

The Administrative Council met for a Mid-Year Retreat on Monday, January 12, 2004, in the Alumni Center at Berry College. Present were:

Lynn Bacon
Sheryl Ballenger
Jack Bishop
Sandy Briscar
Jeff Brown
Dr. Virginia Carson
Dr. Soumitra Chattopadhyay
Dr. Tim Floyd
Carolyn Hamrick (left at 2:00 p.m. to teach a class at North Metro)
Debbie Holmes
Dr. Bruce Jones
Wayne Jones
Rob Laltrello
Peter Matthews
Dr. Bill Mogleston
Laura Musselwhite
Carolyn Parks
Jeff Patty
Karen Porter
Ken Reaves
Dr. Barbara Rees (left at lunchtime)
Shirley Roberson
Wendy Shapiro
John Spranza
Judy Taylor
Phyllis Weatherly
Ken Weatherman
Doug Webb
Dr. Penny Wills

Absent:

Howard Brooks
Judy McIntyre
Donna Miller

Opening Remarks

Randy convened the meeting at 9:45 a.m. by thanking everyone for their thoughts and prayers in the past week with the passing of his father.

Randy continued with his remarks, "Last year we had a mid-year retreat. It was one of the more successful things we did as far as coming to a consensus on where we were and

where we were going. Judy referred back to those notes many times as far as the Foundation. The Administrative group at the college came to a consensus as to where we are going. Goals are living, breathing documents as all organizations are dynamic. I cannot recall any newspapers where there weren't any articles about higher education. Missions and goals are dynamic because the environment in which we are living is dynamic. Days like this are important so that we can come together and share information and come to a consensus, so that when we leave today we have come to terms with where we are going in the near future and the immediate tasks that must be done in order for us to meet the challenges and fulfill the goals and initiatives."

Review of agenda. Does anything need to be added to the agenda? Additions can be done as we proceed throughout the day. This is supposed to be an interactive session.

These are some of the things that I am constantly thinking about.

Name Change. Dr. Pierce announced that Sandy has set up focus groups. Sandy announced that she will send an e-mail out to everyone on campus. If you are interested, please respond. Advertising Dynamics will be conducting the focus groups. The College is not doing this. There will be groups from the community, faculty and staff. Hopefully, three or four names will come from this that will be submitted to the Board of Regents.

Dr. Pierce continued by discussing that both name change and mission are caught up in the Chancellor's Statewide Assessment. The Assessment is where the BOR enlisted a consulting firm to look at the future and help them gauge where the System will be as far out as 2020, so that decisions of the System will be made based on that.

His last conversation with Rob Watts was Friday, and Rob said that they are still talking to key Board members, legislators, presidents, where major changes may be occurring. The Chancellor is planning to roll this out at the February Board meeting. Randy will see the Chancellor Wednesday and at a President's meeting on the 20th. He will try to mention to him that we are going ahead with focus groups so that when the session was over, we will be ready to move with the name change. Randy would like to keep it out of the session, if possible, so that was the whole idea of doing the focus groups yet trying to keep it from being a political issue. When the issue is over, we can proceed with a name change. The Foundation merger is caught up in the name change as well. **These notes are updated to reflect that the focus groups are on hold until the February BOR meeting.**

Mission Update. This is also tied up in the statewide assessment. This will require a little more work, basically, filing with the System a request to change the mission, justification, rationale, and a plan for what we will do. This is sitting there waiting for us to make the request. This will not be done until the assessment information has become public.

Judy Taylor asked if this would be done as early as March. Randy responded that this will not be done until we know what other institutions will be doing in response to the

assessment. Based on what Dan Papp has told us, we would be an institution that would be given an opportunity to make a request for a mission review.

Haralson, Plan for 5% giveback, and employment concerns. It is Dr. Pierce's intention to close the Haralson Campus. The reason for doing this primarily has to do more with the future strategic directions in which this institution needs to go. It is hard to justify keeping a center open that serves 200 students when there are areas in our service area where we can serve many more students than that. It has been a wash in terms of breaking even in keeping the facility open; however, we would have to put approximately \$2 million in it over the next two years. It doesn't make sense to keep Haralson running. The personnel which have been left there will be moved to other sites. There have been conversations with everyone concerning this. Jeff is going to move Hugh Harden and there will be a place for Lillian in terms of the future. We do not know what will happen in terms of students. Obviously we would lose some of the students, but we don't know how many. We hope to accommodate as many as we can in terms of sites. We will immediately save \$215,000 in terms of expenses on a yearly basis, in addition to the other renovations that would need to be made.

Dr. Carson interjected that this should not be discussed with students or to the public. Dan Papp has asked for additional information.

Dr. Pierce continued this will be part of the 5% give-back.

Marsha Welch asked are you looking for --summer or fall. President Pierce responded that this present term will be the last. No summer or fall classes are scheduled there. The students have not been told.

Tim Floyd interjected that they are waiting on an opportunity to make a formal announcement.

Dr. Pierce stated that there will be an opportunity to talk downtown about some of these things. Georgia Tech is already laying people off. It will all start coming out. We need to make some calls to Tom Murphy and our representative down there to let them know what is happening.

Carolyn Parks asked if this will affect the WGA program. Tim responded no, that the only ones that would be hurt are the ones who do not live in Carrollton.

Dr. Pierce continued that they have looked at some of the other counties regarding population growth and high school graduation trends. If you are going to serve the most students in the service area, then Haralson would not be one of the sites.

Dr. Chattopadhyay stated, from a student's point of view, we need to tell them early so they can make other arrangements.

Dr. Carson then said that Dan (Papp) asked for information before Christmas. We have not had feedback as to what the System will advise us to do as far as completing programs of study.

Jack Bishop asked what you (Dr. Pierce) would like for us to say if someone in the community asks us outright.

Dr. Pierce responded, say the Governor and the Board of Regents has asked us to make a list of the areas where we would cut 5% of our budget, on top of the 2 ½% of the amended budget which the Governor says will be cut. As a result, we are going to have to seriously consider closing Haralson as a site.

Back in October, the System asked us to provide a list of those things that would cover 5% of our budget for 05. What you have in front of you (attached) is a list of those.

The idea is that we will not have to give back the full 5%. In that case, some of these things would come off. We have already cut an associate degree and certificate program (Interpreter Training.) This includes the salaries as well as the operating budgets. \$108,000 is saved by deactivating the Interpreter Training Program.

Closing the site at Bremen, we believe, would save \$214,000.

In some cases, this would be the worst-case scenarios. According to some of the newspaper articles, the Chancellor is going to come out pretty aggressive as far as cuts. In terms of the 05 budget, we have learned how to save the bi-weekly staff.

We have formally announced and informed the DOE that we would no longer support the salary of the Director of the Educational Technology Training Center. This has nothing to do with Judy McIntyre or the training center. We were paying out of our general fund a salary with benefits (25% or 30%) that was involved. The issue was that we can not justify paying the salary of someone who works for the DOE when we can't hire faculty to teach the classes that we need. The amount we will save, \$82,000, will not hire two faculty, but it will come close. They will be looking for another source of funds to support that salary. This could mean that they would move the center from Heritage Hall to some other location. Again, we provide technology support and all utilities. The College will continue to support the Center; we just cannot continue to support the director's salary.

There is one bi-weekly position that supports the SBDC in Rome. Again, when it comes to supporting the instructional program, and the students at Floyd College, we must throw everything else overboard to continue to support the instruction of students.

There is only one professional position remaining in Continuing Education. We are moving toward a totally self-supporting Continuing Education program. We would move that position out of the general fund. They would have to create enough revenue to support that position.

We are talking about preserving the core mission of the institution – instructional programs and student services.

We are going to eliminate the midnight shift of security at both the Rome and HH campuses. We will take the money toward the end of this year and put security systems in at HH and at the Rome campus so that we don't have to have someone there at midnight. He has always thought it was dangerous to have someone there by themselves all night. The College would get better coverage and security out of the System. The Bartow campus already has one built into the budget.

Bill Mogleston asked if the system would allow full time employees into the building at odd times. Dr. Pierce responded that there would be key people who can do this. This would eliminate the idea of a secure system. If everyone has a key and a code, then you have negated the security aspect of this.

Doug Webb responded, you would use your ID card but you can only enter one door. You can exit any door. The system records the time anyone enters and exits the building.

Dr. Pierce then stated, except for a monitoring fee, there would be no maintenance or salaries. We will pay for the security system in a year.

Sandy Briscar inquired concerning liability, should someone come on to the campus and fall in the lake. Can we ask the Floyd County police to do a drive-through?

Dr. Pierce responded that all gates will be locked. We can not be responsible for the public coming on campus since the campus is open to the public.

Last year, we moved the secretary in Student Activities to the Student Activities budget. It is supported by student activities fees. There is less money for student activities because that money is being used for the secretary's position. We are hoping that we will not have to move the director's salary.

There has been a move in terms of the computer support specialist position. We essentially lost one position in Computer Services. Hugh will move to the Rome campus to take up the slack, or wherever Jeff and Rob need him to move, possibly eventually Cartersville.

We had talked about eliminating one groundskeeper position which is now filled. Money has been placed in the utilities budget in anticipation of worst-case scenario. If that doesn't happen, then we will cut closer and hope that we would be able to go back and reclaim this at the end of the year.

Dr. Pierce then asked the group to refer to the end of the page as to how much money has to be recaptured. The vice presidents were involved in putting this together.

Hopefully, we will not have to deal with a worst-case scenario which would be 5%. We are hoping that the campuses would not have to take but 2.7%. If that is the case, then we are well within those limits. The other possibility would be that the state budget would exempt instruction.

I think it is fair to say that we will close Haralson. In terms of the future of this institution, this is the only decision we can make.

Karen Porter stated that there is one other item which was left off this list, with regard to RESA.

Dr. Pierce explained, we informed RESA before this list was submitted, that they would have to begin paying the expenses for custodial and utilities. The college was paying utilities and custodial. He can not justify paying \$25,000 in custodial and utilities. This prompted negotiation of the lease, and we have a new signed lease with them. Essentially, their cost will not be higher; however, they will have to continue to pay rent, which they thought they would not have to pay after March, 2004.

Judy Taylor added that there has not been any profit for the ten years of the lease. It has been the amount of the mortgage.

Dr. Pierce then stated that we hope they will remain there.

Other than the things discussed here on the sheet, there is no intent that there would be any other employment issues coming out of the budget issues. Dr. Pierce doesn't think we would cut any other programs or positions. Since we are bringing Bartow on line next year, this will factor into this.

