

**Annual Planning Retreat
Jabez, Kentucky
November 8-9, 2004**

Participants representing the Staff, Faculty, and Administration of Somerset Community College met at the Kentucky Leadership Center in Jabez, Kentucky, on November 8-9, 2004, for the Annual Planning Retreat. Participants, under the direction of Dr. Barbara Jones, took part in exercises designed to encourage thought and interaction in order to develop effective institutional goals and objectives for the 2005-2006 planning and budgeting cycle as well as into 2010.

Monday, November 8, 2004

The Students – The Economy – The Programs – The Budget

Snapshot reports delivered through PowerPoint slideshows addressed “Where do we want the College to be in three to five years and how are we going to get there?” Follows are report highlights:

Student Services (Dean, Tracy Casada):

1. FTE (full-time enrollment) is dropping. The CPE (Council on Postsecondary Education formula requires all credit hours be divided by 16 (not 12).
2. The female population is increasing faster than male population.
3. The number of minority students has dropped.
4. The Fall 2004 enrollment exceeded the goal from 2% to 3.6%.
5. There is an increase in students over the age of 25.
6. Student retention is dropping (includes both full-time and part-time credential-seeking students).

Community and Economic Development (CED Chief, David Wiles):

Note: At a 3% unemployment rate, most anyone who wants a job can get one.

1. Our region ranks second in GED numbers in the state.
2. The area does not have a large enough skilled labor pool.
3. Workplace skills needs are changing.
4. There is a need for more truck drivers and mechanics.

5. The unemployment rate for our region is 4.3%. (Lower than the nation and state rates.)
6. The fastest growing jobs are the lowest paying jobs.

Instructional Program Overview (Provost, Dr. Tony Honeycutt):

1. Enrollment trends indicate SCC will plateau. The following questions were posed to emphasize the significance of the answers to the planning process.
 - Do we want to plateau and at what point?
 - What is the current student pool?
 - What are new ways to attract students?
 - What is the ideal size of the College?
 - Does SCC realize its potential or capacity?
 - Do we have room to grow?
 - Are we offering what students want?
 - Are we offering what industry wants and when they need it?
2. Capacity encompasses more than just the number of seats, especially in technical programs.
3. There is emphasis on increasing access to SCC through MOAs (Memorandums of Agreement) with other colleges.
4. A decrease in Gen Ed and Technical enrollment is noted for 2003-04.
5. CED (Community and Economic Development) is carrying more load.

Key Performance Indicators Overview (IE Director, Dexter Alexander):

(Refer to *Key Performance Indicators – Fall 2004* booklet.)

1. The headcount of students who enrolled in a for-credit credit course increased by 1.8% (from Fall 2003 of 5751 to Fall 2004 of 5854).

Campus Climate and Student Satisfaction Surveys (IE Coordinator, Tracy Tucker):

(Refer to *Somerset Community College – Campus Climate and Student Satisfaction Survey Results Fall 2003-Fall 2004*)

1. Some statistics were reported in a weighted format using a scale of 1 to 4 – similar to a g.p.a. rating – to more simplistically present the survey results.

FY05 Budget Overview: (Tim Zimmerman):

2. There has been a shortfall in tuition revenues.

3. Expenditures are currently on target (at 31%).
4. The fallacy: It may be in the budget, but not be in the bank.
5. There is a dollar tie-in to summer school.
6. SCC spends more than 50% (52%) of budget on instruction.
7. If you want money, ask for it before you need it through the budgeting process. [A good example would be budget planning frequent travel required between campuses.]

