

**CATAWBA  
COLLEGE**

Established in 1851

Scholarship.

Character.

Culture.

Service.

**Catawba Annual Plan 2015-16**

**End-of-Year Report**

## **Values**

*[The essential and enduring principles that guide The College]*

- Scholarship.
- Character.
- Culture.
- Service.

## Mission Statement

*[The College's reason for being; a consistent identity that transcends all changes related to its relevant environment.]*

Catawba College is committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation.

Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life.

## Vision Statement

*[Conveys a concrete, but yet unrealized, future for The College.]*

Catawba College will be, and be known as, the best comprehensive baccalaureate institution in the Southeastern United States. As Catawba enhances its traditional strengths and develops additional capacities for 21<sup>st</sup> century higher education, it will prepare pathways for its future as an outstanding institution that continues to honor its core values.

## **Goal Areas**

*Catawba College will move toward the realization of its vision by accomplishing specific items within broad areas of focus. Each goal area will be accompanied by a set of **Objectives**, which represent key issues affecting Catawba College's ability to achieve the goal.*

*The President of Catawba College, in consultation with the governance structure and members of the College team, will develop an annual **Plan** to accomplish each objective, including designating the appropriate person(s) responsible for each objective as well as appropriate timelines and measurements for each objective.*

### **Goal Area 1. Admission and Retention**

Whereas strong enrollment is key to the health and viability of a tuition dependent institution, Catawba will...

### **Goal Area 2. Academic Initiatives**

Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student-centered campus, Catawba will...

### **Goal Area 3. Campus and Facility Excellence**

Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will...

### **Goal Area 4. Student Centeredness**

Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will...

### **Goal Area 5. Financial Focus**

Whereas financial strength is essential for the sustainable development of the institution, Catawba will...

### **Goal Area 6. People and Place**

Whereas an institution is about its people and its place, Catawba will...

## Objectives

### 1. ADMISSION AND RETENTION

*Whereas strong enrollment is key to the health and viability of a tuition dependent institution, Catawba will:*

- 1.1 Develop and implement recruitment strategies to increase freshman and transfer enrollment by at least 40 students per year.
- 1.2 Re-emphasize and re-envision the School of Evening Studies and double its enrollment to 500.
- 1.3 Develop and fund strategies to increase freshman to sophomore retention to 80% and increase the six-year graduation rate to 60%.

### 2. ACADEMIC INITIATIVES

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

- 2.1 Enhance current degree programs.
- 2.2 Strengthen and initiate programs that will attract students to the day and evening programs.
- 2.3 Strengthen the Experiential Education Initiative by expanding opportunities to develop sustainability, diversity, and citizenship.
- 2.4 Implement Learning Technology Plan to enhance and expand use of technology in pedagogy and information literacy.

### 3. CAMPUS AND FACILITY EXCELLENCE

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

- 3.1 Implement the Campus Master Plan.
- 3.2 Implement an annual repair and renovation program.
- 3.3 Develop and implement policies and procedures re: sustainability.
- 3.4 Develop and implement policies and procedures re: public art on campus.

#### 4. STUDENT CENTEREDNESS

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

- 4.1 Provide new and enhanced housing options.
- 4.2 Enhance the Cannon Student Center facilities and programs to support its role as the hub of student activity.
- 4.3 Enhance student recreational facilities and programs.
- 4.4 Enhance student engagement and academic support services and facilities.
- 4.5 Enhance student career support services and programs.
- 4.6 Develop a comprehensive strategic plan for Intercollegiate Athletics to define objectives for individually and collectively for sports and facilities, and to determine appropriate Conference and Division levels.

#### 5. FINANCIAL FOCUS

*Whereas financial strength is essential for the sustainable development of the institution, Catawba will...*

- 5.1 Ensure policies and practices maintain stable and sustainable funding for current and future debt service.
- 5.2 Focus strategic efforts on enhancing net tuition revenue while maintaining access opportunities for meritorious students.
- 5.3 Use funds from enrollment growth, from stronger retention and from increased net revenue to plan and implement an annual budget that sustains the College's strengths and enables enhancements.
- 5.4 Conduct a Comprehensive Fundraising Campaign to support and sustain the Values, Goals and Objectives of the Strategic Plan.