Acworth. Dr. Pierce will be having a meeting with Tom Isherwood (Reinhardt College) and Sanford Chandler, the president of Appalachian Technical College, on Thursday of this week. They would like for the three institutions to go in together and open a center in Woodstock. Dr. Pierce is open to those kinds of discussions where they would share this type of facility. He has some very definite ideas about going into any lease agreements with technical colleges.

Lynn Bacon said that she has reservations about this since Appalachian is not COC accredited and we do not take any of their credits. Reinhardt could possibly do this.

Dr. Pierce responded, "I assure you this is only a relationship of convenience. This has nothing to do with credit transfers, etc."

Lynn Bacon further stated that the public makes assumptions.

Dr. Pierce responded, "We have no other choice regarding NMTC. Since we must move out of there, then we need to be where we can expand. We could probably double the enrollment at the Acworth campus, if we double the number of classrooms. Depending

on where we go, but there is not another institution in North Cobb or Cherokee. One-quarter of our students come from that area. Again, we believe that if we took the \$214,000 we would save from Haralson and put it into facilities in Woodstock or Kennesaw, then we would more than make up for any revenue loss we would suffer."

There is a Kmart down there that is vacant. The problem with renting a facility is that most of the places we might go would not have adequate parking. The most obvious kinds of places to go would be an empty Kmart or grocery store -- a store front with an empty shell with enough parking area to accommodate the space.

Carolyn Parks asked, "Would we have to have permission from the BOR?"

Dr. Pierce responded with "yes."

Marsha Welch then asked, "Would we be competing with Reinhardt as far as curriculum needs?"

Dr. Pierce responded, "It is his understanding that Dr. Sherwood is interested in a non-traditional four-year program such as offered by Shorter College."

Dr. Chattopadhyay said that one thing he sees as being a problem is the commuting (for faculty) between Bartow and Woodstock. There is no easy travel route. We will have to pay travel expenses which we do not have to pay between Cartersville and North Metro now. This would easily cost \$25,000 for Science and Social and Cultural and probably more from other areas.

Dr. Carson responded, "With creative scheduling, we can arrange some time scheduling -- Tuesday or Thursday. We could also create some space for faculty offices where faculty would be based there."

Dr. Pierce stated that he understands there would be additional costs, but with additional enrollment, then we can do some other things. The issue is that we would have a campus in that area. This is not a done deal. We have just started talking.

Another question that has been asked is will the people in North Cobb go nine miles up to Woodstock?

Tim Floyd inquired concerning Gainesville's intentions.

Dr. Chattopadhyay then stated that this particular Kmart is very conveniently located at 575 and Highway 92, to which Dr. Pierce responded certainly we are going to continue to look. We would also look towards Paulding.

Dr. Pierce stated that he does not want to be a tenant of one of the other institutions. His preference would be that three institutions go in there and negotiate with a developer and

have them build out what we need and to lease the facility. Their plan was to meet with the County Commission. The three will meet and then talk to the County Commission.

Laura Musselwhite asked, if we double the enrollment who is going to teach?

Dr. Pierce responded by saying, we have a plan – bring students and we will find faculty to teach them.

Commencement Speaker. Dr. Wills suggested Betty Siegel. Dr. Pierce responded that Betty is an excellent speaker.

Dr. Carson suggested the new president at Spellman, who is a dynamic speaker with a national reputation.

Dr. Pierce said that he is sure Phil Gingrey would speak if he is available.

Sandy Briscar suggested that we do not ask a politician in an election year.

Dr. Pierce asked for some choices – with some second and third.

Other/Questions. Dr. Pierce continued, with the announcement that the legislature starts today. The Chancellor has convened a meeting of all presidents and their Foundation Executive Committees on the 14th. On the 20th, the presidents meet. Right now, the Chancellor is supposed to address the appropriations committees on the 22nd. They are trying to get that moved to the morning of the 20th so that all the presidents can be there.

The Chancellor has been outspoken and gutsy about the budget. Dr. Pierce talked to Rob Friday night and he said that Don went after him about the Portch issue and he stood firm. He said that there is no intention on the Board's part to change that position.

He has felt that with the Adams' situation, higher education in this state has taken some shots.

Tim Floyd stated, the article in The Atlanta paper regarding the international situation pointed out the Costa Rica facility purchased by the UGA Foundation.

We will be lobbying in terms of our combined delegation for a large capital budget (\$300M) and a large amount for minor projects. The College's top priority minor project is to complete all the renovations at HH (A/C and interior.) It is in the top 5. We will be lobbying stronger this year to get that funded.

In addition, we will be talking about the impact of the budget on our institution. Sandy has done a great job in coming up with a head sheet which talks about the enrollment being up 58% (2090 in 2000 and 3300 in 2003-2004. At the same time, our budget has been cut by more than \$1.2 M which includes the 1.5% this year, but not the 2.5% for

next year. This would be somewhere in the neighborhood of 15% in just the past two years (cut.)

We have talked about some of the external funding initiatives. We will be personalizing what the statewide budget is doing to us.

Dr. Pierce received a memo dated Dec. 8 from Linda Daniels to Gena Abraham GSFIC. Sandy asked if we needed furnishing for the Bartow Center. (See attached.)

These things were not in the loose equipment budget. This plus the \$1.4 M is take care of everything except the library collection.

This will also not include staffing for the Center.

Dr. Wills asked about the bookstore. Are we continuing to look at outsourcing?

Karen Porter responded, this is still a consideration but we have backed off of it. There was some profit last year and they have satisfied the audit finding.

Dr. Pierce said that this needs to be done so they can begin planning.

Dr. Carson stated that (with outsourcing) you lose all control over your book ordering. The home office controls this. This is not an overnight cure to book ordering problems.

Marsha Welch said that if the outsourcing person does not know what is being used in the classroom, then the student orders the wrong books. This happened with on-line ordering this weekend.

Dr. Pierce said that there has only had one situation where we ran out of books. The Bookstore doesn't look good, but then we are in the process of a name change. We don't want to order anything else with Floyd College on it.

Tim Floyd asked, would the bookstores have books for all classes or just the ones offered on that campus.

Dr. Pierce responded that this should be left to the discretion of the faculty member.

Dr. Carson said that it is a problem if a Woodstock student comes to Cartersville, then the Cartersville bookstore has only ordered enough for the Cartersville students.

The point Tim was trying to make is to outsource all or manage all bookstores. Randy said that would not be a problem.

Floyd College Initiative Assessment

Dr. Carson passed out chocolate. She added that she is very appreciative that we have two persons to talk about assessment. Jack will talk about the initiatives and the plan matrix.

She continued, This is Laura's second year working with assessment. The first year she only worked with educational assessment. She will do some workshops in the spring.

We do this as an institution because we want to know the value of services we offer to our students and how we evaluate this so that when we work with parents and counselors we can show them what we do.

She then turned the floor over to Jack, who passed out copies of the 2003-2004 Initiatives and the 2003-2004 Administrative and Educational Support Unit Plan Matrix (attached.)

The Initiatives are still in draft form. The Matrix is the one we saw this summer. This lists the initiatives with the most popular #6. The next most popular is managing student enrollment, # 3. There are 7 departments pursuing this initiative.

The Strategic Initiatives must officially be approved today by the Council. Jack asked for a vote and the initiatives were approved unanimously.

Laura Musselwhite then took the floor.

She stated that she was there to give an update and a pep talk. The faculty is what she has been more familiar with. On the faculty side, they have gone through a cycle of improvements from last year. They have a much better understanding of the whole concept. They are not quite as skittish about using the form. They have more use with primary and secondary measures. They are going a little deeper. The faculty has already broadened what they are doing as far as looking at the outcome. Anywhere you can find an answer for the outcome, and not assessing one course. They have gotten a handle at looking at all courses looking across all disciplines. This group has the same concept as far as going through the process. There were questions answered about the process. It is moving in the proper direction. The workshop was a good starting point. There will be another workshop later in the spring, although there is no date for that yet, and we have gone through this in a positive way. This is an evolutionary process. It is going to take several years of working through this and we are on our way.

Aside from those comments, she wanted to talk about things we need to remember. Faculty does not have as positive an attitude as she would like for them to have. That is why this is a good reason to think about this.

- 1) Forget about the outsiders. Why you think we are doing this. We are doing this for the College and ourselves. You can't see it as a requirement. You should do it willingly or you won't get the positive results. One thing is validation. We do such a good job. We need to make sure we do a good job. Faculty is afraid to ask if they are doing what they think they are doing. With this group, it is good

business. It is program improvement. For this group it is more straight-forward – it is service for the student. For the faculty it is more personal. It is an opportunity to fix problems. Finding the issues is part of the problem. It is about investigation. It is part of a motivational thing.

- 2) There are several ways that you can motivate yourselves. It is important to realize that it is not just you – your entire staff must get on the bandwagon. Part of motivating this is the intrinsic value. One thing you can do to get people more involved is to make this part of what you do every year. One thing we have done this year is a mid-year check-up. Fixing it is the point. You find out what you are not doing or doing and you fix it. They must fix it or it is a cyclical problem. There should be some sort of institutional procedure or checkup when you turn in your report (faculty) in June. This might be motivational to have a continuous cycle of improvement. Some of these things require money and that may be an issue. With faculty maybe they can teach something longer; however, with administrators they may need something that requires a new staff member. If you document these needs and prove this, it is more likely to get into the budget cycle. The paper trail from the assessment activities can help in a practical way.
- 3) Caution. As we look at assessment activities to always look at strategic planning and institutional assessment activities. Strategic planning is about going forward. Assessment is what is going on now. It is not about what we are going to do next year; however, they are both tied together. Assessment affects the future, but do keep focused on assessment being current.

As Dr. Carson mentioned, there will be another workshop in the spring. If you have a lot of questions and are not sure about what is going on, call Laura and she can talk with you and your staff about the process.

Dr. Carson is grateful for Laura and Jack for helping us out.

Dr. Pierce stated that he wanted to talk about the initiatives, and continued by saying, this is a dynamic process. This is about where we are going and how we view the future. Assessment does go hand in hand because we have to evaluate what we do so we can answer the fundamental questions that Jack asks constantly – how do we know we are doing what we say we are doing? He, Tim, Jack, and Dr. Carson were at work on the 23rd trying to answer these questions with regards to retention and graduation rates. Why are we in the bottom half? The System staff is going to ask him this when they go in to talk about the budget. According to the Office of Educational Accountability list, Floyd College is in the bottom quarter. Our capabilities are much greater than this. These are the questions which bring into view the need for assessment.

These seven initiatives are very important to the institution. In the future, particularly with the attention to graduation and retention, we may have to give more attention to how we do that.

