Strategic Planning Meeting
Panola College – Frances B. Ross Ballroom
Tuesday, February 21, 2017

PRESENT:

Dr. Greg Powell	Dr. Joe Shannon	Dr. John Ray
Daniel Hall	Brooke Cox	Dr. Barbara Cordell
Alan Moon	Troy Caserta	Denise Welch
Jessica Pace	Kaycee McKnight	Teresa Brooks
Freddy Mason	Don Clinton	Mike Edens
Natalie Oswalt	Laura Wood	Whitney McBee
Cristie Ferguson	Allen West	Dr. Kathy Watlington
Tryphena Bledsoe	Recorder: Paige Edens	

INTRODUCTION:

Dr. Greg Powell – We have the Strategic Meetings to help us fulfill the goals adopted by the Board of Trustees and to do some forward thinking for longer term goals. I would like us to talk about QEP today. In January, the executive team will be traveling to Atlanta to kick off our ten-year report. We are accredited through 2020, but they will start that in January 2018. That gives us a time line and from that point on we will be working toward developing the quality enhancement plan and making sure we are in compliance with the new criteria. There has been a lot of talk about when we would start the QEP. In recent years, I have seen colleges begin a QEP and call it "Year 0". That way they can have it in place for a year before the visiting team arrives and then adjust it based on any comments made by the visiting team. It gives the visiting team something to look at.

Dr. Joe Shannon – I am glad everyone is here and I believe we all know each other. We want to welcome Dr. Ray back. We had a successful meeting last year and we are glad that he is back.

Dr. John Ray – Good morning, I appreciate the opportunity to be back with you. I certainly had a good time last year, and would like to congratulate this group on your participation last year. I look forward to your being involved in what we talk about today. Your single charge is to be an active participant in this discussion.

OPENING EXERCISE:

Dr. John Ray – I want to stress the things we have in common. I am going to ask you to break up into groups of 4, and the groups will discuss ten things you have in common. You will also list one least common thing you came up with.

Group 1: Dr. Shannon, Allen, Dr. Cordell, Freddy, Natalie, Jessica
Group 2: Dr. Powell, Mike, Brooke, Tryphena, Denise, Cristie
Group 3: Whitney, Don, Daniel, Teresa, Troy
Group 4: Paige, Dr. Watlington, Kaycee, Laura, Alan

Results:

Group 1	Group 2	Group 3	Group 4
Family	Married	Have parents	Have parents
Surgery	A parent	Use electricity	TX residents
Stress	Own animals	Have children	Have children
Traveled out of the country	Like to travel	Use social media	Own animals
Master's Degree	Like music	Mow own yard	Educated
Supervisors	Love food	Have a DL	Visited at least 5 states
Own a dog	Attended a TX college	Own cell phones	Love chocolate
Shot a gun	Enjoy sports	Married	Religious
Love chocolate	Attend church	Wear corrected lenses	Enjoy outdoors
Rode a horse	Beach Enthusiast	Like watermelon	In debt
Least Common:	**Least Common:**	**Least Common:**	**Least Common:**
Preacher with a bunch of sinners	Season tickets to ballet	Hippie	Plays volleyball twice a week
	Visits libraries when out of town	Spends money on fishing	
	Collects junk when traveling	Goat herder	

Dr. John Ray – Thank you for participating in that. What it brings to mind is that when we sit down and start talking about things we have in common, we realize we have more things in common than differences. It is fun to reflect on that and see what unusual characteristics there are. Thank you for that.

REVIEW OF MINUTES – FEBRUARY 16, 2016 PLANNING RETREAT
Dr. John Ray – You have the minutes from last year. I don't plan on going over those in detail, but I think they will be a handy resource for you today. Some of these topics we discussed last year were carried over. We had a break out group last year called SWOT Analysis. The items from the SWOT Analysis are on the last page of the minutes and some of those things carried over to the plan for this year. Some of these were assigned to departments and we will keep them in mind.

