Ken Reaves welcomed the retreat participants.

He turned the floor over to Dr. Pierce who welcomed the group.

Dr. Pierce asked that the participants introduce themselves.

Dr. Carson introduced Diane Langston, incoming chair of Learning Support, Dr. Renva Watterson, incoming chair of Humanities, and Dr. Fitzpatrick Anyanwu, Director of Institutional Effectiveness. Dr. Watterson began in her position on July 1. Dr. Langston and Dr. Anyanwu will begin their positions August 1.

Dr. Pierce announced that Carolyn Hamrick will assume the position of Director of Campus Operations for the Cartersville Campus. She will be responsible for the day to day operations of the campus. At some point, there will be a need for someone in a similar position at the Marietta and Acworth sites. In the meantime, Laura Ralston will be the contact in Acworth. Sherry Sullivan will be the second point of contact at Acworth. Dr. Catherine King will coordinate the operations of the Marietta location. Neither Laura nor Catherine will be present at these sites every day. There will be a schedule.

Carolyn Hamrick will also take a seat on the Cabinet in the future.

Dr. Pierce introduced Cathie Mayes Hudson, the guest speaker. Dr. Hudson spoke about Planning for the Future: USG Enrollment Trends and Projections (see attached bio.)

Dr. Hudson distributed handouts of the information. Planning is important for facilities and other factors.

(See attached.)

Enrollment Trends

Dr. Hudson discussed the following information:

The most important factors are Population Change, High School graduates (number, high school graduation rate, and College going rate.)

Georgia is continuing to grow into the factor and this affects what we do.

Georgia is a fairly young state (age of residents.) It is hard to predict # HS graduates in GA. There are more people coming in than moving out. We are higher than three other states in net migration.
Georgia is growing at about twice the rate as the rest of the US.

GA is between 44% and 47% in Aggregate Completion Rate for Public High Schools (see page 5.) In 2007, the baby boomlets will begin to graduate from high school and begin college. This is an opportunity for Georgia to change the state if we graduate more students from high school and get them into college.

We do not have projections for the nontraditional students who will enter college. Georgia ranks 48th in the nation in enrolling 25 to 44 year old.

The white, non-hispanic high school graduates will increase slightly with a slight dip in 2013.

(See page 8.)

If the new law regarding waivers for out of state tuition holds, the graph on page 9 will look very different.

Foreign Language, page 10, represents a dramatic change in Georgia -- proportion of citizens speaking another language at home. This dramatically affects this region.

One of the theories that developed from the statewide assessment is that you can not easily engineer enrollment.

Method and Assumptions of USG Projections. This is an internal document and has not been discussed with the Regents.

Population, Estimate and projections -- counties sending large numbers of students to GHC.

The empirical service area will grow faster than the State of Georgia.

Enrollment planning challenges

No projections about need for education by level of education. Chancellor Davis doesn’t see access as broad. He doesn’t see a problem with students traveling to take classes
  Transfer
  Graduation

Difficult to project needs by discipline
  Projections sound for specified occupations

Questions:

Dr. Shuler: Is there a correlation between population and # of students going to college?
Yes, there is. There are counties where half the population has not graduated from college. There are fewer students going on to college. There are fewer role models.

Dr. Pierce: In Floyd, Bartow, Chattooga, there is still a higher drop-out rate and a smaller participation rate, due to socio economics.

Dr. Hudson: Socio economics are not part of the projections. There are no sophisticated methods to do this. Students with lower family incomes are less likely to do well and to graduate.

Ken Reaves asked a question concerning HS dropout and graduation rates, and how that affects College tracks. By 5th grade your track in school is pretty well set. You are in a math that will lead to college prep, etc.

Dr. Pierce discussed GHC: Planning for the Future: Georgia Demographic Projection and GHC Response/GHC Vision/Mission:

See handout. Laura overviewed the information in the handout prior to Dr. Pierce's discussion.

Dr. Pierce commented concerning the Bartow School System and changes in the future.