A lot of these were tied to one of the priorities for the campaign – Student Learning Centers. This will make a tremendous impact on retaining students. Whose

responsibility is this? Who gets what share of the pie in terms of retention? Ultimately, it is everyone's responsibility inside and outside the classroom.

He asked the group to look at the Initiatives and asked, are these still the initiatives we will be working towards? We have all been working like Trojans to work at Number 7. We need to be sure that this is what we are working towards.

From the standpoint of the staff, this is also tied to performance and evaluation and it all comes around full-circle. Especially when Dr. Pierce looks at the performance of the people who report to him, he looks at these and wants to know what they are doing in their area.

One time he was called into the president's office at GPC and they stated "we don't know what you do." We need to know what we do and be able to document it. We are going to be asked in some form and some way – tell me what you do.

Randy distributed copies of an article the Chancellor had Usha (Ramachandran) to summarize – an article by Thomas Williams. It goes along with where we are going in terms of what the future is telling us about the kind of students and how many students will be out there. You have probably heard me say that the class of 2009 will be the largest graduating class in the country. In Georgia, the largest will not graduate until two to three years later. There are issues regarding retention – 4 Conceptual keys to strategic leadership in times of change, and commitment to access. The baccalaureate degree is going to be, at some point, the degree that everyone needs. "What to build." The issue of "Lead or be led." I know when I talk about 1500 students at Acworth I see your faces. The issue is that is that if we are not proactive about what we are going to be, then someone else will determine that for us. We have to tell the System we will establish Cherokee and Paulding. We are to be the institution that will decide to offer four-year degrees. We have said to the System that we will be a regional, multi-campus institution. They have embraced that because we have made the justification and rationalization for doing that. It plays into the hands of the statewide assessment. It is lead or be led. Dr. Pierce doesn't want us to be led. He wants us to decide our future.

He stated further that it is a leap of faith, but we will figure it out.

With that, we will begin to talk about how that will fall into place. Things rarely happen the way we expect them to. Let's talk about the budget.

Comprehensive Campaign Planning Update

Judy Taylor gave an update on the Comprehensive Plan, referring to the Feasibility Study and how it relates to the name change and mission review. At the same time, the Foundations were to follow the College in a name change. The College needs a foundation that would share its identity and name and support and its mission. As early as May, 2001, the two foundations talked about collaboration. In December (2003,) both Foundations voted to merge. A resolution was passed which says they will have the

merger ready to essentially flip the light switch on so that within 30 days of an official name change the new Foundation will do the same. The two foundations want to support this college and move forward with a campaign.

The two Foundation executive Committees, Judy, Dr. Carson, and Dr. Pierce will be in Atlanta at the BOR on Wednesday. The Chancellor invited the Foundation Executive Committees and presidents to talk about the role of the foundations. With the issue at UGA, this is a discussion happening at the System level and something the College has talked about. About a year ago, Judy distributed to the two Foundation boards an article by the AGB on separation of foundations and colleges. This is happening at the System level and should happen at the institution level. The other issue is the role of the foundation to the institution and the institution to the foundation. Case law proves that where public dollars are used to pay for a salary for a person, if that person's time is spent supporting a separate legal association, then this may open the College and the Foundations up to Sunshine laws. A letter came out from the Attorney General addressing this issue. The role and issue of independence will be discussed. Judy then distributed a recommendation from the Clements Group, turn to Page 8 (see attached.) She discussed the recommendation with the end in mind. On Page 8 is the conclusion. The major gifts campaign should not be viewed as a separate isolated activity. The reference to \$4 to \$5 is referring to \$4 to \$5 million dollars. There are references to on-going campaigns. When Judy is talking about a major campaign, she is referring to major giving and on-going giving. We are talking about annual fund and planned giving. These are the more long-term goals of the campaign. Refer to Page 3 of this document, the recommendations. We have seen this before, but since we are getting closer to the countdown, the summary of findings was that most of the people said that we should proceed. Phase One will last for six months and Phase Two will last eighteen months.

Because of the name issue, we have been on hold. When Phase One of the Campaign begins, everything is ongoing for 18 months. Optimistically, this should begin in March. The first six months will be an internal process. For discussion sake, March – August of 04 would be the first six-month period. Phase Two, external campaign, would be September 04 until May 05. Phase III would be three months – June – August 05. Phase II should take us to the opening of the new Bartow facility. As long as we are close to resolution on the name issue, we can start phase I. We have been in a pre-planning phase.

Karen Porter asked how we can do better with poor internal participation. Judy responded that we can make the same pitch for our internal audience that the College will make for our external, for instance, the Student Learning Centers. We will build a case for support. We will give same level of detail to internal participants as we do to the community.

Dr. Pierce then stated that most successful campaigns hinge there being a successful internal campaign on the front end. People on the outside will look at whether the College is supporting itself. We will solicit the internal group the same as the external.

Judy continued by saying we are at 33% contributing. But 33% contribute from \$1 to \$5 and a few at \$10. We have never, as an institution, gone back to our employees to do an internal campaign. Judy has never been comfortable doing this unless we solicit the same. We have never given our employees the option to give specifically to a particular scholarship. We can go out to the external and tell them we have increased our internal giving to 60 to 70%. We can use this as a positive going out. If you have any ideas concerning increasing our internal giving, just e-mail or contact Judy. We need to be able to document and thank them properly. It may be March or May when we begin the campaign. We can make progress as long as we know the name. The other fly in the ointment would be the mission change. This would require \$2-4 million. It would be a problem to be half-way through the campaign and then go back and ask for additional \$2-4 million to change the mission. This needs to be folded into the initial request and justification.

Dr. Pierce stated that \$4 to 5 million is needed to address retention and other issues. Hopefully, all of this will come together at a good point in time. All of this will have enthusiasm internally and externally.

Judy continued with the discussion, in Phase One, one of the major tasks is to prepare our case for support. The preliminary case was prepared as part of the feasibility study. This was tested. Giving to divisional scholarships may have some enticement. She will be getting with them hoping to fine tune some of the scholarships.

Please e-mail her with any ideas.

The name change, mission review, etc. will generate a lot of questions from the community. Not is in agreement with a name change. We need to be able to say emphatically why we are doing this. The College is a regional institution that serves a larger area than Rome/Floyd County. We are appreciative and don't want to forget our tradition and history starting in Floyd – but we need to be out in the other communities in order to be successful.

Judy continued, w will have to come up with something slick—a brochure, (example.) We will be doing this in Phase One.

Dr. Chattopadhyay asked, concerning the report, have you read other recommendations to other schools that the Clements Group made and compared them with these? He is concerned that they have a standard document with the same recommendations to every school.

Judy responded, “They have a boilerplate document, but our feasibility was unique to our school. In terms of recommendations, when the USG and other private institutions met in Fall 2003, in the meeting of Advancement Officer, the question was asked how many had conducted a feasibility study since September 01. Several responded that they had.”

Dr. Chattopahyay stated further, “on page 4, asking for \$150,000 from “X” institutions.”

Judy stated that the College is not to state their goal, as this may have to be revised.

Dr. Pierce explained that someone may give several million then it becomes a larger campaign goal. The potential is there in the community.

Judy said that people are confirming what was in the report, as far as their giving. One person stated that they are glad we have done this because Shorter and Berry have done it.

Dr. Chattopadhyay commented, that when trying to tie up loose ends – the amounts do not add up.

Jack Bishop interjected, that Dr. Chattopadhyay was making a good point. You shouldn't find this kind of mistake on an expensive report.

Dr. Pierce explained that the error is simply semantics. The lead gifts will be 60% of what we can raise.

Judy Taylor explained that this document is 1/100 of what will go into this campaign. We will take this and get down to the nitty gritty.

Sheryl Ballenger gave her input that maybe this group should produce a professional document. Maybe they should be asked to correct this.

Judy responded that this document will not go out to the public. We will address this.

2004-05 Review of Budget Plan

Karen reviewed the budget. Budget: There was an additional 2 ½ give-back. We have been asked to reserve it. As soon as the legislative session closes, we will be given instructions on how to adjust. The money is in reserve. As far as next year's budget, nothing is written in stone – they have given us expectations from our enrollment. We had a hold-harmless of \$43 which ate into what we had for the enrollment portion of last year. We are starting to pick up on these enrollments. There is a two-year delay. This year we are looking at \$1.2 M if we are fully funded. The VP had a discussion as to what to do with that money – basically, we will be trying to put positions which were lost in the past and put in new positions. We have two budget cycles to get ready for Bartow – they are actually ahead of schedule – first classes in summer – staff in place this Spring to be ready to admit students.

Student Service site liaison. Wendy went to financial aid and that position was lost. We want to give back this.

Receptionist for enrollment management. These are positions lost in past which we hope we'll gain back.

A position for a part time counselor for NMTC will be put into this year's budget. This person will help with Bartow when it is open.

These are things we are aiming for, but we'll know more when we get our actual allocation letter.

Additional tutor and testing. Testing will be hired in March 2005 for the Bartow Center

Learning Support record keeper.

AV person. Since we have the 10 classrooms with computers, there is a much greater demand.

Judy needs a person in the Advancement Office to help with campaign.

We have identified 11 faculty positions.

Permanent equipment budget – general and could transfer to departments as needed.

Maintenance supervisor. The Jake Marshall contract is \$98,000 per year and we still pay for parts. We are paying for 24/7 maintenance consulting. This represents one and one-half positions to put into Bartow and approx \$20,000 for the contract.

Second piece – new funding requests. We didn't get anything last year. We hope to present a strong enough case for staffing Bartow for summer. We need four months worth of salaries for these positions. The top priority is information technology – a lot of work to do before students come in. We need a network specialist and a secretary. Library took a high priority – Debbie did a three-year plan to phase in collection. We need to hire 2 librarians and a staff position. There are two people needed in the Business office. Student development needs a counselor for Bartow, an enrollment management generalist for the hub, a clerk position for EM, a student life assistant, and a secretary for the Student Life assistant. Last but not least, we need an administrator for that campus.

Sandy inquired about other things submitted – advertising and catalog? Were these included?

Dr. Pierce responded that these will be included.

Tim Floyd commented that next year, we will need to consider what we will do about faculty computing.

Dr. Pierce stated that what we will try to do is include money in Capital Equipment that Karen was talking about. We use equipment money to buy books and computers and computer-related hubs and routers firewalls and things like that. At the end of the year, we buy a car or lawnmower. Primarily, we have the tech fee which covers all student-

related tech support as well as other infrastructure which supports student-tech issues. We will build money in so that Jeff has a recycle plan, every "X": number of years. There is a plan to do this. We will try to put \$50-\$60,000 so that we can start doing that, along with money in student fund. We will carry the student money over from year to year. Money will be carried over from 04 to 05. Computers should never be an issue with students.