STRATEGIC PLANNING OVERVIEW
Dr. John Ray – There is an old saying, "Failing to plan is planning to fail." As we talked about last year, this notion of planning and setting direction, determining where we want to go as an institution is terribly important. The strategic plan is the college's process of defining its direction. Usually built into that are the notions of our strengths, what we want to do well, and what do we want to build on. We also look at areas for improvement: where could we do better, what sorts of things could be improved. Then, we look at the external environment (threats and opportunities) and say for Panola College, how can we adapt to changes that may be coming or how to take advantage of opportunities that might be for us. Interval planning are vision, values, mission, goals, and objectives. We started a very board concept of how we see the college and we moved through to more specific things that we say what we are going to do. There are a lot of sources of data for strategic planning. Some of this comes from the data that you have in the Institutional Research Office. You have accountability studies from the coordinating board, you have reports that are done routinely for the feds, you have IPEDS reports, you have a great deal of data for the college that is available to us. We almost always look at SWOT Analysis, things that are out there that may affect us: external and internal limitations, social and economic

trends. All of these are sources of information and I think what happens is all of us are doing these things. This is an ongoing process. You do this for your area all the time. What strategic planning does is give us a chance to come together and capture it in a more formal sense and commit to these important things. SACS engages the college in strategic planning or institutional effectiveness (IE). What they charge us to do is involve the entire institution in planning, in fulfilling the objectives that have been set, and using that information to improve the programs and the surfaces we offer students. The strategic plan, as we talked about it, has to be clearly communicated across the college. The idea is the things we say are important for us to accomplish and everyone knows what those are. The plan has to be dynamic. It has to be something that is flexible and can change, and is monitored periodically. See the strategic plan as a living document. See it as something that can be adapted based on what the needs of the institution and our students are.

REVIEW OF VISION, VALUES, MISSION, AND INSTITUTIONAL GOALS
Dr. John Ray – "About Panola College" is from the college website. You see your statement of vision and statement of values. Read over this and see:
- Is this who we are?
- Does it need modification?
- Is it still applicable?

Don Clinton – It is very accurate.
Dr. Cordell – I would like to see the word "engagement" added somewhere. We talk a lot about engaging students and I think we do that in all of our courses.
Don Clinton – And that is what we sell every day.

Dr. John Ray – Hold that idea for a moment and let's take a look at mission and institutional goals. We will see if something needs to be changed there.
- Is this who we are?
- Does it need modification?
- Is it still applicable?

Don Clinton – Still active, and still our goal.
Dr. Shannon – Goal #1, we could add the word "engagement" or split the goal into two different goals.
Don Clinton – I would add the word instead of split the goal. I don't like the word "revise", rather use "adapt".
Dr. Powell – Every convocation since I have been here, I have said to all the faculty and staff that when students believe we care about them, they are going to work harder. I always employ to be engaged in campus life. I am pigging backing on what Don said. I hate to include campus engagement or in teaching, because while I expect it in teaching, I expect everyone else to engage with students. My expectation is that every employee at Panola College is going to be engaged in campus life aimed at student success and that can be defined in a lot of different ways.
Dr. Cordell – Maybe it should be in our mission statement. We could change the word "help" to "engage".
Laura Wood – I circled the word "help" in the mission statement, because I didn't care for it.
Dr. Cordell – If it is in the mission statement, doesn't that include everyone?
Dr. Ray – Yes.

Don – Dr. Powell does mention that to every student that comes on campus and every employee. It is something we utilize whenever we are recruiting and advising. We are always trying to promote engagement. That's why we promote the benefits of being a small school, because we are engaged.

Dr. Cordell – That is our philosophy. That is what we do on every level.

Dr. Ray – We are changing two words in the mission statement. Is that the consensus of the group?

Dr. Powell – We could just say, "Our aim is to engage students to achieve success."

Don – I like it.

Denise – If something on the street is reading this that is really going to hit home with them.

Dr. Ray – What is the consensus of the group? Everyone in favor raise your hand.

*Everyone was in favor of the change. *

Statement of Mission – Revised:

Panola College is dedicated to providing excellence in education. The range of educational offerings includes university transfer programs, technical and workforce programs, instruction designed to increase academic proficiencies, and continuing education to enrich lives and improve skills. Our aim is to engage students to achieve success.

Dr. Ray - Anything else we need to change? What about goals? There was a question on the word "revise".

Don – It doesn't look as educated. I like "adapt" better.

Dr. Cordell – We are being responsive to change.

Dr. Ray – Does everyone agree? Do we need to add "engagement" to the goals?

Don – I think if we could put it in there somewhere it would be good.

Dr. Ray – What about Goal #8, can the word "engagement" be added there?

Don – "Expanded enrollment", we know that is a big deal, because it is all about finances. To me, it doesn't need to be thrown out there in front of equity, diversity, access. It needs to be in there I think, but maybe reorder the wording. Everyone outside of campus doesn't care about our enrollment. We know we have to generate it and push it because that's what funds us.

