

# 2015 Conversation Day – Table 7

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Increase communication between instructors, advisors, and advisees. (Includes PD to identify at-risk students)
- Big steps
  - Hire academic advisors

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Academic advisors would meet with the seniors to create a 2 year plan of study
- Big Steps
  - High school enrollment clinic (All programs available for fall session)

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Require students on academic warning to attend study halls and tutor sessions (GPA/Financial aid) (Academic advisors are the police)
- Big steps
  - Utilize early alert and at-risk support system. (Mandatory for instructors to use if they can or have identified a student to be at-risk.)

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Creation of centers (Advising/childcare/etc.)
- Big steps
  - Move all campus programs “On-Campus”

2 – Building Relationships with Students

- Small steps
  - Get to know your students
- Big Steps
  - Academic advisors create the notion that students feel SCCC/ATS has a vested interest in their education and future

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Follow and be consistent with the plan
- Big steps
  - Employee development currently working on it

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Administrative conversations with departments to identify all department needs. (Including all staff)
- Big steps
  - Provide the resources necessary for all-staff to fulfill their job duties (computers/vacuums/buildings/etc.)

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Annual budget evaluations based on productivity
- Big Steps
  - Program evaluations to realign resources needed for productive programs (Need more...give more)

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Inter-department communication
- Big steps
  - Open lines of communication (SCCC/ATS)

# 2015 Conversation Day – Table 13

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Better evaluation/profile of student status, needs and capabilities
- Big steps
  - Establish a guidance system using info from evaluation/profile

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Inter-department communication – student needs
- Big Steps
  - Establish guidelines/procedures for curricula, programs, courses, and learning (more than just a degree check)

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Better evaluation/profile of student status, needs and capabilities
- Big steps
  - Establish a guidance system using info from evaluation/profile

2 – Building Relationships with Students

- Small steps
  - Inter-department communication – student needs
- Big Steps
  - Establish guidelines/procedures for curricula, programs, courses, and learning (more than just a degree check)

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Interview committee training (Ask better questions – get better results)
- Big steps
  - Longevity/tenure incentives/training/advancement incentives

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
- Big steps

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - What are the educational purposes?
    - Prioritize and identify
    - Is it a necessity?
    - Direct or indirect
    - Allocation percentages
  - Prioritize and determine allocation percentage to each goal
- Big Steps
  - Determining what's critical information by department for its effective operation
  - Availability?
    - Banner, Communication, etc.

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps

# 2015 Conversation Day – Table 1

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Utilizing test scores and at-risk services more efficiently (placement)
- Big steps
  - More training provided for faculty/student identify at-risk students

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Using First Year Seminar/test scores and meeting with students to explain result needs
- Big Steps
  - Mandatory 1<sup>st</sup> semester

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Include information in enrollment packet about additional services/tutoring available – academic advisor
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Survey classes – let students express their wants/needs
- Big steps
  - Survey current/alumni and use the information to identify students

2 – Building Relationships with Students

- Small steps
  - Be approachable
- Big Steps
  - Make sure employees are “leaving the door open” for students

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Simplify hiring process
- Big steps
  - Personality tests

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Making sure prospective employees are thoroughly oriented and aware of responsibilities
- Big steps

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Presence – being on campus
- Big Steps

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Go over data gathered enrollment trends, planning, and improvements during all-staff meetings
- Big steps
  - Staff starts explaining some of their job responsibilities at meetings for better understanding

# 2015 Conversation Day – Table 4

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
- Big steps

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Create and optimize an academic road map process
- Big Steps
  - Implementation of this process to advisors

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Student evaluation assessment for determining support needs during 1<sup>st</sup> Year Seminar
- Big steps
  - Creating and implementing an academic support program that will address student needs

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Identifying non-academic needs and infrastructure
- Big steps
  - Buildings and grounds improvements and technological improvements/new construction

2 – Building Relationships with Students

- Small steps
  - Offer incentives for student activities
- Big Steps
  - Increase funding for student activities

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Review and assess the hiring process for total change
- Big steps
  - Creating a hiring process that makes better use of institutional resources and time

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Being upfront, clear, and honest about the demands and expectations of the job and the location of what is available here
- Big steps
  - Create employee incentive program to make employees want to perform at a high level and stay here at SCCC/ATS

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Prioritizing specific goals
- Big Steps
  - Making sure the funding and resources are available to meet those goals

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Determining and prioritizing the needs from the data and information
- Big steps
  - Implementing a more effective process to utilize the data



# 2015 Conversation Day – Table 23

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Communicating/listening to students on a professional/class/work study level
- Big steps
  - 100% use of processes already in place by faculty and staff (At-risk, Early Alerts, Labs, etc.)