To the extent that we support students, this should never be an issue.

The College has been asked to turn in the FY05 budget in three days. It should describe the budget plan for base budget. The budget base is the \$9,700,000 that we had this year including the formula money we got this year. The formula is funded 80%. They are asking us to discuss opportunities and challenges faced at the institution, reduction plan, etc. The second section details how we will use the formula funds we have earned. Last year, we earned \$800,000, and we were still part of the laptop legacy. \$550,000 was part of the paybacks we had to give last year. This year, the expectation, based on what they told us, if the legislature funds the formula at the level we are used to, we will hit in at \$1.2 M worth of formula minus the 2.5% that has to be taken back off. With that, we are going to fund the things we talked about. We will try to make some non-tenure track positions into tenure-track which will cut into the part time ratios and other issues which the division chairs have to deal with hiring part-timers. Some of these positions will go towards Cartersville because that's where we expect the largest increase in student population between Bartow and Acworth, if we do all the things we want to do. We are planning on 20-30 offices at Bartow.

The Liaison position in Bartow is an issue. We need to be recruiting down in those areas. This has been an issue for the past couple of years. Many students come to us without the recruiting activities. This would take some load off the staff in enrollment management. There are staff positions scattered throughout that has been requested. Most has to do with opening Bartow. We will ask for this money in new money. We will say to them that we are opening Bartow – enrollment is up 60% -- we don't have money to staff Bartow. Hopefully we will get some help. If we don't we will try to cover all we can – especially the essentials. The increase in student revenue will fund some of these.

Karen made the point that we need the people in place before the students come in.

Randy responded that it would be nice if the System would pay for the initial group – we will spend our money on the other things we need.

If we don't get it all, we'll have a rotation schedule for the administrators and VP will rotate.

Tim Floyd said we need advisement help in terms of retention. We will try to put these pieces in place as we go along.

As long as we can keep the enrollment momentum up, we can fund the institution.

End of year money has nothing to do with the budget. Enrollment is up for spring – we put the 2.5% back in the fall. We hope to do some things in the spring with the money that is left there. This is not money added to the budget. We will try to take care of other things so that we don't have to use the 05 money for equipment and other type things.

Dr. Wills asked if it too early to discuss how the positions at Waco will be redistributed?

Dr. Pierce responded that this was discussed earlier.

Lillian will be the Academic Support person. There would be some transition there. Will need more people to advise and monitor Learning Support and document why people are dropping out.

It has always been said, if you can retain your students, then it enhances the whole EM situation.

The other positions at Waco – Hugh Harden's position which has already been taken care of and one security position.

Karen asked if there was anything we have not thought about the budget.

Dr. Wills responded that some of the things will be discuss in the director's meeting – software – license agreements and resources needed by these offices.

Dr. Pierce stated that in terms of buying resources—we can take money out of the technology budget if it is for student technology. We will have to build budgets for those offices.

Lynn Bacon stated that T1 lines -- \$1,000 per month. Document imaging needs one by itself.

Carolyn Parks asked wasn't there discussion about bundling those?

Rob Laltrello responded that the infrastructure price has come down.

Jeff Patty commented that this does not exist now.

Dr. Carson stated that it would be desirable to do this in FY05.

Marsha Welch said that the College has to consider purchasing document imaging – we are just about maxed as to what we can do. Before we spend money on T1 lines, we need to look at this.

Dr. Pierce made the statement that it will not be perfect to start with. It will never be everything that is wanted. There was never enough in the budget – enough faculty – but that is what growth is all about. The College will always be catching up. He then assured the group that the new Center in Bartow County will open in Summer Maymester 2005.

Dr. Bruce Jones commented that when you look into the faces of the ones who have been here awhile, the institution has a history of opening locations, not campuses. The best thing Dr. Pierce said at previous retreats is that we will be multi-campus. We have opened locations and run them out of pocket. What we are saying is that we will open campuses with their own infrastructure.

Dr. Pierce responded that we will concentrate on Bartow, Rome, (Heritage is part of Rome). They are campuses – too large to be sites. We will put the people we need at Bartow, etc. This is fluid. We will not open Bartow with everyone we think we need or want. We won't open a new Acworth with that. But we will open. They may not open as a campus. But everything we open will become a campus.

Dr. Pierce asked if there were any questions. There were none.

Bartow Facility Update

Doug Webb gave the Bartow facility update circulating some pictures to give a visual. He commented that this is a good project that has done well. They are pleased with contractor, who is trying to finish this by the first of next year. This is the goal in their mind. This doesn't mean that is when we will be in. Furniture will need to be ordered. Details have to be worked out, but he is glad we have space in there. They are saying they are 30 days ahead of schedule. They could very well do this. He was there Thursday and it was raining. They had put plastic on second floor and they were pouring concrete. As far as contractor, we have lucked out and gotten the best. It will go slower once they get inside. The roof may go on in May. It will be extremely nice.

There will be about 85,000 square feet – they duplicated the AV area. We have to monitor the runoff water for the EPA. The trees that parallel Highway 20 were taken down because of the beetle blight. That was \$32,000. The water monitoring is about \$91,000.

Sandy Briscar asked who will be brought in to do the interior design.

Doug responded that Cooper Carry (Architects) will probably be brought in to do that. This will mostly be furniture and fixtures. Art is usually not funded.

Dr. Pierce interjected that if there is a contingency left, maybe some of that can be done.

Doug Webb went on to say that everything we asked for was included.

Randy further stated that we have upgraded the millwork in the library.

Doug then stated that lighting will be included.

Dr. Carson reported that, in the past month, since the steel has come up, the people she interacts with in Cartersville are thrilled with the college.

Carolyn Parks inquired concerning the status of the gin.

Doug responded that we haven't heard anything about this.

Randy continued by stating, that he has not gotten an update on any of that. Ron Reed tried to call, but that could be about anything.

Judy Taylor asked if this wasn't ready for the agenda in November.

Randy responded that he doesn't know.

Randy asked if there were any other questions about Bartow.

Ken Reaves asked if there are three floors.

Doug Webb answered that, parallel with SR 20, there are three and there are three on the Library side.

Dr. Pierce stated that he hopes to present the Phase Two so we will have bookends.

Upcoming issues/other

Dr. Pierce discussed upcoming issues by remarking that this includes how we are allowed to deal with name change and mission review and Acworth situation—what the budget looks like. He wishes they would make statewide assessment public – it gives us a lot of momentum. We are positioned, as is Gainesville – Northeast and northwest in terms of where growth is moving. Up 75 corridor, the 400 corridor and 85 corridor, towards these two institutions. This will be the momentum for the mission changes. They have accepted the name change – we may have an issue keeping it out of this legislative session, but everyone at the System office is on board with this, because the Chairman of the BOR is on board since Bartow is in his area.

Dr. Pierce continued his remarks, With a little luck, everything he reads in the paper – they will go after the Chancellor a little on the Portch thing and other issues, but that will be the extent of it. HOPE will be an issue – he hopes they take the recommendation from the commission, but everyone has to posture – Republicans will want the SAT in there. This is pretty much the governor's thing.

He stated further, that we need to continue to say how important the HOPE is to the System. The future is bright if they will let us pursue the growth that is out there.

Lynn Bacon asked if they said anything about our freshmen intentionally being given away the first year.

Dr. Carson responded that it did have some of an impact within the system. But it wasn't really that many.

Dr. Pierce stated that they do not hold it against you if they transfer to a USG institution.

Dr. Carson continued with her comment, An increasing number of two-year institutions are residential. This is a different world if you are competing against residential institutions.

Carolyn Parks asked if Dalton will move south towards Cartersville. Dr. Pierce responded that they will not.

Marsha Welch stated that there are so many people moving here from Tennessee in order to get the HOPE scholarship that Dr. Burran is not concerned with this. The Hispanic population is also an issue.

Dr. Pierce commented that GPC is negotiating a stand-alone center in Rockdale County. Waycross is growing at a rate comparable with other institutions. There were two institutions with negative enrollment – Georgia Southwestern and Atlanta Metro.

The statewide assessment says there are 11 institutions in the Atlanta Metro census area – UGA, Georgia State, Georgia Tech, West Georgia, Clayton State, Georgia Perimeter College, Kennesaw State University, and Southern Poly. If the research universities continue to approach enrollment the way they do now, very methodically and slowly, then the UGA, Georgia Tech and Georgia State are removed from the factor. There are 61,000 new students who have to be absorbed by the year 2020 in just the Atlanta Metro group.

There being no further business or discussion, the meeting was adjourned at 2:15 p.m.

Respectfully submitted,

Barbara G. Griffith
Recording Secretary

Administrative Retreat
July 15-16 2004

Present:

Lynn Bacon
Sheryl Ballenger
Jack Bishop
Jeff Brown
Dr. Virginia Carson
Dr. Soumitra Chattopadhyay
Dana Davis
Sandie Davis
Dr. Tim Floyd
Brent Griffin*
Barbara Griffith
Carolyn Hamrick
Debbie Holmes
Dr. Bruce Jones
Wayne Jones
Rob Laltrello
Peter Matthews

Donna Miller
Dr. Bill Mugleston
Laura Musselwhite*
Mary Norton (Thursday only)
Dr. Robert Page
Carolyn Parks
Jeff Patty
Dr. Randy Pierce
Laura Ralston*
Ken Reaves
Dr. Barbara Rees
Shirley Roberson
Dr. Ron Shade
Wendy Shapiro
John Spranza
Judy Taylor
Phyllis Weatherly

Absent:

Howard Brooks
Karen Porter

Dr. Ken Weatherman
Doug Webb

Dr. Pierce welcomed the new members of the team, Sandie Davis, Registrar, Dr. Ron Shade, VP/Student Development, and Dana Davis, Director of College Relations.

Dr. Pierce stated that it is good to have the new team members here. They will get a snapshot of where we have been and where we have been going.

The Year in review '03-'04

Dr. Pierce discussed the year in review in terms of the initiatives. This has been sort of a two-part process. He reviewed the process whereby in July, the Administrative Council puts together the initiatives for the coming year and in January they are reviewed. The institutional goals will be "tweaked" with the obvious goal of including the budget process as part of the planning process. There will be a discussion about how the budget will be used to achieve the goals.

The goal was to come out of this retreat with everyone being clearer on the process and how they can do a better job involving the budget in the process.

Dr. Pierce thanked everyone. We have made it another year. The last couple of years we have given back about 15% of our budget in the past three years. It has been a good year under the circumstances. Enrollment continues to increase.

