

Faculty Professional Development Committee

November 6, 2018

Chesapeake BCTE

3 p.m.

ATTENDED: Tom Geary, Cheryl Nabati, Dianne Stanbach, David Wright, John Morea, Jenefer Snyder (Google Hangouts), Tiffany Putman (Google Hangouts), Rhonda Goudy (Google Hangouts), Libby Watts (Google Hangouts).

ABSENT: Jeanne Hopkins, Vy Calhoun.

GUESTS: Monica McFerrin, Kim Bovee, Curt Aasen.

I. Call to order (3:01 pm)

II. Approval of minutes from last two meetings (May 1, Oct. 2)

- Dianne Stanbach was added as an attendee of the May 1 meeting.
- The minutes were both approved as amended at 3:06.

III. Funding Model Presentation with Curt Aasen and Kim Bovee

- Vice President for Information Systems and Institutional Effectiveness Curt Aasen shares performance funding metrics information that is important for the FPDC to know.
 - Performance-based funding and the VCCS funding are separate.
 - We still have primary funding from enrollment, but the VCCS distributes some of the funds through ten measures of student success (in three categories: Entry, Retention and Progression, and Completion).
 - How the ratios are determined and the distribution of funds according to the percentages and ratios are explained.
 - It is possible to improve our performance but still lose funding because there is a competition between colleges. If we gain, it's at the expense of the other colleges.
 - (-2.3%) decrease last year. We get 14.5% of money in the pot (last year was 14.82%).
 - VCCS funding increased from 44.9 mil. To 53.4 mil.
 - We get \$1 mil more than last year
 - College hit hardest was Patrick Henry - still lost \$34k
 - Biggest gains: PD Camp, Lord Fairfax, Piedmont
 - Biggest losses: Patrick Henry, Blue Ridge, Southside, SWVCC
 - The goal of the model was to decouple enrollment and performance, but they left both in the calculation
 - Entry breaks down into English and Math with developmental and college-ready students calculated separately based on successful completion of a college-level English course within four semesters of their first enrollment.
 - Math entry improved but below system average. English entry was a slight decline and below system average. We had an improvement, but it wasn't above the system average, hence less funding due to the metrics.

Approved Jan. 15, 2019

- Retention declined overall but below system average. Fall to fall retention was slightly above system average.
- Students are taking fewer credits, so Progression 12 + 24 credit categories are down a lot (-4.1% and -8.0%). These students must maintain at least a 2.0 GPA. This includes full and part time students, which skews the number down.
- AA/AS/AAS/AAA degrees down (-4.5%) but certificates and career studies up 9%. One award is counted per year. Students do not have to apply to have certificates and degrees awarded to them. We'll continue to see an increase in points in certificates next year as the Registrar's Office put in a lot of work to ensure these students are recognized.
- There was no significant change for the underserved population.
- Transfer 16 credit had a slight drop; Transfer AA/AS was up 8.9% but below system average.
- Bachelors degrees earned within 6 years from initial enrollment in the community college is down (-7.5%) but up in the VCCS (+1.7%).
- Tennessee has moved to 100% performance-based funding, and Virginia legislators have discussed this possibility.
- There is still no accurate and fair methodology for determining jobs for students with career/technical skills/degrees, but it may be added by VCCS if a good way to measure it is determined. Workforce Solutions are also not included because the funding is for degree and certificate programs.
- Director of Planning and Accountability Kim Bovee discusses strategic planning.
 - President DiCroce had created one five-year strategic plan in 1998 and then rolled over to one-year plans of year.
 - In 2014-15, SACSCOC preparation, SEM (Strategic Enrollment Management), and blue reporting templates were all major initiatives.
 - In 2015-16, purple reporting templates were pushed to middle management for college-level awareness and a focus and training on measurable outcomes was emphasized. It was difficult to develop strong measurable outcomes to fit the previous strategic plan. SEM continued.
 - In 2016-17, SACSCOC visited. Performance-Funding Metrics (PFM) became a major topic, and alignment with the HR calendar was emphasized. SEM disappeared.
 - In 2017-18, the third "strategic plan" in five years was created (Guided Pathways initiatives). Performance-funding metrics continued. In August 2017, an administrative work session occurred that resulted in a rough Excel sheet that served as a layout for how to progress over the next few years.
 - In 2018-19, a new strategic plan is being discussed but difficult to create without a permanent president.
 - The expiring strategic plan did not lend itself to defined measurable goals. Some sections were ignored. Little college-wide understanding of how different divisions or constituencies could work on the same goal, and there has been little reporting back or analysis of what strategies worked. As a college, we've been talking past each other. There have also been significant internal changes.