From 2001 to 2003 we were consumed with trying to keep our heads above water in terms of finances, laptop initiatives, etc. The Bartow/Cartersville Campus was pretty much set in motion. When the capacity study came out, which was the forerunner of the population study presented by Dr. Hudson, and the Sasaki study, it was a revelation to see the capacity study. That has been behind where we are going in terms of vision and mission. We have to be focused in terms of planning. It is hard to predict who is coming and where they are going to school, but we have to be prepared for it. This segways into something I was thinking about last night and goes along with changes in the system. The point of access part of our mission is going to play a more significant role. From an opportunity standpoint it has to be where we put our focus and our emphasis. It defies any explanation why we serve so few nontraditional students. We know the laptop project affected the non traditional enrollment, but they have not come back.

Enrollment has been significant from my standpoint. As far as opportunity, it defines where we are going. It has been significant in terms of budgeting. We are here today to look at this and look at the data in light of some of the things we must do.

Dr. Shuler commented that he needs to get a handle on where we think we will be so we can prepare a budget reflecting where we need to be. We have been experiencing a significant growth. We need to get a handle on our enrollment growth and if we need to hire additional faculty where we have been using adjunct, etc.
Laura: Take population growth and then look at enrollment growth. You look at how the lines move. That is a starting point. We have grown consistently 300 students per year for the past several years.

Rob Page: What we need to look at as we look at growth, is staying up with services (tutoring, etc.) Since he has been there, the level of service at night has diminished. This supports non traditional students.

Dr. Pierce: We need to figure out how to do the other things, and grow the enrollment. We are here to enroll students. Obviously, we need to hire more faculty.

Dr. Carson talked about planning process for this afternoon and tomorrow: We are here to improve student learning at Georgia Highlands College. We are here for our students and every plan we make and discussion we have is about our students.

Topics of conversation:

Increasing Expectations
Coming year 1006-2007
Quality enhancement plan
2006-2009 Strategic Plan

She discussed a Case History: Floyd College Instructional Technology Project (ITP)

Were student learning outcomes identified for ITP?
Was there an assessment plan?
Was budget linked to project?

These are the 3 questions we should have in mind in anything we do at this institution.

European Universities Association Institutional Evaluation programme.

What is the capacity of the institution to change?
Does it simply react or is it proactive?
Is it ready to face the current challenges?

Previous reaffirmations: Dr. Carson talked about reaffirmations.

1987
Was not a good review, based on documents in her office.

1997

42 recommendations
The report, which was presented after several months, was received and the college was not put on probation.

2002

We received a request for a Fifth Year Report from a planning perspective. We received an extension of 3 months. We prepared a timeline showing what the enrollment and the budget were. We received a letter from Dr. Rogers saying no further reports were required.

Since 2002, we have been working to institutionalize accountability and effectiveness.

Fiscal planning has been a challenge for us in the recent past. The College has experienced huge growth, without additional funding, making it difficult to allocate the dollars.

- Plan drives budget.
- Evidence of input to budget planning
- Reallocations to support improvements, if necessary

New fiscal considerations

- Chancellor inquiring about cost of programs
- Funding may be reduced if costs higher than others

Reflections on planning and assessment

Dr. Carson gave her opinions on this. We have to be on the ball about doing these things all the time. It is not the job of just the president, but everyone in this room.

- This is pervasive. We have to consider every functional area of the college in planning.
- It must be systemic.
- Results implemented for document able improvements.

She discussed the SACS process

- Self-assessment due March 15, 2007
- QEP due August 2007
- On-Site visit October 2007

She asked everyone to write these dates on their calendars and talk to people in their department about it.
What is necessary?

- Satisfy list of requirements
- Present evidence of institutional effectiveness
- Present an adequate QEP

What are the pitfalls?

- Poor planning processes that become evident in QEP
- Inadequate assessment in general and QEP in particular

What lessons can be learned?

- Have lots of college input on the QEP but narrow topic considerably
- Write student learning outcomes (SLO) for the QEP
- Prepare good assessment plan for the SLOs (one that is communicable)

SACS Round Two

- Respond to report of on-site team (probably by March 2008)
- SACS Commission on Colleges meeting June 2008 – REAFFIRM!

Who’s involved?

- Leadership Team (Dr. Laura Musselwhite, chair)
- Will be a QEP planning team as we narrow the role
- Then a QEP implementation team to put the thing into progress

What does SACS want to see?

