priority 1. She did not get a report from her Priority 1 team member. Another team member reported that she is no longer with group.
 1. Mark asked Jeanne if Mary Lou Schroeder has officially resigned.
 - a. Jeanne stated that yes it is official.
 - b. Jeannie stated that she was the Pillar 2 Priority 1 team member so she will need to find a replacement for her.
 - c. Peggy requested that it would be good to have another academic adviser to replace her in that role.
 - iii. Jeannie – Pillar 3 Priority 1 member no report – member has not responded to requests from Eric. Jeannie will follow up with her later.
 1. Pillar 4 Priority 1 member – Randy emailed group – waiting for response. He has asked them to clarify how the HR Department has a direct effect on making NPC students more successful and he is currently waiting for a reply from the group.
 2. Pillar 5 – Mike reported he had an email conversation with Maderia and her team regarding their Priority 1 proposal. He asked for clarification on how the group reached their recommendations. He asked if there

was anything that any member supported which was not in the proposal. He supports recommendation as presented.

3. Pillar 6 member Deena received responses last night. She has not had chance to review responses.
 4. Jeannie wants to thank the Pillar Groups for welcoming them into their Priority 1 discussions. She wants Pillar Groups to know they are not stepping on toes. Her group is a part of the Pillars and here to offer assistance. Priority 1 team is a result of the retreat and the vote to be a beam or truss to bond the Pillars together with one common goal of student success.
- iv. Eric asked if there were any questions regarding the Priority 1 team efforts.
1. There were none.

IV. Review Pillar revisions (Pillar 1, 2, 3)

a. Pillar 1 Review with Peggy Belknap

- i. Peggy has been watching the site and hasn't had the chance as a group to review and incorporate any of the comments. She does plan to do that pretty quickly. She asked Eric when the final version need to be done. She stated the definition of student success became an issue yesterday between emails.
 1. Eric pulled up the Timeline.
 - a. May 2 All College input is due
 - b. May 4 SPASC meeting – Finalize college plan
 - c. May 15 First Read to DGB
- ii. All Priorities for the Learning areas are in alphabetical order. All areas in the learning side were involved.
 1. Peggy encouraged everyone to read through and give her input if there is anything they would like to see added. The only comments received so far from employees have to do with modes of transportation for students to attend on campus and center classes. She is unsure if that can be brought back again. The second one is to develop a team to continue researching new trends to benefit students in educational development through technology systems or teaching styles of education. Peggy thinks we may already have this in place, but one of our employees is requesting that we put this into Pillar 1. They were asking it more for Pillar 1, Priority 1 student success goals.
 - a. Discussion of transportation for students
 - i. Eric stated that looking at Priority 1 across the board, this is the area that may have some increased costs but are some of the most important things in this plan. It's really prioritizing what we feel is best given our resources but is best to help students. He is unsure if we have any data that shows how many students

- cannot make it to class because of transportation. If we had data that would show students are not attending NPC because of transportation that would be legitimate. We could approach it in a different way by rolling out more distance education as options for people who cannot make it here.
- ii. Peggy feels we are covering it in 1.1.3 and 1.1.4 in these broad goals that talk about improving students environment and adequate support.
 - iii. Jeanne doesn't think we want to put it in as a specific goal. At this point in time we're not sure it would be the answer.
2. Peggy asked Eric if he wanted her to go through each Priority and Goal.
 - a. Eric didn't think we need to touch on every item but we need to have some comments. Maybe just a general summary of what you did on each of the Priorities.
- iii. Priority 1 – Student Success

Responsibility – ALL NPC

 - 1.1.1 Create Learning opportunities to meet student goals
 - 1.1.2 Provide culture of continuous improvements in all courses/programs.
 - Implement Information Literacy Competency Standards for Higher Education.
 - 1.1.3 Evaluate, document and improve learning and learning environments in all courses and programs.
 - Utilize student success data to schedule courses.
 - 1.1.4 Create adequate support services to enhance student success.
 - Improved college wide tutor program
 - Implement new student orientation
 1. Jeanne stated they are hard to measure.
 - a. Eric – The bullet points under the goals, maybe we can talk about some ideas for measuring or maybe Leslie can help out there.
 - b. Peggy stated they received input from the divisions if it fit better under the Priority 1 goal that's where they moved it to. We have very few bullet points, we have the Goals but we don't have our measureable outcomes underneath them. We were going to work on our measureable outcomes as a group.
 - c. Peggy went through each bullet point.

