DAY ONE: TEAM BUILDING ACTIVITY:
A team building activity that matched up obscure facts with Cabinet members was conducted.

KICK OFF COMMENTS:
President Svaldi commented on how we can not underestimate the importance of getting to know one another better. This could be a very important beginning for us as a group, as ASC has spent the last five years transitioning and it’s now time to come together and move forward in the same general direction. It’s good for us to get to know and understand one another, so that we can have discussions and make decisions with some sense of trust. There’s a need to identify who the different groups on campus are and what their purpose is. Communication is a shared responsibility throughout the campus, and not just up to the administration; there’s the obligation to listen without prejudice or bias.

Provost Mumper asked for a show of hands of how many weren’t in their current job two years ago. A significant portion of the group raised their hands. He added that as we get to know one another, we are also getting to know our jobs. Its important that we get a team together that is going to stay together, and make some progress.

Since Dr. Farish arrived on campus a few days ago, he’s been reconnecting. He reflected back on the past few years and recalled transitioning from the State College’s system to being an independent campus, and having gone through so many presidents. He contemplated that just in this past year we have finally reached the model that we have set out to reach, and the role of the president has changed from the traditional role that it once was. ASC identified a model where the president would be much more external and would spend significant amount of time away from campus, away from the day-to-day business. With the hiring of a new Provost we have completely staffed this model, and it only took us about 3-4 years, as the Provost would assume the duties of the day-to-day business. A different approach will need to be taken to communicate the roles of the various campus leadership teams. Faculty governance has become an important role now. The faculty senate didn’t have lots of structure or power back then; now it has taken on a significant role on campus. Facilities and the business side of the campus have also been restructured, and these changes need to be communicated as well.

HLC is the big focus of this retreat. The HLC process shouldn’t be taken lightly. Energy and thought ought to be considered into putting a structure into place in preparation for the upcoming focus visit, and this is the group that ought to champion that role.

He read from the HLC Report of a Comprehensive Evaluation Visit, Assurance Section, V.C.5. and stated that ASC must be certain that the following pieces are in place: The team found that the process for Strategic planning needed to be formalized with demonstrated goals, objectives, action plans, timelines, responsibility designations, outcomes, and evaluation activities.
He quoted the following and advised that it should not be ignored as it was taken very seriously by the site team: *The team also found that the assessment activities were not consistent and that there was no evidence of an institution-wide culture of assessment (noted in 1997, also).*

And lastly he read that, *There was no evidence of oversight. In addition, the team found the need for delineation of the role and authority of faculty in a shared governance structure. Finally, ASC would benefit from a clear definition of responsibility and accountability within the administrative culture of the institution.* Dr. Farish stated that this is the reason why the Cabinet is here today.

Before breaking out into groups, Dr. Wenzel and the planning team were thanked for organizing the retreat, and James and Donna for making sure all of the logistics were taken care of. The group was reminded that the 4 teams that will comprise the 4 HLC focus topics will continue on after the retreat in preparing the campus for the upcoming focus visit.

President Svaldi mentioned if indeed there would be a fail on our part, it would be with the assessment piece. We need to show evidence by gathering data and using that data to improve our programs. All four of these topics are important, but the assessment of student learning piece is the most critical. He reminded the group that the language used in the final report indicates there isn’t an apparent sponsor carrying the banner for assessment. And he made it very clear that every part of the campus is involved in it, as every area impacts the students. There was no evidence of oversight. Although when a member of the site team was asked how to get around the assessment piece, she responded by saying, *we need to have someone in charge of assessment.* The team will be looking for someone who is responsible for student assessment.

**TEAM BREAKOUT:**
Each Cabinet member was asked to participate in the group that best reflects the work that they do at ASC. There are 4 HLC Focus Topics:
- Strategic Planning (DS)
- Shared Governance (BB)
- Assessment- (FN)
- Administrative Structure-MM)

Each group was asked to address the following:
- Progress made since HLC visit
- Assessment of Needs
- Process to address and identify individuals

**WORKING LUNCH:** Teaming continues

*Facilitator’s Observations:* Initial groups have primary responsibility for moving their topics forward, but there is crossover in between topics. The need to communicate outcomes with Dr. Teri McCartney was stressed, as she’ll play a huge role to coordinating efforts for the upcoming focus visits, its vital to keep her informed.