Dr. Pierce: "I have been here for three years and you have heard me preach about enrollment. The issue is the enrollment this year is a perfect example of what we have been able to do for next year as a result of what we have done in terms of enrollment. Going into FY05 after they take all the givebacks for 04, is 9.M. There was \$1.2M in formula funding for the enrollment. Had we not had the \$1.2M, the faculty positions that were made permanent and the new faculty position as well as staff positions in all areas would not have been accomplished. Enrollment is important in terms of the goals and initiatives – Teaching and learning is our #1 priority. In terms of reviewing for last year, I'm not going to review initiative by initiative, but we will be talking about them in terms of what we will do next year. There are some things that will come up that will be key talking points. It will be evident in terms of how we are doing with some of the initiatives."

Are there any questions? Do we want to revisit the goals one by one?

I had asked you to read a book, "The Quiet Crisis." It is obviously provocative. I said read the introduction and the first four chapters.

We need to look at where higher education has been and where we are going. I think this can be done in the first four chapters. This is important as we go through this planning process.

I should have asked you to read "Great Expectations." Academic team, would you say that they reinforce each other – "Great Expectations" and "The Quiet Crisis?"

Sheryl Ballenger: It is interesting that everyone has been educated under the system where we don't have the personal experience. For us to affect change, we need to have the experience.

Ken Reaves: I thought it was interesting also isn't it interesting that there one system for higher education. If educators know about the different learning styles, what is the barrier to go to that? If we know if why are we not doing anything about it?

Randy: This is the point – change in education is something that bureaucracies use a lot of their energy in trying to keep from changing. I thought he was a little harsh in terms of his indictment. He wasn't so much saying what we have been doing wrong as how different people are and we need to make changes to adapt to that.

Jack Bishop suggested giving them a battery of tests to find out what kind of learning style they use. To accommodate this, you would have to offer four Introductions to Western History.

Randy: You shouldn't fixate on learning styles rather than what is happening in the country and what we need to do about it. If you fixate on learning styles and what we need to do about that, then we can't solve that in an hour. We need to bring it down to what is happening and the data we talked about. The fact is we are losing too many kids. Not just in higher education but in education generally. If you look at what both books say, we have a crisis in this country. In NW GA and Rome 42% of the kids never graduate from high school. Let's bring it down to what are we going to do to try to create a situation. If 47% never finish high school. If we are going to be the point of access, we have to figure out how we are going to make a difference.

Tim Floyd referred to Page 16: We must learn how to succeed with millions of students who we never see. African and Hispanic students who will go to college in the next 30 years...the sheer numbers alone are part of the challenge.

Randy: The book lays out what the problems are and we need to figure out what we are going to do about it.

Barb Rees: Our focus should be doing something about the numbers that are enrolled at the College.

Phyllis Weatherly: Dr. Meredith spoke at the RACSA meeting this week. Only 19% of people in Georgia have college degrees. Some of what we are talking about if students get into trouble, many do not have anyone at home to talk to. Unless we are doing counseling and intervention, then we are going to lose them. They drop out or stop out of college.

Randy: There are many learning styles, they are socially maladjusted...they come from situations that most of us here can't even imagine. Again that is sort of in terms of both this book and "great expectations and where we are in NW GA, Rome, and the USG, the easy question is how do you address the one issue...learning styles?

Lynn Bacon said that what worries her is the workforce centered education. We don't do that. The tech schools and proprietary schools do that. We don't focus on careers and workforce development. How do we work ourselves into that niche.

Randy: In order for someone to go out and be successful, they need the basic education and skills to do that. That's where "Great Expectations" is...higher education has focused on the philosophical and being education and there has been this other part of the country who concentrates on going to work...whether it is being an accountant or running a loom or a lathe...

Carolyn Hamrick: We have to be careful about workforce investment. We need to teach them to be well-rounded so they can move from one career to another because that may not always be there.

Virginia: We are not starting at ground zero at Floyd. Floyd College is in a better position to deal with what Pete Smith is saying than, say West Georgia is...at the Academic Leadership ...in the sidebar comments in Greater Expect...Not everyone at Floyd is using the techniques talked about. Two year colleges are in the trenches.

Randy: I am is not criticizing anyone, but we have to do better. We are here because of the students that we educate. There is no other reason for us to be here. We are up against the wall and change has to occur. If not, the country will be full of uneducated people who do not know what to do, and we can't compete with other countries of the world.

Rob Page: I think that there is one place where Peter Smith talks about us adapting but we need to teach adaptability as well. There is a little too much from here saying we have to all adapt. That is losing some of the learning experience.

Randy: It is a continuum.

Laura Musselwhite: Students work and you get graded for it...We talk about what we do at work. There needs to be an area where students could come to us because they want us to teach them.

Donna Miller: All I can think about is the Dental Hygiene Program. We get to select the cream of the crop. My thing is not good skills, but good birthing. Things you learn at home. I spend my time helping people get to therapy and recognizing they need therapy. I find out it is getting worse. You can't assume if you are dealing with an adult learner that they know. They don't have someone at home they can talk to -- where they may have done well academically -- but how you interact with other people. I have dealt with one side of that but there is another side.

There is a management theory that when a person comes into the workplace, they don't leave their other baggage at the door. When a student comes to us whether they are 18 or 26 years old, they bring it all with them. We've got to deal with the fact they do not come prepared psychologically or socially. This is not a perfect world. You don't have to open up their heads and pour it in. They are going to get it anyway. The world has changed in the past 30-40 years. I don't care what they do. What I have to and want to deal with is kids who need education, who don't have a clue, how we will get them through the system.

Carolyn Parks: What we often forget is the majority of the students are in transition. They want something better for themselves. They don't have the full support to get through, but they are there because they want a better life.

Mary Norton: How does our retention rate compare with other colleges in the USG and what analysis have we done?

Randy: That is the whole point. Our retention rate is not great and hasn't been great if you look at the history. We hope we are doing a lot of things and it is going up. However, in terms of the other institutions we are at the bottom or close.

Virginia: We have one of the fastest increasing rates...up to 67%...with the other two-year colleges. At least four of the other two-year have dormitories.. You have to pull that out to look at that. The schools are at the top...Gainesville and GPC draw from better-performing high schools systems.

Randy: I understand that. But when I walk into the Chancellor's office he asks why you are number 11 or number 13? I do say all of those things that Virginia just said...and hopefully we are doing better but we have to do better. Not in terms of we want to look better but what we will do in the future.

Jack: Relationships of colleges and high schools. Sociology of NW GA is it tends to underemploy. The role expectations are not that they want a good job.

Randy: That is not our piece. The people who walk into our building are the ones that did get a diploma or a GED are motivated and some don't have a clue.

Debbie: One thing we have done about it is PREP, but we need to engage the college as part of that. Before they get into our door, something needs to happen.

Randy: That is not reality. Of course we need to do a better job at K-12. They need to send us better-prepared students. The issue is what we do accept, and we don't keep them from one fall to the other. How can we as an institution do that?

Bill Muggleston: Enrollment provides more money. We can hire more faculty, but the classes are getting larger.

Tim Floyd: We have large magnets...teaching...nursing...and another is the transfer student who does not know what they want to do. We probably lose most of our students is the undecided. If we want to improve our retention, then that is an area we need to look at.

If we have an area of drawing students and we can guide you through this process to reach a goal.

Rob Page: Identifies who comes in -- something is not connecting with minorities. The challenge is we have a transient population that encourages learning.

Randy: Transfers do not count against us. That is not part of our mission. What we can't document why they come to us for one semester.

Wendy: Some with GEDs come to us and they know they need to be there but not why they need to be there.

Randy: We can talk about K-12 and what they didn't do but when a student shows up for college...and Rob has said it better than I...what do we do at that point.

Pre-nursing students are not passing biology and they are not going to make it in to the program. We are now making them accountable and telling them they need to talk to Counsel and Career and look at options.

Randy: I agree. We can't give up and not say "we need to take look." Eventually we must address that issue.

Mary Norton: I am at risk saying this..I can't tell if the majority of people think that retention is a problem at Floyd College. There are rationales of why the number is misleading so I can't tell if we are doing better. It is confusing for me.

Bruce: I think that people in this room will agree...if someone comes to us and doesn't reach their goal...it is a problem.

Tim: I think even the best teachers struggle with attendance in class. How do we make kids come to class? There are other things we can do...make notes available.

Randy: There is some other part of this institution that has to deal with. We have all talked about it. Some other part that has to be engaged...activated...to deal with the things Rob tells us we need to deal with.

Bruce: People come to us to make their dreams come true. If dreams do not come true...then we have a retention problem.

Brent: Retention definition...there are so many factors...we tend to focus on the academic issues. Grade distributions are higher than most in the system. It is something not academic but something else that is causing the problem. We are concerned...but we need to identify what it is.

Judy: Retention has a local address. Randy has started distributing "Focus" and we can't affect a lot of that but we have to deal with what we can do.

Randy: We have to document what we are doing ...we have to get a handle on the needs of this institution.

Judy: I go back to Title III; 1999-2001...we are losing students in undecided and learning support. We can find out where we are losing them.

Connectivity of Goals and Objectives

Strategic planning committee has been asked to come up with a plan a subcommittee was appointed.

Goals were reviewed...what we should do ...work on goals, work on subcategories...we looked at that...Some of the subcategories were specific to certain departments and were not to the college as a whole. Any time you are setting goals you need to have alignment and make sure everything is going in the right direction.

We know we have our mission – USG...the purpose of FC is a very good purpose...How do we get to our purpose? That is where our goals come in.

What is the direction to the purpose...what would FC look like in a perfect world situation...what do we need to do to become an elite two-year college in NW Georgia.

How do we achieve that particular purpose? Keeping the alignment in place to make sure we are all working towards the specific goal and purpose for FC? What are some of the things we need to do on a departmental/unit plan level to achieve the goals?

Assessment Planning Process

Laura Musselwhite:

First of all (flow chart) since there is a change in chronology...it isn't different..but we will walk through the process...and then I will give examples...Then Wendy will come up and help me go through a live administrative process. We have the four goals...then we have the objectives (previously called initiatives.) Then we have the team goals and the outcomes. College goals are broad...objectives are deeper and are more specific about how you can look at an objective...what you want to look at to improve or assess. Something more tangible. Then a unit team goal...is an umbrella statement...how you can summarize what your team will do. The College goals will stay the same..the College objectives shift in and out year after year... Unit team/outcomes what you will develop to get after the things you need.

The processes need to be homogenous – consistent.

Flow chart II..Unit/team process...is how you will gather your information...Unit team measure is a goal that your unit finds reasonable. Unit/team assessment State the actual data that your unit measured.