#### 6. PEOPLE AND PLACE

*Whereas an institution is about its people and its place, Catawba will...:*

- 6.1 Implement a comprehensive compensation plan that lifts Catawba into a leadership position compared to peer institutions.
- 6.2 Develop programs and experiences that enhance the campus' sense of community.
- 6.3 Develop programs and experiences that enhance Catawba's ties with the Salisbury community and other regional communities.

- 6.4 Develop programs and experiences that strengthen Catawba's links with its alumni.
- 6.5 Conduct a comprehensive discussion with all constituencies, informed by the Values, Goals, and Objectives of the Strategic Plan, to help Catawba decide its place as a College or University.

**Plans**

**1. ADMISSIONS AND RETENTION**

*Whereas strong enrollment is key to the health and viability of a tuition dependent institution, Catawba will:*

- 1.1 Develop and implement recruitment strategies to increase freshman and transfer enrollment by at least 40 students per year.

1.1.1 Implement and monitor a policy where the SAT or ACT are optional provided applicants meet other academic and leadership criteria.
1.1.2 Review scoring and ranking metrics for US News, Princeton Review, Forbes and set strategic targets accordingly.
1.1.3 Implement a comprehensive marketing plan highlighting Catawba’s distinctive programs, unique facilities, and outstanding location in central North Carolina.
1.1.4 Enhance and support involvement in recruiting activities by all members of the Catawba College community.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
1.1.1 Fully commit to and market SAT/ACT optional policy, continue to gather and assess data on applicants and students utilizing the option.	Cindy Barr, Tim Kennedy March 2016 Annual Budget	This is complete. We are regularly tracking the volume and academic quality of TO applicants on the weekly report. This initiative has become a normal part of our policy and practice and does not need to be included on the annual plan going forward unless our longer term retention work suggests that we need to revisit or revise this program in the future.

1.1.2 Review scoring and ranking metrics for US News, Princeton Review, and Forbes and set 2016-17 targets accordingly.	Brien Lewis October 2015	Deferred until further notice.
	N/A	
1.1.3.A Implement new communications flow and integrate fully with Recruiter software.	Cindy Barr April 2016	We have nearly completed a full admission cycle utilizing the new communication flow. Joy Lowe and the Admissions Leadership team are updating and reassessing the flow for the 2017-2018 recruitment year. IT has worked with Admissions to develop the capacity to add the Guidance Counselor flow for 2017-2018 recruitment. With the advent of EGAP for recruiting 2017-2018 students, we expect to begin helping designated EGAP recruiters develop com flows for their target audiences. Having recruiters identified to develop those messages over the summer of 2016 will be critical.
	Annual Budget	
1.1.3.B Charge Transfer Coordinator to focus on this population in the 16-17 recruiting year and work closely with Public Relations to update transfer resources and messaging online and in print.	Cindy Barr, Tonia Black-Gold, Michael Bitzer October 2015	<b>See report attached as Appendix 1.1.3.B</b>
	Annual Budget	
1.1.4.A Refine and expand Recruiter usage; achieve fluency with the system.	Cindy Barr, Joanna Jasper October 2015	Ongoing. We are beginning to achieve some fluency and plan to use information from Ellucian to better utilize the event and travel areas of the CRM. We will work closely with IT to implement Recruiter 4.2 and to train EGAP recruiters to navigate this system. The move to the cloud platform has been largely a positive move from the perspective of admissions.
	Annual Budget	

1.1.4.B Enhance and support involvement in recruiting activities by all members of the Board of Visitors and Alumni Association Board of Directors	Cindy Barr, Rex Otey November 2015	Kimberly Weemhoff has been designated as the Alumni Ambassador coordinator for Admissions and she will develop our Alumni Ambassador program to help cover tertiary markets. Not having an Alumni Director has made this initiative more challenging to achieve. Kimberly presented to the BOV in April 2016 to kick off her plans. Elaine will work with Kimberly to develop a recruitment and training plan for our Alumni Ambassadors. Table banners, table tents, and supplies for the program are being ordered. Interest meetings and ambassador training will be proposed in conjunction with homecoming. The Development Office continues to offer opportunities to both the Board of Visitors and Alumni Board of Directors to support and impact recruiting. Members of each board meet with guidance counselors, work recruiting fairs and personally recruit students in their areas. Some members of the Alumni Board & Board of Visitors have been active in contacting prospective and deposited students and families. Members are enthusiastic about a more concerted effort that includes a staff liaison for the coming year. It is believed more will get involved with personal, direct requests that include specific duties/responsibilities.
	Annual Budget	