- The college has formulated a plan involving student learning outcomes.
- The outcomes are assessed
- Results are used to improve learning.

What are the benefits of reaffirmation?

- Self-analysis
- Continuous quality improvement
- Improve student learning

Where do we stand with SACS?

Early indicators positive
• 2002 Fifth-year report
• 2004 Substantive Change for distance learning
• 2005 Substantive Change for Marietta
• 2006 Substantive Change for Acworth

SACS Round Three

• Fifth-year report on the QEP due 2013
• Next reaffirmation 2018

Retreat outcomes:

Postulated some outcomes. Her thinking:

• Develop an understanding of your role in GHC planning
• Align institutional functions
• Develop signposts for the path you tread as a unit leader
• Write your own learning outcomes for what you want to achieve today and tomorrow

Retreat outputs:

• Information to stimulate Increasing Expectations
• Progress on QE identification
• Sketch for 2006-2007
• Framework for 2006-2009 Strategic Plan

What won’t happen at the Retreat?

Wordsmithing!

We have several people who are regular peer reviewers. This enhances the process we are following.

Laura Musselwhite was next:

She reminded everyone she will take up the blue sheets of paper: Notes for Summary of Day one/Group Discussion. She will take some statements from these.

She distributed “Analysis of Increasing Expectations Portion of GHC Planning Survey.” The group will discuss some of the results from the Planning Survey. (see attached.)

She discussed the information on the handout. She then referred to the Survey results summary which was distributed prior to the retreat. Each participant was asked to review the results for this discussion.
Increasing Expectations:

The first questions were designed to get people to thinking about how students learn.

She led an in-depth discussion of the survey results.

Increasing Expectations:

IE Themes:

- What does 21st century mean?
- Interconnectedness of curriculum

Laura is currently putting together a College Policy Manual. There will be a paper copy and an on-line copy.

QEP Improvement of Student Learning

QEP Themes:

- Further investigation of learning communities
- Concepts across curriculum (field experiences)
- Tutorial Center (as a seed of something – everyone sees what they do.)
- Writing (use Regents’ exam as a measure)
- Support of pt faculty
- Critical thinking --Area B classes – (model with writing, environmental science, and communications) critical thinking behaviors

Strategic Planning

Questions 15-20 dealt with the institution itself.

Strategic Planning Themes:

Judy Taylor commented that question # 20 captures a number of issues covered in this section.

There was further discussion and suggestions:

- Managed growth
- Scope of our sites
- Ideal setup
- Status of our non-traditional students
- Communications because of various locations
- Review of programs based on community needs
Laura asked the group to think about this in terms of new buildings. This will be discussed tomorrow. Phase II at Cartersville will come into play.

Judy Taylor led the summary of the day’s discussions. She asked everyone to complete the blue sheets recording themes for planning. Time was allowed to complete the forms.

Everyone was asked to share a comment concerning the various questions.

Dr. Pierce summarized by talking briefly about some of the Chancellor's comments concerning his priorities and direction and how it relates to GHC planning.

He asked for concerns and comments.

Thursday

Dr. Pierce opened with an overview of the day.

Laura Musselwhite discussed the comments recorded on the blue sheets on Wednesday.

Common themes from Day 1 Summary

1. Today I learned that...
   - Everything must be measurable
   - Planning (managed growth) is important
   - We all have a role in planning
   - Demographics are important in planning

2. As a result of what I heard today, I am thinking...

3. I am confused about...

Dr. Bruce Jones discussed job projections from the GA Dept. of Labor:

Caveats

- Jobs are not majors
- Some majors are multiple jobs
- Georgia is not our market
- Your actual mileage may vary
- No one likes labor force data

(See attached copy of Dr. Jones’ presentation.)

Dr. Carson discussed the Health Sciences program (update) (see handouts)
GHC has the only paramedic bridge program. They must successfully complete bridge program beginning in May in order to join sophomore class in fall. The success rate is two-thirds to three-fourths.

We are taking in more students into the program and the students who graduate are doing better on the NCLEX.

We are working on retention. Hopefully, we will see the results in the next couple of years.

We lose more students the first semester of freshman year and the first semester of the sophomore year for bridge students.

She discussed expenses for the program and the outside partnerships assisting with the costs.

