Stan Jensen welcomed everyone to the meeting. Stan turned the meeting over to Sarah Metzger.

Sarah thanked everyone for attending. She stated that fall team training would begin in September. She then provided an AQIP information and format handout from Tom Perin (copy attached) and reminded everyone of the August 15 reporting deadline.

Sarah introduced Joe Inman who provided an update on his committee – Course Inventory Form – Converting green sheets to an on-line form (copy attached). This team is making good progress and will return to the Steering Committee with a final report, perhaps before the end of the year.

The following teams reported out (copies of presentations are attached):

**Fall 2005**
- Culture
- Adjunct (Part-time) Faculty Training & Development
- Space Management

**Spring 2006**
- Communications
- Program Marketing

A question and answer session was held after each presentation. In addition, after each presentation, the Steering Committee voted whether to retire or continue the team. The Culture, Adjunct Faculty Training & Development, Space Management, Communications, and Program Marketing teams were retired. The team members were thanked for their service.

The five summer teams are almost finished with their training. Stan meets with the teams on a regular basis reviewing their progress and providing direction when needed.

The fall meeting schedule was discussed it was suggested that August 16 be added for planning the fall teams. Committee members were against the date as it is during opening week.
Final report out and voting will take place in AVCC 125-128 on Wednesday, July 18 and Thursday, July 19, AVCC 125-128.

The next regular meeting of the Steering Committee will be August 1. Fall teams will be discussed during the meeting.
The following is the information and format that I need to be used by each AQIP team to provide as they write reports pertaining to the Action Project status, they are working on. There are 5 questions (below) that need to be answered in annual reporting. I have asked team Champions/advocates to please have this information to me by 8/15.

This timeline gives me a week to put together the reporting information in the format the HLC/NCA requires us to do each fall. I do not want to be the school submitting annual review information to the Higher Learning Commission on the last day.

Please help me in not allowing this to happen by submitting your information in a timely fashion (Earlier is better). I will be sending friendly reminders as this time gets closer. Remember, this is our accreditation process and is very important information. This information will be reviewed and critiqued by Peer College reviewers in which we pay for. I will share that feedback with you all. This should be the consideration as your team leaders prepare it. Thank you all for your cooperation and participation in this very worthwhile quality event, that will add to the enrichment of our college. If you have any questions, please call.

Tom

Annual Update of AQIP Action Project’s:

Goals of the Annual Update process. The web site will be open from August 1st until September 14th. This is the date Annual Updates are due on each of your institution’s Action Projects. There will be no extensions of the Annual Update deadline for any reason. These Updates serve to keep AQIP informed about:

- the progress you are making, based on each Project’s timelines, goals, and measures;
- the problems, snags, delays, and challenges you have encountered; and
- any outstanding successes and discoveries you have made.

You should view the Annual Update process as an opportunity to identify areas where you want to solicit objective input that will be useful to you as you continue each Project. The process is not designed to judge, trap, or penalize you, but to help you stay on course to accomplish the goals you set for yourself.

Your responses should be direct, factual, and provide AQIP with a clear picture of your progress, accomplishments, and challenges.
Update Questions. Each Update consists of your answers to five required questions and one optional question:

1. **Describe the past year's accomplishments and the current status of this Action Project.**

   Describe concrete achievements: meetings, data gathered and analyzed, plans made or implemented, changes in processes, and measured results. If you haven't made much progress, explain why you think things are moving slower than planned.

2. **Describe how the institution involved people in work on this Action Project.**

   AQIP wants information about motivation and communication: how you kept this Project on the institution's priority list, how you maintained general awareness of the importance and progress of the Project, and how you kept those working on it directly active and motivated.

3. **Describe your planned next steps for this Action Project.**

   Be specific about the next critical steps you are planning to move the Action Project ahead. If your planning is vague or there is no planning at this point, explain why.

4. **Describe any "effective practice(s)" that resulted from your work on this Action Project.**

   Share practices (or processes, policies, procedures, or initiatives) that could be adopted or adapted at other institutions. AQIP is most interested in practices that would give value (better educational services, cost-saving, improved morale, more satisfied stakeholders, etc.) to another institution if they copied your innovation. If you believe that your work on this Project has little or no value for other institutions, explain why.

5. **What challenges, if any, are you still facing in regards to this Action Project?**

   This is an opportunity to get constructive, actionable feedback and advice from our review process. Use this question to specify where your blocks, gaps, sticking points, or problems are. If you have already fashioned strategies to deal with any challenge you face, share both the challenge and your strategy for meeting it.

6. **The optional question:**

   If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s), and tell us who to contact and when?

   AQIP may be able to link you with a colleague at another institution working on a similar challenge (now, or in the past) who can provide valuable insight. Often, just talking your experience through with an outsider — a peer colleague or AQIP staff member — gives you new perspectives on approaches or strategies for success that you might otherwise ignore.

When the Update is posted, the assigned Reviewer receives an automated email alert. When the Reviewer has completed the review, it is sent to a Review Manager for final posting.

Course Inventory Update

06/20/2007
Original Proposal
What do we drive?
Old Problems

- No course workflow
- Custom modifications are expensive

New Options

- User Exits
- Event API
- Field level security
Banner Forms Process

Author

Dean, Academic Services

Curriculum Committee

Executive Vice President/Provost

Catalog

Class Info

GroupWise

Class Notice

Class Notice

Class Notice

Class Info

Class Info
Advantages

- Leverages investment in Banner and GroupWise for entry and workflow.
  - Minimal impact on timeline
  - Easier to maintain
  - More familiar interface
  - Minimize duplication of Banner functions
  - Open the door to future Banner customizations
Status

- Technical testing/review has begun
- Functional testing imminent

Next steps

- Approve technique
- Start adding in business rules
SUCCESS IS OUR MISSION

A First Step Toward a More Collaborative Culture Final Report

OWENS COMMUNITY COLLEGE

Presented June 20, 2007
Culture Process Management Team Final Report
Executive Summary

Introduction. The Culture Process Management Team has experienced a very productive implementation year. During 2006/2007, the Steering Committee-approved recommendations have been successfully implemented, including, but not limited to, the following activities: (For a complete status of approved recommendations list can be seen in Appendix A.)

- Mission Statement on the Owens Express ID card
- Mission and Vision added to the Owens “Quick Links”
- Core Values confirmed and recognized by the Board of Trustees
- Opportunities for collaboration with other Process Management Teams and Leadership Academy on culture improvement identified, i.e. Performance Evaluation for Non-Bargaining Unit Employees (Spring ’06), Blue Synergy OLA Team
- Original survey results shared with College Planning Council and the College community
- Participant recommendations for on-going Culture Committee submitted

Indeed, the Team has noticed a heightened awareness and utilization of the Mission, Vision and Core Values as more members of the Owens Community College community live Owens’ Mission, Vision and Core Values.

Review of the Implementation Year. The Culture Process Management Team met regularly over the 2006/2007 academic year to implement its recommendations approved by the Process Management Steering Committee. The team’s activities included collaborating with Marketing and Communications to make the Mission, Vision and Core Values more visible on internal and external collateral pieces. The Mission Statement has been added to the Owens Express ID card; the Mission and Vision Statements have been added to the “Quick Links” on the Web site home page; the Core Values have been endorsed by the Board of Trustees; several College, School, and Department meetings have focused on the Mission, Vision, and/or Core Values; and the Mission, Vision, and/or Core Values are showing up in more publications and as tags on more e-mails every day. The Speakers Bureau brochure includes common “talking points” relating to Mission, Vision, and Core Values, which can be incorporated into speeches or publications written or delivered by Owens Community College personnel.

In addition, collaborative opportunities relating to the infusion of the Mission, Vision and Core Values have arisen: members of the Culture Process Management team have given presentations to the College Planning Council, to the College community, and to the Leadership Academy (where one Academy team expanded upon the Culture Team’s
recommendations). Collaborative opportunities with other Process Management Teams from 2005/2006 were also identified. Finally, a Mission Statement and process for selection of the Steering Committee-approved, on-going Culture Committee has been provided to the President’s Office and is currently under review. *(For a complete listing of all recommendations, please see the Gantt chart in Appendix B).*

**Results of 2007 Culture Zoomerang Survey.** In the late fall of 2005, the Culture Process Management team conducted a Zoomerang survey designed to determine the College community’s level of awareness of Owens Community College’s Mission and Vision, as well as to identify potential core values. These results were reported to the Steering Committee at the end of the Fall Semester 2005. In order to measure the effects of the recommendations implemented over the past year, the Culture Process Management Team, in the middle of the Spring 2007 semester, re-surveyed the Owens Community College community. In general, the results of this survey demonstrate that the Owens Community College community does have a high degree of awareness of the Vision and Mission statements, as shown in the “Mission/Vision Survey 2007” analysis in Appendix C. Owens Community College personnel believe that they are incorporating the statements into their day-to-day activities. *(For a complete report of the 2007 culture Zoomerang survey, please see Appendix C).*