Recommended Action..if you are going to have improvement, what do you need to do to achieve the improvement.

Laura will send the powerpoint to the participants.

The Action should be a completed action. Is your data in line with your goal? How will you make improvements?

Be as clear as you can be. This goal has been completed; therefore, no action will be necessary in the next year.

Assessment Overview (next screen.)

We will revamp the reporting format but the same information will be plugged in. There will be no isolation...for instance, budget, if you have a recommended action that requires cash,. That will go into the budget planning process...It is all a matter of linking this all together. When Laura and the math people are doing math...they are doing this ...it has to be a larger goal.

Unit Plans

You are turning these in early. It is everything except the data which you cannot add yet. You know what your goal is going to be and how you will get the information.

Jack: The end of year report is due June 1. The Unit plan is due in September.

Example: Unit/Team:

I have brought in a couple of examples which are missing something...maybe we can figure out what they need.

Expected Outcomes...will be there from now on. It has not been on here up to now.

Outcome Measure is what they want to have happen.

Laura continued to discuss the example.

Mid-Year Assessment Progress Report

This is all about the recommended actions. What did you do to fix the problem?
They need to prove they are doing something.

Example: Science...

Discussed the report.

Note: Further action was not even on the form...but was included on this particular report.

They are going to guarantee consistency in developing new objectives.

The last thing I want to show you....

The print will be small so I do not expect you to be reading this.

The IT Report...they have three outcomes they looked at...

Wendy: distributed an example of the Unit Goals for the department. When there is a department above you, you must tie those together and satisfy each one.

(See attached.)

If you are satisfying the institutional objectives...if 4-5 departments are satisfying the goal, then we keep the objective but if no one in the institution is satisfying the goal, then you would not keep that goal.

Dr. Carson:

SACS Timeline

Planning begins at the unit level. The units really own what is going on at the College. You should always invite everyone to participate.

Here is a snapshot of the next four years.

(powerpoint) The clock is ticking...we have had two cycles of assessment...we are not quite finished with the second cycle.

We need to finish a second cycle successfully. Not everyone has their name on a unit plan but everyone works for a unit that has their name on a unit plan.

This cycle is essential to the future of the institution. We need the information...you need the information to make the institution operate more efficient. The assessment process is owned by the faculty...units own their assessment process.

Outcomes relate to 1) what can students know, think or do as a result of the educational process, and 2) what are student services helping students do that can help meet the goals?

We are two years out from writing our compliance report so the information gathered in the next year will be used in writing the report.

Rob Page will pick up the baton for coordinating the process. Walter Cotter is also going off for training because we need to assess our two-year career programs.

Dana Pergrem will get reassigned time to work on the technological process. Building a suitable electronic base for what we need in place.

SACS will be in Atlanta the next two years and this is good for getting training.

Mid-year report due in January. Samples will be provided in advance. In the second year from now, we must have pervasive assessment so we will know we are doing our jobs.

Floyd College is an effective institution because...

One year from now we will identify the people who will work on the compliance team. In the past the self-study has been a large group. SACS has asked that this be a small group.

SACS no longer requires the self-study analytical document done in the past. From now on, they want a descriptive report done by a small group of people in key positions in the college.

One year from now, we will identify people who will work on the quality enhancement program.

We will need to have an assessment coordinator on staff and more it support.

There is a Mid-Year report due in January 2006 for what you are going to do now. The Strategic plan will be redone...the current one is for 2003-2006. The report should be tied to institutional effectiveness measures.

Must be more consistent for us as an institution.

The Compliance Committee will be in full swing two years from now. David Carter has been assigned to us as SACS liaison. Liaisons have been reassigned.

We will have to complete the compliance and have the quality enhancement in place.

SACS will not visit us, they will look at the documents we have prepared and much will be electronic.

The on-site team will handle any areas where compliance is not in reached.

We can select the name of two individuals who will come and look at our ?

We have several who have served on SACS visitation teams...Jack Bishop, Laura will serve on one in the fall...Eddie McLeod will serve. We should take advantage of any opportunities to participate on a team if it presents itself.

They are looking at the capacity of the institution to lead, manage and the project.

Mary Norton: How do external stakeholders (employers, etc.) participate in the process?

Dr. Carson: Barb Rees does an employer survey each year. Nursing faculty make adjustments based upon that data.

Breaking news on what has been happening

HUD grant...funding for service learning and engagement for students. Community outreach partnerships. If we do not get funded this year, we can use the feedback to reapply next year.

USG has struck a deal for a survey...assessment benchmark information. Spring 2005.

\$25,000 one-time grant from GHA...will address retention in the Nursing Program.

First year nursing students often do not make the academic grade to return the second year; however, often the first semester will make or break whether or not the nursing student returns. One of the reasons the ICAPP grant was given to Floyd is because we are looking at those issues.

League for Innovation...Bridge Project...connects colleges with high schools. There is also a connection with what we talked about a while ago...Bartow County ...work with 10th graders so that we can help them with their projections for completing college. This is a redirection of what we were doing with PREP...we will cement relationships between 10th graders and potential college attendance.

Randy distributed copies of the Statewide Assessment which has been incorporated into the USG Strategic Plan. We will use this in our discussion of where we are going and how fast we will go to get there.

Campaign Training

Judy retrieved the blue sheets listing the institutional goals for 03-04 and replaced them with a two-page document. This is related to the campaign.

The strategic planning committee met about three weeks ago. Dr. Carson talked to us about the five goals with bullets underneath them. There wasn't a process to link the goals with the initiatives created each July. We needed to do that as an institution. The Committee talked about taking these goals and merging these with the seven annual initiatives. The Strategic Planning Committee set about doing this. They have produced a draft.

The document has the thought process which was used to do the linkage. Judy referred to a brochure (colored) that lists the goals.

Mary gave an update concerning the Alumni Advisory Board. She referred to the handout listing the names of the individuals who serve on the Board (attached.) These individuals will be involved in launching this campaign. She thanked everyone for taking the item to identify some of the people to serve.

She reviewed the Mission and Goals. As of the last meeting in June, they finalized the eight goals.

#2 Goal – she hopes to have a permanent section in the Focus magazine highlighting alumni activities and alums.

They are pulling nursing alumni interest group together in August. ? Group will also be coming together in the fall.

One thing that was discussed in the last meeting is that we are not leveraging FC alums to help Randy and others communicate the College's message. Four-six alums active in the Rome/Cartersville area plan to meet with Randy to talk about what is going on.

A mentoring program has come up. Phyllis and Tim have identified people on their staff to help establish this program.

The Scholarship Program

They have organized three work teams. Mary will meet with them in August. When they come back together in September, they will have the bylaws completed.

We talked about designating one day where everyone who graduated from FC wears a pin saying "I got my start at FC."

Judy updated the Foundation merger. The committee is near revision of bylaws. As soon as committee approves final version they will go out to the full board. We hope to have first meeting as a new foundation in late August.

Recap of Feasibility Process: We tested seven initiatives for \$14 million, and interviewed 64 leaders in Rome and Cartersville community. They told us what they see are the priorities for funding: Student Success Center, Scholarships, and a Center for Excellence.

We will not announce a goal until we have attained 60% of the goal we set previously. We are not going to say \$4-5 M externally at this point.

She referred to the 18-month pert chart. We are going into Phase One, and have contracted with Clements for Phase One only, July 04 through Dec. or March 05. This is typically a six-month process, and we negotiated for 9 months.

The third item under July is the prospect list. She and Mary are looking over the lists of prospects in the community – those interviewed in the FS, those we did not get to interview and wanted to interview, as well as coming up with 60-80 individuals that we will go out and meet with in an Executive Awareness Session. Those will be focused meetings with these individuals to go over the results of the FS. What is challenging, and she and Mary are concerned is that a lot of people on the list are people we do not have a

relationship with. Fundraising is all about relationship-building. We are going out to build relationships in a much deeper, more meaningful way. She referred to "Legacy" document (attached). This will be one of the documents they will take to use in the session to report the FS findings. We will not be asking for money at this point. We are planting seeds that we hope we will harvest through the process. Will likely replace a couple of photos and finalize a copy. She noted challenges.

Reaction to promotion piece.

Bruce asked if the terminology is the correct terminology. We asked the community what they wanted, not if we could raise money.

She asked about major challenges...anything that is there that is not appropriate? These were taken from the interviews.

On the back sheet "Major gifts...campaign initiatives" -- there are three.

As we move toward our internal and external campaign, we will give life to these initiatives. We will develop a nice folder to go out to the communities which describes how they can give. Will also develop an internal piece.

We will be developing our internal campaign, August to December. While we are developing and conducting internal we will preparing external campaign. By the time we complete the internal in December so that in January – March we will be in second phase, moving into external.

She referred to campaign organization.

Judy will be Campaign Manager.

Campaign Chair

Campaign Committee overlaps as Oversight Committee

Internal division

External division

Next page, Oversight Committee

(handout)

Campaign chair will be selected Feb.-March. The co chairs will be selected before that time. Chair will have given a lead gift of \$100,000 or more. We have had two such gifts in the past.

The Chief Public Relations Officer will also serve on the Campaign Committee.

The goal for the internal campaign is a participation level, not a giving level (monetary amount.)

The impact of the internal campaign -- we are going out and have never done this before, and with people with whom we do not have relationships. People we will be dealing with are savvy and they will ask what the participation level is within the college. If we can't buy into this then we will not be able to meet our goal.

Mary interjected that faculty giving is important because if you apply for a grant, they will look at the participation level. (Based upon conversation ~~with~~ ^{with} Ron Shade about his experience in Texas.)

Employee Division suggested formula (handout.)

Judy: She has never felt that the Foundation was in a position to accept the gifts and report gifts. Right now employees can give to an unrestricted fund or a scholarship fund...but it is important to give employees a choice of a scholarship fund or another fund.

Randy: In terms of most institutions, donors are going to endow one of the three initiatives. He stressed that if everything is restricted, then it is harder to go out to an external donor and asked them to endow an amount which is unrestricted. It is better to get unrestricted money from inside.

Carolyn asked if there will be a list of where Foundation money has gone previously. She thinks the faculty will ask.

Judy responded that she has not felt comfortable reporting because there was not a way to account. Part of the merger process is to move the accounting off-campus so we can begin to do a better job of being accountable.

She referred again to internal campaign goal which is 100%...our giving falls into lower tier or level of giving. Only 30% of employees give.

Ken Reaves: When would we start talking about what to do to increase the level of giving?

Co-chairs will be named. She will schedule a series of brown bag lunches with faculty and staff for general-feedback meetings. What their questions or concerns are. This will be folded in to solicitation will likely occur September or October.