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Communicating/listening to students on a professional/class/work study level
- Big Steps
  - 100% use of processes already in place by faculty and staff (At-risk, Early Alerts, Labs, etc.)

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Listening and observing students behavior and social behaviors
- Big steps
  - Use modern methods of communication
    - Text, snapshot, twitter, Facebook (possible legal issues)
    - Extend processes

2 – Building Relationships with Students

- Small steps
  - Listening and observing students behavior and social behaviors

- Big Steps
  - Use modern methods of communication
    - Text, snapshot, twitter, Facebook (possible legal issues)
    - Extend processes

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Make everyone (faculty/staff) aware of onboarding process
- Big steps
  - Full usage of on boarding process

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
- Big steps
  - Renegotiating pay after hire after 5 years of service

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Better communication of budgetary process
- Big Steps
  - More money

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps
  - Get information available in a portal

# 2015 Conversation Day – Table 29

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Create Student Academic Support Center
- Big steps
  - Make attendance to support center through placement test scores and at-risk

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Be sure syllabi and policies are current (include adjunct faculty)
- Big Steps
  - Ensuring class policies and syllabi are covered on the first day of class

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Create Student Academic Support Center
- Big steps
  - Make attendance to support center through placement test scores and at-risk

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Faculty and staff training on resources available for different student groups
- Big steps
  - Develop relationships with different available resources in the community college

2 – Building Relationships with Students

- Small steps
  - Faculty and staff training on resources available for different student groups
- Big Steps
  - Develop relationships with different available resources in the community college

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Communicating what the AQIP employee continuity and development is doing
- Big steps
  - Completing the process for employee continuity and training the supervisors on the process

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - See Deb for details
- Big steps
  - Completing the process for employee continuity and training the supervisors on the process

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Annual needs and goals assessment for each department/division
- Big Steps
  - Develop a process to implement the allocation or reassigning of resources

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Develop a data center to make results available and easily accessible
- Big steps
  - Training

# 2015 Conversation Day – Table 21

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Look at placement scores
- Big steps
  - Identify goals with advisors

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Making sure requirements are up to date and widely distributed
- Big Steps
  - Re-evaluate and revamp First Year Seminar

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Survey students
- Big steps
  - Identify goals with advisors

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Making sure student records are accurate
- Big steps
  - Expand at-risk

2 – Building Relationships with Students

- Small steps
  - Publicize and encourage club participation
- Big Steps
  - Develop initiative to encourage faculty/students relations in/through the classroom (Prof. Dev.?)

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Strictly follow the hiring process
- Big steps
  - Plant seeds among current students to consider employment here in their future

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Assign new employees a mentor
- Big steps
  - Find ways how to validate employees
  - Find ways to encourage community development

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Be aware of our goals
- Big Steps
  - How do current organizational goals impact educational purposes

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Survey departments for needs
- Big steps
  - Make sure data updated and distributed annually

# 2015 Conversation Day – Table 11

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Continuous to refine placement process and enforce results
- Big steps
  - Communicate importance of test results (ACT SAT Compass) to high school and non-traditional students

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Make sure students have required info at all contact points across institution
- Big Steps
  - Entire institution involved in advising students – academic advising, instructor, etc.

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Utilizing all resources in place – communicating available services to stakeholders
- Big steps
  - Create a culture where students recognize and utilize available resources; and understand when learning support is needed

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Insure that we are consistently identifying student needs
- Big steps
  - Communicate current student needs to stakeholders and available resources

2 – Building Relationships with Students

- Small steps
  - Insure students meet regularly with an advisor

- Big Steps
  - Continue to provide unique and interesting interaction involving all stakeholders

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Continue to refine current policies
- Big steps
  - ?

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Consistent orientation process regard less of hire date
- Big steps
  - Evaluate best practices in all areas based on national norms

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Make no moves involving resources without considering the impact on Cats. 1, 2, & 3
- Big Steps
  - Consider cost benefit analyze when determine programs

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps



# 2015 Conversation Day – Table 14

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Pre college summer jumpstart programs
- Big steps
  - State of the art summer bridge programs

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Build better relationships with high school counselors
- Big Steps
  - Students would come in with an understanding of what to expect.