**Next Steps.** Since the Steering Committee approved the formation of an on-going Culture Committee, the Culture Process Management Team developed a Mission Statement and outlined a process for forming the Committee. The Culture Process Management Team also included a number of long-term recommendations, which were approved by the Steering Committee, to provide a starting point for the new Committee. Among those recommendations are to benchmark culture best practices; to develop further avenues for infusion of Mission, Vision and Core Values; to create an Intranet Web page; and to collaborate with Human Resources to incorporate the Mission, Vision and Core Values into the performance appraisal process1, as well as into other processes. As the Committee begins work on these tasks, it would also implement other cultural initiatives as they are brought to the attention of the Committee. Finally, part of the Culture Process Management Team’s charge was to create a Mission Statement for the Culture Committee; that statement follows:

“The Culture Committee is a diverse team of Owens people who are passionately committed to Owens’ Mission, Vision and Core Values and who will positively impact the College’s culture and climate by leading the on-going culture assessments and improvements.”
Conclusion. The Culture Process Management Team believes that it has fulfilled its charge. Therefore, the team now requests that it be disbanded and that the new Culture Committee move to provide the leadership that will result in continuous improvement of the Owens Community College culture. The Culture Process Management Team would like to thank the Process Management Steering Committee, Dr. Christa Adams, Team Champions Sarah Metzger and Dave Matheny, and Dr. Stan Jensen for their guidance, and to all who supported our team over the last two years. The team, though disbanded, will always be agents for positive culture change as its members continue in their various responsibilities at Owens Community College.

1 Human Resources has already begun incorporating these elements into the Non-Bargaining Unit employee evaluation process that will be rolled out later this year.
Appendix A
<table>
<thead>
<tr>
<th>Culture</th>
<th>Steering Committee Decision</th>
<th>Status, 6/20/07</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team Recommendation</strong></td>
<td></td>
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<tr>
<td>Include the Mission Statement on the new Owens Express ID Card.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Explore adding the Mission Statement on reprints of business cards and letterhead.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Add Mission, Vision and Core Values (when finalized) Statements to “quick links” on Owens Community College’s website.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Explore adding elements from the Mission and/or Vision Statements to the home page of the website.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Encourage the inclusion of School/Divisions’ Mission Statements on their respective web homepages—modeled after School of Technology.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Discuss with Public Relations &amp; Marketing the potential to incorporate the Mission and Vision Statements within marketing campaigns. Include the Mission and Vision Statements on College publications, where applicable.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Review the reports and recommendations of the other Process Improvement Groups for collaboration on cultural improvement initiatives.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Share core values survey results with Strategic Planning responsible parties to assist in the definition of our Core Values Statement.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Encourage the finalization of the College’s Core Values Statement.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Share Mission, Vision and Core Values survey results with Owens Community College employees.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Encourage the discussion of the Mission, Vision, and Core Values (when finalized) within Senior Leadership addresses, hiring and orientation processes, personnel evaluations, formal leadership agendas, and other College-wide and division/department-level meetings.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Develop a common Mission and Vision message that can be incorporated into speeches/publications delivered/written by Owens personnel. Provide this message to all participants in the Owens Community College Speakers Bureau and encourage its use.</td>
<td>Yes</td>
<td>Done</td>
</tr>
<tr>
<td>Team Recommendation</td>
<td>Steering Committee Decision</td>
<td>Status, 6/20/07</td>
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<tr>
<td>Create an on-going Culture Committee to include representatives from all stakeholders within the College to conduct ongoing culture audits and to make and implement future culture improvement recommendations. The Culture Committee would potentially report to the President of the College, under the rubric of the Committee on Organizational Effectiveness.</td>
<td>Yes</td>
<td>In process/On-going</td>
</tr>
<tr>
<td>Explore other institutions that have a values initiative program to benchmark other best practices that could be implemented at Owens Community College.</td>
<td>Yes</td>
<td>Future Culture Committee activity</td>
</tr>
<tr>
<td>Develop avenues to further infuse our Mission, Vision and Core Values throughout our College’s daily practice.</td>
<td>Yes</td>
<td>Future Culture Committee activity</td>
</tr>
<tr>
<td>Monitor the inclusion of the Mission, Vision, and Core Values (when finalized) within Senior Leadership addresses, hiring and orientation processes, personnel evaluations, formal leadership agendas, and other College-wide and division/department-level meetings.</td>
<td>Yes</td>
<td>Future Culture Committee activity</td>
</tr>
<tr>
<td>Recommend the development of an evaluation piece in the performance appraisal process focused on actions, which support the College’s Mission, Vision and Core Values (when finalized) for all employees of the College.</td>
<td>Yes</td>
<td>Future Culture Committee activity</td>
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<tr>
<td>Encourage the College’s Schools, Divisions, Departments, Student Clubs and other College Organizations to develop Mission and Vision Statements, which complement the College’s Mission and Vision Statements.</td>
<td>Yes</td>
<td>Done/On-Going Future Culture Committee activity</td>
</tr>
<tr>
<td>Create a specific Owens Community College Intranet web page on which the College’s Mission, Vision and Core Values (when finalized) would be displayed along with the other statements (as described above). The web page could also include suggested steps to develop these statements. This page could serve as a comprehensive, living document for all of these Mission and Vision Statements.</td>
<td>Yes</td>
<td>Future Culture Committee activity</td>
</tr>
<tr>
<td>Provide periodical update to President’s Council on cultural initiatives.</td>
<td>Yes</td>
<td>Future Culture Committee activity</td>
</tr>
<tr>
<td>Recommend that Mission, Vision and Core Values Statements be a required element on course outline/syllabus shells.</td>
<td>No</td>
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<tr>
<td>Explore with Public Relations &amp; Marketing the feasibility of allocating resources to develop and execute a campaign focused on further promotion of our Mission, Vision and Core Values Statements.</td>
<td>No. Reinforce what PR is already doing; incorporate thru #6 and others.</td>
<td></td>
</tr>
<tr>
<td>Repeat Mission, Vision and Values survey mid-November 2006 to measure awareness, behavioral changes and ongoing efforts.</td>
<td>Yes, but clarify some of the questions that arose.</td>
<td>Done</td>
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Appendix B
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<tbody>
<tr>
<td>1 Include the Mission Statement on the new Owens Express ID Card.</td>
<td>Yes</td>
<td>ITS/ Gene Burson</td>
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<tr>
<td>2 Explore adding the Mission Statement on reprints of business cards and letterhead.</td>
<td>Yes</td>
<td>Marketing</td>
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<tr>
<td>3 Add Mission, Vision and Core Values (when finalized) Statements to “quick links” on Owens Community College’s website.</td>
<td>Yes</td>
<td>Marketing ITS</td>
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<td>Done</td>
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<tr>
<td>4 Explore adding elements from the Mission and/or Vision Statements to the home page of the website.</td>
<td>Yes</td>
<td>Marketing ITS</td>
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<tr>
<td>5 Encourage the inclusion of School/Divisions’ Mission Statements on their respective web homepages—modeled after School of Technology.</td>
<td>Yes</td>
<td>Deans Chairs Directors</td>
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<tr>
<td>6 Discuss with Public Relations &amp; Marketing the potential to incorporate the Mission and Vision Statements within marketing campaigns. Include the Mission and Vision Statements on College publications, where applicable.</td>
<td>Yes</td>
<td>PR</td>
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<td>7 Review the reports and recommendations of the other Process Improvement Groups for collaboration on cultural improvement initiatives.</td>
<td>Yes</td>
<td>Culture Team</td>
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<td>8 Share core values survey results with Strategic Planning responsible parties to assist in the definition of our Core Values Statement.</td>
<td>Yes</td>
<td>Culture Team</td>
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<td>9 Encourage the finalization of the College’s Core Values Statement.</td>
<td>Yes</td>
<td>Planning Council</td>
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<td>10 Share Mission, Vision and Core Values survey results with Owens Community College employees.</td>
<td>Yes</td>
<td>Culture Team</td>
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<td>11 Encourage the discussion of the Mission, Vision, and Core Values (when finalized) within Senior Leadership addresses, hiring and orientation processes, personnel evaluations, formal leadership agendas, and other College-wide and division/department-level meetings.</td>
<td>Yes</td>
<td>All OCC Team Members</td>
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<td>12. Develop a common Mission and Vision message that can be incorporated into speeches/publications delivered/written by Owens personnel. Provide this message to all participants in the Owens Community College Speakers Bureau and encourage its use.</td>
<td>Yes</td>
<td>PR Speaker’s Bureau Blue Synergy OLA Team</td>
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<td>13. Create an on-going Culture Committee to include representatives from all stakeholders within the College to conduct ongoing culture audits and to make and implement future culture improvement recommendations. The Culture Committee would potentially report to the President of the College, under the rubric of the Committee on Organizational Effectiveness.</td>
<td>Yes</td>
<td>Culture Team &amp; President’s Office</td>
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<td>14. Explore other institutions that have a values initiative program to benchmark other best practices that could be implemented at Owens Community College.</td>
<td>Yes</td>
<td>Future Culture Committee</td>
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<tr>
<td>15 Develop avenues to further infuse our Mission, Vision and Core Values throughout our College's daily practice.</td>
<td>Yes</td>
<td>Future Culture Committee</td>
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<td>16 Monitor the inclusion of the Mission, Vision, and Core Values <em>(when finalized)</em> within Senior Leadership addresses, hiring and orientation processes, personnel evaluations, formal leadership agendas, and other College-wide and division/department-level meetings.</td>
<td>Yes</td>
<td>Future Culture Committee</td>
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<tr>
<td>17 Recommend the development of an evaluation piece in the performance appraisal process focused on actions, which support the College's Mission, Vision and Core Values <em>(when finalized)</em> for all employees of the College.</td>
<td>Yes</td>
<td>Future Culture Committee and HR</td>
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<td>18 Encourage the College's Schools, Divisions, Departments, Student Clubs and other College Organizations to develop Mission and Vision Statements, which complement the College's Mission and Vision Statements.</td>
<td>Yes</td>
<td>Culture Team and Future Culture Committee</td>
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</tbody>
</table>