- i. Eric asked if the Team was planning this was enough or they were planning to add more items or planning to get more items from the college.
 1. Peggy stated they were looking for direction. Peggy felt they were to come up with the Priority and to come up with the Goals. As they receive comments they can put those underneath the goals and put them under the measureable outcome. She asked how other groups have handled it.
 2. Eric thinks that they have more under each Goal.
 3. Mark stated that Pillar 2 does not.
 4. Eric stated that if he gave that impression when he gave the charge to the Pillars in relation to Priority 1, he hopes he did not give that impression. Going back to what Jeannie said, it's not just the Priority 1 liaison who will be doing all of this. The Pillar's should not just stop or feel like they are being hindered by what they are doing in Priority 1. They need to go at it full force and let your Priority 1 liaison help and comment and provide some other perspective. We are expecting that Pillar Teams put some things under their goals.
- ii. Debbie suggested that Peggy review data that was collected at convocation. Under "create learning opportunities" a lot of people were suggesting looking a course scheduling and availability of courses that students need. There were a lot of ideas in there that might help create bullet points.
- iii. Eric – That's a great point and that data is in MyNPC in the handout section.
- iv. Peggy – We did review that and that is why we put down utilize student success data to schedule courses. That hit a lot of what was in there. It might have been stated a few different ways. We did review it, but we can look at it again. Get our group together and come up with more but we also expect Priority 1 team to help with this goal.

- v. Jeannie stated she be happy to, let her know when you are meeting.
 - vi. Peggy stated let's move on the Priority 2, she asked SPASC if they had some measureable outcomes that could be used in this goal to let her know.
- iv. Priority 2 – Arts & Science
1. We don't have any measureable outcomes under these goals because that's how we asked for the information.
 - 1.2.1 Enhance distance delivery of general education through audio, video, and model classrooms.
 - 1.2.2 Increase the number of stand-alone class offerings in general education courses in English composition, mathematics, art/humanities, and social/behavioral science.
 - 1.2.3 Promote faculty development activity that contributes to student learning (sabbaticals, conference participation, and other related activities).
 - 1.2.4 Integrate general education assessment of student knowledge into continued course level improvement.
 - 1.2.5 Promote increased student involvement in the fine and performing arts.
 - 1.2.6 Develop a balanced approach for scheduling.
 2. Leslie feels that 6 would be the hardest to measure.
 3. Eric – if you're having problems putting things under each of the goals, it may be how you are designing the overall Pillar. Maybe instead of having a priority dedicated to each group, maybe you could have each group have a goal and then under those goals put what is sitting here under your specific goals, it's just a matter of how do you want to structure that. Obviously when you give a whole division a priority it does stand out more, it does help clarify things a little more but the data would still be there no matter how you approach it.
 - a. Peggy feels very strongly and the deans felt very strongly about keeping each area as a priority.
 - b. Eric H. felt this was the initial approach to this.
 - c. Eric B. stated that this is fine but sees that the goals are just a single goal and until there are things underneath them it's going to be hard.
 - d. Eric H. feels that it goes back to what people's ideas of what a strategic plan is. His view is that a strategic plan document should be relatively brief and there may be ways of implementing it in concordant documents. He discussed

different ways of implementing specific priorities and measureable goals.