1.2 Re-emphasize and re-envision the School of Evening Studies and double its enrollment to 500.

1.2.1 Explore and implement additional degree, certificate, and continuing professional education programs to offer at undergraduate and graduate levels in Salisbury as well as at Davidson County and Central Piedmont Community College sites.
1.2.2 Implement multi-year plan that supports different delivery models and formats for different courses, degree programs and student markets.
1.2.3 Implement a comprehensive marketing plan highlighting Catawba's distinctive evening programs, unique facilities, and outstanding location in central North Carolina.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
1.2.1.A Set targets for enrollment growth at CPCC site and address staffing needs accordingly.	Michael Bitzer, Jeff Bowe October 2015	The enrollment goals are 10% per year which we missed this last year, but for the first time in many years we did not have the drop in enrollment from fall to spring semester which we view as a positive change in enrollment trend. In the past, SEGS dropped 3-15 students from fall to spring and this year we were up 1 from 202 to 203. While not earth shattering, that is a noted improvement from 2014-2105 which was a drop of 9 and 2013-2014 which was a drop of 8.
	Annual Budget	
1.2.2.A Develop structure and quality control measures for hybrid courses and programs including: a process to propose and accept courses and programs, design of student orientation, and development of faculty training. Prepare implementation for AY16-17.	Michael Bitzer, Jeff Bowe, Curriculum and Instructional Support committees December 2015	<b><i>See report attached as Appendix 1.2.2.A</i></b>
	Annual Budget	

<p>1.2.2.B Determine potential new programs and curricula that respond to emerging needs in adult education markets.</p>	<p>Michael Bitzer, Jeff Bowe December 2015</p>	<p><b><i>See report attached as Appendix 1.2.2.B</i></b></p>
	<p>Annual Budget</p>	
<p>1.2.2.C Implement professional accounting program at CPCC site.</p>	<p>Michael Bitzer, Jeff Bowe December 2015</p>	<p>This is complete, however, there is a need for a full-time accounting/finance instructor in SEGS. We now have 13 accounting and finance courses every year, which is a significant issue in finding and managing quality adjuncts for upper level courses. SEGS will be requesting a full time accounting position in fall 2017, with a search to start in fall 2016, preferably terminally qualified to provide support to the overall 25% requirement of terminal degree coverage.</p>
	<p>Annual Budget</p>	
<p>1.2.3.A Implement new structures for prospect identification and communications flow to utilize traditional undergraduate admissions infrastructure and resources for Evening Studies.</p>	<p>Cindy Barr, Jeff Bowe, Joanna Jasper May 2016</p>	<p>This initiative seems tied to SEGS eventual move to Recruiter. Jeff and Cindy touch base but no formal initiatives have been put in place. Need additional IT staffing to move this initiative forward. SEGS program will be listed on general admissions major board for 2017-2018 recruiting year. Otherwise, no additional progress made.</p>
	<p>Annual Budget</p>	

- 1.3 Develop and fund strategies to increase freshman to sophomore retention to at least 80% and increase the six-year graduation rate to at least 60%.