Done and ongoing
<table>
<thead>
<tr>
<th>Recommendation For Improvement</th>
<th>Support (Yes or No)</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Create a specific Owens Community College Intranet web page on which the College's Mission, Vision and Core Values <em>(when finalized)</em> would be displayed along with the other statements (as described above). The web page could also include suggested steps to develop these statements. This page could serve as a comprehensive, living document for all of these Mission and Vision Statements.</td>
<td>Yes</td>
<td>Future Culture Committee, Marketing, ITS</td>
</tr>
<tr>
<td>20 Provide periodical update to President's Cabinet and Council on cultural initiatives.</td>
<td>Yes</td>
<td>Future Culture Committee</td>
</tr>
<tr>
<td>21 Recommend that Mission, Vision and Core Values Statements be a required element on course outline/syllabus shells.</td>
<td>No</td>
<td>Culture Team</td>
</tr>
<tr>
<td>Recommendation for Improvement</td>
<td>Support (Yes or No)</td>
<td>Who: Culture Team, Marketing</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>23 Repeat Mission, Vision and Values survey mid-November 2006 to measure awareness, behavioral changes and ongoing efforts.</td>
<td>Yes</td>
<td>Culture Team</td>
</tr>
</tbody>
</table>
Mission/Vision Survey 2007
Overview

The respondents for the 2007 Mission/Vision Survey were mostly full time employees (75%) from the Toledo campus (85%). Faculty members completed the majority of the surveys (47%).

Mission Statement
The majority of respondents were aware of the Mission Statement (89%), and there was a high incidence of their recognizing the three listed phrases as a part of it:

- Serving our students: 87%
- Serving our communities: 79%
- Your success is our mission: 88%

Other high mentions were Responsibility to the community (52%) and Meeting the needs of our students (42%). Note that these two contain verbiage similar to the actual phrasing in the Mission Statement and the former appears in the list before the phrase Serving our communities, which could be causing some confusion among respondents.

Respondents mentioned the Opening Week Meetings and campus postings as their main sources for recalling the Mission Statement.

Vision Statement and Core Values
There was not as much recognition of the Vision Statement as the Mission Statement (69%). Respondents recognized its verbiage, but not to as much of a degree as their recall of the Mission Statement language:

- A superior educational experience: 63%
- Faculty and staff are committed: 66%
- Strengthening the community: 70%
The Core Values were much more recognized than the rest of the Vision Statement, with the three original values mentioned on comparable levels as the parts of the Mission Statement:

- Collaboration: 81%
- Excellence: 85%
- Innovation: 80%

Most of the recall came from respondents’ viewing of the on-campus postings (43%), with the other sources distributed fairly evenly.

Several respondents mentioned the ICE mnemonic as a methodology for recalling the Values.

New Core Values
There was less recognition overall of the Core Values when they were presented as part of the new five Core Values. The three original Values were mentioned most often, but not as often as when they were asked about as part of the original grouping:

- Collaboration: 71%
- Excellence: 72%
- Innovation: 64%

The two new Core Values were not recognized as frequently and were mentioned by less than half of the respondents:

- Learning: 40%
- Service: 48%

Personal and College Response to Mission/Vision Statements
Many respondents felt as though their departments and areas were working within the precepts of the Mission and Vision Statements:

- Mission Statement reflected in area: 86%
- Vision Statement reflected in area: 79%
There was less agreement that the statements were being taken to heart on an all-campus level. Almost half the respondents felt that there was little discussion of them around the College (48%) and only about half agreed that the College's actions reflected them:

Mission Statement reflected at College level 56%
Vision Statement reflected at College level 51%

Effect of the statements on day-to-day activities was fairly evenly distributed across the respondents for all levels, with fewer reporting a great deal of effect (17%) and a few more reporting no effect at all (35%).

At the same time, discussion of the statements was noted on a College-wide basis (49%), with much lower percentages noting discussions at the division/department/committee levels.

**Perceptions of Owens**

The highest-mentioned statements for perceptions of Owens were these:
- Owens provides a supportive environment for learning 66%
- Owens fosters diversity 64%
- Owens fosters excellence 63%
- Owens fosters participation 62%

The least-mentioned statements were these:
- Owens fosters fairness 38%
- Owens fosters imaginative risk-taking 33%

**Summary**

Employees of Owens have a high degree of awareness of the Mission Statement and the original Core Values of the College, but less familiarity with the Vision Statement and the new Core Values. Many believe that they are putting the statements into effect in their day-to-day activities, especially at the departmental and personal level. While they do acknowledge that the College mentions the statements and values often, they appear to be less sure about the commitment to these at Owens' higher levels.
Mission/Vision Survey 2007
Comparison with Last Year's Results

In some cases, the structure and wording of the survey was altered since Fall 2005. Same/similar questions have been compared whenever possible.

Mission Statement
Since 2005, there is higher overall awareness of the Mission Statement (89% in 2007 compared to 81% in 2005). The verbiage, on the other hand, is not quite as well recalled as it was in the last survey:

<table>
<thead>
<tr>
<th></th>
<th>2007 results</th>
<th>2005 results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving our students</td>
<td>87%</td>
<td>92%</td>
</tr>
<tr>
<td>Serving our communities</td>
<td>79%</td>
<td>88%</td>
</tr>
<tr>
<td>Your success is our mission</td>
<td>88%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Vision Statement and Core Values
There was also somewhat higher awareness of the Vision Statement compared to the last survey (69% in 2007 compared to 61% in 2005). However, there was substantially better recall of the various parts of the Vision Statement (not including the Core Values) in 2005 than now:

<table>
<thead>
<tr>
<th></th>
<th>2007 results</th>
<th>2005 results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior educational experience</td>
<td>63%</td>
<td>80%</td>
</tr>
<tr>
<td>Faculty and staff are committed</td>
<td>66%</td>
<td>81%</td>
</tr>
<tr>
<td>Strengthening the community</td>
<td>70%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Among the Core Values, recall was also slightly lower in 2007, though there was not as dramatic a change here:

<table>
<thead>
<tr>
<th></th>
<th>2007 results</th>
<th>2005 results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>Excellence</td>
<td>85%</td>
<td>94%</td>
</tr>
<tr>
<td>Innovation</td>
<td>80%</td>
<td>85%</td>
</tr>
</tbody>
</table>
Personal and College Response to Mission/Vision Statements
Concepts of adherence to the Mission and Vision Statements across all levels of the College have grown since the 2005 survey. The 2007 numbers also reflect a belief that such adherence is more marked at the department/personal level than at a College-wide level.

There is also more awareness of the statements being discussed at the College-wide level in 2007 than in 2005 (49% reporting discussion at most/every meeting in 2007 compared to 23% in 2005), but comparable awareness of such discussion at other levels within Owens’ community.

The personal change question was asked differently in 2007 than in 2005, so it is difficult to compare the resulting data. In 2007, 41% said that their day-to-day activities had been affected a great deal or moderately. In 2005, 21% Somewhat or strongly disagreed that the statements had had little impact on their activities. While this is not an exact match in answers, it does appear to show an increased awareness of the statements upon respondents’ daily actions.