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Create surveys and needs assessments
- Big steps
  - Develop strategies to strengthen our support process

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Assessing the students social needs
- Big steps
  - Creating a thriving social environment for our students

2 – Building Relationships with Students

- Small steps
  - Develop opportunities for service learning events
- Big Steps
  - SCCC/ATS known to be one of the leading colleges known for making a difference

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Online applications
- Big steps
  - More online resources readily available

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Develop strategies to make employees feel more valued
- Big steps
  - Employees feel valued and supported

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - More staff training on social media and its purpose
- Big Steps
  - SCCC/ATS enrollment increases

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Determine what info does each department need
- Big steps
  - What departments need is readily available

# 2015 Conversation Day – Table 22

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Determining and communicating the preparation required of all students for the specific curricula, programs, courses and learning they will pursue
- Big steps

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Identifying key stakeholder groups and determining their needs
- Big Steps

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Evaluations the degree to which collaborations and partnerships are effective
- Big steps

2 – Building Relationships with Students

- Small steps
  - Determining new student groups to target for educational offerings and services
- Big Steps

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Designing hiring processes that result in staff and administrators who possess the required qualifications, skills and values

- Big steps

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps

- Providing and supporting professional development for all employees

- Big steps

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps

- Selecting, organizing, analyzing, and sharing data and performance information to support planning and process improvement, and decision making

- Big Steps

2 - Making data, information, and performance results readily and reliably available

- Small steps

- Making data, information and performance results readily and reliably available to the units and departments that depend on this information for operational effectiveness, planning, and improvements

- Big steps

# 2015 Conversation Day – Table ?

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Five students a self-evaluation questionnaire regarding their educational skills, life circumstances, and overall preparedness for college
- Big steps
  - Take results of the self-evaluation and direct at-risk students to resources that will help in areas of concern that were identified (math, jobs, childcare issues, housing, etc.)

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Add to syllabus the skills and preparation required to be successful in a specific class
- Big Steps
  - Add to syllabus the skills and preparation required to be successful in a specific class

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Five students a self-evaluation questionnaire regarding their educational skills, life circumstances, and overall preparedness for college
- Big steps
  - Take results of the self-evaluation and direct at-risk students to resources that will help in areas of concern that were identified (math, jobs, childcare issues, housing, etc.)

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Identifying what these changing needs are (as in category 1)
  - Communicate needs to instructor before it becomes a problem
  - Inform students of all available resources
- Big steps

## 2 – Building Relationships with Students

- Small steps
  - Let the student know that their success is our #1 priority
- Big Steps

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Bring in people from other areas of the state/US. Don't only hire local or connected people.
  - Diversify
  - Better prepare those on the selection committee
- Big steps
  - Adhere to the processes already in place for hiring qualified people.
  - Better identify the skills (specific) needed before even interviewing applicants

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Recognize and reward valuable employees so they don't move to other institution
- Big steps

## **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Share resources – give department heads the ability to transfer/share funds within their department
- Big Steps

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps
  - Campus wide uniform grading system

# 2015 Conversation Day – Table 20

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Creating an awareness of student options to re-take Compass test, take competency tests, etc.
- Big steps
  - Student surveys – struggles, strengths, etc.

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Advisor meet and greet
- Big Steps
  - Clean up the I Drive – current degree sheets accessible to everyone

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Making all staff aware of services available to students and beginning of semesters
- Big steps
  - Student services people communicate regularly – email, Jabber, newsletter, etc. when meeting with a student who is not their advisee

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Communication from SGA to all staff
- Big steps
  - Student rep from SGA partners with SCCC staff member to address specific needs brought to the table

2 – Building Relationships with Students

- Small steps
  - Make an attempt to talk to every student you encounter – reach out!

- Big Steps
  - Show support – attend student events (maybe create an incentive for staff to receive when they go to things outside their hours)

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Writing appropriate interview question that align with required qualifications
- Big steps
  - Creating a process book and mapping out specific job duties

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Follow the on-boarding process
- Big steps
  - Documentation of expectations, proper orientation, process notebook

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Don't be afraid to ask for funding/what you need – ask your supervisors what's available
- Big Steps
  - Properly allocate funds when creating a budget – consider needs before wants

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Communicating why things are necessary
- Big steps
  - Develop a process for collecting data so that it can be used to every department – quit wasting time and resources

\*Overlying answer to all: Create awareness and processes



# 2015 Conversation Day – Table 28

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  -
- Big steps

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
- Big Steps

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
- Big steps

2 – Building Relationships with Students

- Small steps
- Big Steps

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Simplify application process (adjunct, kid's college, and part-time)
  - Evaluate pay nationally and industry
  - Consistency is staff, faculty, and administrative evaluation.

