STRATEGIC PLANNING AND ASSESSMENT
Minutes
Donaldson Lecture Hall – 3/22/2016

In attendance: ☒ Bingham, Daniel  ☐ Hartman, John
☒ Adams, Julie  ☒ Hickox, Chad
☐ Block, Jeff  ☒ Kiesling, Robyn
☒ Brown, Michael  ☒ Lannert, Mary
☒ Clinard, Jan  ☐ Peterson, Curtis
☒ Dendinger, Rick  ☐ Sacry, Sandy
☒ Dubbe, Della  ☒ Stearns-Sims, Elizabeth
☒ Fillner, Russ  ☒ Zimmerman, Joe

Recorder: Summer Marston

Update on All-Campus Accreditation Questionnaire
Survey went out yesterday morning, received 33 (out of about 100) responses as of this morning. Open through April 1, then will bring results back to SPA. Approaching Year Seven from all-campus perspective to determine where gaps may be. Sent to all full-time staff, part-time staff, and full-time faculty (not adjuncts). Mike will adjust his list to ensure the email also gets sent to Administration.

Input on All-Campus Accreditation Meeting-April/May
After input is received from questionnaire, Chad will sit down with individual groups to review the questions to help people align their thoughts. Will be addressed during spring institutional development days, include faculty, staff, administration. Chad asked that things that need to be addressed be sent to him and Mike. Will be several points of contact to prep for the visit. The timeline plots out two more additional all-college meetings, maybe others will be added. Meeting originally planned for April will be on May 9-10 instead. Another likely in the fall (maybe at the airport campus in October during MEA-MFT) and then the all-campus meeting in January. Will have additional conversations on a smaller scale.

NWCCU Assessment Rubric
At the May meeting, will review where programs are on the rubric, Academics first because evaluators pinpoint on student learning outcomes. Will drill down in every aspect, feature prominently in the individual department meetings, as well as big discussions. Evaluators will dissect the self-study per their responsibilities, and will extract out what they are responsible for and who to visit with, then will interview those people and request documentation.

Update on Institutional/General Education Learning Outcomes Assessment
Focusing on two institutional competencies each semester. All six will be reviewed every year and a half. This year doing quantitative reasoning and communication, lines up with Gen Ed learning outcomes. Working with writing and math faculty, plan set in motion. Started last fall, but there were issues, so reworked with faculty this year. Math assessment implemented in the fall, again in the spring with dual credit partners, to develop a rubric. Will add one question per course to an assignment, responses will be sent to HC faculty to grade off the rubric. Determining what to focus on for fall of next year, need ones that line up with institution competencies (maybe information literacy). Need to assess at
course, program, and institution level, then show history, continuous assessment, and improvement. Need multiple overlapping approaches. Picture will be more complete because we many projects in place to capture the info.

**FY17 MUS Performance Based Funding Results**
Info was presented at last Board of Regents meeting. Shows HC performance-based funding allocation for FY17 using data from last year. Mike encouraged the group to look at the document in depth, but gave quick overview. Allocation is based on FTE. HC hit minimum, so will receive 100% of performance-based funding. Also shows comparison of FY15 with FY12-14. Two important metrics are degrees/certificates awarded and retention rates, both of which slipped a little. Secondary categories helped the College meet the minimum. HC was down a little in underrepresented or at-risk populations (bonus points).

Performance-based funding percentage may increase through legislature – could be new money or reallocated. Too early to know. Looking closely at retention and completion for next year. MUS wants increases in Dual Enrollment which is counted a little differently (total duplicated head count, so same student counted more than once if in multiple DE classes). Overall, half a million dollars which is very significant to the institution. Mike thinks DE will be a little over 600 for next year and that 240 completions which will be over three-year average of 235. Discussed creating more DE classes that are not standalone but taken in conjunction with other DE classes. HC’s remedial rate is good for the state, but abysmal number at 47% (nationally is low 20s). Need to analyze – has student dropped out altogether, gone to different courses, etc? HC gets points if student transfers. Data shows average between math and writing – math was 40% and writing was 60%. Trying to improve with cohort models to provide additional communication, support, block schedules, etc. Need multiple solutions/measures. Creating General Studies degree option may help.