Perceptions of Owens
The perceptions statements were generally static between 2005 and 2007 data. Here is a breakdown of the most- and least-frequently mentioned statements between the two years:

<table>
<thead>
<tr>
<th>Most frequently mentioned:</th>
<th>2007 results</th>
<th>2005 results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owens provides a supportive environment</td>
<td>66%</td>
<td>Not asked</td>
</tr>
<tr>
<td>for learning</td>
<td>66%</td>
<td>Not asked</td>
</tr>
<tr>
<td>Owens fosters diversity</td>
<td>64%</td>
<td>67%</td>
</tr>
<tr>
<td>Owens fosters excellence</td>
<td>63%</td>
<td>59%</td>
</tr>
<tr>
<td>Owens fosters participation</td>
<td>62%</td>
<td>59%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Least frequently mentioned:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Owens fosters fairness</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>Owens fosters imaginative risk taking</td>
<td>33%</td>
<td>31%</td>
</tr>
</tbody>
</table>
Awareness of Owens’ Mission Statement

- Yes: 100% (2005) 95% (2007)
- No: 10% (2005) 5% (2007)
Awareness of Mission Statement
Phrasing 2007
Comparison of 2005 and 2007 Mission Statement recognition

- Serving our students
- Serving our communities
- Your success is our mission

Legend:
- 2005
- 2007
Awareness of Owens’ Vision Statement

- Yes
- No

- 2005
- 2007
Awareness of Vision Statement
Phrasing 2007

- Faculty and staff are committed
- Strengthening the community
- A superior educational experience
- Highest standards in education
- Together we succeed
- Value diversity
- Cultural enrichment
- Workforce development
- Hold each other accountable
- Environmental responsibility

Chart showing the awareness of the vision statement phrasing with various bars indicating percentages.
Comparison of 2005 and 2007 Vision Statement recognition

- A superior educational experience
- Faculty and staff are committed
- Strengthening the community
Awareness of Core Values 2007
Comparison of 2005 and 2007 Core Values recognition

- Collaboration
- Excellence
- Innovation

- 2005
- 2007
Awareness of Revised Core Values
2007
Personal and College Response to Mission/Vision Statements
Top 2 Box Rating 2007
Perceptions of Owens 2007
Top 2 Box Rating
Action Team Project

Progress Report

Final Report

Project Title: Adjunct Faculty Training & Development Date: 6/20/07

The presentation to the Steering Committee will be 5-15 minutes in length and include the following:

☑ Updated Gantt Chart
☑ Copy of Steering Committee Feedback Form i.e. all approved recommendations
☑ Status of approved recommendations

☑ A brief description of how the Action Team Recommendations have been implemented and how they are becoming a part of the standard college processes and operations. Including results so far: (so instance report on the following)
  ▪ Time saved –
  ▪ Money saved –
  ▪ Student Satisfaction improvement –
  ▪ Employee Satisfaction improvement –
  ▪ New processes created –
  ▪ Improved existing process, how, how much, etc..
  ▪ Teaching/Learning improvement –
  ▪ Valuing of people improvement –
  ▪ Cooperation improvement –
  ▪ Communication improvement –
  ▪ Other positive improvements –

Department Responsible for Continuing This Work: Academic Services, Human Resources, Information Technology Systems, Faculty Development Committee, Adjunct Faculty Advisory Committee

Person(s) Responsible for Monitoring Ongoing Improvements:
Dr. Bruce Busby, Dr. Cynthia Eschenburg, Brian Paskvan, above-listed committees

Copy: Tom Perin, Sarah Metzger, Stan Jensen and entire Steering Committee (approx. 30 copies)
Project Statement: "To improve the part-time faculty training process as measured by survey of new and continuing part-time faculty, assessment of needs and part-time faculty retention and job satisfaction."

Background
The Adjunct Faculty Training & Development Process Management team (formerly known as the Part-time Faculty Training & Development team) was charged in Fall 2005 with improving training issues for one of the least connected groups at Owens Community College: adjunct (or part-time) faculty. This employee group makes up the largest single portion (60% in Fall 2005) of the employee population at Owens. The team conducted a survey of the adjunct faculty to assess their needs and to develop recommendations designed to address those needs.

Implementation of Recommendations
Since Spring Semester 2006, the team has worked to implement the recommendations approved by the Steering Committee (please see Appendix I for a status report on the teams’ recommendations). To date, all but two of the team’s recommendations have been completed or are virtually complete. The two remaining recommendations are:

- **Create a part time faculty database.** Upon further discussion with HR and ITS, the team learned that due to the frequent turnover among adjunct faculty throughout the semester (due to College’s changing needs, i.e., cancellation or addition of course sections; 8 and 10 week courses, independent study, etc.) it would not be possible to develop a database that would remain constant throughout the semester. However, HR does have the ability to easily generate up to date lists at any given moment in time of adjunct faculty. These lists need to be generated on a one-time only basis, as needed. The team recommends that the Offices of Human Resources, ITS and Academic Services continue to explore the feasibility of creating such a database if systems such as PeopleAdmin and Banner can be linked.

- **Develop a Part-time faculty website.** The team firmly believes that when a webpage (not website) is established, there must be an individual or individuals tasked with maintaining this webpage (consistent with the recommendation of the Website Process Management Team of Spring 2006). Therefore, after discussion with Academic Services, the team elected not to move forward with this recommendation. The team recommends that the Adjunct Faculty Advisory Committee be charged with developing the webpage.

Faculty Development Committee
The Faculty Development Committee has been a key component of this Process Management team’s success, as it has followed up on the team’s initial recommendations to organize an Adjunct Faculty Information Fair at the start of each semester, and to organize on-going training opportunities throughout the semester. To date, the Committee has held Information Fairs (in-services) for Adjunct Faculty in August 2006 and January 2007. The Committee also has organized workshops throughout the semester, including such topics as e-Portfolios, Blackboard, Course Outline & Syllabus. These workshops are targeted particularly to the Adjunct Faculty although Full-time Faculty may also attend. The workshops so far are averaging between 10-15 participants.
Measuring the Results
In Spring 2007, the team launched surveys of adjunct faculty and department chairs to assess the results of those recommendations previously implemented. (For a complete discussion of the survey results, please refer to Appendices II and III.) Additionally, the team reviewed data from surveys conducted by the Faculty Development Committee following Adjunct Faculty Fairs held in August 2006 and January 2007. (Please refer to Appendix IV.)

The surveys indicate that not only have the Information Fairs (or in-services) been well attended but that they have been well received. Adjuncts reiterate that orientation is very important to them and that they will attend department meetings (if their schedules allow). However, their level of awareness of professional development opportunities is still relatively low, even though more of them are attending the in-services during which these opportunities are publicized. Adjuncts want to keep up-to-date on department and college news and activities, and they want to be an integral part of the Owens community. A good sign is that 42% of department chairs responding to the team’s survey reported greatly to moderately increased levels of adjunct faculty participation in department and training opportunities within the past year.

Conclusion
The team believes that it has fulfilled its mission, and would like to make the following additional recommendations:

1) At the earliest possible opportunity, an Adjunct Faculty Advisory Committee be reconvened and charged with the development and maintenance of an adjunct faculty webpage.

2) That the Offices of HR, ITS and Academic Services work together to develop an adjunct faculty database to facilitate enhanced communication with adjunct faculty.

Finally, the team notes that a subsequent process management team as well as an Owens Leadership Academy team both recommended that a part-time position be established to provide services to adjunct faculty. Our team believes that it is crucial for a position to be identified to fulfill this badly needed function, whether it is through a position already on staff or through the creation of a new position.

The Adjunct Faculty Process Management team (Fall 2005) hereby requests that the Steering Committee formally disband our team.

Robert Gearhart
Carol McKee
Kimberly Minke
Lesta Mizer
Linda Snyder
Joanne Juan, Co-champion
Sarah Metzger, Co-champion

Special thanks to Jo Harmon, Institutional Research, Planning and Grants for her invaluable assistance in launch our surveys and analyzing the results.
## Appendix I

### Part-time Faculty Development & Training

<table>
<thead>
<tr>
<th>Team Recommendation</th>
<th>Steering Committee Decision</th>
<th>Status, 6/20/07</th>
<th>Who is Primarily Responsible for Continuing this work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly define the terms &quot;orientation&quot;, &quot;in-service&quot;, &quot;training&quot; and &quot;professional development&quot; to prevent confusion and promote more focused attention to the improvement of each specific area.</td>
<td>Yes.</td>
<td>Done</td>
<td>Faculty Development Committee</td>
</tr>
<tr>
<td>Encourage schools to engage and involve their part-time faculty through invitations to department meetings and professional and social gatherings.</td>
<td>Yes.</td>
<td>Done</td>
<td>VP, Academic Services &amp; Deans</td>
</tr>
<tr>
<td>Expand and diversify the methods of school communications with part-time faculty by incorporating email, campus mail and one-on-one interaction with deans, chairs and department secretaries.</td>
<td>Yes.</td>
<td>Done &amp; on-going through Academic Services</td>
<td>VP, Academic Services &amp; Deans</td>
</tr>
<tr>
<td>Create a part-time faculty database and email distribution list that can be broken down by school.</td>
<td>Yes.</td>
<td>Not Done (see note #1)</td>
<td>Academic Services, HR, ITS</td>
</tr>
<tr>
<td>Develop a checklist of priority information and college services for part-time faculty to be given to each new hire at a centralized location such as Human Resources.</td>
<td>Yes.</td>
<td>In Progress. Projected Complete by 7/1/07.</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Distribute a list of relevant campus phone numbers to part-time faculty (possibly to be given at same time as checklist of information and services).</td>
<td>Yes.</td>
<td>Done</td>
<td>ITS/Switchboard</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Status</td>
<td>Responsible Party</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>Organize mandatory Part-time Faculty Information Fair at the start of each new semester, possibly to replace Part-time Faculty in-service.</td>
<td>Yes, but not compensated and not mandatory. Evaluate and revisit.</td>
<td>Done</td>
<td>Faculty Development Committee</td>
</tr>
<tr>
<td>Offer topic-appropriate training sessions for part-time faculty at a variety of times throughout the semester.</td>
<td>Yes.</td>
<td>Done</td>
<td>Faculty Development Committee</td>
</tr>
<tr>
<td>Develop a Part-time Faculty website.</td>
<td>Yes.</td>
<td>Not Done*</td>
<td>Not Done*</td>
</tr>
</tbody>
</table>