(See handouts.)

There will be two additional positions for the college.

What does this mean?

This is a high quality program validated by external sources. This is a very expensive program.

GHC will schedule round tables and invite business leaders in the community. We will try to solicit the kind of pledges that will stabilize our funding. The Advancement Office will coordinate with AA to do this.

GHC has received ICAPP grants 3 out of 4 years. No other school has that record with grants. It is because of the pass rate. The students from our program graduate, pass the NCLEX (95% pass rate), and they go to work. The state gets their money.

Judy Taylor gave an update on the Alumni Association accomplishments (see attached.)

She gave an update on the Legacy Major Gift Campaign, annual fund, and planned giving. There was a review of the three major initiatives for the campaign.

Judy distributed the Legacy Campaign packets which are given to each volunteer assisting with the campaign.

Laura Musselwhite distributed handouts regarding the Planning Objectives (see attached.)

Dr. Pierce discussed the progress with the 05-06 Planning Objectives.
Dr. Pierce reported that there has been dialogue on the Increasing Expectations project, additional support staff has been hired. With the retirement of Carolyn Parks, Diane Langston will be director of the Student Success Centers, in conjunction with her Academic Support Chair position. Additional part-time and full-time faculty have been hired and the hiring process continues for the 06-07 year. He discussed in-depth the progress and plans for a new Master Plan for Cartersville, which will affect the Objectives related to acquiring land in Marietta and Cartersville and Phase II in Cartersville. He is hearing positive feedback regarding the name change and where the College is going. We have a niche, being the point of access. We want to strengthen degree completion at the two-year level. He prefers to use the term, pre-baccalaureate to define what we do. We are not going to compete.

To begin the process of reviewing the Strategic Plan 2006-2009, Dr. Carson divided the group into groups of five. They groups were to meet for 25 minutes. She asked them to take the Strategic Planning Objectives Floyd/GH College 2003-2006 Strategic Plan. Each group will take their corresponding Roman numerals on the sheet. Decide which are on-going and which ones need to be tweaked. How does that Roman numeral relate? (See Strategic Plan 2006-2009 Worksheet distributed to each individual.) They are looking for things that need to be prioritized for the College and how we need to link and set budget priorities. What is the vision you have for where we need to move the College in light of the information which has been discussed the past two days.

(See attached summary of the discussion below.)

I. A. on-going, assessed
B. on-going-assessed
C. on-going – assessed
D. on-going, must improve, must assess.
   1. Create programs that address global needs/language for nurses as well as courses including other cultures—perhaps something like Rheinhardt’s “Year of.”
   2. Study abroad, promote through advising, to support specific majors, seminars. (i.e., Geography course)
E. ongoing and improve—must assess, determine measures
F. ongoing, assessed

II. We’ve made progress but need to continue these objectives as stated. However, how do we know how much progress? We need to develop formal assessment measures for A, B, and C. We have redefined how we need to focus on strengthening. Target high Schools in the southern portion of our service area. Include USG association in our marketing efforts.

III. Wanted to keep all three of the bullets. We considered whether on 3B if we should add another focus, or select program. We decided to continue doing a good job with the three for now. We are happy with the campaign
strategy. Regarding the planned giving and the role of endowments and how that may supply some harder money...

B. We want to know more about our business programs to meet “identified workforce needs and community partnerships. Is this our third select area?

C. 1. Emphasis on the value that we provide re other schools. Maybe more should be made of this.
2. Get the word out re: teaching and business, plus nursing costs.

IV. Continuation of improvement of quality.
B, C, D are keepers.
Need to make sure we have the technology systems set up.

Continue to improve improving interaction with stakeholders as well as new stakeholders in new areas.

Pressing Issues:
1) Budget/allocation
2) Cultivate student/faculty/staff interaction
3) Improving student/faculty/staff ratio.

V. Continue everything on list. Wanted to emphasize the word, “managed growth.” -- demographics (mass transit, housing)
Continue looking for facilities
Continue select courses. Need to continue making services available at all campuses.

Dr. Pierce gave an overview of where the College is going for the next 3 years, so that departments can plan on how they can contribute – make goals and reach departmental goals. This would be used as a performance evaluation as well. He talked about how this fits with budget planning.