- Survey all employees (retiring and current) about various aspects of SCCC/ATS employment (Salary Schedule)
- Big steps

## 2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Simplify application process (adjunct, kid's college, and part-time)
  - Evaluate pay nationally and industry
  - Consistency is staff, faculty, and administrative evaluation.
  - Survey all employees (retiring and current) about various aspects of SCCC/ATS employment (Salary Schedule)
- Big steps

## **Category Five: Knowledge Management and Resource Stewardship**

### 1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Seeing a need and fit it. Individualize the process
- Big Steps

### 2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Seeing a need and fit it. Individualize the process
- Big steps

# 2015 Conversation Day – Table ?

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Identify underprepared and at-risk students, and determining their academic support needs
- Big steps

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
- Big Steps

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Meeting changing student needs/relationships
- Big steps

2 – Building Relationships with Students

- Small steps
- Big Steps

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Designing hiring process that results in staff and administrations who possess the required qualification, skills, and values

- Big steps

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps

- Big steps

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Educational purposes are not adversely affected.

- Big Steps

2 - Making data, information, and performance results readily and reliably available

- Small steps

- Big steps

# 2015 Conversation Day – Table 26

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
- Big steps
  - Institutional standards for reporting “at risk” students

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
- Big Steps
  - Consistent expectations
    - No cell phones
    - Daily attendance
    - Study requirements

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps
  - Brochure available that outlines all resources to meet/assist SLN (Student Learning Needs)

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
- Big steps
  - Address flexible and alternative teaching modalities

2 – Building Relationships with Students

- Small steps
- Big Steps
  - Require students to meet 1 on 1 with instructors during first 3 weeks of semester

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - All hiring committee members receive all applicant information
- Big steps

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Do not require staff to take vacation day on closed campus days
- Big steps

**Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
- Big Steps
  - More decision making and control at division/department level (of all resources)

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps
  - KBOR reporting for CTE programs needs to be accurate

# 2015 Conversation Day – Table 5

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
- Big steps
  - Identify instructional strengths and utilizing them to meet the educational mission of the college

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
- Big Steps
  - Implement and/or tailor the instructional programs to strengthen them over all mission and educational experience of the students

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
- Big steps
  - Analyze the effectiveness of the current system

2 – Building Relationships with Students

- Small steps
- Big Steps
  - Continue the areas of the program that are working and/or discontinue or correct areas that aren't

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
- Big steps

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
- Big steps

**Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
- Big Steps

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps



# 2015 Conversation Day – Table 10

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Continue testing and fine-tune “at-risk” assessment
- Big steps
  - Designate a person (singular) to follow up on “at-risk” students

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Mandatory study skills course (crash course in basic ed.)
- Big Steps
  - Revamp the “orientation” class to meet students’ needs

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Survey faculty and students for learning support needs
- Big steps
  - Continue to review data

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Survey students (including high school) and see what their needs are
- Big steps
  - Designate 1 person to take ownership over meeting/changing students’ needs

2 – Building Relationships with Students

- Small steps
  - Implement more faculty/student “engagements” (events, bbq, etc.)
- Big Steps
  - Create an advising office

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Skills test during hiring process
- Big steps
  - Make sure all parts on interview process are consistent relevant

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Division specific professional development
- Big steps
  - Make 90 day probation period for new hires

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Report back to supervisors on funding decisions
- Big Steps
  - Increase supervisor input

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Get Teresa Wehmeier to help
- Big steps
  - Professional development for interpreting data

# 2015 Conversation Day – Table 27

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Occasional in class survey on any issues hindering students ability to succeed. Discretion assured
- Big steps
  - Larger advising staff dedicated to this task only.
  - Address transportation issues with options including technology

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Clarify syllabus and expectations up front. Quiz individuals in class. More detailed expectations. Students sign as a contract.
- Big Steps

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps
  - Stronger more detailed course descriptors. Systematic protocol to reinforce concepts. Expand writing center

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - In class surveys
- Big steps
  - Flip classrooms – options for new schedules and hybrid long distance/classroom options

2 – Building Relationships with Students

- Small steps
  - Use frequent methods of contact (Maybe social media)
- Big Steps

- Assess ways to provide off campus students a more blended experience on campus including activities (funding)
- Photo directory online or in print (students and instructors)

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Stronger mentoring for upward mobility
- Big steps
  - Long term planning for possible vacancies

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Stronger mentoring – formal – dealing with process
- Big steps
  - Enhance rewards for longevity

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Revisit process for distributing activity funds
- Big Steps
  - More input and discussion with divisions/programs on budget allocations and revisions

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Improve direct access by staff
- Big steps
  - Method to condense and deliver program or department information relevant to outcomes and effectiveness

# 2015 Conversation Day – Table 10

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Determining and communicating prep required of students for specific curricula, programs, courses...
- Big steps
  - ID underprepared and at-risk students, determining support

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
- Big Steps

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Determining new student groups to target for educational offerings and services
- Big steps
  - Building and maintaining relationships with partners

2 – Building Relationships with Students

- Small steps
- Big Steps

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Designing hiring processes that result in staff and administration who possess the required qualification, skills, and values
- Big steps
  - Aligning employee professional development activities with instructional objectives

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
- Big steps

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Making data, info, and performance results readily and reliably
- Big Steps
  - Allocating and assigning resources to achieve organizational goals...