- A major assumption is that student success depends upon student progression: connection, progress, entry, and completion (these might not be the right terms, but they're more specific). A more nuanced approach to student success focused on steps of progression might be more beneficial for the college.
- We must align with the TCC Mission, VCCS Strategic Plan and Chancellor's Biennial Goals, Guided Pathways initiatives, Assessment of Student Learning (program outcomes, general education, soft skills), and importantly, new SACSCOC requirements for Student Completion Indicators (CR 8.1). Each college has to report on 5th and 10th years how well it met certain Student Completion Indicators.
- Measurable Goals set by OIE based on enrollment and a defined methodology. Student Progression Markers and Goals are being set by OIE with the President's Cabinet and their divisions define measurable strategies to achieve goals. This data can be aggregated by pathways, incorporating faculty and pathways deans into strategies, measuring, and reporting. Divisions will still be allowed to set other strategies but OIE is asking that those strategies are tied to student progression (and not just vaguely "student success"). A targeted "closing of the loop" is in progress. Not all performance-funding metrics need to be targeted by everyone.
- Next steps are to discover data needs, report trends, adapt as wave II comes on line for pathways, and begin preparing for development of a new strategic plan.
- Beginning in spring 2019, foundational scanning will occur (a self-educating process for the institution to be prepared when we have a new permanent president). This will be internal (informal and formal mandates, mission, capacity, and capabilities), environmental (economic, technology, political, social, environmental, emerging industries, high demand/living wage occupations), competitors (perceptions), distinctive capabilities. Student focus groups will also be occurring throughout next year. PAPC may be a functioning heart of this foundational scanning. Customer service is a major theme that keeps coming up.
- The Retention Task Force for each campus is taking separate markers to focus on, which Bovee notes does not perfectly align with pathways. More of a grassroots approach from within disciplines will be important going forward.

IV. Old business

A. New Faculty & Adjunct Academy reports

- I. The New Faculty Academy chair Monica McFerrin has been meeting with many faculty, including new faculty and veterans, to get faculty evaluations completed. There are over 30 who have met with or talked to Monica about evaluations.
- II. There is no Adjunct Faculty Academy report.

B. PAPC updates

- I. Tom Geary shares the latest updates from the last PAPC meeting on Oct. 19 including by-law changes, questions to prepare for the next PAPC meeting with visitors Kim Bovee and Curt Aasen, and various committee updates.

C. Faculty Development and Evaluation Plan

- I. Monica McFerrin has been meeting with over 30 faculty about evaluations, and with the deadline approaching, no further workshops will be needed.

V. New Business

A. Faculty Development Day or alternative

- I. Faculty Development Day might be an advising-based training, or it could be saved for the Learning Institute.
- II. Proposals could be solicited that we then use for presentations throughout the year. Activity hour could be utilized since it's available for all faculty. Brown bag is possibly a better term. These might be discipline specific.
- III. Dr. McCray is interested in offering professional development opportunities to bring faculty out of the community, meet at universities, etc. Pathway-based community partnerships could be an option. (Pre-collegiate academic development) Aligning with professional development days for high schools could help ensure attendance.
- IV. Google Hangouts could be used to help gain attendees virtually.

B. Canvas training

- I. 123 attendees completed the Canvas training at TCC on Oct. 26. Attendance at this session satisfies a requirement from the college for online teaching.
- II. A shorter version hosted on the Virginia Learning Center (VLC) is in the process of being created. This will be the equivalency of the VCCS Canvas training.
- III. Training sessions will be offered face to face on each campus starting in the next few weeks. There will be two offered per campus with an introductory session and another with help of the migration. A migration guide exists that will be helpful for faculty.
- IV. TCC is leading the VCCS so far in the number of Canvas courses (180 courses and 73 shells for training). The next nearest VCCS institution is at 100.
- V. Weekly webinars will be hosted on a wide variety of topics, starting with Canvas.
- VI. An announcement will be sent on Friday, Nov. 9.
- VII. Faculty have to check the e-mails from distancelearning@tcc.edu so that they know this is important for online learning and LMS.
- VIII. There have been no student concerns from Canvas so far. Surveys will be asked for students who are piloting Canvas to find data regarding their experience. Faculty have noted that some content does not load exactly as intended, but the Canvas Migration Guide developed by Distance Learning should address these concerns.
- IX. The URL learn.vccs.edu is going to change to a different URL, but it has not been officially named by the VCCS yet. Currently, the URL is vccs.instructure.com
- X. TCC has been recognized three times by the VCCS for its efforts with Canvas.
- XI. Space for Canvas spaces has yet to be determined since 500 MB might be too restrictive.

- XII. TurnItIn is going to be used by the VCCS as plagiarism detection software because of a grassroots campaign from the institutions. The institutions will be paying for the software.

VI. Items from Floor

- A. Tom Geary asks committee members to share with constituents and colleagues to propose to the 6th annual Thomas Nelson Community College Faculty Colloquium on Thursday, January 3. The deadline is Nov. 12 and registration deadline is Nov. 30.
- B. The committee's newly appointed administrative liaison is John Morea.
- C. Cards are not always working to open Batten Centers.
- D. Batten Center scheduling can be managed through a calendar or through Virtual EMS.

VI. Next meeting

- A. Tuesday, December 4, 2018
3 – 5 p.m.
Virginia Beach BCTE

VII. Adjournment (5:14 p.m.)