<i>2015-16 Plans</i>	<i>Responsible/ Target Date(s)/ Resources</i>	<i>Progress Report</i>
1.3.A Continue to assess and evaluate conditionally admitted students and their results year-to-year.	Sheila Brownlow, Andie Overbeck February 2016 Annual Budget	<b>See report attached as Appendix 1.3.A.</b>

## **2 ACADEMIC INITIATIVES**

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

### 2.1 Enhance current degree programs.

2.1.1 Place renewed emphasis on accreditation by determining which national and specialized credentials to pursue and maintain while also determining comparable benchmarks in areas where no national accreditation is available.
2.1.2 Implement and infuse elements of the White Paper on an Institutional Philosophy of Education at Catawba College, with particular attention to its impact on curriculum, pedagogy, assessment, and faculty development.
2.1.3 Increase and enhance Honors Program.
2.1.4 Enhance and highlight opportunities for students and faculty connected to the nearby North Carolina Research Campus.
2.1.5 Continue to emphasize and enhance First Year Experience courses and programs to provide students the strongest possible transition to College level work and expectations.
2.1.6 Place renewed emphasis on faculty development including orientation for faculty new to Catawba, support towards tenure and promotion, and enhanced definitions of faculty roles, responsibilities, and rewards.
2.1.7 Adopt revised academic calendar to reflect Catawba's academic values and to enhance both pedagogical and experiential education.

<b>2015-16 Plans</b>	<b>Responsible/ Target Date(s)/Resources</b>	<b>Progress Report</b>
2.1.1.A Successfully complete SACS-COC accreditation reaffirmation.	Michael Bitzer, Barry Sang December 2015	Completed. Reaffirmation of accreditation, with no monitoring required, by SACSCOC at December annual meeting.
	Annual Budget	
2.1.1.B Initiate first year of “C2C” (Catawba to Careers) Program per Quality Enhancement Plan as outlined for and reviewed by the SACS-COC accreditation reaffirmation site team.	Michael Bitzer, Kim Smith, Forrest Anderson August 2016	71 students started the program as the inaugural 2015-16 C2C Cohort. (1 released from program; 6 withdrew from Catawba by spring) Retained 90.1% from fall to spring. Director met with all remaining C2C students at least two times in the office. Received very positive feedback from the majority of C2C students who attended the end-of-year focus group.
	Annual Budget	
2.1.1.C Establish preliminary assessment review group to continue implementation of valid and reliable assessment instruments for all activities tied directly to learning goals, outcomes and competencies.	Michael Bitzer, Barry Sang, GEAR and APA Faculty Governance Committees October 2015	Due to other matters arising, this initiative was not completed. Suggest consideration in AY16-17, pending faculty consideration and approval.
	Annual Budget	
2.1.1.D Commit to achievement of selected accreditations by Ketner School of Business for ACBSP.	Michael Bitzer, Jay Abraham April 2016	Preliminary report approved, preparing self-study for submission by December 15, 2016, which will give formal accreditation for the 2017-18 academic year.
	N/A	

<p>2.1.1.E Hire Information Services Librarian &amp; Instruction Coordinator; Hire Instructional Technology Librarian</p>	<p>Michael Bitzer, Steve McKinzie, Joanna Jasper, December 2015</p>	<p>Position on hold pending available resources. Incorporating duties into roles held by existing staff.</p>
<p>2.1.2 Continue to infuse White Paper on Institutional Philosophy on Education's elements by:</p> <ol style="list-style-type: none"> <li>1. Having all departments review their majors and seeking revisions to align more with the White Paper in their learning outcomes and objectives;</li> <li>2. Requiring any new majors or programs to identify to the faculty how the program uses the White Paper principles.</li> </ol>	<p>Michael Bitzer April 2016</p>	<ol style="list-style-type: none"> <li>1. Departments charged with review of all academic programs and report back to the Provost.</li> <li>2. Provost and Curriculum Committee to meet and discuss revamping submission forms for inclusion of White Paper principles; submission to faculty for approval afterwards.</li> </ol> <p>Will be completed in next academic year.</p>
<p>2.1.3 Continue to implement strategic plan for enhancing Honors Program by:</p> <ol style="list-style-type: none"> <li>1. Enhancing marketing.</li> <li>2. Enhancing co-curricular opportunities and student leadership of program.</li> <li>3. Determining new graduation requirements.</li> </ol>	<p>Michael Bitzer, Maria Vandergriff-Avery May 2016</p>	<p><b>See report attached as Appendix 2.1.3.</b></p>
	<p>Annual Budget</p>	
	<p>Annual Budget</p>	
	<p>Annual Budget/ Donor Funds</p>	