Jessica – To me, the word "engagement" doesn't fit in with access, equity, and diversity. You're talking about a different thing. Can it go back to Goal #1? "To provide excellence in teaching, student engagement, and adapt the curriculum to meet the needs of the community."

Dr. Ray – I am hearing two different things. One, a focus on student engagement. Two, a larger discussion about engagement across campus. What is the consensus of the group?

Laura – I like what Jessica said. If we engage with the students in the community, it takes care of #8.

Dr. Powell – You could also put it in #3, "To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the campus and community."

Dr. Ray – We have talked about three things. One, is #8, adding "engagement". On #1, we could add student "engagement" and adapt the curriculum. It focuses on student engagement but we leave out the larger college community. If we add it to #3, it addresses the campus community entirely. What is the consensus of the group?

Jessica – I like the changes to #1 and #3.

Tryphena – I think for #8, we could leave it how it is, but bump "expanded" to the end.

Teresa – I would say leave "expanded" where it is and move "enrollment" to the end.

Dr. Powell – Should it read "expand" or "expanded"?

Dr. Ray – Let's go back and look at everything we have discussed.

#1) To provide excellence in teaching and adapt the curriculum to meet the needs of the community.

Dr. Cordell – I thought we were adding "student engagement" there?

Dr. Ray – I believe that is going in #3.

Group – It is going on both.

Dr. Ray – Okay, so let me read #1 again.

#1) To provide excellence in teaching, student engagement, and adapt the curriculum to meet the needs of the community

Dr. Ray – Does anyone disagree with that?

#3) To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the campus and community

Dr. Ray – Everyone good with that?

#8) To support the College's commitment to expand access, equity, diversity, and enrollment

Dr. Ray – Does everyone agree?

College Goals – Revised

1. *To provide excellence in teaching, student engagement, and adapt the curriculum to meet the needs of the community*
2. *To maintain and refine support systems for enhancing college functions and student success*
3. *To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the campus and community*
4. *To maintain a strong commitment to excellence through professional development*
5. *To seek resources to support the college mission*
6. *To distribute resources in a manner that is productive, efficient and consistent with the College's mission*
7. *To provide college systems and practices that ensure public accountability*
8. *To support the College's commitment to expand access, equity, diversity, and enrollment*
9. *To provide leadership in cultural and economic development in the College's service area*
10. *To seek out a cultivate beneficial partnerships*

Dr. Ray – We had some changes to the goals. Is there anything else before we move along?

Mike – On the "About Panola College" page, can we remove "of men and women" on Commitment to diversity?

Dr. Powell – Couldn't you just put a period after community?

Mike – Sure.

Dr. Ray – What is the consensus? Everyone seems okay with this.

Statement of Values – Commitment to diversity – Revised
- *We believe the College should provide access to programs and services to a diverse community.*

COMMUNITCATION EXERCISE
Dr. Ray – This is a short exercise about communication. I want to see how well I am communicating and how well you are listening.
- Group takes sheet of paper
- Everyone closes eyes and follows directions
- See what paper look like after instructions

COLLEGE DATA SOURCES
Dr. Ray – One of the things that helps with communication is having information and data. I don't think we are always aware of how much data we have about our students and about Panola College. There is a great deal of information that is out there. I thought it might be useful, since we are talking about planning, to look at the sources available. I asked Tryphena to share some data sources with you. Things that are readily available to you.
Tryphena – This is not an exclusive list, but these are some common sources. I started with the institutional research webpage on our website so that you could look it up directly from our website. One of the things that has a lot of good information is our fact book. It has a lot of good information about enrollment and trends. The annual licensure report is on there. There have been some changes made by the Federal Aid Department. We have to give required information to students called Gainful Employment. For every one of our Gainful Employment programs they each have a webpage on our website. We have to have a direct link to a disclosure template for each of those programs. We are in the process of updating those and the new requirements. As soon as we get those updated and all of the information in, I will upload the new ones for this year by April 3rd. Another thing that is time consuming and intensive is IPEDS. Mike Edens, Cristie Ferguson, Jeremy Dorman, Karie Lindsay, and Denise Welsh have all helped with IPEDS. It is one of our major data collection systems for the government. It is used as multiple sources, like the college navigator and surveys. A lot of this information you can see and is very helpful. You can see graduation rates, enrollment, finance, and all the various areas. When you are looking at this data, keep in mind it is not the most current year.
Dr. Powell – Where it shows 2,056 undergraduates students, is that head count? It has been a long time since we have had that big of a head count.
Tryphena – Again, you would have to look at what source that came from and what year they are reporting. Something that I have been looking at, we don't have a master institutional data dictionary to define terms and definition for those things. We really need that so people aren't misinterpreting information.
Dr. Shannon – The Co-Board has a list of definitions.
Tryphena – But, we need a glossary and what are our definition for these terms. Also, a crosswalk. Another good source for our programs and jobs and talking with students is the U.S. Department of Bureau of Labor Statistics. There will be more information coming because it will affect the whole college without Gainful Employment.
Dr. Shannon – Gainful Employment is really certificates, so why do that have Associates Degrees?

