

PCC Meeting Notes
April 26, 2011
12:00

Attendees: Scott Pinkston, James Spurlock, Kathryn Langston, Ruby Johnson, Joan Stirling, Mike DeLong, Dr. Richard Dawe, Tina Wheelis, Nancy Dust, Ron Helm, Holly Ayers, Trish Miller, Gin Brown, Michael Orf, Zeda Wilkerson, Anthem Eder, Suellen Davidson

1.3.1 Collect and tell Ozarka stories of success as model pathways Stories identified 30
end date June 2012

Dr. Dawe noted that he would like to have a story to share with the Board of Trustees at each board meeting.

There was discussion about the number "30" and whether it was an appropriate goal to be using. Funding is not going to be related to the success or achievement of the goal.

Change 1.3.2 to 1.3.3.1 Explore additional pathways and identify for students potential

1.3.3 Develop a Career Center

Discussion

Setting a goal under Ron's lead to develop and plan for a Career Center

1.4.1 Promote online 4 year degrees – Develop a brochure for online 4-year degrees – Ron Helm
Discussion about only online and advanced degrees, what do we focus on, in-state only or proprietary schools; organized transfer trips for all of academics; links to distance learning sites on the website

1.4.1.1 Remove number

1.4.2 Research making four-year degrees available locally – set to 1

1.4.3 (remove)

1.5 Facilitate transfer

Need to add other items

Transfer trips for students other than TRiO

Lyon College (etc. individual visits) advisors on site (other schools as well)

Transfer Fair – ARKACRO – Market to students more heavily

1.5.1 Teach library skills to make transfer to four year schools easier

1.5.1.1 Not team teaching

2.1.1 Educate for a global and responsible society

From Diversity Survey - Increase scale from 4.0 – Joan Stirling

What is the point? Global and responsible society – does it fit here

Joan will consult with group members to get this bracket aligned correctly

2.1.2 Promote goal identification and attainment

100% of completers

2.1.2.2 First time/Full time students are enrolled in College Success class

How does it happen that some do not take the class?

A process is in place to catch the students that do not take College Success.
100% compliance with the policy

2.1.3 Enhance student technology skills

2.1.4 Increase in use of papers and presentations in class

Capstone course

Change curriculum to encourage this

LPN - in curriculum

2.1.5 Increase participation in co-curricular activities

Goal 100

2.1.6 Make the cafeteria, central areas, and online destinations

Goal 10

Online chat rooms, discussion board

Video events and post online

2.1.7 Add nutritional changes for the cafeteria

2.1.8 Enhance College Success Class

Improved outcomes – Holly and Mike

2.2.1 Enhance academic advising with degree audits

Advisors and Zeda – goal or measure – being completely online

Scott has an online reminder to run degree audits

Zeda needs all changes to degree programs so that audits can be accurate

Can we require students to have a degree audit before registration

Scott has a plan for registration to only show the classes offered for the program and those that remain for the individual student.

Paper checklist – Dr. Dawe, Why are we still doing this? Why don't we change to degree audits.

2.2.2 Optimize a summer plan for advising and tutoring

Zeda and Mickey - plan for when advisors are available for summer – goal - schedule in place

2.2.3 Expand financial aid services and financial literacy

Goal – number of workshops 10

2.3 Enhance developmental education and placement effectiveness

Add online archived presentation

Add online office hours

2.3.1 Enhancement developmental education and placement effectiveness

Identify and establish an informed baseline

2.3.2 Address ability to benefit

Successful implementation of the plan that is developed; timeline for cutscores

Identify learning options for students who do not meet the cut score threshold

Discussion about ability to benefit, options for programs other than a degree or adult ed
Continue to explore Complete College America
Move to dev. ed. Area

2.3.3 Provide and use data driven assessment for improvement

2.4.1 Optimize learning college philosophy

Outcomes based for HLC; Objectives based for ADHE

Establish outcomes for institution, programs, courses

In-service to identify what a learning college is, where we are in the process, what it means to each department

2.4.2 Continue to improve advising

Make 2.4.2.1 more generalized, then drill down from there

AA graduates increase to 150 graduates or double in two years

Add the recommendations from the previous advising speaker

Discussion about whether students should be AAS or AA students when they enroll and are not sure what they want to do.

2.5.1 Continue to improve the college success class

2.5.2 Develop communities for online students

Incorporate with online community

2.5.3 Address online issues of diversity

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