He talked about budget planning for 07/08 in November. He asked everyone to keep these priorities and goals in mind with regard to 0708.

He talked about the budget process for 06/07. The Administrators wanted to increase travel and operating budgets. As we concentrate on services and student success. We did what we could with what we have. All requests were needed. He needs to do all he can to maximize our competitiveness and give people the resources they need.

Dr. Carson distributed GHC enrollment and degree production information from the System Office. She thought it was extremely instructive regarding her talk this afternoon. (See attached.)

She discussed an overhead “FY’04 Transfer Data from USG:

UWG 132 students 3 2.82
KSU 122 students  3.07  2.72  
UGA 48 students  3.45  2.91

The first gap is transfer, the second column is GPA after transferring (believed to be a year.)

Assessment needs identified

Look at value-added assessment  
Peer institutions

We need a better list of peer institutions

Projects that need sustenance:  
- Faculty Academy (outcome driven)
- Blended classes (hybrid classes classroom, online, and other delivery methods)
- New Area B courses

Innovations at hand:  
- Pilot learning communities and FCST  
- VISTA (exponential growth) (Web CT)  
- Audio visual opportunities  
- Academic advising retrofit  
- Leadership academy

There is a difference between a good idea and a best practice. The difference is that you have assessed it.

Institutional review panels: We may be at a stage in development where we would have review panels. Promote cross-institutional collaborations, benefit from comments from users. Eventually, we need to bring in someone from another institution to give their input.

Dr. Shade said he would talk about how we would maintain and how student services would mesh with student learning outcomes. How we would go about addressing these and how we have been addressing and maintaining.

Maintain:  
1.) Continually seek to hire capable people. When you’ve got the right people, you can do a lot of things. Our emphasis this year will be on training will be customer service.

2) Hire more technologies available. There are things that can be done better and more accurately by employing the technologies that are out there. It frees us up to spend more time with students.
3) Additional cross-training. We need to do this in order to meet all of the needs of our existing staff.

4) Improve communications between campus sites.

Mesh with student learning outcomes:

1) Student Services staff has to engage in more brain-storming and strategy planning on how to mesh with student learning outcomes.

2) Student Life area will need to be more focused on meaningful student engagement activities. John has programming considerably different more educational and cultural events into the schedule. (Smithsonian exhibit, speaker’s series, a host of multicultural music and literary programs, interest sessions on different disciplines across the college) There will be more service learning opportunities, etc.

3) Counseling and Career Services have made plan s to expand the skills workshops, enhance the presence in classrooms.

4) Teaching opportunities during orientation will be expanded. (i.e., teaching students how to use the computer module for accessing their grades, schedules, and students who are able to register themselves are given instruction as to how.)

Rob Laltrello, representing Jeff Patty, gave a three-year outlook for IT in order to reach their goals:

Inventory

Technology replacement plan – four-year schedule to replace computers

Provide capable students instructions on how to register themselves.

Rob Laltrello, representing Jeff Patty, gave a three-year outlook for IT in order to reach their goals: (See attached presentation.)

Finance

Dr. Shuler opened with discussing how things are changing:

Budget development and monitoring:

Chancellor Davis’ approach:

1. No entitlements
2. Need for forecasting.
3. All fund sources important; tuition increases are a last resort.
4. Productivity/efficiency important
5. Budget is a tool for implementing policy.
1) There has to be evidence of input into the budget planning process.
   2) Reallocation of priorities.
   3) Program cost.

These are the things we will be involved with this coming year.

Budget development and Monitoring
   1) Budget request
   2) Budget allocations
   3) Quarterly financial reports

A budget officer was hired last year to assist with the budget management.

(See Attached Powerpoint Presentation)

They are asking that we provide more detail on why we need what we need. This is what you need to think about: How are you going to be able to explain your budget in a considerable amount of detail. We will have to provide more reports during the year.

We will have to do this.

Rhonda and Wayne distributed budget documents.

Dr. Pierce talked about the budget presentations held in June. We need to develop a form that everyone can use to make their requests.

Laura led a discussion of the College goals and mission.

All assessment procedures and methods must be linked to college goals. We need to go about proving how we assess our strategic plan. Where we have linked to a goal or objective – we are going to be very intentional with a goal and a planning objective and will link to both. Each department will select one of each: goal and strategic objective.