Tryphena – This is a Coordinating Board report, so it's looking at all the Gainful Employment programs. This goes back to the definitions and those leading us back to the certificate programs. If you don't see a Gainful Employment disclosure template on the website for associate degree, it's because we are only looking at non-degree programs.

Dr. Cordell – Who is this required by?

Tryphena – The federal government, the U. S. Department of Education.

Dr. Shannon – There is a lot of data in the accountability reports. They are a little difficult to use.

Tryphena – I tried to include the most direct link to make it easy to use. Some of the Coordinating Board reports are already on our website, so you don't have to go through the other websites to find it.

Dr. Ray – The reason for bringing this up is because we hear more from the feds about using data and using it for the planning process. Some of it is not always formatted in the easiest form, but I would encourage you to turn to these data sources and see what you can find about students and our programs.

UPDATE INFORMATION ON 2016 PLANNING OBJECTIVES

Dr. Ray – This is where I need your input. This is where we are going to talk about the goals you established last year and the progress we have made with those. What I intend to do is go through these one by one and see what information you have. I know a great deal of work has been done this past year, so please don't hesitate to jump in and make us understand where we are on these. The three possibilities when looking at these are:

- It no longer fits or is no longer current
- It needs modified and carried over
- There still needs to be work done and carry it over to 2017

1. Review emergency plan and develop procedures for using bell tower alarms

Dr. Ray – We discussed last year how does the information get to students from the bell tower.

Mike – We are in good shape with the bell tower. We have a system set up where Jeremy Dorman and two others in the building are notified in case of an emergency. They set the alarm to go off on the bell tower. The Crisis Board met a few days ago and plan to meet again after we have information back from an assessment for campus security. We are going to practice alerts for the RAVE alert.

Dr. Ray – Do you have several folks who are in the chain of command if you or Jeremy is gone?

Mike – Yes.

Dr. Shannon – We had mentioned in that meeting we were going to get logins for RAVE. I don't think I ever received those.

Mike – We are going to meet back again after the assessment was complete and we are going to practice. He has your login set and ready to go.

Dr. Ray – What is next? Can we mark it off?

Mike – I think we can.

Dr. Ray – What is next for emergency planning?

Dr. Shannon – Do we need documentation for that?

Dr. Ray – We can capture this in the minutes.

Dr. Shannon – Do we need to be able to address those things in our new software system? These are our goals and somehow attached that to show SACS we did it.

Dr. Ray – SACS looks at the planning process. As part of the institutional effectiveness, they will look for the evidence to back up our actions. We have minutes, practices, and assessments to back that up.

Dr. Powell – We have the active shooter training.

Dr. Ray – Just to document everything that is going on, would be fine. I don't want to lose the emergency plan. I think that is something that is going to be ongoing. I think the bell tower has been addressed, but should we keep emergency planning?

Mike – The bell tower is just part of a new part of the planning. It is just another way of notifying the public, students, and employees on campus. We have stepped up and scheduled the active shooter training ran by our Chief of Police, Bryan. It is for local law enforcement and then we have another one for employees.

Dr. Ray – Should we capture this event in terms of the emergency plan?

Mike – I think it should.

Dr. Cordell – Yes.

Dr. Shannon – It is review emergency plan and the procedure for the bell tower. The bell tower is done. We are going to keep the emergency plan.

Dr. Powell – That is one of the things that came out of our most recent meeting, is we felt like we needed more consistent training. While it is not difficult to use the RAVE and phone system, if you only look at it once a year, we realized we need to practice more. I think Allen is setting that up so we can test with a small group without alarming everyone.

Dr. Ray – What I would like to do is catch the ideas and word this objective correctly and then send this back out to you.

2. Develop and implement yearly program for four hours of professional development for support staff

Dr. Ray – The discussion is how do we offer professional development so folks can leave their office.

