

Northland Pioneer College
Strategic Planning and Accreditation Steering Committee (SPASC)
May 3, 2013

Members in attendance: Eric Bishop, John Bremer, Paul Clark, Blaine Hatch, Kenneth Keith, Jeannie McCabe, Debra Myers, Ryan Rademacher, Mark Vest

Advisory members in attendance: Trudy Bender, Ann Hess, Cindy Hildebrand, Jeanne Swarthout, Leslie Wasson

Guests: Colleen Readel (recorder)

- I. Approval of Minutes from 4/5/2013
 - a. Motion to approve by Ryan Rademacher; second by Eric Bishop
 - i. The vote was unanimous in the affirmative.
- II. Update: HLC Multi-site Visit
 - a. Dr. Swarthout summarized the visit. The site visit went extremely well. Visitor was very impressed. Dr. Swarthout is not anticipating any areas of developing since we have not received the report yet.
- III. Update: Portfolio Content Subcommittee Reports
 - a. Leslie – We had different teams who went through reports regarding documenting criteria.
 - i. Leslie has received 3 of 5 reports back by due date
 1. Leslie has received extensions to the other two teams.
 2. Report will be out sometime before end of term due to setback.
 3. Reports that are back from the 3 are excellent.
 - ii. Leslie asked for any questions about this process.
 1. There were none.
- IV. Review: Short List of Quality Improvement Topics – Results
 - a. Leslie shared a presentation with SPASC
 - i. She received 68 responses to the following questions.
 - ii. **Which Project Should we do for QI?** Top 4 answers:
 1. Student Service Assessment
 2. Implement IT service management
 3. Imbedding information literacy
 4. General Education Management

- iii. **Should we save as future projects if we didn't use them for the QI?** Top 2 answers:
 - 1. All ideas were viable for future projects
 - 2. We should keep in mind
- iv. The question was asked if you could vote more than once.
 - 1. Leslie set it up to prevent ballot box stuffing.
- v. Another question regarding the fact that there were 68 respondents, the responses added up to a lot more than 68.
 - 1. It was set up to click all that apply so you could vote for more than one category, but not more than one time.
- vi. It was asked to clarify what "implement IT services" meant.
 - 1. It is a service profile that takes into account the end user priorities first rather than the IT system priorities.
- vii. Ryan asked, from a person who is not a numbers person would Leslie call this representative, is this statistically significant?
 - 1. Leslie stated it is hard to tell since she set it up completely anonymous. These are the people who felt strongly enough about Quality Initiatives to get out and vote. There really isn't a way to assess this or the next one.
- viii. Blaine asked if she would you say that 68 responses was a good response set.
 - 1. Yes, she was pleased to see how many people jumped right on. The first 30 responses were within a couple minutes. The people who feel strongly about this have already voted.
- ix. **Perceptions of Partnering to assist with QI**
 - 1. A few people thought it was not a good idea
 - 2. More thought it was a good idea and suggested partners
 - 3. A few needed more information and left email addresses
 - 4. Leslie showed a spreadsheet of many responses.
 - a. Leslie will email it out if everyone wants to read the responses.
 - b. Leslie will respond to those who asked for more information.
 - 5. Jeanne was pleased that people took that much time thinking about that question and those who needed more information had some pretty good questions.
- b. Leslie asked if there were any questions about the QI survey so far.
 - i. There were none.
- c. Leslie stated if SPASC is satisfied with this range of responses, she is ready to close the survey down at this point. She doesn't feel there will be much more response at this time of year. It has been open for a week and a half and the number of responses has dropped of rather quickly.