*Academic Services, via a Part-time Faculty Advisory Committee, to move forward with this recommendation.
Appendix II

Adjunct Faculty Evaluation of
Training and Professional Development Opportunities
Spring Semester 2007 Survey Findings

It should be noted that there were issues with the deployment of this survey. The Zoomerang software required some settings that were not easily put into place, especially in the common office areas where adjuncts were likely to be filling out the survey. The Committee made the decision to close the survey after two weeks in the field with a very low return rate. In lieu of re-launching the survey via a different software package, the team elected to instead review the paper surveys completed by adjunct faculty following the January 2007 in-service.

We received 40 returns as of May 3, 2007, a small fraction of the 1200 or so invitations that were sent out. Please note that, with this low a sample, care should be taken in inferring trends from the data.

The majority of respondents was from the Toledo campus (74%) and associated with the School of Arts and Sciences (58%). All of the respondents taught land-based courses on campus; a few taught at other locations or in other modes (web-based or telecourse). Most taught 1-2 classes per semester (60%).

Training by Department

The most-often-mentioned topics for inter-department training were as follows:
Course outline and syllabus (95%)
Mailbox/Copy Center (95%)
OZone (90%)
Security (90%)
Parking/Traffic regulations (88%)
Email/Groupwise (88%)
HR Paperwork (85%)
Cheating and plagiarism (82%)
Attendance tracking and reporting (82%)

Less often-mentioned but still prevalent were the following:
Disability Services (79%)
Testing Center (78%)
Position duties (78%)
Classroom observations and evaluation (75%)
Writing Center (75%)
Help Desk (72%)
Class cancellation procedures (72%)
Phone extension/Voice mail (70%)
Department tours and contacts (70%)
Less than half reported being given a campus tour, information about the history of the College, or any general College orientation. However, in several of the comments, adjuncts listed a tour as one of the most helpful aspects of their orientation. A few indicated that they never received an orientation of any kind.

It remains to be seen how these items compare with what the Chairs and Department heads believe they are providing.

**Participation in Department Activities**

The majority of reporting adjuncts were Extremely/Somewhat likely to attend departmental meetings or activities (59%). Reasons given for not attending were schedule conflicts (with both other employment and with class meetings), short notice of upcoming activities, and a lack of time.

About a third of respondents are aware of and participate in Campus Orientation training (35%). The majority are not aware of professional development programs offered by their department (62%) and the college (52%). Most of them do attend the in-service meetings at the beginning of each semester (65%). These are well-publicized, it should be noted, via a professional-looking brochure sent out well in advance of the event.

Reasons often given for participating were an interest in learning opportunities (especially for some of the technical training such as teaching on the Web and Blackboard), wanting to be a more integral part of the community, and a desire to interact with other departmental members and keep up-to-date on department news.

Reasons given for NOT taking part in department meetings and activities included schedule conflicts and not being aware that an event was taking place.

**Department/Adjunct Communication**

Communicating is done primarily through Groupwise and OZone email (92%). This is the method used most often by departments (75%) and is also the most preferred by adjuncts (75%).

Almost two-thirds (60%) of the reporting adjuncts are aware of the list of phone extensions relevant to faculty members. A little more than half of these know where to find the service (58%); a little less than half has used it (46%). It is likely that more awareness of this service needs to be garnered, possibly through the proposed web page and handbook.

A reminder that caution should be used in interpreting these results, as returns were very low.
Appendix III
Evaluation of Training and Professional Development Opportunities
Chair/Dean Survey
Spring Semester 2007

The survey sent to Chairs and Department heads was meant to discover how each department viewed their orientation and other training opportunities available to adjunct faculty. The team wanted to measure any correlation between what a department intended for training and what an adjunct faculty member felt he or she had received.

There were 15 surveys returned, representing 45% of the 33 that were sent out.

The departments returning spanned all of the schools except for Workforce and Community Services:

- Communications/Humanities
- Math, Life and Natural Sciences
- Information systems/Office Admin.
- Design Technology
- Police, Fire, EMS
- Dental Hygiene
- Physical Therapist Assistant
- Health Information Technology
- Medical Imaging
- Nursing
- OTA/MT
- Arts and Sciences
- Arts and Sciences
- Business and Information Systems
- Technology
- Public Safety & Emergency Preparedness
- Health Sciences
- Health Sciences
- Health Sciences
- Health Sciences
- Health Sciences
- Health Sciences

The majority of these departments have 100+ adjuncts (40%).

Meetings and Training Opportunities

Departmental meetings open to adjuncts are most often formal departmental meetings (85%) and seminars and other specific training topics (69%). About 1/3 of respondents also allowed adjunct faculty to take part in professional development programs (31%); a few also opened informal department meetings to them (23%). It may be that adjuncts are welcome at these lesser-mentioned meetings but seldom attend, perhaps due to a lack of announcements of the less formal meetings and their own irregular schedules and times on campus.

Among meetings which adjuncts are allowed to attend, the majority of departments do encourage such attendance (80%); and they communicate the meetings to their adjunct faculty through email, flyers, departmental postings, mailings to their homes, and telephone, with email by far the preferred vehicle.

Half of the respondents have not noticed any change in the level of participation in these meetings by adjunct faculty in the past year; 42% reported greatly to moderately
increased levels, however. This was attributed to better communication and more opportunities to meet with departments in open ended responses.

The same numbers were noted within adjuncts' level of participation in training opportunities, with 50% noting no change and 42% noting medium to high levels. Communication, need, and the allowance of credit for attending such training were mentioned as reasons behind the increase.

**Orientation**

The same list of topics for orientation was given to department chairs and adjuncts in the two questionnaires that were sent out to help determine if what the chairs reported as covering in orientation corresponded to what adjuncts felt they got out of it. The following compares the top chair/department head mentions with the mentions by adjunct faculty. It should be noted that the return rate from adjunct faculty was very low, so trending should be done with caution.

<table>
<thead>
<tr>
<th></th>
<th>Chairs</th>
<th>Adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay rate and procedures</td>
<td>83%</td>
<td>58%*</td>
</tr>
<tr>
<td>Cheating and plagiarism</td>
<td>83%</td>
<td>82%</td>
</tr>
<tr>
<td>FERPA guidelines</td>
<td>83%</td>
<td>52%*</td>
</tr>
<tr>
<td>Course outline/syllabus</td>
<td>83%</td>
<td>95%</td>
</tr>
<tr>
<td>Class cancellation procedures</td>
<td>83%</td>
<td>72%</td>
</tr>
<tr>
<td>Mailbox/copy center</td>
<td>83%</td>
<td>95%</td>
</tr>
<tr>
<td>Human resources paperwork</td>
<td>75%</td>
<td>85%</td>
</tr>
<tr>
<td>Classroom keys</td>
<td>75%</td>
<td>58%*</td>
</tr>
<tr>
<td>Attendance tracking and reporting</td>
<td>75%</td>
<td>82%</td>
</tr>
<tr>
<td>Writing Center</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Testing Center</td>
<td>75%</td>
<td>78%</td>
</tr>
</tbody>
</table>

*Little correlation between what was discussed vs. what was received

Here is a comparison, too, of items mentioned often by adjuncts but not as often by chairs/department heads:

<table>
<thead>
<tr>
<th></th>
<th>Chairs</th>
<th>Adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>OZone</td>
<td>58%</td>
<td>90%</td>
</tr>
<tr>
<td>Email/Groupwise</td>
<td>58%</td>
<td>88%</td>
</tr>
<tr>
<td>Parking/traffic regulations</td>
<td>50%</td>
<td>88%</td>
</tr>
<tr>
<td>Disability Services</td>
<td>58%</td>
<td>79%</td>
</tr>
<tr>
<td>Position duties</td>
<td>58%</td>
<td>78%</td>
</tr>
</tbody>
</table>

In summary, while delivery/understanding does show some inconsistencies, a more extensive study may need to be conducted to make a clear inference here.
Phone Extension List

Approximately 2/3 of chairs/heads of departments was aware of a list of extensions relevant to faculty (67%). Of that number, another 2/3 knew where to access it (62%). Half of those aware had shared this knowledge with their adjunct faculty. It would appear that more awareness of this tool might be garnered among chairs and faculty members. A link to it on an adjunct faculty web site would probably be a good way to spread the knowledge. In the comments section, one respondent mentioned that the numbers are not available at the beginning of the semester when it would be the most helpful.

