

2018-2019 Strategic Plan Update

Strategic Initiatives and Goals 2018 - 2021	Start Date	SLT Champion	SI Chair	Status	Summaries date
Goal 1.1 Increase overall first-year academic achievement for students in developmental courses. (PA)					
<i>SI 1.1a. Development of resources to help remedial students.</i>		Rhoda MacLaughlin	Roxanna James	Complete	2019
2019 Summary: <ul style="list-style-type: none"> Five resources were selected to be highlighted to students and staff throughout the spring '19 semester. Those resources are: Tutoring, Writing Center, Tutor.com, Immersive Reader/ReadAloud, and Grammarly. Each resource was promoted through digital correspondence, Blackboard, and physical posters/infographics. Through online (spring semester) usage reports for Grammarly and Tutor.com, we were able to identify usage increases in the months following our promotions compared to the months prior to our promotions. Example: Tutor.com was promoted in February 2019. In January of 2019, there were 35 tutor.com users and in February there were 104, March 99, and in April 80. In Spring of 2018, Grammarly had 303 active users, with the largest single day peak of 86. Spring of 2019, had 367 active users, with a high day peak of 119. 					
<i>SI 1.1b. Increasing the effectiveness of the teaching-learning process by targeted support of classroom instruction with relevant professional development offerings and training.</i>		Michelle Schoon	Brooke Ista & Jennifer Anderson	Ongoing	2019
2019 Summary: <ul style="list-style-type: none"> The team is going to collect qualitative data from interviews with those that work with students with developmental needs. The interviews will be transcribed and analyzed using NVivo, to pull out themes. The goal is to gain a better understanding of the learners who are enrolled in developmental education and adult education. 					
Goal 1.2 Increase the number of certificates and degrees awarded. (PA)					
<i>SI 1.2a. Outline Consistent training and communication of advising processes.</i>		Stefani Jones	Janice Stover	Ongoing	2019
2019 Summary: <ul style="list-style-type: none"> We have been successful in getting J1 Web Advising configured and available for advisors to use for academic planning Created a basic J1 Web Advising guide to introduce advisors to J1 Web. Goals for next year include Outline a standard timeline that incorporates communication to and training for advisors - March 2020. Create an advisor handbook that provides instructions on how to use the advising tools, as well as outlines the expectations of advisors - August 2020. Implement the advising tools available to allow advisors to focus more on advising and less on course enrollment - October 2020 					
Goal 1.3. Increase the percentage of students who completed, became employed or transferred. (PA)					

SI 1.3a. Develop a process for providing internship opportunities for students through establishing relationships with community partners.		Tina Grillot	Mark Dykes	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> The team had issues finding times to meet and enlisting its members to actively collaborate on the action items. The team has never had a recorder, the chairman has stepped down, and other team members are not willing to step into leadership roles. This past year the team completed a department level survey to draft a list of current internships, co-ops, apprenticeships, and practicums. Definitions for each was crafted and it was determined that the committee would only focus on Internships at this time. We are currently solidifying a step-by-step process for a common Internship application for both the employer and the intern. Future activities will include creating a centralized database with information about our intern partners, hosting an internship open house, and running a promotion campaign for internships at Cowley. 					
<p>Goal 2.1 Increase the enrollment and retention rate of select student groups. (Increase first to second year persistence rates of college ready cohort) (PA)</p>					
SI 2.1a Develop and implement a cultural diversity and inclusion plan for students and local stakeholders.		Amy McWhirt	Amy McWhirt	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> The team had issues finding times to meet and creating a clear focus. In some ways, we were trying to put the cart before the horse as no infrastructure exists to plan and implement activities. The team will need to refocus and recommit for the next cycle. Placing emphasis on the infrastructure first, then planning activities. 					
SI 2.1b Develop comprehensive support programs for international students.		Amy McWhirt	Matthew Neis	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> 1) A checklist has been created and will be distributed to new international students in June of 2019. Students will follow the checklist goals/info to guide them to successful transition from their home country to Cowley College. 2) Formal ESL/ELL system was deemed unnecessary. However, clear guidelines are being used to funnel students into the appropriate language courses and the English for Academic Preparation course will be used for all students with TOEFL (or other language test) scores that fall below the minimum requirement for admission, regardless of the student's accuplacer score. 3) Scholarship concerns have been brought to the attention of the Administrative Council (AC) and the Scholarship Committee (SC). AC has determined that international students that receive institutional scholarships will be given an amount equal to the in-state tuition rate and must pay the difference in international tuition. AC has also determined that the SC will determine if international students are eligible for the various activities scholarships. The SC will be addressing this issue over the summer of 2019. 					
SI 2.1c Improve campus and online accessibility to be compliant.		Eddie Andreo	Shelby Huddleston	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> This past year we have focused multiple trainings on accessibility. These trainings included both Microsoft Word and PowerPoint. We also hosted a Summer Symposium, that focused on accessibility and Improving Your Online Course. Our Blackboard Ally data has been continually improving. When we first turned Ally on we had a 53% accessible rating. Institution wide numbers: Fall 2018 – 83% Spring 2019 – 84% Summer 2019 – 86% Fall 2019 – 87% 					

