



**Strategic Planning Council
Thursday, June 2, 2011
Babylon Student Center - Mildred Green Room – 3:30 p.m.
Minutes**

In attendance:

Dr. Maria Alzugaray
James Amoroso
Mary Lou Araneo
Dr. Louis Attinasi
Dr. Marvin Bright
Dr. Philip Christensen
Dr. Candice Foley
Dr. Allen Jacobs

Dr. Luckner J. Jerome
Dr. James Keane
Dr. Jeffery Kluewer
Dr. Dorothy Laffin
Nina Leonhardt
Elisa Mancuso
Dr. June Ohrnberger
Dr. Nathaniel Pugh

Gary Ris
Raymond Roses
Dr. James Sherwood
Dr. Christopher Shults
Dr. Stephen O'Sullivan
Dr. Evon Walters
Dr. Helen Wittmann

Pugh: Greetings and introduction of new members. Explained that the President has asked the committee to review the current mission and vision statements. He asked each member to review the statements and provide feedback. He also requested that the feedback be emailed to him.

Roses: Suggested a more prominent location for the statements perhaps a primary link about our mission statement.

Jacobs: A philosophical decision should be made about what do we want the statement to accomplish: marketing or planning? What function should it serve?

Sherwood: What distinguishes this community college from all the others? Our statements should be unique. We need something more descriptive of us.

Keane: Likes that the statement; is succinct.

Jerome: Well-written and clear, but does not explain the other things we do to help the community besides educating students.

Wittmann: Needs to be more detailed if we use it for our Strategic Plan.

Laffin: The statements are posted throughout the campus and classrooms. "Global" should be included somewhere in the statement.

Alzugaray: Likes that it is short and succinct. If it is too specific, it may turn people away.

Kluewer: Apologized for his email. Believes the committee should choose from the list of goals to work on something that will impact the college, in a way of making a difference in a relevant way to the classroom level. Feels our current statements are good and that it is better not to be too specific. Agrees that the word "global" should be included.

Roses: The statement does not project a workforce connection.

Ohrnberger: The statement should include wording to indicate that we serve a wide variety of students from non-traditional populations (international and ESL) and that we welcome these populations and transform their lives.

Leonhardt: Agrees that “global” should be added and agrees with Allen and Ray Roses in that there should be some more specificity about the goal of the statement.

Araneo: Likes to hear all the suggestions and weigh all the options before revising.

Attinasi: Believes that brevity is important. The vision statement should be what we have as long term goals, not a statement of values.

Christensen: Institutional learning outcomes that all students are required to master regardless of the program. This could be linked to our mission statement.

Mancuso: Student-centered learning should be included in the statement.

Ris: Agrees with Lou Attinasi. A statement of where you want to go in the future is a vision statement. What we have now is a statement of where we are right now.

Foley: The current statement tried to be all inclusive of the students and employees of the college. The committee that worked on the current statements believed that all people could find themselves in the statements as they stand. Perhaps a long- term goal should be included.

Walters: The goal of the mission and vision statement is to anchor the Strategic Plan. The core mission: focus on how we conduct business – is not going to change. The vision statement should be more aspirational. Does the language of the statement reflect the change of the past 3-5 years? (resources, finances).

Amoroso: The mission and vision statements are a starting point to develop goals and get assessment criteria for accreditation. The allocation of resources should be linked to plans that can accomplish our goals for accreditation.

O’Sullivan: Nervous about resource allocation based on accomplishment. We need resources for things we are committed to doing, not things that have already been assessed. The statements should be driven by: 1. Who do we serve (diverse population); 2. What do we strive to provide (vision statement); 3. How do we do so (Partly articulated, but should be added to and refined)

Sherwood: Repeats that our statement should reflect our uniqueness. “How does G.E.’s mission statement differ from Westinghouse?”

O’Sullivan: We are an academic house. Intellectual discovery should be first on the list of goals.

Kluewer: Agrees that we should state our uniqueness, but does not necessarily think the mission and vision statements are the place for it. Repeats that the statements are fine the way they are and that we should rely on input from the people who work here to find out how to accomplish our goals. We should ask the students and employees what the institution can do in their area to accomplish the institutions goals. We should not work too much from the top down.

Kluewer and Sherwood: discuss the necessity of having uniqueness in the statement.

Laffin: Our program review asks questions such as these being discussed. Each program review has to have a mission statement and asks how does this statement reflect the mission and vision of the college. She volunteered to make the information available to the committee.

Walters: Where are we trying to leverage the statement? Students? Funding agencies? Who looks at this statement? We should consider who we are writing this for.

Pugh: Moved to next agenda item.

Shults: Explains that the implementation plan attempts to implement everything in CAPIE. It will help prepare us for the Periodic Review next year and the 10 year review coming up. Stated that more rigorous standards may be coming our way. (Southern Association of Colleges and Schools and North Central have very tough standards) In the future we need to pull student learning and service outcomes assessment from program review on a yearly basis. He is compiling templates and resources of best practices which will become available. CAPIE is a central working document that will change as the work of the assessment continues.

Pugh: Wants all programs to follow the step-by-step Nichol's Plan and then the data will be uploaded to TracDat.

Shults: The template is in the back of the implementation plan and is based on the philosophy of the Nichol's model which is the gold standard in the industry. Our main concerns are Standards 7 and 14.

Pugh and Amoroso: PRR links the institutional plan with the budget. We need to show how we are linking our resources to achieving the goals in the mission statement.

Christensen: Section 6 of the PRR addresses how we link the institutional plan to the budget.

Mancuso: How do we identify where the need is and how the resources are best allocated?

Kluewer: Asks same question.

Pugh: If 60% of our students need developmental courses, and if 20% need 3 developmental courses, and if the success rate in this population is low, should we allocate a lot of resources in this area? The more developmental courses you take, the less successful you will be in the mainstream courses. It should not be that way. We are working with the math chairs to discuss the validity of CPT scores. We are discussing an analysis of the validity of CPT scores and student learning outcomes. We should be able to progress from developmental to credit courses; we are working on that connection.

Roses: Is the assessment by discipline or college?

Pugh: Both. The connection follows from: learning objectives to student learning outcomes to program outcomes to institutional outcomes and the institutional goals are driven by the mission statement and the mission statement is connected to the budget. Institutional goals fall out of the mission statement and are proxy to the mission statement.

Shults: The mission statement has measurable elements to it which is “institutional effectiveness.” The Institutional goals may have to be rewritten to make sure they are connected to the mission.

Ris: How does the Vision fit in?

Pugh: Vision is our future goal and the mission supports the vision.

Shults: We will work on an expanded statement that is a connection from the mission to the vision.

Pugh: The last item on the agenda are the upcoming workshops. President McKay wanted the Executive Council to be trained in assessment. A primer on planning and assessment workshops will bring in all units, from all campuses in central administration. The workshops will be held June 27. There will be four teams (Beta, Gamma, Delta, and Epsilon) working with four fictitious community colleges.

We are on the edge of implementation and are working very hard over the summer to prepare for the fall.

Meeting adjourned at 5:00 p.m.