Handbook/Website

Chairs and department heads were asked for general comments about what they would like to see in an adjunct handbook or website. The comments emphasized a number of issues: that the materials be honest, simple, and updated frequently; that the core value be emphasized; that key members of each department be included in the teams developing these materials; and that key dates, such as Add/Drop dates and other deadlines, be clearly delineated.

Summary

Chairs and heads of the various schools seem be working to communicate with adjunct faculty. They appear to recognize their worth to the college and to be concerned that they feel themselves to be a part of the department. Most actively encourage the adjuncts’ participation in departmental meetings and functions. In some cases, their efforts have affected adjuncts’ participation in these events.

Department orientations seem to be clearly organized and to have specific goals in mind. The concentration on certain information among departments may indicate some consistency in orientation and training across campus.
Appendix IV
Adjunct Faculty Inservice Evaluations (Toledo-area Campus)
August 2006 and January 2007 Survey Findings

Following up on the team’s recommendations, the Faculty Development Committee implemented a revamped Part-time Faculty Information Fair (or In-service) in August 2006 and again in January 2007.

Although the Faculty Development Committee did not have comparison data (August 2005), they reported that participation among adjunct faculty was up on August 2006, with 168 participants. Participation was at least double that of August 2005. Participants were asked to complete a survey assessing, among other things, the overall fair format (food, time/date and format); workshop information; and fair information provided. Participants were also given the opportunity to provide feedback on what changes they would suggest for the next in-service.

In January 2007, there were 120 adjuncts who participated in the Toledo-area Campus Information Fair, and 64 of those participants completed a survey.

On a scale of 1-5 (1 being very helpful, 5 being not at all helpful), here are selected results of the surveys:

<table>
<thead>
<tr>
<th>Category</th>
<th>August 2006 Score</th>
<th>January 2007 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time/Date</td>
<td>2.51</td>
<td>2.23</td>
</tr>
<tr>
<td>New “Fair” Format</td>
<td>2.14</td>
<td>2.55</td>
</tr>
<tr>
<td>Panel Discussion with Chairs/Deans</td>
<td>2.11</td>
<td>1.73</td>
</tr>
<tr>
<td>Blackboard Instruction</td>
<td>2.21</td>
<td>2.28</td>
</tr>
<tr>
<td>Syllabus/Course Outline Template</td>
<td>2.23</td>
<td>2.51</td>
</tr>
<tr>
<td>The New Instructor</td>
<td>2.25</td>
<td>2.23</td>
</tr>
<tr>
<td>Security</td>
<td>1.93</td>
<td>1.84</td>
</tr>
<tr>
<td>Audio Visual</td>
<td>2.36</td>
<td>1.64</td>
</tr>
<tr>
<td>Testing Center</td>
<td>2.57</td>
<td>2.03</td>
</tr>
<tr>
<td>Library</td>
<td>2.17</td>
<td>1.59</td>
</tr>
<tr>
<td>Student Resource Center</td>
<td>2.44</td>
<td>1.83</td>
</tr>
<tr>
<td>Registrar/Records</td>
<td>2.15</td>
<td>1.73</td>
</tr>
<tr>
<td>Bursar’s Office</td>
<td>1.95</td>
<td>1.89</td>
</tr>
<tr>
<td>E-Portfolio</td>
<td>-----</td>
<td>2.40</td>
</tr>
</tbody>
</table>

Note: the complete survey results are available through the Dean, Academic Services.
Action Team Project

Project Title: Space Management Team Date 6-20-2007
The presentation to the Steering Committee will be 5-15 minutes in length and include the following:

✓ Updated Gantt Chart
✓ Copy of Steering Committee Feedback Form i.e. all approved recommendations
✓ Status of approved recommendations

✓ A brief description of how the Action Team Recommendations have been implemented and how they are becoming a part of the standard college processes and operations. Including results so far: (so instance report on the following)
  • Time saved –
  • Money saved –
  • Student Satisfaction improvement –
  • Employee Satisfaction improvement –
  • New processes created –
  • Improved existing process, how, how much, etc..
  • Teaching/Learning improvement –
  • Valuing of people improvement –
  • Cooperation improvement –
  • Communication improvement –
  • Other positive improvements –

Department Responsible for Continuing This Work:
  Space Management + Planning Committee

Person Responsible for Monitoring Ongoing Improvements

Copy: Tom Perin, Sarah Metzger, Stan Jensen and entire Steering Committee (approx. 30 copies)
SPACE MANAGEMENT PROGRAM
Process Management Team

Final Report
June 2007

As part of the initial series of process management teams, in the Fall of 2005 the Space Management Team was empanelled to review and develop a systematic approach for the prudent use of facility resources.

Members of the Team included:

- John Aleksander
- Jim Mahaney
- Julee Cope
- Pat Jezak
- Tim Keller
- Rose Kuceyeski
- Alan Betha
- Tom Horrall

**Project Statement:** To improve the process of space management by establishing procedures to assign, move and renovate space through qualitative facility measures and development of control measures.

Once the Team had developed and agreed upon an effective project statement, their next responsibility was to define the objectives of the Team that would help define the content of their recommendations.

**Objectives:**

- Maintain a safe and secure environment for the students, faculty and employees of Owens Community College.
- Minimize the number of moves (churn rate) so as to reduce costs and avoid adverse impact upon operations.
- To identify the financial impact (both Capital and Operational) of requested moves.
- To better understand and plan for the trickle down effect of multiple moves and to make certain that moves are accomplished in the most cost effective manner.
- To create a clearing house for move activity so as to coordinate all moves.
- To assist moving departments by offering a systematic design to moves and thereby increasing effectiveness and reducing problems and/or interruptions of service.
- To assure that space is assigned in a manner that offers customers and employees the most productive, effective and comfortable accommodations
- To assure the space assignment remains sensitive to community and customer impact, both in function and aesthetics.
Throughout the Fall of 2005 the Team, reviewed processes, trends and industry data to accurately assess the impact of the problem. To fully understand the dynamics within the problem, the Team utilized the analytical tools provided by Dr. Jensen, included a Relations Diagram and a Force Field Analysis. The Team quickly recognized that the College has experienced a significant increase in student and campus activity, resulting in increased demands upon the facility resources of the campus. While campus activity grows in a steady and linear trend, increases in our space resources are more measured and incremental. It thereby becomes increasingly important to offer a planned and systematic approach to the review and assignment of space resources. As space is a significant capital resource, the review of spatial issues will assure the optimal use of these resources and that such use is consistent with Vision and Mission of Owens Community College.

The recommendations offered by the Team provide a comprehensive framework for the assignment of facility resources in a systematic manner. Responsibility for these principles and the equitable and optimum use of Owens Community College facility resources is distributed among the President’s Council, Office of Business Affairs, Building and Grounds Department and the Capital Planning Department.

After careful consideration, the Team offered to the Steering Committee the following recommendations:

<table>
<thead>
<tr>
<th>Team Recommendation</th>
<th>Steering Committee Decision</th>
<th>Status, 6/20/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orient and train employees of the space management program guidelines and processes that will allow for the effective utilization of space resources in support of the strategic direction of the College.</td>
<td>Yes.</td>
<td>Done and on-going</td>
</tr>
<tr>
<td>Formalize and expand the space planning and allocation management committee, under the direction of the Institutional Research Planner, to review and provide professional input on requested moves and renovations through the approval process.</td>
<td>Yes.</td>
<td>Done and on-going</td>
</tr>
<tr>
<td>Develop and maintain a database of CAD drawings of every room detailing utilities, furniture, ceiling, and room structure components.</td>
<td>Yes, continue what is currently being done. Refer to President’s Council for further discussion of additional position.</td>
<td>President’s Council elected not to create this new support position.</td>
</tr>
<tr>
<td>Utilize forms and obtain approval signatures for requested moves and renovations.</td>
<td>Yes.</td>
<td>Done and on-going</td>
</tr>
<tr>
<td>Task</td>
<td>Status</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Develop a concise, written, program of requirements, that will provide requestor’s rationale, project scope, funding sources, timeline, as well as, a record to track churn rate, costs, space assignments, etc.</td>
<td>Yes.</td>
<td>Done and ongoing</td>
</tr>
<tr>
<td>Develop a webpage for the space management program.</td>
<td>Yes.</td>
<td>In process – to be aligned with Capital Planning department</td>
</tr>
<tr>
<td>Conduct approved moves and renovations in a timely and orderly manner while minimizing disruption to services or operations.</td>
<td>Yes (endorsement of goal.)</td>
<td>Done and ongoing</td>
</tr>
<tr>
<td>Allocate human resources (CAD Technician)</td>
<td>See above -- refer to President's Council for consideration of new position.</td>
<td>Not completed. See above.</td>
</tr>
<tr>
<td>Reduce churn rate</td>
<td>Yes (endorsement of goal.)</td>
<td>Done and ongoing</td>
</tr>
<tr>
<td>Secure an endorsement through a Board resolution to support the need and value of implementing the Space Management Program.</td>
<td>No, not necessary.</td>
<td></td>
</tr>
</tbody>
</table>

The responsibility of maintaining the above program and associated recommendations will fall upon the Space Planning and Management Committee.