Goal 2.2 Increase the persistence rates (fall-to-fall) for students in developmental courses. (PA)					
<i>SI 2.2a. Refine the retention module use, outline processes and identify key factors effecting retention processes.</i>		Devin Graves	Stefani Jones	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> Basic guideline for retention early alerts, interventions and follow-ups have been created and provided electronically to all faculty and advisors. Relationship options allowed us to add different groups of people to connect to a student. (Coaches, Scholarship Awarders, Work-study, Impact, etc.) Established a team of retention managers to manage the retention module. 					
Goal 3.1 Improve communication as a shared function & responsibility for all employees.					
<i>SI 3.1a Develop a process for increasing internal communications. (AC)</i>		Dr. Gregg	Tiffany Vollmer	Ongoing	2019
<p>2019 Summary:</p> <ul style="list-style-type: none"> This past year, the team surveyed employees to determine their level of satisfaction with our current methods of communication. Created an institutional communication statement which has been added to the public website on the mission statement page as well as on the Intranet. The team collaborated with the shared governance team as well as the HR team on boosting the new employee onboarding process. The results of the survey showed that a number of employees feel that the flow of information is often slow, leaving important topics to be conveyed through the rumor mill, rather than from administration. Employees did seem to be satisfied with our current means of transmitting information (Tiger Tweets and Take Aways, emails, Tiger Talks, Board meeting press releases, In-services.) 					
Goal 3.2 Develop and maintain onboarding processes and training that increase employee confidence and competence.					
<i>SI 3.2a. Employee Onboarding. Cowley Connection: Creating a Successful Onboarding Experience.</i>		Amy Tharp	Jenette Hanna	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> The college has implemented a new Human Resources Information System (HRIS) which has an onboarding component. Newly hired employees cannot complete almost all of their new hire paperwork through our online system via phone application or personal laptop computer. The Onboarding email is welcoming and walks employees through what they need to accomplish. Our system has the capability of attaching welcome videos as well. Benefits are also handled through the same system. There are videos, pamphlets and online resources when the employee has questions. Having most of the process online allows the HR Department the ability to spend more time getting to know our new employees and by providing more in-depth discussions on our Core Values and Mission and how these have a positive impact on their position and on the college's performance. We created a "Get to Know our Executive Team" where we invite all new hires to listen to each executive team member (President, Vice President, all and Executive Directors) welcome employees and talk about the departments within their respective areas. Each member is given 5 minutes. The employee handbook is being revised with updates and new features to make it more employee friendly (i.e. maps, descriptions of locations, welcome message from the president, hyperlinks back to the actual policies. 					