- i. Eric H. has concern if there is too much detail in a strategic plan presented to the district governing board, where we will go with it.
 - ii. Peggy's concern is how do we meet the goal and if we put down exactly how we're going to meet a goal it doesn't give us much wiggle room. If it needs to be flushed out more, we can do that.
 - iii. Eric stated that historically the plan has been that way but it doesn't mean that we can't do things in a different way. There have been times when we have gone through the plan and we said we didn't do this and we felt it was unnecessary or didn't have resources for it. We can always change that but it gives us some guidance and it helps communicate to people with a little more clarity on what we're actually doing. These all make sense and how we want to deliver that but it's not communicating on how we intend on doing it and I think that's where people might get lost or have a clear grasp on what the college is doing.
4. Peggy asked to move on to Priority 3 to see if this meets more and the Nursing Priority is pretty well flushed out.
- v. Priority 3 – CTE
 - 1.3.1 Create new programs for Skills Center at PDC and NATC at SCC.
 - Mechatronics and Robotics
 - Construction Technology
 - Administrative Justice and Emergency Management.
 1. Peggy asked for comments.
 2. Eric H. stated it was more measureable.
 - 1.3.2 Enhance and Improve Current CTE Curriculum
 - Combine AIS and BUS Departments.
 - Develop online WLD courses for WLD100 and WLD150.
 3. Peggy stated that her approach was that she asked her group to not spend a lot of time on this because we are going to redo this again in the fall. This was kept in mind as we were writing this.
 4. Jeanne asked if it was difficult to realign everything with the new HLC criteria.
 - a. Peggy stated that it was not. She said they just put everything in that they thought it hit and they did it as a group.

- 1.3.3 Provide Professional Development for CTE Faculty and Staff
 - Provide Randy Hoskins with NDE certification.
 - Provide Automotive with Atech training.
5. Peggy said they were very explicit here to provide a faculty member with NDE certification. She again asked for more comments from the group. This is a little more explicit with how they are going to meet some of the goals.
6. Jeanne asked if it met some kind of assessment goal.
 - a. Peggy – sure, just because we’re creating these programs we are going to have to assess them.
 - b. Leslie asked if there were larger goals for the outcomes of the NDE and the Atech items. What are they supposed to accomplish for your unit? And can that be measured?
 - c. Peggy stated that the training is to provide a higher level of certification, so that can be measured whether we need it or not.
 - i. Leslie stated that the trick with the strategic plan is to leave room to document some sort of improvement in student learning as a result of these things. The way you have them now, they are great but they are sort of check off items and that is not going to give you much to work with for assessment purposes. I want to leave you room to come back and say and we noticed and x# of points in improvement in certifications, etc. Leslie asked if Peggy understood what she was saying.
 - ii. Peggy said she did and asked what her recommendation was. How would she write this differently?
 - iii. Andrew stated that there were front end verbs describing things such as providing, enhancing, creating, improving, etc. and that is good from the front end. Then how do you take the back end measurement of it?
 - iv. Leslie stated you want some sort of improvement verbiage there that’s going to say: create an increase in certifications through NDE training.
 - v. Mark stated you could keep it general and say: expand student certification opportunities by providing professional development... That gives you a cause/effect where we provided Randy Hoskins with NDE certification therefore...
 - vi. Leslie – and then this happened and we measured it... I think this is what I’m looking for is one more step in the

wording to give you somewhere to go with it. Not an implementation plan, but maybe just a launchpad for your assessment later.