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps

# 2015 Conversation Day – Table 2

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Continue using existing processes
- Big steps
  - Close the loop by disseminating information to those who need to use it

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Updating documents pertaining to programs and specific courses
- Big Steps
  - Enhancing the flow of this information distribution through a central database

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Discuss with students and faculty needs they have
- Big steps
  - Compile needs list and upon implementing a plan or change do so including all parties involved

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Have conversations with students
- Big steps
  - Take this information send up channel

2 – Building Relationships with Students

- Small steps
  - Show we care, have conversations
- Big Steps
  - Take this information send up channel

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Have accurate job descriptions that were collaboratively written
- Big steps
  - Increase HR dept to get the help

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Offering unique competitive benefits
- Big steps
  - Increase HR dept

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Required all staff meetings for dispersing data - information
- Big Steps
  - Providing information to administration

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Required all staff meetings for dispersing data - information
- Big steps
  - Providing information to administration



# 2015 Conversation Day – Table 28

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Make COMPASS exam required for “ALL” Incoming Freshmen
- Big steps
  - Mandatory “All Saints Day” Orientation – Geared toward advising

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
- Big Steps

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Graduate assessment (Surveys, CAAP, Department, Instructor, Course)
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Stop being tech chasers start industry focused instruction
- Big steps

2 – Building Relationships with Students

- Small steps
  - Student – instructor relations (recreate that “Family Atmosphere”)
- Big Steps
  - Learn your students names
  - Talk to students out of class
  - Take an interest in students personal lives

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
- Big steps

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
- Big steps

**Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
- Big Steps

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps

# 2015 Conversation Day – Table 16

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Know and meet their advisor
- Big steps
  - Make early alert to degree check mandatory

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Increased communication between (Instructors – Student – Advisor)
- Big Steps
  - Determine and enforce all pre reqs

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Increased communication between (Instructors – Student – Advisor)
- Big steps
  - If Early Alert then log mandatory hours with resources, else advisement

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Increased cultural awareness (like Saints BB games and Hispanic month, International) survey students asking what needs are
- Big steps
  - Identify and implement

2 – Building Relationships with Students

- Small steps
  - Be friendly and smile
- Big Steps
  - Make it a goal to know students names

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Diverse departmentally to relevant hiring committee
- Big steps
  - Shortened time frames
  - Same process for all divisions no under the table hiring

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Job fairs, be proactive with employees, basic tech training
- Big steps
  - Evaluate why we are not retaining employees.
  - Improve and promote development

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Make goals more well known
- Big Steps
  - Align department goals with organizational goals

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Let departments know where this data is located
- Big steps
  - Training on how to access this information – communication

# 2015 Conversation Day – Table 15

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Mandate participation in early alert
- Big steps
  - Increase high school graduate competencies (considering middle school on up)

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Career exploration classes for remedial students
- Big Steps
  - Hire full-time advisors/mentors

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Refine student surveys and share data (@ graduation practice)
- Big steps
  - Language lab

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Identify what these needs are 1<sup>st</sup> and who we are trying to satisfy
- Big steps
  - Cutting edge technology in the classroom i.e. ipads for all with full IT support (check with DCCC and its effectiveness)

2 – Building Relationships with Students

- Small steps
  - Small group mixer for new students (get together, move-in day, birthday recogn)
- Big Steps
  - Reduce faculty: Student ratio

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Speed up the contact with applicants before hiring
  - Let them keep up front regarding salary
  - Identifying where the advertise for specialty areas
- Big steps
  - Increase salaries
  - Update job descriptions to actual duties for comp ease
  - A \$.03 raise is a slap in the face
  - Provide opportunities for promotion i.e. instructor, assistant professor, professor, etc. (tenure track)

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Speed up the contact with applicants before hiring
  - Let them keep up front regarding salary
  - Identifying where the advertise for specialty areas
- Big steps
  - Increase salaries
  - Update job descriptions to actual duties for comp ease
  - A \$.03 raise is a slap in the face
  - Provide opportunities for promotion i.e. instructor, assistant professor, professor, etc. (tenure track)

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Improving the feedback loop (asked for data, but no response)
  - Personnel requests: approved vs. disapproved
- Big Steps
  - Hiring knowledgeable and cooperative IT personnel