2.1.4 Develop additional partnership opportunities between nursing and exercise science with North Carolina Research Campus.	Michael Bitzer, Jim Hand, Racquel Ingram May 2015	<b>See report attached as Appendix 2.1.4</b>
	Annual Budget/ Donor Funds	
2.1.6.A Establish annual review process for “Standards of Appointment and Service” and “Principles of Governance” with final approval of any changes to be considered at February Board of Trustees meeting each year.	Michael Bitzer February 2016	No changes considered this year but will continue to review annually.
	Annual Budget	
2.1.6.B Explore the establishment of a Center for Advanced Teaching & Understanding (CATU) for housing a Center for Learning Technology, along with other pedagogy development opportunities and instructional support (Writing Center, Math Center, other aspects); Explore funding opportunity and grant proposals to support this initiative.	Michael Bitzer, Joanna Jasper, Instructional Support Committee March 2016	<b>See report attached as Appendix 2.1.6.B</b>
	TBD	
2.1.6.C Develop and implement schedule of faculty searches and hires.	Michael Bitzer November 2015	Searches completed with History and one in English with tenure-track positions. Psychology replaced with one-year visiting position. Politics (American) postponed for one year.
	Annual Budget/ TBD	

2.1.7.A Continue monitoring through AY16-17 to maintain goal of 45% of General Education seats in 'peak-hours' when departments submit course schedules.	Michael Bitzer February 2016	Monitoring completed successfully.
	Annual Budget	
2.1.7.B Develop broader range and larger number of international opportunities, internships and other experiential offerings that may, in time, foster utilization of alternate academic calendar structures.	Michael Bitzer	<b>See report attached as Appendix 2.1.7/ Appendix 2.3.2.A</b>
	Annual Budget/ TBD	

2.2 Strengthen and initiate programs that will attract students to the day and evening programs.

2.2.1 Implement plans for new undergraduate and/or graduate degree programs and tracks in the Ketner School of Business.
2.2.2 Implement plans for new undergraduate degree programs and tracks in Communication.
2.2.3 Implement plans for new undergraduate and/or graduate degree programs and tracks in Health Sciences.
2.2.4 Explore appropriate graduate programs to consider for future development.

<b>2015-16 Plans</b>	<b>Responsible/ Target Date(s)/Resources</b>	<b>Progress Report</b>
2.2.1.A Complete review of feasibility of master's in accounting program and/or extended undergraduate program that would provide eligibility for students to sit for the uniform CPA exam.	Michael Bitzer, Jay Abraham December 2015	Plans are to close down CCIBA and refocus planning efforts on implementing either accelerated accounting program or 5 <sup>th</sup> Year MACC program.
	Donor funds	

2.2.1.B Continue review of developing undergraduate degree and/or certificate program in non-profit management for implementation in 2016-17; Consider new faculty position to support.	Michael Bitzer, Jay Abraham December 2015	Entrepreneurship program was focused on instead and was approved by the faculty and being implemented. Director hired and space acquired on campus; future space off-campus being considered.
	Donor funds	
2.2.2.A Continue to develop “Segue 61” post-graduate certificate opportunity for popular music students with significant experiences in Nashville, TN and acquire necessary state and accreditor approvals.	Michael Bitzer, David Fish, Bill Armour December 2015	Faculty approval of Segue 61 completed at December 2015 meeting. Approvals pending at Tennessee Higher Education Commission; action anticipated July 2016.
	Annual Budget/TBD	
2.2.3.A Implement RN to BSN program with January 2016 cohort pending SACSCOC substantive change review and other necessary curricular approvals.	Michael Bitzer, Racquel Ingram January 2016	<b><i>See report attached as Appendix 2.2.3.A</i></b>
	Donor Funds	
2.2.3.B Complete detailed feasibility studies for graduate programs in Athletic Training and Physical Therapy.	Michael Bitzer, Jim Hand, Jim Stringfield March 2016	<b><i>See report attached as Appendix 2.2.3.B.</i></b>
	Annual Budget	
2.2.4.A Implement M.Ed. program focused on STEM teachers in spring 2016.	Michael Bitzer, Jim Stringfield January 2016	First cohort in program. <b><i>See report attached as Appendix 2.2.4.A.</i></b>
	Donor Funds	
2.2.4.B Continue consideration of other appropriate graduate programs for future development.	Michael Bitzer December 2015	Deferred until further notice.
	TBD	

2.3 Strengthen the Experiential Education Initiative by expanding opportunities to develop sustainability, diversity, and citizenship.