- d. Peggy stated again she requests wording. Part of our team is to provide wording to the Pillar Groups who are working on this on how to express this more effectively. She feels these are great comments but if you can provide us with some wording there it would be helpful.
 - i. Leslie stated she would she what she could do for her.
- vi. Priority 4 – Developmental Education
 - 1.4.1 Increase focused content in multi-course setting.
 - Continue to increase use of technology in course content.
 - 1.4.2 Pilot highest level developmental courses as standalone classes utilizing distance learning.
 - 1.4.3 Strengthen departmental assessment of student learning.
- 1. Leslie stated that could be broke out more. What would you do to increase assessment of student learning? In a general sort of way that gives you somewhere to go with your measurements later.
 - a. Brian asked a very good question about specificity. Why do we have to be so specific about this? Part of is that we're creating niches for your assessment to fit in neatly later to demonstrate to people outside of the organization that you plan to do these things. That you measured how they work and that you have an assessment of their success and where they need improvement. In some ways if the more specific you get the better you're setting yourself up for success at the reporting stage. You also have a good point Peggy, that if we're too specific you don't leave yourself enough wiggle room. So that's a balance we need to consider.
 - b. Eric H. asked to look at 1.4.3 for a moment. We can actually lay out very specific things about educational gains at each level of ABE and development learning because we report these things to the state already. We don't have any wiggle room in that area. We're looking at very specific types of outcomes. If we're too specific it becomes less of a strategic plan and more of a tactical plan of operation.
 - c. Leslie – In our case it's more of a combination of things. It's not really an implementation plan, but we are getting down to a level of specificity which is going to be hand to us in the long run. But we are combining things that normally you would think of as more practical.

vii. Priority 5 – Nursing & Allied Health

- 1.5.1 Continue to evaluate and expand program offerings provided by the Allied Health Division. Work with constituents to prioritize new programming.
- Respiratory Therapy (RT)
 - Medical Laboratory Technologist (MLT)
 - Physical Therapy Assistant (PTA)
 - Occupational Therapy Assistant (OTA)
- 1.5.2 Continue to expand access to Nursing Assistant (NAT) and Nursing program offerings.
- Complete NAT lab at SCC
 - Continuously evaluate demand for programming and develop processes to quickly respond to stakeholders needs.
 - Work with partners in Chinle to expand nursing programming.
 - Evaluate admission criteria for NAT and Nursing.
1. Eric stated that just from looking at 1.5.2 and 1.5.3 he likes that approach to where they mention some things, not exactly how they are going to work with partners in Chinle or how they are going to evaluate criteria for NAT and Nursing, but that they do have that level of specificity. 1.5.1 would make sense, it just says look at these programs, but maybe a little bit more for each of the items as far as how each is going to be done, some details there. But he really likes these goals a little bit more than the rest of the document.
- 1.5.3 Provide expanded access to online and face-to-face course work in the Allied Health Division.
- Create and deliver core allied health course work online (Medical Terminology, Pharmacology, Health Law and Ethics, Nutrition, MDA).
 - Provide resources for professional development for faculty who are learning to work in an online environment.
 - Support current efforts to ensure students are prepared for online learning.
 - Continuously work to identify and recruit talented Allied Health Adjunct faculties.
2. Leslie stated that they have done a lot of nice things here. She wants to encourage the team to continue looking at using active objectives in terms of the language like create and deliver, because you can measure that, when updating the plan.
3. Eric asked if there were any more comments for the Pillar 1 team.
- a. There were none.

- b. Pillar 2 – with Mark Vest
 - i. Basic ideas they operated under:
 - 1. Worked with Team of 5 added Dr. Wasson and Ann Hess.
 - 2. So much of what is in this Pillar is tied to Marketing, Public Relations and data retrieval and analysis.
 - 3. The reason they did the draft document this way is because it is a complete rewrite of Pillar 2. They felt it was a working document for people to review and comment on. They wanted to show people the current Pillar 2 (left column) and how they suggested restructuring to fit a student success agenda as the consensus of the Pillar 2 group was everything in Pillar 2 is directly related to student success by the nature of the Pillar.
 - 4. Priority 1 was broken out into 1A, 1B and 1C
 - 5. We tried to align what we have in Pillar 2 to both the Community College Vision Document and the college's mission statement. We also took those ideas of create, support and promote lifelong learning and broke them out into three categories.
 - 6. We don't have a lot of detail in here and my response is fairly similar based on the group's view of this to what Eric H. and Peggy have already said, we were trying to get something up very quickly for people to review and this is a pretty significant rewrite of Pillar 2. So, we wanted to be sure we were headed in the right direction before we go in and start developing action statements that we would put in under general goals. But, the goals are fairly specific and measureable and should be fairly easy to plug in.
 - ii. Priority 1A: Facilitate student enrollment in a variety of learning opportunities
Responsibility: Vice President for Learning and Student Services, Dean of Students and staff, Director of Institutional Effectiveness, Director of Marketing and Public Relations, Academic Deans
 - 1. 2.1.1 Conduct environmental scanning, including student, personal interest/lifelong learning for all age ranges, and employer markets
 - 2. 2.1.2 Develop and implement a marketing and communication plan for current and potential programs
 - 3. 2.1.3 Work with local K-12 institutions to identify and educate students on college-ready skills and college options
 - iii. Priority 1B: Support enrolled students' educational goals
 - 1. 2.2.1 Systematically assess academic student learning outcomes
 - 2. 2.2.2 Systematically plan and evaluate institutional effectiveness among student services departments
 - 3. 2.2.3 Initiate periodic review of academic programs for currency and market relevance