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Improving the feedback loop
- Big steps
  - Be sure data generated by Banner is accurate

# 2015 Conversation Day – Table 6

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Short term – mandatory meeting with advisor and midterm and getting feedback from at-risk committee
- Big steps
  - At risk committee and advisor collaborate regarding students particular academic needs

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Short term – mandatory meeting with advisor and midterm and getting feedback from at-risk committee
- Big Steps
  - At risk committee and advisor collaborate regarding students particular academic needs

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Short term – mandatory meeting with advisor and midterm and getting feedback from at-risk committee
- Big steps
  - At risk committee and advisor collaborate regarding students particular academic needs

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Identify the needs – being aware
- Big steps
  - Continually identify and adapting to the changes

2 – Building Relationships with Students

- Small steps

- Take the time to know the students names and say “Ha”
- Big Steps
  - Long term rapport – attending student events

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Have training and supervisors meeting, for example, to go through the hiring process
- Big steps
  - Hiring more HR staff

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Develop departmental cross training
- Big steps
  - Hiring more HR staff

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Identify the self-sufficient resources that we have internally
- Big Steps
  - Refining resources and instituting policy/procedure

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Make people aware of the resources and process we already have
- Big steps
  - Continued communication within divisions and departments



# 2015 Conversation Day – Table 26

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Identify student stakeholder groups and determining their educational needs
- Big steps

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Identifying underprepared and at-risk students, and determining their academic support needs
- Big Steps

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Building relationships with students
- Big steps

2 – Building Relationships with Students

- Small steps
  - Meeting changing student needs
- Big Steps

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values
- Big steps

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Providing and supporting regular professional development for all employees
- Big steps

**Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements
- Big Steps

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Selecting, organizing, analyzing, and sharing data and performance information to support planning, proves improvement, and decision-making
- Big steps

# 2015 Conversation Day – Table 25

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Identify and match
    - Identify alerts – scores, absences, lack of interest
    - Match – communication, use resources
  - Gain contact info from student and advisors, etc.
  - Do projects to promote critical thinking
- Big steps
  - Create campus-wide communication system for faculty and students

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
- Big Steps

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Distance Learning
    - Enough online classes? Easy process?
    - Advertise online classes, simplify process
- Big steps
  - Creating change, adapt and function quickly to student needs

2 – Building Relationships with Students

- Small steps
  - Increase informal student contact
- Big Steps
  - Do all faculty – student- parent introduction/conference 2-4 times

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Process should be done in a timely manner with same process (detailed)
    - hiring community shouldn't all be point scored
    - Simplify and reduce the process
    - Increase qualitative measures compared to quantitative measures
    - Match questions to position an individual
    - Rather than "one size" fits all list of questions
- Big steps
  - Effort
    - Making the hiring process quicker but precise
    - HR should be expanded
    - Create a category for staff to audit a class
    - Benefit to adding a skill to oneself
    - Focus on smaller needs
    - Follow-up

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
- Big steps

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
- Big Steps

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps

# 2015 Conversation Day – Table 22

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - One-on-one with students to determine student needs
- Big steps
  - Method of tracking for underprepared and at-risk students to determine improve improvement

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Purposeful advising
- Big Steps
  - Schedule appointment with freshman student to make advisor more aware in developing a college student

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Developing advisee/advisor relationship
- Big steps
  - Promoting services within

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Analyzing reason withdraw
- Big steps
  - Developing advisee/advisor relationship

2 – Building Relationships with Students

- Small steps
  - Analyzing reason withdraw
- Big Steps
  - Developing advisee/advisor relationship

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Paper review process determining qualifications need to be reviewed
- Big steps
  - Identify/expand recruiting efforts

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Paper review process determining qualifications need to be reviewed
- Big steps
  - Identify/expand recruiting efforts

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Make sure that the needs are communicated to appropriate department
- Big Steps
  - Track that resources to ensure that goals are met

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Creating awareness of the role of Office of Assessment and Research
- Big steps
  - Professional development with institution research data and availability

# 2015 Conversation Day – Table 3

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Make sure each student feels welcome – say their name if you know it, ask their name if you don't
- Big steps
  - Make sure every student knows his/her advisors and meets with the advisor. (Otherwise test scores are not being used as intended to ensure placement/success)

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - At enrollment, student must meet advisor
- Big Steps
  - Clearly list the requirements for each program on website and printer materials and make sure student sees/reads list

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  -
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Make sure different offices/departments know each other and each other's jobs so they can share information and solve problems
- Big steps
  - Continue to try new programs to meet students' needs