2.3.1 Expand and enhance opportunities for Service Learning programs and experiences.
2.3.2 Expand and enhance opportunities for International programs and experiences.
2.3.3 Expand and enhance opportunities for Leadership programs and experiences.
2.3.4 Expand and enhance opportunities for students to capture and present their experiential education credentials.

<b>2015-16 Plans</b>	<b>Responsible/ Target Date(s)/Resources</b>	<b>Progress Report</b>
2.3.1 Expand and enhance opportunities for Service Learning programs and experiences.	Michael Bitzer. Ken Clapp April 2016 Annual Budget/TBD	<b>See report attached as Appendix 2.3.1</b>
2.3.2.A Initiate partnership review and collaborative agreements for semester-long study abroad opportunities.	Michael Bitzer, Kurt Corriher December 2015 Annual Budget/ Donor Funds	<b>See report attached as Appendix 2.3.2.A</b>
2.3.2.B Complete move into new space identified for the Ketner International Center and finalize enhanced staffing for the Center.	Michael Bitzer, Kurt Corriher December 2015 Annual Budget	Kurt Corriher's office relocated to 224-A Admin, closer to Ann Clifton's office. No further staffing at this time.

<p>2.3.3 Develop Leadership Studies minor and related experiential opportunities.</p>	<p>Michael Bitzer, Ken Clapp February 2016</p>	<p><b><i>See report attached as Appendix 2.3.3</i></b></p>
<p>2.3.4 Continue to develop and support additional opportunities for faculty, staff, and students to share and celebrate their scholarship and other accomplishments, and to connect those experiences to career awareness through both Career Services and Catawba To Careers (C2C).</p>	<p>TBD</p> <p>Michael Bitzer, Kim Smith, Robin Perry, Forrest Anderson December 2015</p> <p>Annual Budgets</p>	<p>Career Services continues to develop and support additional opportunities for faculty, staff and students to share and celebrate their scholarship and other accomplishments through social media, via the Career Services Facebook page and Twitter and with articles written for the Salisbury Post and through e-mail announcements campus wide.</p> <p>The C2C program co-sponsored numerous events for the college community in its inaugural year. The C2C students were strongly encouraged to attend all events. C2C personnel will need to determine how to increase attendance for events next year.</p>

2.4 Implement Learning Technology Plan to enhance and expand use of technology in pedagogy and information literacy.

<b>2015-16 Plans</b>	<b>Responsible/ Target Date(s)/Resources</b>	<b>Progress Report</b>
2.4.A Promote faculty-sharing and faculty usage of technologies that have the potential to improve teaching, learning, and student engagement.	Michael Bitzer, Joanna Jasper, Instructional Support Committee June 2016	Six faculty awarded iPads and Surface Pro 3 tablets for use in the classroom in the 15-16 academic year.
	TBD	
2.4.B Finish upgrading the presentation technology in all technology-equipped classrooms.	Joanna Jasper June 2016	Seeking funding.
	Annual Budget/ Capital Budget	
2.4.C Budget for and hire Center for Learning Technology (CLT) Director to begin the process of providing support for the integration of technology in teaching and learning, while promoting enhanced student learning via effective use of instructional technology. <i>(Note: This position will report to the CIO and the Provost.)</i>	Michael Bitzer, Joanna Jasper January 2016	Unfunded.
	Annual Budget	
2.4.D Once CLT Director position is filled (see 2.4.C), conduct search depending on available resources to fill new position of Instructional Technology Librarian. <i>(Note: This position will report to the CLT director and the Library director.)</i>	Michael Bitzer, Steve McKinzie, Joanna Jasper March 2016	Unfunded.
	TBD	