<i>SI 3.2b Develop a process of providing for professional development of employees that meets the needs and growth interests of the College.</i>		Jamie McGee	Julie Rhoads	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> The college has now fully implemented a process for addressing professional development through the inclusion of two days reserved to offer learning experiences for the entire college. Each year a new team consisting of 8 members made up of 4 full-time faculty, with 1 of those being the chair of the committee, and 4 staff members. This team will organize all events and activities for the two PD days. The results show that the college employees were overall satisfied with the two PD days offered during the 18/19 academic year. The first PD day offered more department time the second offered no departmental breakout. Several survey comments indicated that this break out time should be reconsidered and offered at future PD Days. The surveys did indicate that some individuals in specific positions are still not being offered sessions which address their specific needs, although sessions offered were still relevant in small ways they want sessions which address the specific professional growth; which is being looked at by the new team for the 19/20 academic year. 					
Goal 3.3 Increase the culture of respect and appreciation among employees.					
<i>SI 3.3a. Establish and maintain an effective and consistent employee recognition program.</i>		Gage Musson	Liz Shepard	Ongoing	2019
<p>Summary 2019: M.O.R.A.L.E. - Motivating Others by Respecting, Accepting, Listening and Empowering</p> <p>Studies have shown that healthier employees are happier and better employees. By focusing on employee health (physical and mental), we provide opportunity for faculty and staff to motivate themselves and other members of their Cowley family to live well, live strong and live long. Whether it is by competing in community events or individually on campus, the focus of these events is to bring Cowley employees together.</p> <p>In the 2018-19 season, we offered 12 opportunities ranging from Friday afternoon bowling to Biometric Screening. Each event had measurable turn-out and at the end of the year, we had a total number of 94 employees participated in these events. This is more/less than last year. We track of the participants by keeping a spreadsheet of those whom participated. This is the breakdown:</p> <ul style="list-style-type: none"> Every time you attend an L3 event you receive a raffle ticket for the end of the year drawings – L3 team will keep track of tickets throughout the year You may receive a maximum of 16 tickets per year During the Cowley Mile Celebration in May, tickets will be drawn to select prize winners There are three types of prizes up for grabs – bronze, silver, and gold <ul style="list-style-type: none"> 1 to 4 raffle tickets qualify you for bronze prize drawings (services, gift cards, t-shirt, etc.) 5 to 9 raffle tickets qualify you for silver prize drawings (gift cards, sweatshirts, massage, etc.) 10-16 raffle tickets qualify you for gold prize drawings (tennis shoes, fit bits, gift cards, etc.) 					
Goal 4.1 Develop processes for providing valid data to drive decision-making and compliance reports.					
<i>SI 4.1 a Identify appropriate data collection methods and measures for continuous quality improvement activities.</i>		Dr. Rittle	Debbie Phelps	Ongoing	2019
Summary 2019:					