2 – Building Relationships with Students

- Small steps
  - Interact with them on everyday basis
- Big Steps

- Keep in contact

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Ask employees to be part of a visitors board (hosts, tour guides, chats by phone)
- Big steps
  - Get better at telling the story of why this is a great place to work – virtual tour online

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - EAP in place explain it so people understand it's there
- Big steps
  - Make personal satisfaction part of employee evaluation

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Each employee list top 3 things you must have to do your job well and share with supervisor
- Big Steps
  - Regular communication to ensure divisions/departments budget reflect real-life priorities

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Each employee list top 3 things you must have to do your job well and share with supervisor
- Big steps
  - Regular communication to ensure divisions/departments budget reflect real-life priorities

Note: Supervisors should go the extra mile to elicit feedback from employees.



# 2015 Conversation Day – Table 8

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - In acceptance letter identify resources for at-risk students
- Big steps
  - Make Welcome Day mandatory for all new students

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Students meet with advisor and financial aid
- Big Steps
  - Make a degree plan

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Program fair to promote tutoring, advising, labs, research, etc.
- Big steps
  - Peer mentoring program

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Mentorship in life skills for international students
- Big steps
  - Daycare center on campus
    - Education classes
    - Develop programs in these areas/licensing

2 – Building Relationships with Students

- Small steps
  - Mentorship in life skills for international students
- Big Steps

- Daycare center on campus
  - Education classes
  - Develop programs in these areas/licensing

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Consistent process for all hiring
- Big steps
  - Developing a consistent tiered pay scale for new and current employees with consistent pay raises

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Mentoring for new hires within each division/department
- Big steps
  - Communicating and following through with on boarding process

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Use what we have wisely
- Big Steps
  - Update web page making it user friendly
    - Who's responsible?

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Quick link on website for all programs
- Big steps
  - Education on where to go look for data for employees and program coordinators and consistently with where data is stored.

# 2015 Conversation Day – Table ?

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
- Big steps
  - ID student stakeholder gaps and determining their educational needs

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
- Big Steps
  - ID underprepared and at-risk students and determining their academic support

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
- Big steps
  - Building relationships with students

2 – Building Relationships with Students

- Small steps
- Big Steps
  - Building and maintaining relations with partners

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
- Big steps

- Designing hiring processes that result in staff and administration who possess the required qualifications skills and values

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
- Big steps
  - Providing and supporting regular professional development for all employees

**Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
- Big Steps
  - Determining data information and performance results that units and departments need to plan and manage effectively

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps
  - Making data, information and performance results readily and reliably available to the units and departments that depend on this information for operational effectiveness, planning, and improvements

# 2015 Conversation Day – Table 5

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Follow-up with that is already in place (Compass testing, Early Alert, etc.)
- Big steps
  - Target leading advisors and then compensate those staff members assigned to this task

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Educate and train advisors what students need for specific degrees
- Big Steps
  - Establish an assessment procedure to determine the effectiveness of student advisement

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Student and staff surveys at mid-term to determine effectiveness of current support programs
- Big steps

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Identify the changing needs of the students
- Big steps
  - Address student needs via programs, facilities, and services

2 – Building Relationships with Students

- Small steps
  - Improve and create student interaction with faculty, staff, and other students
- Big Steps
  - Increase funding for programs, facilities, and activities

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Evaluate the current hiring process
- Big steps
  - Implement a hiring process to ensure the new employee fits the position

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Evaluate the current hiring process
- Big steps
  - Implement a hiring process to ensure the new employee fits the position
  - Evaluate salaries

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
- Big Steps

2 - Making data, information, and performance results readily and reliably available

- Small steps
- Big steps

# 2015 Conversation Day – Table 19

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Expand Early Alert and at-risk
- Big steps
  - Evaluate entrance/admissions assessment processes

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Evaluate course descriptions and syllabi for clarity of expectations
- Big Steps
  - Evaluate/improve enrollment and advising processes

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Evaluate and expand hours of operation (library, tutoring, labs)
- Big steps
  - Expand advising system and expectations

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Professional Development related to understanding student needs
- Big steps
  - Expand advising (beyond academic scheduling)

2 – Building Relationships with Students

- Small steps
  - Professional development – cultural understanding
- Big Steps
  - Expand advising – personal interaction

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Train staff on hiring process
- Big steps
  - More thorough vetting of candidates

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Expand position announcements (broader app. proof)
- Big steps
  - Evaluate/improve current orientation/training processes

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Ensuring budget processes align with goals and educational purposes
- Big Steps
  - Evaluate whether our organizational goals truly align with our educational purposes

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Implement dashboard and FAQ (determine what is needed)
- Big steps
  - Professional Development on use of data, identifying available data, and interpretation of data