- d. It was asked if there was a top partner that people thought would be good idea.
 - i. There was quite a bit of variety – Coconino, Pima, Diné, Yavapai, Mesa – lots of different suggestions and for different reasons.
 - ii. Leslie will email the list out if people are interested in reading it, she has a much easier to read version of it.
- e. Trudy asked who decides which one we're choosing to do as far as the QI.
 - i. Eric stated that his perception is that it seems to be a SPASC decision as far as input we received from the college.
 - 1. Trudy followed up with, when is the group going to discuss and decide?
 - ii. Leslie – that's part of why we're here today or do we need more time to read the comments? In that case, she will call for an email vote later.
 - 1. Leslie asked what makes the most sense for people this time of year.
 - iii. Jeanne – We need to have a decision on what project for us and then start talking to partners by fall. What we choose to do, will affect how and if we partner and with whom. Every community college in the state, with the exception of one, is on Open Pathway. Diné is probably not an option, unless they choose to do it because they may be on Standard Path. One of the community colleges is on AQUIP. Eastern has pulled out. The pathway situation may affect who we choose to partner with. Also, exclude Pima and Maricopa because they are so different. If we chose retention, Rio has a good retention model but it's all online.
 - 1. Leslie suggested coming up with a decision matrix over the summer that would help people review some of those things.
 - 2. Jeanne thinks that is a good idea. Looking at the list that people have come up with, there is some merit in the I-40 corridor institutions because we collaborate and share some similar demographics.
 - iv. Leslie asked for a motion of which QI project appears to be the strongest.
 - 1. ***Eric Bishop moved that we pursue the Student Services Assessment for the Quality Initiative; second by Blaine Hatch.***
 - a. Ryan appreciates the feedback and going with the majority but would like to reaffirm "thinking big" and thinks there are things in the community that are more practical and immediate benefit. He is reaffirming the GED program with the women's safe house or revamping library space and more funding there. He is happy to go with the will of the group but he just wanted to take the opportunity to reaffirm and he wasn't thrilled with the response with what people wanted to focus on for the QI. He feels we are given the opportunity to really think big here and doesn't know that it is being achieved.
 - b. Leslie thinks that there is definitely room for additional projects. His point is well taken.

- c. Trudy asked for more of an explanation of Student Services assessment.
 - i. Leslie stated there are several directions we could go. Underneath that we had in parentheses things like recruitment, retention, advising, etc.
- d. Blaine asked couldn't we do something big, along the lines that Ryan is talking about, by stretching within the parameters within that Student Services Assessment area?
 - i. Both Jeanne and Leslie responded yes.
 - ii. Eric stated that what we're looking today is the focus of where we want to go then as we pick an option we can drill down into what specifically we want to look at.
 - iii. Leslie – Yes, we're still at policy level we're not at implementation.
- e. Mark asked for the remainder of the description of Student Services assessment
 - i. Student Services Assessment (customer service, retention, advising, and similar)
 - ii. Leslie – We have the potential to add service outreach to isolated communities. We're not exactly in the design phase yet, but if we narrowed down this topic down to Student Services Assessment we still have considerable leeway and creativity in how we decide to implement that as a project and then measure our success.
 - iii. Jeanne agrees it should be big. If the focus is the Student Services Assessment area, it ties in really well with some of the retreat comments. If we combine the student retreat comments around the student service area and then think big, we have an opportunity to connect retreat thoughts with the QI project.
 - iv. Leslie asked if it would make more sense to table this vote for now and look at the retreat results and then come back and vote on the QI.
 - v. Blaine likes the idea of connecting it to the retreat survey and responses, but he's not sure that it would change his mind.
 - vi. Trudy stated that she thought Jake already had some of these plans in the works.

- vii. Mark stated that we are already piecemeal doing a number of things. As you know we're in the 1st year of Student Services assessment cycle, we're looking at retention plans, we've already implemented some but that's different than intentionally developing a strategy that puts the focus and resources of the college behind it and making it a priority.
- viii. Eric stated that it's same thing with IT service management. We plan on pursuing it anyway but again what's the focus? Where does the institution put its resources to making that happen? Student Services Assessment seems to be a large thing that would fit that.
- ix. Mark added that we haven't redacted names yet so he can't send it out yet but the most recent graduating student survey data, while it's overall positive, reinforces this.
- x. Leslie stated that it also refers to conditions that are no longer extant but...
- xi. Mark stated that is the problem with it yes.
- xii. Leslie asked the group if as part of this discussion would they like to review the retreat results or would they like to vote?
 - 1. Jeanne stated she would like to vote then review the results.
- xiii. Leslie asked for a vote of:
 - 1. ***Adopting Student Services Assessment as the overall focus for Quality Initiative***
 - a. ***The vote was unanimous in the affirmative.***