This team experience has brought real value to the College through a process that has served to formalize space planning. Throughout the process our team members remained engaged and committed to the success of the project. All members have related to a positive experience through their involvement. When asked, the Team members related to the following Pro’s and Con’s of the program.

**Pro’s**
- Right people at the right time in the right place – included those with a vested interest
- Visibility of the issue
- Fresh new – cross disciplinary forum
- Addressed not just process but culture –science and art of space management

**Con’s**
- Rapid response meant limited time resources
- Budget issues – needs to be linked with budget – helps to validate

The Team remains proud of their work and the value of their recommendations and accordingly asks the Steering Committee to accept their final report.
Space & Facility Planning
Illustration 2

Space Management Process
Move Request

Review Planning Dept Data Base

Move request initiated by Dept

Request reviewed by Chair/Dean/Director

Yes

Advise Planning Dept of personnel moves

Is requested move outside assigned area?

Yes

Building & Grounds Dept conducts move

Request reviewed by PC Member

Yes

Request forwarded to Planning Dept

Notify affected Chair & PC Member

Does move affect Dept other than Requester?

Yes

Planning Dept reviews for appropriateness of request

No

Building & Grounds provides data on infrastructure, sanitation, and renovation cost of move, to include IT connectivity and/or procurement needs

Review is conducted relative to criteria defined in the Space Management Policy including:
- Sq Ft / Employees and/or Student
- User needs & use standards
- Use of services & support
- Aesthetics impact
- Cost of move
- New Program development
- Screening codes

Notice to Dept
Space Management Process
Move Request

Planning Dept offers recommendation for move

President's Council makes final decision

No

Yes

Advise Planning Dept of decision

Notify requesting department

Building & Grounds Dept conducts move
Action Team Project

Progress Report
X Final Report

Project
Title: Communications Date 6/20/07
The presentation to the Steering Committee will be 5-15 minutes in length and include the following:

✓ Updated Gantt Chart
✓ Copy of Steering Committee Feedback Form i.e. all approved recommendations
✓ Status of approved recommendations

✓ A brief description of how the Action Team Recommendations have been implemented and how they are becoming a part of the standard college processes and operations. Including results so far: (so instance report on the following)
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  ▪ Money saved –
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  ▪ Employee Satisfaction improvement –
  ▪ New processes created –
  ▪ Improved existing process, how, how much, etc..
  ▪ Teaching/Learning improvement –
  ▪ Valuing of people improvement –
  ▪ Cooperation improvement –
  ▪ Communication improvement –
  ▪ Other positive improvements –

Department Responsible for Continuing This Work:

Marketing & Communications

Persons Responsible for Monitoring Ongoing Improvements
Sarah Householder, Amber Stark, Pat Jezak

Copy: Tom Perin, Sarah Metzger, Stan Jensen and entire Steering Committee (approx. 30 copies)
FINAL REPORT TO STEERING COMMITTEE

Communications Process Management Team
Spring 2006

Project Statement: To improve internal communication processes at Owens by examining our current policies as measured by improved communication policies, improved methods of communications and improved timeliness/clarity of communications.

In Spring 2006, the Steering Committee charged the Communications Process Management Team with developing processes to improve internal communications at Owens Community College. The Team reviewed the communication tools then in existence (Intranet, Bulletin Board, Owens Exchange, Egeneral emails) and conducted a college-wide survey to better understand what type of communication is desirable, whether existing communication devices needed to be changed, and whether faculty and staff had a thorough understanding of whom they should direct communication to outside their immediate office.

Based on the team’s survey and additional research conducted, the team made three major recommendations:

- Create an Internal Communications page on the Intranet
- Change the format/use of the Bulletin Board
- Create a specific format/use of Egeneral emails

Each of these recommendations had a number of additional recommendations associated with them. All recommendations were approved by the Steering Committee in May 2006. (See attached Appendix I for a status report on the team’s recommendations.)

Throughout Fall 2006 and Spring 2007, the team -- despite the loss of two original members -- has worked to implement these recommendations, and is proud to announce that all recommendations regarding the changes to the Bulletin Board and Egeneral emails have been accomplished. Some of the recommendations regarding the Internal Communications page on the Intranet have been implemented. However, the team has elected, in consultation with Marketing & Communications, not to proceed further. In part, this decision was made due to a period of transition within Marketing & Communications as the office is now under new leadership.

The Marketing and Communications Department is evaluating current communications tactics and messaging to assess the pros and cons of internal communication methods. The online Bulletin Board and Intranet will be reviewed as part of the communications audit and tweaked based on the findings of the audit and the communications survey recently completed by employees. The changes to the Bulletin Board and other communications methods will reflect employee feedback and may include implementing new tactics to better reach the College’s internal audiences.

In Spring 2007, the team conducted a new survey to assess the changes made to the Bulletin Board and Egeneral messages. A copy of the team’s survey results is attached to this report as Appendix II. In brief, the survey showed that the vast majority of respondents are aware of the Bulletin Board and that a significant majority are aware that it is only available on the Intranet. However, although statistics show that use of the Bulletin Board is increasing (see Table I, below), it appears that repeat usage remains at relatively low levels. Many users commented that the Bulletin Board is not easy to reach, is time consuming to reach and that they are not yet in the habit of checking the Bulletin Board regularly.
Table I
(courtesy of Information Technology Systems)

<table>
<thead>
<tr>
<th>Month</th>
<th>Unique Visits</th>
<th>Page Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2006</td>
<td>742</td>
<td>789</td>
</tr>
<tr>
<td>January 2007</td>
<td>627</td>
<td>863</td>
</tr>
<tr>
<td>February 2007</td>
<td>800</td>
<td>989</td>
</tr>
<tr>
<td>March 2007</td>
<td>773</td>
<td>1027</td>
</tr>
<tr>
<td>April 2007</td>
<td>1693</td>
<td>2148</td>
</tr>
<tr>
<td>May 2007</td>
<td>1538</td>
<td>1803</td>
</tr>
</tbody>
</table>

The survey also queried respondents about the planned employee directory and those results have been shared with Marketing & Communications. (NOTE: An employee directory does exist on the Intranet; however, users have told the team that it is not always easy to access or as user friendly as they would like.)

In summary, the team believes that its charge has been met. The former Bulletin Board was deadline-driven, static, declining in usage, not very interesting and not cost-effective. The re-formatted Bulletin Board is gaining in usage, has no deadlines, is always up-to-date, is a revolving publication that is always fresh, can be archived, and is a repository for information that used to be shared via Egeneral messages. (For comments regarding the usage of the Bulletin Board and Egeneral messages, please refer to Appendix III.) The drawback, for some, is that it takes time to get in the habit of checking the Bulletin Board online.

The revamped Marketing & Communications team is actively reviewing the college’s internal communication tools to better serve the College’s internal constituencies. In addition, the College now has a Director, Communications. This position is located in the President’s Office and did not exist at the time the team was conducting its research in 2006. The team is confident that the changes already made have been engrafted into the system through the Office of Marketing & Communications as well as through the Office of the President and that both offices will continue the principle of continuous quality improvement as it pertains to the College’s internal communications processes.

Final recommendations:
- The College should continue to utilize “everyone emails” (as distributed by the Director, Communications) to publicize the Bulletin Board. Perhaps these emails could be sent regularly rather than waiting until there is a significantly “newsworthy” event.
- The color of the Bulletin Board icon should be changed to become more prominent.
- Marketing & Communications, along with ITS, should investigate the feasibility of sending a message when employees log into their workstations reminding them to check the Bulletin Board.