Barb Rees: It is important that F&S can build a bridge to major campaign. We have faculty really tied into community leaders and would be able to facilitate a gift to Floyd College. What percent for employee giving will we use before/after taxes?

Jack Bishop: Can we meet monthly or bi-weekly amount on the form? Aim high. It is important to do something.

Randy reiterated that it is more important to have more participation than amount.

Bruce: This will take time. One hundred percent participation means a great deal to our external stakeholders.

Ken – what would be an acceptable level? Would it be 60% in 6 months as a measure that we are going in the right direction?

Bruce commented that Clayton achieved an 80% after three years. Judy reiterated that our internal campaign will be completed in December so we do not have a long time to do this campaign.

Carolyn Hamrick voiced a concern about conflicting campaigns (United Way, etc.)

Judy: I think an administrative fee on a major gift will make up the possible shift in dollars from the current level of giving to the Foundation.

Barb Rees: Do we want to make mandatory giving to the College and not specify for any one initiative?

Judy: It is important to give employees a choice.

Relationships between initiatives and the college Goals, initiatives or objectives.

She referred back to draft...what she tried to do is take 4.

Judy referred back to the article Barb Rees had referred to ...In the College's strategic plan; one initiative had to do with the campaign..one might think that is a unit plan for advancement...I hope you see through this process...whether it be an internal campaign, an external campaign...if you are serving students with soliciting giving or benefiting from it, it will take the entire College family to make this a success. Phase III we will come out of process with annual fund and planned giving.

Relationships between initiatives and the college Goals, initiatives or objectives.

She referred back to draft...what she tried to do is take the four goals and show where the three initiatives fit. This is important because if we are going to have buy-in internally we need to have an understanding of the impact these will have on the institution over-all.

Number 3 has more to do with the campaign process...through the campaign; we should increase our visibility and increase our partnerships. Goal 4 and Item D to identify community needs...again, the FS asked some questions. Clearly, 64 individuals said that we need to do a better job of consistent communication with the business community.

If we respond to the FS and do what it says, we need to do a better job.

Laura Musselwhite: When will Clements show other information that was attained in the interviews? Judy responded that it will be at the next meeting. Judy commented that when we finish we should have a very qualified list of potential donors.

FC has received a six-figure gift as a result of the Feasibility Study process. CASE standards will allow us to count that towards our goal.

Randy made an announcement that the focus groups start at the end of next week. The identity process is getting started. Ad Dynamics will conduct the focus groups.

Tim suggested putting Major Gifts campaign on the front...Judy responded that this is more to do with the results of the FS and not about raising money.

Carolyn Parks noted reference to # sites the college will have in the future.

Mary talked about the three initiatives...Judy referred back to the handout, the most comprehensive description of the three initiatives. We did this at last year's retreat and at the January retreat. The college family will have to buy into these and be passionate about them in order to be successful. We get state funding to do what we do. We do not get funding for scholarships. We get some for professional development. We get some funds from the state for a couple of these initiatives. As we go out, we need to be conscientious of the accountability of the donors as well.

Judy asked if the group thinks that the three initiatives will help us reach our goal.

Randy commented that he thought something was left out...Centers for Excellence would be another one that would go under there.

In terms of accountability, we need to internally know what these initiatives mean to us and be passionate about them. When you read the article which was part of the handouts (attached.) it talks about accountability as we go out and get donations for these initiatives.

Judy reviewed the initiatives one by one to flesh them out a little more.

Point of access for diverse populations. 60% of our first-time, full-time freshmen require remediation. If you look at Initiative #1 under the Draft Case of Support. This goes back to Spring 01-02. When we get ready to go externally, we will have a nice package showing students who talk about how they benefited from scholarships, etc. We need to put a definition to the three initiatives.

Sheryl Ballenger asked if the three initiatives were prioritized. Judy said only by the people who were interviewed in the FS process.

- Student Success Center

In their first semester many students don't know how to set priorities, time management, application of theory.

Sheryl Ballenger: We need a writing and math labor for one-on-one help and support.

Tim Floyd – we need to have a one-stop shop where we take students from the moment they have gotten into FC and id the ones that need some invasive help up-front...involve the Admission, Counseling and Career services. This needs to be available on every FC site. Pairing an advisor, tutorial, and counseling and career services – two or more people who can be the gate to the services if not providing. This will begin to help us with the group of undecided. Half the people he sees need help in deciding what they want to do.

Debbie Holmes commented that the library works very closely with the tutorial center to hand students back and forth to make sure they get what they need.

Randy: How do we define a Student Success Center? We have to bring a team together who knows how it works. We need to give better direction.

Tim reiterated that this involves bringing a team together to make sure they know who they need to make contact with.

Jack: A nontraditional student who dropped out last year had 0 earned credit. Fall to spring semester we only lost 12% of the students. We lose 30% from spring to fall. If we can have someone who can go after that, monitor the students, stay in contact, do follow-up, and retained 50 students per year it would pay that salary.

Dr. Carson: two groups have been identified that are needs – nontraditional students, and English 99. They are not a college student because they can only take music or art. English 99 is a one-course remedial English course. You write paragraphs. If you can't pass English 99, the next semester you are not a college student. The success rate in that course is 57% the first time through and it is mainly the nontraditional students who can not pass English 99. Otherwise, academics are not the driving factor. Students who do not return are across the board. Age is the only clearly discernable difference in the ones that are and are not successful.

Jack added three-year data what we may want to do with the Student Success Centers is to work with students to get through on the first try. If you don't pass remedial classes the first time, you're out. With a Students Success Center, there would be serious tutorials for students taking any remedial courses and help them pass the first time. The students who leave before the SIRS census are the older students, average age being over 28. Another thing that flies in the face of the research is that older students do well and that is not true here.

We need an intervention for this group of students.

Randy believes that it is tied to economics. That is why we need emergency fund. Many are marginal in terms of their ability to come to school. Some come to school with very little money and an old car. The car quits and they are out of school.

We can't fix all of the problems, but we can fix more if we are talking about it.

Dr. Carson: Learning support is diminishing for a category of the younger students. Fewer of the recent high school graduates need learning support. That is a cause for celebration. Every session we cancel English and math classes because we have scheduled more than we need. Floyd is the third lowest in the state with a large percentage needing learning support.

The English department is concerned that the placement score is not low enough. There are students that are questionable as to being ready for English 1101. (Tim Floyd)

Jack: Historically, this college is used to 65% of the students needing develop work, not 30%.

Judy suggested we have an alumni mentoring program to be part of the one-stop shop.

Tim suggested a common curriculum. How we deal with orientation on...we need to all sing from the same page and carry the same theme.

In terms of "The Quiet Crisis" is there anything we have learned..

Lynn Bacon, they mentioned looking hard at students when they first enter higher education. High Schools are doing diagnostics and even the ones that have good SATs show strengths and weaknesses.

Tim: Compass – people do not like the information they get back from those diagnostics.

Randy reiterated what Jack had said previously about we can pay for a lot if we can reduce the dropout rate to 10-15%.

Dr. Carson said that it is exciting that we can maybe do a pilot program where we do some testing and identify learning styles, etc...and Randy added find 50 or so what we may term at-risk and work closely with them to increase their chances of success.

This will be part of the student success center.

There was a brief discussion about using the term "Student Success Center." Tim and Randy said that even though it may not be all in one location, it will still be a "Center." Tim – we will need to easily adapt this to wherever we are.

Carolyn wondered about the name because it implies a space.

We need something that can be implemented from day-one – we don't have a year. We need to train staff.

Scholarship Initiative:

Some definition in the Draft Case based on the input at the mid-year retreat last year. We talked about emergency funds.

There was concern about students in math 99 borrowing money for two semesters.

Carolyn: May want to consider that if a student is receiving Pell, etc. if they are eligible to apply for the scholarships. Judy responded that the Financial Assistance committee already looks at unmet needs.

Tim: Whatever is raised in terms of scholarships will be endowed?

Judy: Talked about the possibility of one-half endowments and one-half for immediate awards. It will take awhile for the money to accrue at a level to award.

Anything besides division scholarships? (Judy)

In terms of The Quiet Crisis...anything in there where we might want to do scholarships differently? Barb Rees...minority..

Randy, one of the problems in terms of scholarships two things that we know is that students who come from upper socio economic backgrounds are the best students. They are the ones that go to college, stay at college and graduate. In terms of most scholarships because they are academic based, then only the best and less needy students get all of the scholarships. To me there has to be some mechanism to say here is someone with potential. There has to be resources to support those students – bridge to Hope, but it can't all be tied to academics. How do we look at the lower economic brackets to determine ways to support?

Tim: Maybe we want to target particular high schools and offer more scholarships to that school so that we may develop a better relationship with that school.

If a student takes two or three remedial courses and is earning no credit except for PE, they end up paying out of pocket and are not building college credit.

Brent commented concerning the success rate of those taking ENG 99. Dr. Carson commented that the success rate isn't based on the number of repetitions.

Bruce commented that employers want better communication skills whether the students pass or not.

Judy asked everyone to think about faculty and staff development.

In addition to the marketing materials to take out externally, we hope to have a video which will last about 5 minutes (appetizer). We want to do that the first full two weeks of class. Jeff Brown will be doing the video. She asked for help creating the video.

Judy and Randy: We currently have money coming from the state that supports two-thirds of these initiatives. As we seek private funding it is important to be accountable to our external stakeholders. We will need to demonstrate outcomes.

Wrap-up (Randy)

We are going to be talking about where we are going to be. It looks like we will be in Cobb County and Cherokee County in the next year and a half. We know we will be in Bartow. Jack will talk in the morning about data that supports us being in those locations. Read the statewide assessment. This will help you understand why we have been talking about Cobb, Cherokee, and Paulding.

Recapping yesterday

You can think of all kinds of ways to tie the third initiative to the goals and objectives of the College. Yesterday, we didn't talk that much about professional development. We should be in the business of encouraging.

1) Release time/sabbatical for graduate work/research.

If you had a pool of money where you could provide a sabbatical. Another thing is if you wanted to work on retention or learning communities, you could be released from teaching for a year. These are ways you could use the third initiative.

2) Dedicated people for work on certain objectives.

I would like to have at least one person working on how we can improve at least one initiative. We need to bring substance to it. So when we go out we need to talk about how that would improve the institution.

Judy: It was very unusual when they test professional development that it would be given such a high priority. It would be tied to accountability. Referred to Draft Case

3) Salary Update for promotion. We've been able to do some of that but it is not a given.

Dr. Carson: Two years ago we were able to do that to some extent, for a terminal degree, promotion to full professor. But there is no policy.