Mike – Last summer we provided a training for employees on FERPA, Title 9, HIPPA, email, and digital records. It was held in July and we had 36 attendees. I had planned on doing another training late last year, but unfortunately I was unable to set those up. I am going to offer customer service training and split it so that half the staff can come and the other come the next.

Don – I think we can take it off.

Tryphena – We just need to make sure we are documenting that we are doing it and the staff is getting their four hours.

Teresa – We don't have a system to documenting for individually employees. A lot of the staff are not aware they are required to do four hours of professional development. I don't think we have communicated the expectation clearly and I don't know how we are going to document.

Dr. Shannon – Can we document through Continuing Education? We can generate a transcript for noncredit courses that can be printed out and housed somewhere.

Whitney – Like put them in Poise?

Dr. Shannon – Yes, but not turn in the hours to the state.

Dr. Cordell – Is this required? Are we requiring four hours of every staff personnel or just offered?

Dr. Shannon – We suggested it be required.

Whitney – The issue has always been finding time for support staff to get away from their desk. That would be a huge challenge for the CE support staff.

Dr. Powell – I think that this started out with customer service training. We also had the discussion that we have an expectation of our faculty with respect to professional development, but not with the support staff. I think we had a conversation about it being done in house or through seminars. I think we could give support staff the same opportunity as faculty. We have online options, but our employees can also take classes for free. If we have employees that do not have certificates or degrees, we need to be encouraging them to pursue that. That could be professional development in lieu of something else. We offer so much online now, that it wouldn't necessarily mean the person would be taking time away from their desk.

Jessica – Is it required for them to do it? If it is, how are we enforcing that?

Mike – Some of the staff send me copies of certificates, especially the library staff, they are very good about that. HR can file those; the problem is the staff not feeling they have the time to do anything else.

Dr. Powell – With the faculty, I think that is a Commission of Colleges requirement. There is not a similar requirement for support staff. I guess in my mind it was more about making the staff feel valued and invest in their training.

Mike – How do you change that mind set of feeling guilty for leaving their desk?

Dr. Shannon - A lot of times we ask new staff to do things we haven't given a lot of training on.

Don - A lot of our problem is that we have done it the first week of school or the week before school starts.

Dr. Cordell – There are a lot of opportunities online.

Dr. Powell – I think the four hours was just an idea. We don't have it stated anywhere that it is required. Do we have any full time employees lacking at least a certificate? Do we have employees that are just high school graduates?

Mike – Yes sir, we do.

Dr. Powell – I would think since that is our currency, going forward in our job descriptions we put that as a minimum requirement or at least require that individual to agree to pursue a certificate. It just seems to me being institution of high education, requiring a certificate of our employees should be the minimum standard.

Dr. Ray – Do we need to carry it over? Where are we on this?

Mike Edens – We can track training. We usually have a sign in sheet and I know who attends.

Dr. Shannon – Can we give them a certificate?

Don – We have a notebook for Student Success staff and any time they obtain a certificate or go to a training, they record it in that notebook. We update it yearly. I was told professional development for staff is included in SACS report, so we kept the documentation. It is the same form that the faculty uses. I like the four-hour requirement and think we should make it policy.

Dr. Powell – This is something we need to verify and see if this is an expectation of the commission on colleges, because I don't believe that it is. If it is not, I think the group activities offered through Mike would work. I would then put the responsibility to communicate on the immediate supervisor.

Cristie – We could have the professional development hours shown at evaluation time.

Don – I like the idea of the supervisors overseeing it.

Dr. Powell – I like the idea of it being a part of their evaluation because it could be a goal for the upcoming year.

Natalie – If it is going to be a requirement, I think we can mark it off.

Dr. Ray – Who will own this as far tracking?

Mike – I will.

3. Renovate Smith Building to accommodate Workforce CE and Cosmetology

Dr. Ray – We have done Cosmetology, as I understand. Where are we here?

Dr. Powell – We have not done Workforce and CE yet. That needs to remain, but can drop "and Cosmetology".

4. Explore the possibility of consolidating computer labs in Monk Building and use of mobile computer labs in some areas

Allen – My point of view, everything has been done. The computer labs are installed and there is one mobile lab.

5. Develop support and plans for new music and technology buildings

Dr. Powell – We will carry over. With the contraction in our local tax base, we are not going to be able to tackle both of these simultaneously. I think my priority is going to be the music building. The current building, I am afraid of systems failing and do not want to invest any money when the goal is to demolish that building. The music building is going to be relatively small and would hope to tackle that one within the next year. The technology building is going to be much larger and more expensive. I most certainly want to do the building, but don't want to feel the pressure because I don't see us getting rid of Gullette Technology. If repairs need to be made to Gullette, I see that as an investment. If something has to be done to Ray Fine Arts, I think it would be a waste of money knowing we are going to tear that building down.