Communications Team
Jane Doty
Teri Pratt
Shane Trumbull
Dave Winckowski
Sarah Metzger, Champion
With special thanks to Sarah Householder, Marketing & Communications
## Appendix I

### Communication Team ~ Status of Recommendations

<table>
<thead>
<tr>
<th>Team Recommendation</th>
<th>Steering Committee Decision</th>
<th>Status, 6/20/07</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create Internal Communications page on Intranet</strong></td>
<td></td>
<td>Partially Complete</td>
</tr>
<tr>
<td>Send photo release form to all Express ID Card offices/stations for all employees to sign when they obtain their Express ID Card.</td>
<td>Yes (must get release form)</td>
<td>On hold</td>
</tr>
<tr>
<td>Send out a hard-copy memo from the President to all full-time employees stressing the importance of obtaining an Express ID Card.</td>
<td>Yes</td>
<td>On hold</td>
</tr>
<tr>
<td>With assistance from Deans, Chairs, Supervisors and the Express ID Card offices, track employees and continue to send emails/memos to those full-time employees who have not obtained an Express ID Card.</td>
<td>Yes</td>
<td>On hold</td>
</tr>
<tr>
<td>Appoint an employee in HR to be responsible for sending job descriptions to the Webmaster in ITS to post on Intranet.</td>
<td>Clarify</td>
<td>On hold</td>
</tr>
<tr>
<td>Integrate Express Card ID photos and job descriptions into the current “Campus Directory” located on the Intranet with assistance from ITS.</td>
<td>Yes</td>
<td>On hold</td>
</tr>
<tr>
<td>Appoint a member of the Office of Marketing and Communications to work with ITS on look and feel of webpage.</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>Encourage HR to coordinate with the Webmaster in ITS when a full-time employee is no longer employed by the College.</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>Develop look and feel of Intranet webpage.</td>
<td>Yes</td>
<td>On hold</td>
</tr>
<tr>
<td>Create Organizational Chart link on webpage.</td>
<td>Yes</td>
<td>On hold</td>
</tr>
<tr>
<td>Create Bulletin Board link on webpage.</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>Create an Owens Exchange link on webpage.</td>
<td>Yes</td>
<td>On hold</td>
</tr>
<tr>
<td>Create a Strategic Plan link on webpage.</td>
<td>Yes</td>
<td>On hold</td>
</tr>
<tr>
<td>Create School newsletter on webpage.</td>
<td>Yes</td>
<td>On hold</td>
</tr>
<tr>
<td><strong>Change format/use of Bulletin Board</strong></td>
<td></td>
<td><strong>Completed</strong></td>
</tr>
<tr>
<td>Announce/advertise new format approximately one month before change occurs.</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>Discontinue printing hard copies of Bulletin Board.</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>Appoint a representative from the Office of Marketing &amp; Communications to work with a Webmaster in ITS to create a new format for the Bulletin Board and make it a “revolving” publication with no set deadlines.</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>Advertise the new and improved Bulletin Board, guidelines and processes in other internal publications such as the Exchange.</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td><strong>Create format/use of egeneral emails</strong></td>
<td></td>
<td><strong>Completed</strong></td>
</tr>
<tr>
<td>At least one full month before change occurs, notify all employees, through all internal communications outlets, that egeneral emails will now only be sent by the Office of the President and President’s Council members as “everyone” emails.</td>
<td>Yes</td>
<td>Completed</td>
</tr>
</tbody>
</table>
Appendix II
Communication Survey Results, Spring 2007
A total of 274 responses had been completed for this survey when it was closed on Monday, June 4, 2007. As we were looking to obtain general campus knowledge of the Bulletin Board publication and its use, we did not attempt to segment the respondents demographically.

Bulletin Board
The great majority of respondents (92.7%) are aware of Bulletin Board. About 88% of the respondents know that it is available from the Intranet, though 12% of these believe that it is also available in paper form.

In the comments about availability, respondents mentioned difficulties in navigating the Intranet to find Bulletin Board. Some of them also stated that they would like to see a daily email that included campus highlights (a few mentioned the EGEN system by name)

Only 22% had submitted anything to Bulletin Board. There was much less concentrated awareness of the rules associated with submitting materials. Almost 30% correctly stated that it was a revolving publication with no set deadline. Nearly a quarter of the respondents thought they needed to submit within a week of publication (24%). Several also stated that materials were submitted more than a week in advance (15%) and about 18% stated outright that they did not know the procedure.

More than half of the respondents felt they were Very well/Moderately well informed about campus activities (64.8%), though only about 14% reported being very well informed.

In summation, while most respondents can identify the Bulletin Board publication by name and are aware that it is accessed via the Intranet, there seems to be relatively low levels of usage of it. Efforts of potential users seem mainly hampered by difficulties in finding the publication, in finding the time to access it, and in not having a set prompt or time to look at it. Awareness of campus activities is likewise relatively low.

Campus Directory
Respondents were interested in participating in the planned campus directory, with 88.4% so reporting. When asked about the information they would like to see as a part of this, name (88.7%), department (88.4%), and position (87.6%) were most often mentioned. Office phone number (77.5%) and office location (72.7%) were also often mentioned. Less-often-mentioned information included fax number (59.6%), brief job description (58.9%), and photos (38.2%).

Within the comments section, a few other suggestions were made for the directory: email address, cell phone and home phone number, degrees earned and tenure at Owens. A few also mentioned special interests, hobbies, and extracurricular activities, such as groups belonged to, union involvement, etc.

Comments for this section expressed some misgivings about how this directory would differ from other directories already in place, such as that in GroupWise. It was also suggested that the information might not be fully secure and that resources would be required to update, maintain, and protect the data.

Overall, attitudes toward the planned directory were positive and some support for the project could probably be expected.
Appendix III

Comments regarding Bulletin Board Usage (informal survey)

I may check the Bulletin Board once a week. But still like to get the college announcements through my email, especially the urgent emails that must be read immediately.

I find I'm not visiting it as often as I probably should. I don't care about the sports scores, but miss the other announcements that were received via EGEN.

I keep forgetting to look at the BB online. To tell you the truth I just yesterday looked at it for the first time in probably 4 months. I guess I'm not getting the use of it am I. Because the EGEN's disappeared I find it harder to get messages to people overall because many have said that they don't read the BB anymore. I know by working in the Performing Arts building it was easy for them to advertise through EGENs for upcoming events.

With being gone for 3 months, the BB & Exchange was a great way for me to catch-up on events (mileage, schooldudes, etc.) I did do an EGEN and received a response back saying everything goes in the BB.

I wish I could say that I look at the new Bulletin Board on a daily basis; unfortunately, with so many other duties that are higher priority, I don't pull up the Bulletin Board from the Intranet on a regular basis as I should. I really feel it was so much more convenient and accessible to have a paper copy come in the mail. I would quickly look at the paper copy as I was sorting out the mail, and jot down any pertinent items.

I like being able to view the Bulletin Board on line, I find it very helpful. Although talking with other co-workers I find they do not have the time to read it therefore they miss a lot of important information. They often ask me how I knew that, or where did I find that out. I appreciate you taking the time to follow up on this.

Thanks for no more EGENs (90% did not pertain to me). But in regards to the Bulletin Board - I am afraid the old adage is true - "Out of sight, out of mind" I am sure that I have missed some things because I don't read it.

I have not had much interaction with the Bulletin Board - But it looks good to me!

I find that I do not have time to look at the Bulletin Board. I just don't think about it in the course of my day. I personally miss the EGEN's. It gave me the option of opening them if it was something I was interested in and to see what was happening around campus. With the printed Bulletin Board, I would quickly scan the articles, and, again, if there was something specifically of interest, I would read the entire article. Hope this is helpful. I will try to be better at looking at the Bulletin Board in the future.
Program Marketing Process Management
Final Report

Team Members: Tom Deckelman, Tom Reed, Andy Woodard (leader), Kandace York
Team Champions: Mark Durivage, Dave Matheny
June 20, 2007

As of this report, the Program Marketing team will integrate several of our recommendations into the Office of Marketing and Communications, under the leadership of Dr. Gary Corrigan, director.

The formalized process that was approved, but not funded, by the Steering Committee in April 2006 has evolved as the College and its key decision-making personnel have changed.

The approved process included the formation of a 13-member committee consisting of representation from all academic areas to manage this process. Similarly, the Office of Marketing and Communications is currently working with the leadership from the academic schools, Workforce and Community Services and the Findlay-area Campus to create a smaller, more functional marketing committee that will work in conjunction with Provost's Council on College-wide marketing initiatives.

It was recommended that marketing decisions be based on data and the Office of Marketing and Communications continues to gather up-to-date enrollment trend data from the Office of Institutional Research that provides better opportunities for successful target marketing.

To better support individual program marketing, the Office of Marketing and Communications is building an infrastructure that includes Career Focus magazine, a new product that will printed and distributed at least three times in FY08 and profile individual programs among its many topics. New initiatives that have yet to be fully implemented, including an enhanced Web site, also will offer greater exposure for academic programs.

One part of the approved process that did not succeed was the Application for Marketing Program Support (AMPS) and accompanying formula for calculating the AMPS score. The AMPS score was to be comprised of a combination of Bureau of Labor Statistics job projections, enrollment data and Program Review and Evaluation Program financial data, with the score determined by sliding scale rankings from these components.

The top score would have represented an academic program characterized by strong enrollment, financial solvency and high employment prospects. However, an equitable division of the data could not be attained and it is the recommendation of this committee that it be eliminated. The data remains vital to the College's marketing.

Certainly, the Program Marketing process team achieved a great deal of success through its research, ideas and cross-College collaborative efforts. The recommendations being enacted in the Office of Marketing and Communications will benefit the College and individual academic programs moving forward.