In attendance:

☒ Chad Hickox, Associate Dean of Academic Affairs (Chair)
☐ Jane Baker, Interim Dean/CEO
☐ Russ Fillner, Assistant Dean of Fiscal & Plant
☐ Elizabeth Stearns Sims, Assistant Dean of Student Affairs
☒ Mike Brown, Institutional Researcher
☒ Robyn Kiesling, Division Chair of Gen Ed & Transfer
☒ Tammy Burke, Division Chair of Trades & Technology
☒ Mary Lannert, Director of Continuing Education
☒ Patrick Turner, Director of Student Support Center
☒ Nathan Munn, Faculty Senate President
☒ Brenda Johnson, Staff Senate President
☐ Quinn Kurokawa, Student Senate President
☒ Bryon Steinwand, Faculty Representative
☒ Betsy Hussey, Faculty Representative

Recorder:

Summer Marston, Assistant to the Dean/CEO

Core Themes
SPA attendees reviewed the Core Theme handouts. Outcomes listed are the latest information for that particular data point. Maintained enrollment in old framework; need to think about Systemic Enrollment Management.

- **Core Theme 1: Student Access and Success**
  CT 1 has two objectives focused on access. Objective 1 is institutional goals and Objective 2 pertains to student goals. Discussed transition rate, moving students through remediation to college level within two years; modify to all students rather than just development. Will need to address baseline (math approaching 50, writing in 60s) and targets accordingly. SPA members agreed to set the target at 3 semesters for students entering full-time. Discussed one indicator for math and one for writing, but nothing lost by grouping together. HC has been measuring student progress as they successfully pass courses (overall about 75%, generally proportional to enrollment). Graduation rates dropped during the recession, but increasing as students seem more focused. Transfer is national data, not only MUS. Discussed if the college should include financial aid and diversity indicators in Objective 2. Some institutions state they enroll a community-representative population to include NA, veterans, socioeconomic status, age, etc. Allows HC to start looking at achievement gaps.

- **Core Theme 2: High Quality Education**
  Two objectives and only a few indicators, but two indicators are major. Must determine metrics for institutional and program learning outcomes that are meaningful. Indicators for 11 and 12 are good. Professional Development fits in high-quality education. Not sure if the percentage of activities is a useful metric; does not really show benefit. HC needs to become more intentional about PD, focusing on areas that need improvement. Discussed tying to promotion/tenure, but would not include staff and adjuncts. Also, many faculty are already tenured already, PD is tied into tenure process, and there are only so many tenure slots available. Discussed adjunct PD after a successful year teaching. Sometimes the institution cannot fund PD or fluctuates amount. Good to focus on PD offered at an institutional level and looking at the institution holistically. New focus for the PD committee could be to define terms, discuss at IDD, send campus-wide email discussing PD opportunities, then send a survey at the end of the semester asking what they have done to improve or advance their ability to do their job. Mike and Chad will work on some PD tracking ideas to bring back to the group.
- **Core Theme 3: Community Enrichment**
  Reworked some, but still collecting a lot of data. At the NWCCU annual meeting, Mike learned that other colleges also struggle to collect this info. There are currently three objectives. Need to standardize collection for the first objective – employer satisfaction of HC grads – whether through advisory councils or IR. We get information informally, but needs to be to determine a good metric. Separate grads and customized training into two indicators. Better to track outreach for customized training than new employer partnerships and communication lines. Set a more aggressive target. Objective 2 is more quantity than quality, how much the community utilizes the campus and what kind of programming. Continuing Ed fits better in Objective 3 than Core Theme 1; more about community enrichment. Important to remember CE feeds into other programs and some are on pathways for a degree. Currently capturing CE head count. Discussed if enrollment could be defined broadly to include CE or tracking the transition of CE into credit-bearing; would need a baseline, a target, and a way to capture the data. Not all CE would transition; personal enrichment would not. Many employers do not require the degree. Determined would be better to track credential-bearing; more to the heart of what HC is trying to do. Service to community has been tracked through surveys; hard to define. Economic impact study would be costly. Discussed requesting help from Department of Labor. Discussed approximating based on program completions related to local and state labor market projections; would be difficult to gather and not structured or reliable.

Still lots of metrics; however, more relevant and many are currently being measured. NWCCU recommendations included ensuring data is meaningful and that we document improvements based on data. **SPA will review the Core Themes at least annually and engage the campus with recommendations/action items to address needing improvement.** NWCCU reports due March 1; this is key piece. Mike and Chad will determine baselines and bring to back to SPA.

**Outcomes Database**
Chad is working with faculty groups to consistently track poor performance and changes to improve. Initially, Mike and Chad discussed a template to help gather info on course level assessment. Not assessment of student learning, but the actual course. Determined current assessment is not adequate; need to gather data at a program level. Bryon, Chad, and Mike began discussing the formation of a database to map course and program outcomes. Will show how we meet some institutional outcomes. Info literacy and diversity will still be measured at institutional level, but will be reflected in the database. Work Bryon is doing for HC would cost thousands if done by an outside vendor. Designed for any area of the college. Will focus on 25-30 courses that a majority students take, starting with a sampling. Database core is designed and will soon be populated. Time to focus on reporting, documenting changes triggered by assessment.

**SPA vs SPAA**
Initially, SPA was an acronym for Strategic Planning and Assessment; then became steering committee for Year Seven accreditation report. Tammy moved to change committee name, adding Accreditation and another A to the acronym to make it Strategic Planning, Assessment, and Accreditation (SPAA); Elizabeth seconded. No further discussion. All in favor, motion passed.

**Deliverables**
- Mike and Chad will work on some Professional Development tracking ideas to bring back to the group.
- **SPA will review the Core Themes at least annually and engage the campus with recommendations/action items to address needing improvement**