4. 2.2.4 Engage in periodic environmental and peer comparisons to help stay current on best practices in higher education
 5. 2.2.5 Measure and track student intent across educational experience
 6. 2.2.6 Identify risk factors that lead to student failure to achieve goals/non-completion
 7. 2.2.7 Design and implement appropriate intervention strategies based on 2.2.6 above
 8. 2.2.8 Establish college-wide committee to develop and initiate "active advising" model
 9. 2.2.9 Obtain and utilize feedback on college support systems through regular pre- and post-graduation student surveying
 10. 2.2.10 Improve data entry and storage practices in Jenzabar and ancillary systems
- iv. Priority 1C: Promote and measure student attainment of post-completion goals
1. 2.3.1 Develop alumni communication and tracking strategy
 2. 2.3.2 Initiate feasibility study to enhance career exploration, job placement, and graduate promotion services
 3. 2.3.3 Develop and implement regular cycle of alumni and employer surveying
 4. 2.3.4 Develop plan for cultivating alumni loyalty, commitment, and identification with NPC
 5. 2.3.5 Initiate feasibility study for development of alumni mentoring program
- v. Eric asked for questions/comments.
- vi. Mark – Very significant changes from what was done in the past. Again we looked at the Community College vision document. We looked at the way we were defining student success and what we talked about in that Friday session. Most of this was written right after the Friday session at the PAC. So it flows directly out of what we talked about there.
1. Ryan asked when Mark talked about the alumni mentoring program, what about new faculty mentoring program?
 - a. Mark doesn't think it fits here. He thinks it fits under the HR piece, Pillar 4. Mark thinks it's a good idea it just fits under a different area.
- vii. Mark – If you want specific action plans and measureables, where we would take a lot of our targets from is a combination of division documents, things that we think we need to be doing internally and then the targets that we know we need to hit for external regulators.
- viii. Leslie stated there is some stuff that with alumni and placement that we could do that we could do that would support individual departments that we're hoping to provide the level of service also.

- ix. Eric asked for any questions/comments related to Pillar 2.
 - 1. There were none.
- c. Pillar 3 – with Eric Bishop
 - i. Pillar 3 does not have the core components added yet, Eric will post them after this meeting. Pillar 3 team did not do a complete rewrite. The way they addressed it was at the SPASC retreat, the group started thinking about what we can do in the area of technology to help students meet their goals or their success.
 - ii. Priority 1 – Provide technology solutions to increase student success
 - 1. 3.1.1 Increase technology availability, access, and support that focuses on student needs
 - a. Provide ubiquitous wireless data access at all instructional locations
 - b. Actively solicit input from students regarding their technology needs
 - c. Provide virtual desktop and software application access to students in a model that supports “any time, any place, and to any internet connected device”
 - d. Develop a plan to assist students with procuring computer hardware to support their learning
 - e. Provide effective and prompt helpdesk support
 - f. Provide high availability and redundancy for critical technology systems
 - g. Provide fast and reliable network connectivity to each college location
 - h. Offer training on technology skills for students as part of student orientation
 - i. Expand support for assistive technologies for DRA students
 - j. Support online and distance education course development and usage
 - k. Ensure high availability of open lab resources and times
 - l. Provide effective technologies and processes to enhance communications
 - 2. Eric asked if there were any questions or suggestions or ideas on any of these items.
 - a. Andrew stated that he had a lot of thoughts on the access to hardware for students. He thinks it’s great but there has to be a balance between how soon the technology becomes obsolete and it’s great to have some kind lease and return/recycle program. But then again students that don’t have access to those things don’t know how to use them anyway. Then there’s