V. Review: Retreat Priorities Survey - Results

- a. Leslie brought up the retreat topics on the screen for all to see.
 - i. The chart/list was approximately 100 suggestions.
 - ii. Next chart was the Top 5 for first choice of priority
 - 1. Top was Advising: Understand Curriculum (faculty advisors, registration and help with life management skills)
 - 2. Jeanne stated that one thing we could do is have people focus on the top 5 and break out that number one Advising: Understand Curriculum to all the things we included on them.

3. Leslie added that could give us things to look at in our decision matrix too. Most of these have to do with Student Services recruiting, retention, advising, so there is a very strong current of concern with supporting our students with not only the academic side but also the student service side.
 4. Eric likes the faculty portion of the advising. Even before a student decides on a major it's good to have a faculty mentor that can answer the questions. It could help with retention as well if they are seeing an advisor but they also have a faculty advisor in the area of their major. It's an additional support for the student.
- iii. Next chart – top 4 by overall support, how many people chose for 2nd or 3rd
1. Advising: Understand curriculum (faculty advisors, registration and help with life management skills) – continues to be the strongest by quite a margin.
 2. Also significant amount of support for things like partnerships, training and also hiring a full-time grant writer.
 3. Blaine stated that as we look at these responses, this will be driving what we are doing on our strategic plan, so all of the responses would be helpful from that perspective.
 - a. Leslie stated that she and Jeanne went through and assigned a Pillar to each of the responses. They will share that list with SPASC.
- iv. Leslie – Strong current of agreement about the priorities for the college, about the ranking of the priorities for the college that will help this committee pick what to focus on first, second and third and then make a plan down into the future.
1. Jeanne – Some of these, whether they came out one or two have to be college ongoing projects. Training, for instance, is major whether its tech training or getting on top of the legal training we have to do, it doesn't have to stay on this list it has to happen regardless.
 2. Leslie stated the thing she likes about this is there is a value in the population on the training and taking advantage of training.
- v. Jeanne stated that one of the things she did like that doesn't jump out in the way we've organized the data right now, the college at retreat clearly did communicate that we are a year-round college.
1. Leslie – That shows up in the summer schedule bundle and you'll see it's a very strong first priority for everyone that we have a consistent summer schedule that meets the needs of the students who are on a fast track.
 2. Mark's opinion is that there is no place in the college where practice is more separated from how we see ourselves.

3. Eric stated that summer tends to be an afterthought. It's not a focus of the institution.
4. Leslie – When we start our strategic planning in the fall maybe we need to have a bigger discussion with the IC or the faculty senate and some other bodies about what did we mean by year-round and how does that play out in our practice.
5. Eric stated it means to him that if we're a year-round institution we put some of the same focus that we put into the other semesters that we put into summer.
6. Ann stated she was in that session and she heard that we tend to do fall & spring more heavy duty and then drop off during summer. The discussion went toward trying to help students complete all of what they need to do in two year time period without losing the summer, and then it would be continuous. We could offer classes in such a way that everybody can continue along their path.
7. Mark's question is what is driving the comment about summer? Is it about summer specifically or is it this idea that we need to provide students with a smoother regular process?
8. Jeanne thinks you'll see the answer more clearly in the details on retreat list.
9. Ann feels we really need to ask that question what does summer session mean.
10. Mark stated a number of schools have dealt with this by turning summer into a 3rd term. But schools are also dealing with it by offering 8-week classes rather than semester length classes and by reevaluating and streamlining how they are doing their developmental ed process.
11. Jeanne stated we also have a further discussion there which is do we look at how do we contract and load faculty? It's a complicated view.
12. Mark – If people say that summer is part of what we do, we have to have guaranteed availability of instruction in the summer schedule and people on contract.
13. Ann stated that the discussion wasn't just limited to that; they also discussed offering classes on weekends and later into the evening.
14. Tuition options were discussed
 - a. Jeanne's idea was the student's last semester of course work they wouldn't pay tuition.
 - b. Leslie stated there were four different finance options that would support student enrollment. There was support for those in the retreat discussions.