<ul style="list-style-type: none"> The team made some progress on the list of needs identified at the first meeting. One factor impeding progress outside the team's control was the roll out of J1; this major system change required a pause so that the team could determine if the original needs would stay the same and if the identified system functions would stay the same. Follow up training using the Admissions Application Mapping document occurred in the summer for all Admissions and Advising staff. The most important factor slowing the team down is time: every member of the team has been a participant in a major change related to data collection not included in the year's goals and/or directs an office with many responsibilities (Registrar/Advising/Academic Affairs/IE/BusOffice). These initiatives include the creation of advising trees for every program (Jones/Graves/Stover), the acquisition of Tableau (Jones/Phelps) and correction of the past year of all federal reporting by the IE Office. Results from the SI Knowledge Management Team's Data Access Survey: 75 employees responded to the survey; survey results reflect the feedback from 33 employees with access to J1.50% of the employees surveyed reported easy access to J1 and confidence in their ability to use the system to do their job well. However, 65% of the same employees selected "I am not confident that I know how to select the right J1 reports to meet my information needs". Additionally, 88% of the employees with access to J1 stated they have access to Infomaker, a custom querying tool, but are not confident in their ability to select the correct tables and fields to produce the information they need. When asked about the presence of a department reference manual, 96% selected, "No, I don't use a guide created for and/or by my department." 					
<i>SI 4.1 b Capitalize on current assessment activities to include a clear decision-making process for approving and implementing recommendations.</i>		Dr. Rittle	Debbie Phelps	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> Progress on this initiative will be provided to the team as Phelps and Schoon devise a plan for updating the document. This will most likely not happen until closer to the end of the term. 					
<i>SI 4.1 c Develop a written assessment plan that describes when, how and how frequently data is collected.</i>		Dr. Rittle	Debbie Phelps	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> This will be finalized after a review of the AIM document and other accreditation assessment processes that will be part of this larger piece moving forward for next year, possibly in the spring. 					
<i>SI 4.1 d Create a communication plan to include annual reports and collaborative discussions about evidence and its use to drive continuous quality improvement activities.</i>		Dr. Rittle	Debbie Phelps	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> The manual is evolving into a multi-use document that will help the College with succession in the IR and other offices. The team's conversations appear to be improving team member understanding of the functionality of the modules used by other departments. 					
Goal 5.1 Align resources with College goals to reach FTE sustainability.					
<i>SI 5.1a Develop and utilize a facilities Master Plan to examine existing and potential facilities resources.</i>		Dr. Walker	Todd Ray	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> Facilities Master Plan was pursued with RFQs. It was decided, by vote of the committee, to wait until the next year for further discussion and to not enter into a commitment for the 2018/19 year. The College did enter into an agreement with Willdan for a deferred maintenance plan to help provide for the needs of the existing facilities. 					

SI 5.1b Establish the identity of Cowley campus and locations by strengthening or developing academic and/or service programs to increase enrollment.		Jan Grace	Michelle Schoon	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> Identity for each site/building was determined - SWOT summary for each as well. Beginning to review the cost analysis of each site; review of programs/courses for best utilization/delivery; This if for the 2019-2020 academic year. The goals of this initiative include: 1. analyzing average cost per location based on building staffing, maintenance and rent/lease. 2. Marketing: realignment, site specific strategies, housing, brochures, collect data, change made from Bloomenshine to Science, Engineering, Academic (SEA) 3. See/determine from last year's information collected - add to it? Analyze it? 4. Student Life 					
SI 5.1c Review current scholarship practices to determine the effectiveness on student recruitment.		Dr. Gregg	Todd Shepherd	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> The scholarship team met during the 2018/19 year to look at the current status of scholarships regarding number, dollar amount and oversight. The team decided to cap scholarships at 17 credit hours and to remove summer scholarships for the 2019 year to help reduce current scholarship expenditures. The team will continue to meet in the 2019/20 year to explore additional changes in scholarship processes. 					
SI 5.1 d. Enrollment 123.		Kristi Shaw	Stefani Jones	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> Established Enrollment Services group that meets every two weeks to share area information, identify potential obstacles and improve communication. Notes are taken and made available to all areas involved. Created a year-long recruiting timeline to assist in planning. The new timeline will be outlined every February and will include scheduling events and identifying marketing material that will be needed. Tracking student contacts made during recruitment activities to analyze and use in future planning. Preparing initial steps to create an 'Admissions Handbook' from the inquiring/prospective student through first semester enrollment so training and processes are consistent between areas, locations and for future employees. 					
Goal 5.2 Increase Foundation effectiveness through improved tools and processes.					
SI 5.2a Improve Foundation donor information through the migration and update of the donor database to Raiser's Edge current cloud-based technology.		Dr. Gregg	Lena Spencer	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> Migration is complete. In depth database training has been completed. The remainder of this project will be small updates and more cleaning up of data as it is found, as there are some items that cannot be searched for within. We are also adding to our new RE Policy and Procedures manual to ensure accurate data entry in the future and proper processes. This will be ongoing for the next year as well as we come across more items to add or update. Next year will just be a simple constant updating of information that is something which will continue for as long as the database is in use. Monthly, and quarterly items to check to ensure data was entered correctly. We will submit address finder requests quarterly to keep data current and continue to update the P&P manual as new items are brought to our attention. We will no longer be meeting in a group as the group portion has been completed and these tasks are to be done by our Database administrator of Raiser's Edge only - which is currently Lena. 					
SI 5.2b Develop a Foundation Board Member manual to inform current and new board members on policies and board expectations.		Dr. Gregg	Lena Spencer	Ongoing	2019
<p>Summary 2019:</p>					