- the training versus obsolescence factor and how fast those two things meet up with each other.
- b. Eric – It could be something that involved or it could be that we just establish better relationships to get better discounts.
 - c. Ryan – Would there be a way that if we were to offer better discounts that we offer scholarships for students who might not have... these are all questions that you're asking right?
 - d. Eric – That's another great idea. Maybe we can do something with funding from an outside group. He would like to see may our foundation help in that sense.
 - i. Any other comments or questions?
 - ii. Peggy's concern is that we're getting a little too explicit here. She asked if we could get through it a little bit quicker.
 - iii. Eric wanted to focus on 3.1.1 and the other goals are where we have been as far as activities and goals that are done.
- iii. Priority 2: Develop and maintain a reliable, safe, progressive and efficient infrastructure to support the essential functions of the College
1. 3.2.1: Enhance technology resources and infrastructure to increase and improve support for College operations while reducing the College's impact on the environment
 - a. Increase computer support positions to meet increased demands due to rapidly emerging technologies
 - b. Actively solicit input from college employees regarding their technology needs
 - c. Develop and implement a set of best practices for IT service management with a focus on change management processes
 - d. Implement security and recovery plans that include active secondary or parallel systems and backup at remote locations and between locations for critical services (e.g. e-mail, Web servers, file servers, core network, databases and financial systems)
 - e. Implement a comprehensive print management and access solution
 - f. Explore the implementation of single sign-on authentication for all College systems
 - g. Install wireless audio-amplification systems in PAC and symposiums
 - h. Implement an internal NOC

- i. Provide minimum 100Mbps WAN connections between all instructional locations
 - j. Integrate document-imaging and electronic form processing into primary business and enrollment processes
 - k. Maintain standardized technology infrastructure aligned with College and industry standards
 - l. Develop and implement a regular replacement cycles for all equipment and software according to an approved maintenance plan
 - m. Ensure all computer and communications systems comply with federal and state laws, regulations and policies
 - n. Monitor and manage direct and indirect energy consumption of all IS Assets with real time reporting and annual reduction targets
 - o. Provide continuous, reliable and secure network data storage for all college employees
 - p. Strengthen and support existing network infrastructure through discovery, documentation, and remediation efforts
 - q. Expand the use of mobile devices by college employees
- iv. Priority 3 - Provide technological solutions to increase instructional effectiveness and administrative support
- 1. 3.3.1: Enhance technology resources and infrastructure to increase and improve support for classroom instruction, including all areas of distance learning
 - a. Provide audio/video-capable portable computers with access to DRA resources for every student requesting access and migrate DRA software to domain profiles
 - b. Implement centralized scheduling for computing labs to accommodate departments outside of AIS/BUS/CIS to use the labs and also allow for open lab time for all students.
 - c. Support the updates and upgrades for the College's learning management systems
 - 2. 3.3.2: Provide administrative and student services with increased efficiency, scope and reach through technology
 - a. Develop, implement, and monitor a five year plan to address issues related to college wide efficiencies related to the current ERP/SIS (Jenzabar)
 - b. Enable 100% online registration and offer as a student enrollment option
 - c. Dedicate resources to increase the use of reporting tools
 - 3. 3.3.3: Establish, develop and deliver training