*Observed Themes:*
- That we’ve had a good start on this topic but lost our focus
- We start but we don’t follow through and we get distracted
- We need to stay on task
- We need to prioritize
- We are always reacting when there are emergencies and we don’t take the time to plan
- This team project has been worthwhile.
We need to define the leadership roles of the President, Provost, APAA, CFO, CIO, Dean of Students, etc. and we need to be clear to communicate them to the campus. The Cabinet needs to hold each other accountable during meeting sessions. There always has to be someone to help keep the group on task and to help each other do this in a positive way, by backing each other up. We should always use the appropriate structures, and refer those who come to us for assistance to the appropriate group for resolution. It’s important to make time to plan, figure out a structure that will work and commit to it. As well, hold leaders accountable, make sure everyone sticks to the action plan and provide justification for not doing so.

More Observations:
- Always be intentional about communication
- Don’t ever assume
- Be explicit.
- Give out accurate information and be consistent
- Its everyone’s responsibility to know what the decisions are

Adjourn until Dinner at 6:00

WORKING DINNER: Discussion centered on Cabinet Roles/Communication

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DAY TWO: BREAKFAST WITH GROUP PRESENTATIONS FOLLOWING

Strategic Planning:
Progress:
- Strategic Plan
- Academic Plan
- IT Plan
- Facility Master Plan
- Assessment Plan
- Enrollment Plan
- President’s Four Year Plan-Year 1 and Year 2
- Document Website

Needs:
- Establish Planning Forum
- Update plans
- Aligning the plans
- Identify new plans
  - Development Plan
  - Diversity Plan
  - Budget Plan
  - Leadership Development Plan
  - Construction Logistics Plan
  - Assessment and measurement to track progress

How to Address:
- Schedule quarterly planning meetings
- Additional planning position

Shared Governance:
Progress:
The HLC report indicated that we need to incorporate faculty governance.

Senate Reorganization: subcommittee roles defined
- GECC
- CRC
- ATAC

Assessment of needs:
- Stakeholder identification-methodology to assess needs
- Educational leadership. (Whose role is this?)

Addressing the needs:
- Analyze data
- complete stakeholder invitation to begin w/administration
- identify communication values
- education of shared governance
- Measuring outcomes.
Assessment:

Progress:
- Crosswalk Program
- Institutional Goals/Strategic Plan
- Program Goals
- Course Goals
- Student Learning Outcomes
- Benchmarks and assessment.

Assessment of General Education:
- Phase 1 - GECC charged with oversight
- Phase 2 - GECC working with academic depts. on crosswalk
- Phase 3 - GECC outcomes benchmarks closing the loop.

Student Success:
- NSSE
- Noel-Levitz
- Rising Jr. Exam (AP, MAPP)
- Housing satisfaction survey
- Other (technological proficiency and writing proficiency).

Remains to be done:
- ic - measures to assess each program goal & its intended student learning outcomes
- id - criteria for success/benchmarks for each assessment measure
- ie - reformulate 5-year program review to include a year-by-year assessment plan
- if - summary of results for each assessment measure - redo the assessment plan timeline.

Million dollar pay off:
- ig - curricular changes implemented
- ih - Assessing results of ig

The Players:
- Faculty Senate President,
- GECC Chair
- CRC Chair
- APAA
- Dean of Student Affairs
- APES, HLC Coordinator
- APGS

- IR

Billion dollar question:
- Who owns it? - ASC point person
- organizational structure
- reward system
- professional development
- Additional assessment position?

Administrative Structure:

Progress:
Executive Team: A decision-making body where the President brings important matters with regard to the campus or the community for recommendation; however the President holds veto authority.

Cabinet: A central body where decisions are made in a formal meeting style with a formal agenda; however the President holds veto authority. In the past there has been confusion with controlling the agenda, and identifying the role of Cabinet. The role should be to implement priorities from planning documents. The agenda should be limited so that time can be controlled more productively to discuss the following items: develop planning documents, enrollment goals, budget allocations, policy approval, new programs, tuition, academic calendar. And communicating all of this to the campus in a broader sense needs to occur.

Operations: Meets to discuss tactical matters that affect the day-to-day operations of the campus and is not a voting body. The Operations group makes recommendations to Cabinet.

Enrolment Management Team: All unit directors of the Enrollment Management area. The role and mission of this group is to draft and implement the Enrollment Plan for the campus, including undergraduate recruitment and retention.
Discussion: There is a need to review the Strategic Plan on a regular basis and align the rest of the plans to it, then present it to each governing body for review. Also the campus needs to be informed that effective planning is going on either through quorums or stakeholder meetings. It was suggested that the campus be debriefed at our Opening School Meeting of these retreat outcomes. After discussion it was decided that Cabinet will provide the strategic planning for the institution. It was decided that an Assessment and Planning Officer position be established on campus.