I. As with all the rest we have a recurring theme that we will continue doing what we are doing. This is a good opportunity to add additional objectives.

   A. Dr. Carson suggested that there is nothing about retention and graduation (RPG) initiative that is important in the state.
   B. Should we integrate “increasing expectations?” (Sandie Davis)

At some point, we need to think about prioritization. (Laura)

II. Other than assessing, comment concerning HS. What about our identity and how we will use that. Rob Page said we do not talk about clarifying who we are to our students.
III. b. We know what we are doing for health. There is a good story about business and we need to tell it. Partnerships with local business (internships.) What process do you go through to create internships? We could get advice from Berry. Internships are not a part of the development of curriculum per state policy.

IV and V.

Item V: Reference to Cherokee County from Item c. It was discussed that we are transitioning into a regional multi-campus institution. We are farther along than this indicates that we are. This is an evolutionary process.

Bullet added mentioning managed growth under V. President Pierce added that we need to define what managed growth is. This should be a consideration of any future enrollment management plan.

Laura said that this would be meshed and sent out for review. Then it will be sent to the Cabinet and Council for approval.

In summary, there was further discussion concerning the budget planning process.

The retreat was adjourned at 3:20 p.m.

Respectfully submitted,

[Signature]

Barbara G. Griffith
Recording Secretary
Administrative Retreat Agenda

Wednesday, JULY 19, 2006

12:00 - 1:00 Lunch – Conference Center Cafeteria

1:00 - 1:10 Welcome and Introduction of Guest Speaker Dr. Pierce

1:10 - 2:15 GHC: Planning for the Future: Georgia Demographic Projection Cathie Mayes Hudson

2:15 - 2:30 GHC: Planning for the Future: Georgia Demographic Projection and GHC Response/GHC VISION/MISSION Dr. Pierce

2:30 - 2:45 BREAK

2:45 - 3:10 GHC: Developing the PLAN and Meeting SACS Re-Accreditation Requirements History of Strategic Planning (framing our work) SACS Requirements and Linking Budget to Plan 1: Student Learning 2: Outcomes 3: Assessment Dr. Carson

3:10 - 4:40 GHC: ELEMENTS OF THE PLAN Dr. Musselwhite Planning Survey Results

3:10 - 3:40 GHC Planning: Increasing Expectations

3:40 - 4:10 GHC Planning: QEP

4:10 - 4:40 GHC Planning: Strategic Planning

4:40 - 4:50 BREAK

4:50 - 5:50 Summary of Day One Judy Taylor Group Discussion

5:50 Close Day 1 and Preview Day 2 Dr. Pierce

6:30 Dinner: Creekside Pavilion

7:30 Reception at Dr. Pierce’s Home on Lake Chatuge
Thursday, JULY 20, 2006

8:00 - 9:00  Breakfast

9:00 - 9:15  Welcome and Preview Day 2  Dr. Pierce

9:15 - 9:30  Review Day 1  Dr. Musselwhite

9:30 - 10:00  Job Projections from GA Department of Labor  Dr. Jones

10:00 - 10:15  Health Sciences Update  Dr. Carson

10:15 - 10:45  BREAK

10:45 - 11:00  Comprehensive Campaign Efforts:
Update on Legacy Major Gifts Campaign,
Annual Fund and Planned Giving  Judy Taylor

11:00 - 11:15  Review Strategic Planning Objectives
AY 2005-2006  Dr. Pierce

11:15 - 12:15  Review Strategic Plan 2003-2006
To Include AY 2006-2007 and AY 2007-2008
Group Discussions and Reports  Dr. Carson

12:15 - 1:15  LUNCH

1:15 - 2:45  GHC: Strategic Planning Leadership Panel  Dr. Pierce
Dr. Carson
Dr. Shade
Jeff Patty
Dr. Shuler

2:45 - 3:00  Review College Mission and (10) Goals  Dr. Musselwhite

3:00 - 3:45  Review Strategic Plan Group Reports
Next Steps  Dr. Musselwhite/Judy Taylor

3:45 - 4:00  Review Retreat – Closing Remarks  Dr. Pierce