# 2015 Conversation Day – Table 24

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Pre-testing in classroom
- Big steps
  - Communication: 1 on 1 (Ideally) Students – Advisors/Instructors

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Clearly stating/identifying pre-reqs in catalog description, syllabus, and making sure instructors and advisors understand
- Big Steps
  - Clear, searchable “viewable” website
  - “24 hour help desk” to answer all questions, anytime

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Surveys
- Big steps
  - Taking it to them (instead of waiting for them to come to us, we go to them)

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Be flexible (think outside the box)
- Big steps
  - Put students on policy making committees

2 – Building Relationships with Students

- Small steps
  - Be visibly active in student activities
  - Talk to students (outside of class)
- Big Steps

- Utilizing students in role that are implicitly held by staff/employees (Financial aid, Student Support, Registrar)

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Pre-testing interviews
  - Social media screening
  - Human resources needs more help
- Big steps
  - (Unrealistic) eliminate human resources and legal hoops that make hiring process difficult

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Mentoring faculty/staff
  - Defining individual processes/job descriptions more clearly
- Big steps
  - Recruiting faculty/staff as a proactive process instead of a reactive process (filling gaps as they arise)

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Fewer meetings and more productive/efficient/effective meeting (less b.s.)
- Big Steps
  - Let people do their job (salary, time, resources)
  - Let teachers be full-time teachers and not part-time administrators, etc.)

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Office of Assessment and Research needs more personnel and money
  - Office of Assessment and Research needs more help
- Big steps
  - Employee training/development for data management and interpretation and using results effectively

# 2015 Conversation Day – Table 24

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Letting students know what resources are available such as advising, at-risk, tutoring, math, reading, and writing lab, counseling, financial aid
- Big steps
  - To expand programs based on students' needs

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - Communicate with high school counselors as to expectations and areas of improvement for the students
- Big Steps
  - Expanding orientation and First Year Seminar to include areas of concern, study habits, attendance, communication with the instructor

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Have instructors give out progress reports more often and don't wait until midterms
- Big steps
  - Refer to category 1, long term goal in #1

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Helping students link their emails to not miss any important school information to improve communication
- Big steps
  - Develop seminars and social activities addressing personal needs and issues such as depression, personal finances, and budgeting

2 – Building Relationships with Students

- Small steps

- To do surveys to see what students are interested in and encourage participation
- Big Steps
  - To have out of the classroom fun activities during the day, at various times during the semester to interact with instructors

### **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Continue to improve the human resources hiring processes using the new system that has been put in place
- Big steps
  - To provide continuing education opportunities for all employees relating to their specific position

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Same as short term goal on the first bullet on category three
- Big steps
  - Written process to explain the daily procedures of the employees job for example in semester responsibilities, Banner, due dates, more on the job training by the previous employee if possible

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Being aware of current resources and their capabilities and short comings
- Big Steps
  - Communicating with all parties involved to make sure that we have the support in place to accomplish goals, example equipment, IT and more people

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Same as short term goal in number one category five
- Big steps
  - Direct involvement of all personnel in decision process to ensure operational effectiveness

# 2015 Conversation Day – Table 9

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## **Category One: Helping Students Learn**

1 – Identifying underprepared and at-risk students, and determining academic support needs

- Small steps
  - Student awareness of available academic support
- Big steps
  - Identifying knowledge and skills needed for academic progress

2 – Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

- Small steps
  - More student contact with advisor/instructors
- Big Steps
  - More communication between instructors and advisors

3 – Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

- Small steps
  - Student awareness of available academic support
- Big steps
  - Identifying knowledge and skills needed for academic progress

## **Category Two: Meeting Student and Other Key Stakeholder Non-Academic Needs**

1 – Meeting changing student needs

- Small steps
  - Identifying the non-academic student needs
- Big steps
  - Extending hours of non-academic resources

2 – Building Relationships with Students

- Small steps
  - Increase sensitivity to students needs
- Big Steps
  - Be more available to the students

## **Category Three: Valuing Employees**

1 – Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

- Small steps
  - Check references ahead of time
  - Developing a mentoring program between faculty
- Big steps

2 – Recruiting, hiring, retaining, and orienting employees

- Small steps
  - Advertise employment opportunities more
- Big steps

### **Category Five: Knowledge Management and Resource Stewardship**

1 – Allocating and assigning resources to achieve organizational goals

- Small steps
  - Communicating needs at all levels
  - Aligning similar resources more effectively
- Big Steps

2 - Making data, information, and performance results readily and reliably available

- Small steps
  - Communicating needs at all levels
- Big steps