It was decided that a call for agenda items and the preparation of a formal agenda occur one week prior to each Cabinet meeting, so that all have ample time to review materials for the meeting. This practice will create a much more streamlined efficient use of the Cabinet’s meeting times. Since the role of the Cabinet has now been defined and since the Cabinet’s time will be taken up by discussing the items mentioned by the Administrative Structure team, it was suggested that planning meetings be scheduled on a quarterly basis. The venue of the Cabinet was also discussed and it was suggested to meet in the SUB, since the Board of Trustees meets there.

STUDENT RETENTION DISCUSSION AND ACTION PLANNING:

Reflection: Cabinet members were asked to reflect on those questions that they have with regard to student retention, then pair up and share the list with a partner. Questions were written onto flip chart paper and posted on the wall for all to read.

WORKING LUNCH: A copy of the President’s Overarching Goals was distributed.

Introduction by President Svaldi and Provost Mumper: The problem that the campus has is that it was designed and staffed for 2500 students, are currently operating under 2000. Over the years we have adjusted to being smaller than our capacity. We have eliminated positions and functions that are essential that many units ought to be providing and are important. Prior to Dr. Marvel in 1977-1981 is when most cuts occurred. The population of students increased because they were trying to avoid going to Vietnam. Dr. Byrd was hired to make the cuts and we’ve never recovered since. A combination of increasing the number of new entering freshmen and transfer students and increasing retention could move enrollment anywhere to 2500. It would have an enormous impact to everything that we do. This is the core of the problem that needs to be solved for us to address any of the other problems that arise. Enrollment is presumed to be a credibility piece. There’s a political reason aside from the budget reason why enrollment is important. Existence as an institution and credibility up in Denver for those who really don’t understand higher education is conditioned on enrollment.

Discussion: Regardless of what we do, enrollment seems to stay the same. The group discussed set points and wondered whether institutions have them. Assessment was discussed, and it was suggested that we analyze the data that our institution has and take advantage of the research that other institutions have done. It is possible to grow enrollment, we just need to know what works. Do we know what the expectations of students are when they arrive on campus? We need to conduct better exit interviews so that we can obtain statistics. The group questioned whether we were loosing students that are well prepared or ill prepared and why. It was suspected that those students who persist at higher percentages may be heavily engaged with the campus, there could be a way to mirror them with other students.

What students thrive at ASC, what are their characteristics (i.e., involvement in athletics, clubs, leagues, mentors)? What if we recruit a different kind of student by raising admission standards to improve retention. If we start raising standards are there things we are going to have to do to replace those incoming students with students who have higher entrance scores? There are currently 400 students in developmental courses. Most of them have to take at least a year and a half of developmental courses.
before they can enroll into a college course, about 60 never graduate. The group questioned whether we should continue to admit these students who score lower on our entrance exams.

Perhaps the Retention Task Force can be reconvened to continue where they left off with their initial efforts? We need to rethink how we admit students, and provide support to the students we do admit. We also need to communicate new roles to the community.

**Action Plan:**
- Establish a group to work with Admissions regarding entrance scores
- Establish a group to gather and mine retention data
- Need a point person to facilitate connectivity between the two groups
- Include outcomes into our planning processes
- Identify the impact to the budget if admissions standards change
- Identify human & fiscal resources that are freed up if admissions standards change

**Theme for the Day of Reflection:** Retention

**Key Questions for Discussion:**
- How do we link the various ASC plans?
- How do we ensure plans are consistent?
- What are the planning Processes?
- How will we communicate our progress?
- How will we maintain retreat momentum back on campus?
- Who needs to be involved beyond the Cabinet (stakeholder ownership)?

**Retreat Outcomes?**
- Understand each other a little better
- We defined the role and direction of the cabinet
- Defined where we need to go with planning
- Take time for planning
- Go back and discuss the role of retention with our units/departments.
- Group discussion on the 4 HLC area outcomes
- APAA to debrief Dr. McCartney
- Assessment is vital to the campus especially in the faculty/academic areas

**Facilitator’s Observation:** A year and a half the same conversations occurred and progress was made, then the group returned to campus and slid back into old habits. This group was advised to make sure all of these ideas are implemented.

**3 Questions to Reflect Upon:**
- One key insight that you gained during this retreat?
- What was the most valuable outcome for you as a result of participating in this retreat?
- What is the one thing you feel compelled to accomplish upon your return to campus?

**ADJOURNMENT:**
Retreat adjourned at 1:55 PM

Respectfully Submitted,

Donna L. Griego, Program Assistant Provost Office