Comments:

Randy: Salary upgrades are one-time things.

Release time for advanced degree completion. Dr. Carson said that FC has a policy where a faculty member can apply for a sabbatical but there is no mechanism for continuing their salary at either half or full pay. Some institutions may give a half pay for a sabbatical or one semester at half pay or something tiered like that.

If we do have the opportunity to grant bachelors, then 25% of the faculty must have a terminal degree already. We will have to sustain those efforts if we go in that direction.

- 4) Sheryl Ballenger asked about possible sabbaticals for staff.
- 5) Money for conferences or to bring speakers to us.
- 6) Dr. Carson speaks of new faculty professional dev. Guidelines tied to promotion to attendance particularly in conferences. The professional growth ladder for our faculty could be supported at all levels.
 - a. Closely linked to our goals and objectives.
 - b. Quarterly faculty and staff presentations on their activities as a result/ongoing institutional effort to present to the entire institution.
- 7) Lynn Bacon referred to our old mini-grants. Is there some provision for something similar?
- 8) Donna Miller suggested diversity training, with the changes in the student body. (Chapter 6, the Quiet Crisis.) Maybe we need to engage that student that may need extra help.

Dr. Carson suggested some training which is done by AACU. These things are much better if there is a team that attends.

Donna suggested assessment training.

Scan Update:

Before 1970 somebody had a vision – a group of leadership in Rome, put it together and made it happen.

Dr. McCorkle went to CVTC and asked them to let us do their general education. He did the same thing with NM when they opened. The Bartow Center was also opened.

As I look at the counties that are to the South and East of us, these are the areas we must protect as far as this institution. If we don't someone else will. NMTC has asked us to look elsewhere for space because they need theirs back.

We and Carolyn know that five classrooms do not meet the needs down there. Since last January, when we knew NM wanted us to leave was when to leave and where to go, we have looked at that, looking at different scenarios. We called KSU and Spool and asked for help. Southern Poly has responded to that. The latest is that Dr. Pierce and Dr. Carson met with Frank Butler, Dan Papp, Lisa Rossbacher and Hornbach, Academic VP

to look at what it would look like for us to be on their campus for about 3 years until we can establish our own location in Cobb County. Awhile back us, Appalachian Tech, and Reinhardt were talking to people in Cherokee County and Woodstock. This was driven by Appalachian Tech. There was an article in the Cherokee County newspaper that the three institutions are establishing a site in Cherokee County. These things have been set in motion in terms of sites that will ensure that this institution is the multi-campus regional institution we say it should be. Dr. Pierce stated that he does not have any details on Cherokee or Cobb – it is still in the conceptual stages. In the next year, certainly both will become more operational. I feel sure it will not happen before summer 2005. It is probably our wish to stay at NMTC through spring. He would not say for sure, but it is more likely we will stay at NMTC through spring. This would be our first choice, to allow time to plan this out better. The Cherokee thing is whenever we decide to go but it won't be before we leave NM.

Key: defining who we are in terms of our service area and putting the flag in the ground, so to speak, so that we have in fact said that we are going to be the two-year point of access for northwest Georgia in these counties.

Barbara Rees: Courses taught at Southern Poly?

Randy: Right now, the thought is that we would not necessarily be there to meet their needs. They would receive some of those students who would transfer to that institution.

Dr. Carson: Will the facilitator of the focus groups have a clear understanding of what is on the horizon for the college?

Randy: It is not just a Bartow/Cobb thing – it is much bigger. The people conducting the focus groups know how I feel about the name reflecting the regional service area of the College.

This is not about creating a catchy name – it is about raising money and that the people of this region feel that it is their institution. The goal is to create an institution that is bigger, stronger, and better and can weather situations that it has been faced with in the past five years or so. The reason we survived the past five years is the populations in Bartow, Cherokee, Acworth.

Judy reiterated that raising money is secondary to the need for a regional identity and ownership of the institution by the people of the region.

Jack:

Scan Update:

Demographic locations that our students come from: geography and demography.

Fall Semester 2003 Top Ten Enrollment by Georgia County of Residence

(Included in Fact Book)

(by County)

Floyd, Bartow, and Cobb – 2/3 of our students. The line is not a coincidence that these counties follow the 75 corridor.

Where is the Population Growth: Jack pulled out those same counties. We are talking about smaller numbers but there is something going on in Paulding County.

Bartow – 36 % population growth. WE can anticipate getting a larger number of students from there. Floyd County has the slowest growth of any of the top 10 counties. Floyd will become one of the junior partners. It is surprising we draw that many students from Floyd County. Chattooga's percentage is small and it is not going to grow much. However, Cherokee is 57% change.

Student Flow Data:

Student population, grades 9-12, relative numbers of people who are in the 12th grade and will be coming out and you also see the dropout rate. You see what is happening inside the county. This is one-year data.

Student Flow Data

Cherokee and Cobb: There are a lot more people in Cobb County, and last year we raised the question of road patterns in these counties. If you think about the size of population in Cobb and Cherokee and what is going on with the highway system. In three years from opening building in Bartow, that building will be too small. As 20 are extended and the highway system develops, this will be the College of convenience.

What campuses do Cherokee Students Attend?

135 in Acworth now.
45 Cartersville
11 Heritage Hall
12 Rome
2 West Georgia

Could we be serving more students in Paulding County, the largest percentile growth?

Paulding Graduate Data

Rate of growth 516 to 696 for total students all diplomas, is almost the same proportion of 232 to 356 (Diplomas with College Prep)

Paulding Students College of Attendance

Only 216 students in Paulding County are attending system colleges in 2002.

How can we better serve the people of Paulding County?

Carolyn Parks asked about data on people in Paulding County attending technical schools.

Carolyn Hamrick: Do we know how many are coming from East Paulding and Paulding?
Jack responded that he has not been able to get that data.

Judy: Cherokee county and higher percentage of college prep diplomas granted there?
The higher percentage of Cherokee students in the USG?

Randy: Metro Counties: when you look at these things, you look at the age bracket and the socio-economic status – you find the higher socio economic group that naturally goes to college.

The most gratuitous thing that ever happened is establishing the site at NMTC. It planted that flag next to Cobb and Cherokee Counties.

Bartow may have been a given, but going further down and establishing the site at Acworth may have been the most progressive thing that happened.

Randy referred to the statewide assessment:

In the next 20 years will need another 82,000 square feet of space. Floyd College is poised in the now part of that metropolitan geographic area and the growth and coupled with the fact that we are already down on the Cobb, Cherokee, and Paulding lines is where 60% of that growth is predicted to occur. If three of the 11 institutions are research institutions and will grow more slowly and methodically, then the two-year and the other four-year institutions that are located strategically will experience the fastest growth.

Judy referred from the fourth page from the last –

Floyd is poised to go in and take our share of the growth. We need to ensure that we are growing that we have the money, the growth, and the opportunity that we need for the future. Now the question is as we start talking about the objectives – growth is only one aspect of it.

The things that will happen next year:

The name change
Completing the merger

Launching phase one
Opening Bartow
Relocating Acworth
Increased enrollment
Maintaining quality of programs

This is a lot on a big plate for next year.

Budget present and future for Floyd College:

Budget projection --- what we gave back in terms of 05 budgets at the beginning of the 05 budget was less than 5%. We thought it was going to be 5% -- it was 3 1/2 or 4%. We gave back another 2 1/2% from the 04. The thing about this budget is the payroll shift from 6/30/04 to 7/1/04 where they move the payroll from the new fiscal year to the old fiscal year (a 13-month fiscal year) which reduces our budget \$500,000. WE may pick this up in the supplemental budget. WE think we are finished giving back. Any national calamity would change this.

We have accounted for this money.

Bruce: the budget passed January, February and March 05 should be good since it is an election year.

We may get some of the \$313M the System has given back in special initiatives. The OPB would not just give it back. It would go to hire new faculty, etc. There is optimism in terms in thinking that all of the \$313M is gone.

PREP has been an issue – but if we preserve the formula and get some of it back. Then we can take care of PREP.

Additional money will depend on proven needs.

Tim asked if Randy can use the statewide assessment as leverage...yes, he can take it to Preston Smith and Paul Smith to say what we need but the System is already doing this.

As far as this budget, we have planned for the Bartow Center.—we have library books and equipment for Bartow. Technology is taken care of. We will be able to hire some people.

When budgets are distributed, you will have half of your budget released and the other half released after fall is finished and we see how the projections went.

Instead of using a 5% increase which we have been using the three years he has been there, it has been increased 10, but we have been experiencing 15%. We will reassess before January and release the rest – (Operating) Personal services has been taken care of.

We need to meet our enrollment projections and cautiously staff for Bartow once we take it over in March, but it is looking good.

We want to get the 06 needs built into the budget process.

04-05 Objectives:

Accountability issues that the USG are looking for:

(See Randy's list)

2004-2005 Institutional Goals and Initiatives:

- I. Pursue academic excellence and provide a gateway to success for all students. Move objective D to IV.
 - a. Deliver an effective core curriculum, transfer and career programs, to include academic advising and transfer/career counseling.
 - b. Provide effective developmental studies programs that facilitate the successful transition to credit-level courses.
 - c. Utilize multiple approaches to teaching and learning in all educational and student service areas.
 - d. Promote global awareness and international perspective in an inclusive and diverse institutional environment.
 - e. Improve student performance on established measures.
 - f. Improve instruction by both full- and part-time faculty by supporting professional development, engaging faculty dialogues and utilizing information from learning outcomes feedback.
- II. Redefine and strengthen the institution's identity and role in our communities.

- a. Increase participation in community boards, civic groups and governmental agencies.
- b. Increase student participation in our communities through service learning and civic engagement.
- c. Research the market and develop a viable brand position and strategy.
- d. Develop integrated marketing and communications processes and plans.
- e. Establish and/or maintain select programs to support the institutional mission and to meet identified community needs.

III. Enhance the college's competitive position for students and resources.

- a. Develop a comprehensive campaign strategy in partnership with the college foundation to include major gifts, annual fund and planned giving components.
- b. Utilize existing and develop new institutional and community partnerships to meet community workforce needs.

IV. Continue to improve the quality in all functional areas of the college.

- a. Adopt/Refine a Strategic Enrollment Plan, student-focused class schedule, and consistent academic advisement model.
- b. Conduct program reviews and college-wide assessment; incorporate findings in future planning.
- c. Evaluate, improve and infuse technology college-wide.
- d. Emphasize (insert) relationships with students and other stakeholders.

Wrap-up:

Ken will email an evaluation for the process. The results of the discussion here will be rolled out at in-service.

Meeting adjourned 1:00 p.m.