<ul style="list-style-type: none"> Dr. Gregg is going over final draft and making any final edits and revisions. Plan to send to print and have bound by the next Foundation Board meeting which is 10/17/19 to distribute to board 					
SI 5.2c Identify and deploy an effective donor communication strategy.		Dr. Gregg	Sandy Wiemers	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> Initial strategies for effective communication and engagement with donors have been discussed. Alumni Relations was identified as a fundamental portal to engage and communicate with potential donors in the first phase. Several strategies were defined and implemented during 2019 to communicate with Alumni including the creation of social media accounts for Alumni, monthly Alumni Shout outs which highlights an individual alum on Facebook, and communication through Alumni Reunions (the Tigress Tough Alumni Reunion has been planned for September 2019). 					
Goal 6.1 Address employee needs and concerns during decision-making processes.					
SI 6.1 a. Develop a shared governance structure that reflects best practice.		Deborah Layton	Debbie Phelps	Ongoing	2019
<p>Summary 2019:</p> <ul style="list-style-type: none"> In order help with communication, we created a process for implementing change or making proposals at the college so that anyone affected by that proposal would be informed and have the opportunity to provide feedback. The document was ratified through Administrative Council and was published online via the Cowley website. The process was introduced at the all-college in-service fall 2019. Future plans include making it part of its onboarding process. We are looking at the 2019-20 academic year as a pilot year for the process and have asked for feedback as people use it. The anecdotal evidence suggests the people of Cowley are supportive of the shared governance document and process. An evaluation is being created to assess progress for the spring. 					

Strategic Plan Goals 2018

Institutional Priority #1 Student Success:

Cowley College is Focused on the design, deployment, and effectiveness of teaching-learning processes.

Goal 1.1 Increase overall first-year academic achievement for students in developmental courses. (PA)

Goal 1.2 Increase the number of certificates and degrees awarded (PA)

Goal 1.3. Increase the percentage of students who completed, became employed or transferred. (PA)

Institutional Priority #2 Student Stakeholder Needs:

Cowley College is focused on determining, understanding and meeting needs of current and prospective students' and other key stake holders such as alumni and community partners.

Goal 2.1 Increase the enrollment and retention rate of select student groups (Increase first to second year persistence rates of college ready cohort) (PA)

Goal 2.2 Increase the persistence rates (fall-to-fall) for students in developmental courses (PA)

Institutional Priority #3 Valuing People:

Cowley College is committed to the hiring, development, evaluation of faculty, staff and administrators and creating a culture of mutual respect, appreciation and support that recognizes and encourages all employees as they continuously increase personal and professional development.

Goal 3.1 Improve communication as a shared function & responsibility for all employees

Goal 3.2 Develop and maintain onboarding processes and training that increase employee confidence and competence

Goal 3.3 Increase the culture of respect and appreciation among employees

Institutional Priority #4 Knowledge management:

Cowley College is focused on the management of the technological and information infrastructure designed to provide an environment to support learning, including how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution

Goal 4.1 Develop processes for providing valid data to drive decision-making and compliance reports.

Institutional Priority #5 Resource Stewardship:

Cowley College is focused on how the resource base of an institution supports and improves its educational programs and operations.

Goal 5.1 Align resources with College goals to reach FTE sustainability

Goal 5.2 Increase Foundation effectiveness through improved tools and processes.

Institutional Priority #6 Plan and Lead:

Cowley College is focused on its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and leverage opportunities.

Goal 6.1 Address employee needs and concerns during decision-making processes.