- a. Provide basic curricula for using all College wide systems
 - b. Develop an efficient solution for 24/7/365 user self-help for technology issues to include a knowledge base on common issues as well as screencasts that walk users through setup and usage of supported applications
 - c. Establish and maintain professional organization memberships, as budget allows
 - d. Provide continuous training for IS staff
- v. Mark was going to wait until fall until we start working on the plan, SPASC develop a strategic plan, have the responsible party come back to the group on a regular basis and tell us what your action plan is and what your goals are and give us a progress report on how your meeting your goals. He doesn't feel that's quite the approach we've taken in the past, we've take the approach of setting people goals for them and then saying tell us how you've met them.
1. Discussion of strategic planning and setting goals and how SPASC should direct them.
 2. Jeanne stated there are a couple of different ways to go and different philosophical positions are colliding right now. We can do a broadly stated strategic plan and ask the divisions to give the team actions plans at a later date. That way what we take to the board is more general in concept. That way we have action plans that back up the strategic plan. If the Action Plans never appear anywhere we don't have any way to look at what we as an institution have accomplished or a certain level of accountability. She feels that a general, broad strategic plan is fine but we do need to back it with specific action plans.
 - a. Eric thinks that how we do that as far as structuring it, he's in agreement but he looks at it as a communications plan as well to let people know where the college is going. If you get a very broad plan that doesn't have any details you're going to have people with very broad questions as far as what does all of this mean? Where is all of this going? It makes it a little bit more clear on these are things we can expect the college to do over time. It just makes it easier to absorb. He also understands from the process of being accountable for it, which might be a little too much.
 - b. Jeanne – Action plans can be open to the college as well. Its two different approaches to getting to the same point. She's a little uncomfortable saying everyone go off and doing their own thing and we assume it will get done. We have to have some level of communication and accountability to each other and the college in general whether its action plans or what we're

- doing here is embedding action plans in the strategic plan. We can do it either way but she doesn't feel we can just trust it.
- c. Leslie – The accrediting bodies are looking for more documentation of the process than less.
 - d. Jeanne – Absolutely, but it can be in layered planning rather than all in one place. You do have to have your planning and show that all are connected. But you can do layered or a larger big strategic plan. She is recommending to a college right now that they do layered planning because they have never planned before, so it's not sure how to do it.
 - e. Mark agrees that's why he was tentative about bringing it up. If you move to a layered approach or you direct people to develop an action plans and have them report back, it does put more oversight work on the shoulders of this group. You'll be reviewing action plans, looking at progress reports.
 - f. Jeanne – If we put action plans literally into the strategic plan, we're going to do that at some level anyway.
 - g. Mark – You're just getting it on the front end as opposed to along the way.
 - h. Jeanne also agrees with Eric that we need to come up with a consensus or we're just going to have a very interesting document.
 - i. Mark can speak for the Pillar 2 group that they are happy to do it either way. They can do it fairly quickly either way, whatever SPASC would like.
 - j. Leslie stated there are some planning templates to let people know what verbiage goes in what box.
 - k. Jeanne is comfortable either way knowing that if the strategic plan is a broad-based plan that we're all going to have action plans that fall under that. Eric's action plan is minus timelines.
3. Eric – yes to finish up Pillar 3...
 - a. Priority 2 and 3 nothing changed just renumbered. Cleaning up based on progress. He wanted to start prioritizing in reasonable timeframes because we had an aggressive timeframe in the past. New material is in the first priority.
 4. Jeanne stated at some point we need to get back to the big question. Which philosophical position wins?
 5. Eric feels it needs to be on the agenda for SPASC. Should this be on the executive team agenda or do you want to get together with Jeannie and Eric?
 - a. Jeanne – Yes, but she is very short on time.

- b. Peggy asked if this is something that the Exec Team needs to say.
- c. Jeanne sees it that way.
- d. Eric asked if this should be something we need to ask the board about. Do they want to be that explicit in the plan?
- e. Jeanne wants to think about it.
- f. Eric and Jeannie will talk about it before the next meeting.

V. Other

- a. None

VI. Adjourn

- a. Motion to adjourn by Andrew Hassard; second by Ryan Rademacher
 - i. Unanimously approved