Allen – Is there a possibility to get a grant for the technology building?

Dr. Powell – Not for Petroleum at the moment. It is not impossible, but every time we look at building it has been difficult. The library will be paid off in 2018 and the apartments will be paid off 2020, so there will be revenue stream in the near future.

Dr. Ray – So, this is something we will carry over.

6. Continue the development of departmental institutional effectiveness report

Tryphena – I think we are on the right track. We have made a lot of changes and made progress. I think we can mark it off.

7. Reduce clutter on campus through electronic communications and centrally-located bulletin boards

Allen – I think we have digital signage in most areas. We have at least one digital sign in every building, but want to expand to the remote sites.

Dr. Ray – Have we worked out who owns digital signage and who is in charge of what is published?

Jessica – We put a form together, it has to be approved, and then submit it. It is dispersed to everyone who has access for PR: press releases, pony express, radio, Julie, etc.

Dr. Ray – I think this one is where it needs to be and can be removed.

8. Convene focus group to define grant opportunities, encourage submission of grants, and hold workshops on grant development

Dr. Powell – I don't think it was done.

Dr. Shannon – I think it needs to be carried over.

9. Develop database to track contacts with school districts, industry, businesses, and foundations, including current status

Whitney – Jessica, Kimberly, and I met and looked at CRM software. Some of them are apps which might cause issues with those who carry limited data. All of the software have cost.
Don – I think it is an ongoing thing, but also think it changes all the time. The high school contact list changes every year.
Jessica – The CRM software holds data for each high school or company. You are able to change contact information within the software. You can also assign a task, so if Kimberly went to a high school and they wanted more information on CE she could go in and assign Whitney to let her know to follow up.
Dr. Ray – Would everyone be comfortable with wording it "piloting software for tracking"?
Dr. Powell – Yes.

- Objective changed to: Piloting software for tracking contacts with school districts, industry, businesses, and foundations, including current status

Whitney – I owned it last time, but would like Kimberly's help.

10. Offer additional ESL courses in the college's service area

Laura – We have increased the number of ESL classes. We offer ESL classes at the Shelby College Center, Carthage campus, Marshall campus, the Catholic church in Center and Carthage, Tyson in Center and Carthage, Elementary school in Center, and a Hispanic grocery store. I think we can mark it off.

11. Work with high schools in the implementation of block scheduling college prep and additional dual credit technology classes

Dr. Shannon – With the block scheduling, there was a submission to the coordinating board. We had to show five programs with block scheduling.
Teresa – We did a survey, but when we met with them they had already set their fall schedule.
Dr. Powell – It that a survey that is going to be routinely?
Teresa – It can be. I can send it out again.
Dr. Powell – I am just wondering if we made any changes to our schedule based on that survey.
Teresa – We have made changes in the fall schedule to try to offer at a time convenient to them. We made some alterations in our online courses too. We have more contact with the high schools. We don't have a centralized organization or structure for managing dual credit. We kind of share dual credit but no one owns it.
Dr. Shannon – I think it needs to continue. There are a lot of issues and we have to reinvent yourself with the schools.
Dr. Ray – Is it worded correctly?
Dr. Shannon – I would take the block scheduling out and continue with dual credit.

- Objective changed to: Work with high schools in the implementation of college prep and additional dual credit technology classes

12. Develop and implement plan to improve the quality of online courses

Teresa – We have a lot of things under way. I would like to see some emphasis because we have so much of it and our programs develop so quickly. Maybe just continue the plan.

- Objective changed to: Continue plan to improve the quality of online courses

SWOT REVIEW

STRENGTHS:
Great facility
Community support
Small classes
Low tuition
Dedicated employees
Best President ever
Fun faculty
Location
Passion to help students
Technology

WEAKNESSES:
Add BIOL to Marshall
Need technology Building
Need more hands on equipment
Grow Ranch & Land Management Program
Continue to improve facilities
Barriers to add programs
Music building

OPPORTUNITIES:
Grant opportunities
Business partnerships
Articulation with universities
Dual credit
Brochure for dual credit to degree
completion
International presence
Job placement

THREATS:
Politics
QEP
Competition in dual credit
College readiness