- vi. Leslie asked for more discussion on this material.
1. Jeanne asked if we should send this to SPASC – the whole 8-pages.
 2. Yes, Leslie will send it out. Jeanne will send out the tally pages how they were coded by Pillar and how many times something was mentioned.
 3. Eric – When it comes to year-round, faculty scheduling and loading, that doesn't mean they will be 12-month?
 - a. Jeanne – No, some faculty can be summer/spring or fall/spring or some can be year-round. It's a long discussion item for faculty.
 - b. Mark added that one of the reasons for part of the decline in summer enrollment that full-time faculty have been less willing and interested to teach in the summer. But it makes summer schedule less predictable and harder to advertise.
 - c. Paul Clark stated for his area students are trying to get a summer job in their field so the faculty would not be able to work. Many of his students would prefer a compressed semester.
 - d. Eric sees the benefit to the students in keeping them moving. The summer break can kill the momentum and can hurt retention. But as a perk to faculty, that helps too because some faculty may want to be here spring/summer and may not want to be here in the winter when it snows and others who have kids may stay traditional. You may have a lot of that variety which would naturally spread out having consistent faculty presence and consistent course offerings throughout the year. He sees it as a win-win across the board.
 - e. Paul thinks that IMO loses students just because of the fact that we don't have a summer session.
 - f. Leslie stated that part of it is our population too. When you have people under economic stress and family stress, the longer they go to school the more likely they are to have some life event derail their education.
 - g. Ann – Would it be possible to do a survey of our current students and ask them what they want?
 - i. Leslie – Sure and she asked if Ann would draft something for her.
 1. Ann said sure.
 - h. Leslie asked if there are there any other suggestions of how we should move forward with these different projects.

- i. Jeanne – two different surveys we’ve talked about.
 - i. Ann – two questions, very short
 - ii. Jeanne – The other is internal to the college – how do we do summer right?
 - iii. The question was asked, what is the cost for summer?
 - iv. Mark stated this is part of why you see us debate every year whether the centers are going to be open. There is a lot of cost in terms of staff. Most of the campus staff is 12 month for registration, etc. for fall semester. The actual cost for instruction for summer faculty is paid adjunct rate for summer. If we’re going to move to a model where you’re not locked into traditional 15 load in the fall, 15 load in the spring, does that create a different kind of contract and a different kind of pay structure?
 - v. Jeanne – That would definitely create a different type of institution. That’s why we had the retreat, to find out what kind of an institution we want to be. It has big impact on IS, it affects advising, it affects registration.
- j. Debbie – The students have the same credit limits with Pell grants and how would that affect them during the summer? Maybe we should put that in the survey from Ann.
 - i. Leslie – We should also look at our scholarship structure and see if there are ways we could offset that.
 - ii. Jeanne – There are two things here, one is Pell and one is reporting data.
 - iii. Debbie – We have to change our structure for reporting IPEDS from semester.
 - iv. Jeanne – If we define ourselves as a trimester how does that change Pell?
 - v. Blaine – From a Pell perspective you would want each semester to look and be as accessible to courses but they would all look as much like one another as possible so that you don’t use up some of your Pell eligibility on a diluted set of courses or set of options.
 - vi. Jeanne – This is a big college transformation. If we open consistent summer offerings for IMO and they can’t get Pell funding where have we put them? There are a lot of things we have to look at.