Follows are highlights of the discussion and questions that were posed following the snapshot reports:

1. How do community colleges stack up with their adjunct faculty? The goal is 60/40 at the university level.
2. How will our State budget situation impact us?
3. Our utilization of space, some classes will never fill up.
4. Unemployment figures differ from county to county, example, McCreary is different than our other counties.
5. How can we fill Gen Ed classes?
6. The “over 25” students should be marketed.
7. Experienced a dip in Perkins funds this year ... want ideas on how to get undeclared or pending students back.
8. Retention: how can we increase it and better understand it.
9. Our planning focus need not only look internally, but we must also target areas outside.
10. We want retention and paying students to increase.
11. What external resources do we need to bring into the picture?
12. Enrollment: what are the target populations for Gen Ed and Technical?
13. Programs: we want to explore the needs and wants of technical students rather than just canvassing local business and industry.

14. We want a better feel for the emphasis coming from the system level.
15. We need and want more flexibility in class scheduling.
16. We want more university (4-year) programs.
17. Scheduling issues, such as overlap, limit student opportunities.
18. Retention: target emphasis on the market of potential students who want to look for a new career, not just a new/different job.
19. How do we meet the technical needs of our Centers?
20. If we want to maximize opportunities, we need a task force to look at needs assessments so we can meet them, such as the unskilled workforce. Someone needs to be responsible to find out the information.
21. Retention: are we offering the services the students need, such as, financial, etc.?
22. Communications: we require internal connections that will bring us to where we feel like we are one college.
23. We are growing in numbers and sights; there is a need for additional IT folks.
24. Capacity: why are students not getting into the programs they want? For example, a limitation would be 150 potential students for 50 seats in an Allied Health program.
25. Undecided students: how can we influence these people?
26. Technical world: our College has the opportunity to help the entire region with technology.
27. First, we need to determine the number of students that make a particular class appropriate. Then we can determine how to retain students we start out with.
28. We should consider today's discussion as positive steps forward while looking back to where we have been.
29. The KCTCS decision to charge students by the hour does not conflict with the full-time enrollment count.
30. Schedules are a big issue for students. Some students will not enroll or firm up their classes when they are unsure of the instructor; example, course catalog lists "staff" as the instructor.

31. How do we best analyze the data we collect. What are the relations to these different data findings?
32. A need exists for more evening classes, especially for industry workers.
33. We have grand plans, but no quality control.
34. We are above the national average in full-time faculty and number of adjunct staff.

After a breakout of small group discussions. the following four areas of major emphasis were identified. The acronym C.A.L.L. represents the four points: Communicating, Access, Learning and Leadership.

Communicating:

- one college vision with a unified name
- cohesiveness
- vision and mission
- listening
- transparency
- external communication
- marketing
- teamwork
- Communicate information from the top down and the bottom up

Access:

- advising
- responsive
- high schools
- district/state/regional
- B&I/CED
- Scheduling, time and space
- flexible
- retention

Learning:

- aligned
- customized
- flexible
- development
- responsive
- B&I/CED
- learning focused
- district, state, regional focus
- advising

Leadership and Skills:

- technology use and literacy
- external funding
- teamwork
- policies and procedures

The following potential barriers and possible solutions were identified as having an affect on the four major areas of emphasis. (Points are briefly stated.)

Communicating:

Barrier:

Distance

Solution:

More visits between campuses (administration level and faculty)

Barrier:

History

Barrier:

Lack of voices from all constituencies

Solution:

Broad-based community survey

Barrier:

Insensitivity of need to be inclusive

Solution:

Bonding

Unified, non-inclusive name

Barrier:

Unfamiliarity with job

Solution:

Each employee needs to be aware of position

Review of charter and job description as they relate to the college

Barrier:

Lack of management skills and communication

Solution:

Professional development

Computer use and skill level

Barrier:

Lack of trust

Solution:

Team building workshops

Barrier:

Slowness of communication

Solution:

Increase number and frequency of newsletters

Accessing

Barrier:

Accurate advising to students

Solutions:

More centralized advising

Knowledgeable advisors

Encourage student ownership

Listen to students and each other

Help students with establishing goals

Reach-down advising

Barriers:

Scheduling

Solutions:

Vary times for classes

Morning, afternoon and evening classes

Alternate scheduling (m,t,w,r/weekends)

Spread out the schedule

Accurate and complete schedule information

Barriers:

Retention

Solution:

Financial aid options

Intervention by faculty early in semester (mid-term is too late)

Barrier:

Diversity

Learning

Barrier:

Creating new programs (Kentucky Plan)

Solution:

Recruiting and hiring more African-American faculty

Barrier:

Process of course approval at KCTCS

Solution:

More local autonomy

Barrier:

Lack of basic skills in reading, writing and math

Solution:

Discuss with middle/high school teachers about gaps

Professional development for developmental course faculty

Innovative teaching techniques

Developmental students should postpone declaring a major until skills are built up

Communicating more between technical and transfer faculty

Barrier:

Lack of number of 200 level courses on schedule

Solution:

Encourage more 200 level courses

Leadership and Skills

What is leadership? *“Influencing others to go in the direction you want them to go.”*

Barrier:

Not using available technology/communications media

Solution:

Part of individual's planning goals

Incentives

PD on using technology

Barrier:

Low participation in PD

Solution:

Supervisor accommodation

Offer same PD at more times, locations, formats

Incentive

Barrier:

Computer literacy for faculty/staff/students

Solution:

Mentoring

Tuition-free SCC class

Required PD opportunities

Specifically developed classes

Barriers:

Teamwork issues

Communication

Management and supervision skills

Tuesday, November 9, 2004***BUDGET PLANNING – PROPOSED NEW PROCESS FOR 2005*****2005-2006 Planning and Budgeting Vocabulary**

- planning units
- unit planners
- tie teams (tie=the institutional effectiveness)
- tie mentors
- resource request
- budget recommendations workgroup (5=equipment, space, personnel, computers, professional development)
- budget hearings
- budget coordinating reviews

Why is the Planning Retreat in early November? Answer: Because of the April 15th deadline to submit the SCC budget to KCTCS.

- Planning Units (resource request begins here – January)
- Budget recommendations workgroups; (5) will meet as one entity
- Budget hearing will be scheduled (allows a personal meeting; attendance is optional)
- Budget coordinating review committee
- Data will be compiled into a spreadsheet
- Final SCC budget review by CFO (Zimmerman)
- Business office will distribute a written reply notifying final action on budget item. (feedback loop)
- Submit to KCTCS

The request writer should indicate the source of funds if there is knowledge. Usually Perkins funds are utilized first and then regular funds are used.

Maintenance contracts are due to expire on new buildings and equipment. The contracts were built in to original building contracts. These must now be factored in to the budget for upcoming year.

Institutional support funds are for unexpected expenditures ... example, ITV repairs, etc.

The participants were asked to consider whether or not they felt the planning process provides that the entire college have input into budget planning process? They were asked to consider this question from the perspective of the people they represent. Is the entire college involved in the budgeting process? Is it fair and representative? Are appropriate members represented? Participants were reminded that the feedback loop is the greatest asset in this proposed input process.

It was suggested that the resource requesting procedure be included in the orientation process. The responsible employee requesting funds should be present at the budget hearings. The openness of the budget hearing is primarily for the workgroup to ask questions. Planners should not be asking, "What do you need this year?" Instead, a more effective question is: "What are the major things you want to do to improve your program this year?" and "What do you need to accomplish these improvements?"

Annual College Planning Initiatives

Campus Climate Survey Analyses

Weighted concept of reporting was used. "Not applicable" responses were removed. Values were assigned, example 4=strongly agree, 3=agree, etc.

An attempt has been made to define "perception" questions vs. "reality" questions.

There was discussion about the bookstore feedback loop. Faculty should be allowed to monitor and make decisions on book orders and fulfillment.

Vote Conducted by Dr. Marshall ... retreat participants were surveyed concerning leaving survey as is with only one general section for providing comments, suggestions, issues, etc. Vote was nearly unanimous to leave survey format as is. No additional comments boxes throughout survey were suggested.

Student Satisfaction Survey Analyses

Student Government representative, Jon Wilson, is working with others to develop a student survey.