2.4.E Continue faculty/staff training initiatives related to newest features of Office 365.	Michael Bitzer, Joanna Jasper, April 2016	IT continues to post informative guides and videos in CatLink and email weekly Tech Tips. IT also does in-person training by request (e.g. Development Office received training on One Drive for Business).
	Annual Budget	
2.4.F Procure funding and begin upgrading or replacing the equipment and software in campus computer labs with more powerful and current components and/or utilize virtualization options as appropriate.	Joanna Jasper Summer 2016	Acquired funding in the spring to replace the College's aging server/data/virtualization infrastructure with a hyper-converged solution. Completing the migration from old to new infrastructure this summer. This new infrastructure will support converting most of our computer labs to virtual desktop. Still seeking funding for hardware and software upgrade of Theatre Arts lab.
	TBD	
2.4.G Examine uses and needs for Adobe products to address upcoming changes in licensing and increased costs.	Michael Bitzer, Joanna Jasper January 2016	Due to very limited campus demand for versions of Adobe Creative Suite beyond 6 and ongoing changes to Adobe licensing and pricing models, this initiative has been postponed. The campus continues to utilize its 25 concurrent licenses to Adobe Creative Suite 6 that are available on all campus-owned equipment.
	Annual Budget	

### **3 CAMPUS AND FACILITY EXCELLENCE**

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

#### 3.1 Implement the Campus Master Plan.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
3.1.A Implement priority items from Campus Master Plan including Hedrick Administration Building Terrace and landscaping improvements.	Brien Lewis, Campus Master Plan Steering Committee November 2015	Design concept endorsed by Board of Trustees was determined infeasible; Revised concept engineering and architectural work underway for presentation to Board of Trustees in June for execution in summer 2016.
	Donor Funds	
3.1.B Finalize designs and cost estimates for refurbishment of Newman Park baseball facility, begin to secure funding, and develop potential construction timeline.	Brien Lewis, Nelson Murphy Larry Leckonby January 2016	Design concept endorsed by Board of Trustees; engineering and architectural work underway. Fundraising plans underway. Will work with City of Salisbury to accomplish necessary infrastructure and zoning to complete the project.
	Donor Funds/TBD	

3.2 Implement an annual repair and renovation program.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
3.2.A Complete first phase of two phase renovation and refurbishment of Barger-Zartman Residence Hall.	Nelson Murphy, Frannie Taylor, Ben Smith August 2015	Phase I completed on schedule and budget. Phase II scheduled for summer '16.
	Donor Funds	
3.2.B Develop plans for potential renovation and refurbishment of Heath Hill House.	Nelson Murphy, Frannie Taylor, Rex Otey, Ben Smith January 2016	Evaluation of possible non-residential uses underway. Anticipate use for Honors Housing for 2016-17 academic year.
	Donor Funds	

3.3 Develop and implement policies and procedures re: sustainability.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
3.3.A Finalize comprehensive Sustainability Plan and begin to implement its policies and procedures.	Brien Lewis, John Wear October 2015	Plan based on STARS rating system drafted; review underway by units across campus.
	Annual Budget/ Donor Funds	
3.3.B Complete third round of project solicitation, funding, and implementation through the Green Revolving Fund; Assess data on results and impacts.	Brien Lewis, John Wear March 2016	Proposal solicitation underway for significant light fixture changeover to LED.
	Donor Funds	

3.3.C Complete implementation of solar energy and related installations to reduce energy and water usage and costs.	Brien Lewis, John Wear, Nelson Murphy December 2015	Completed deployment of Solar infrastructure including all net metered and sell all systems. Waiting for delivery of “active logics” monitoring systems to close out project,
	Donor Funds	

3.4: Develop and implement policies and procedures re: public art on campus.

<i>2015-16 Plans</i>	<i>Responsible/ Target Date(s)/Resources</i>	<i>Progress Report</i>
3.4.A Finalize a comprehensive Public Art Plan and begin implementing policies and procedures to integrate public art on campus, including internal and external sites and temporary and permanent installations.	Brien Lewis, Tracy Mackay-Ratliff, Tonia Black-Gold, Ashley Pierce, Nelson Murphy January 2016 Donor Funds	<b>See report attached at Appendix 3.4.A</b>

#### **4 STUDENT CENTEREDNESS**

*Whereas enrollment growth and retention are dependent on having substantive academic offerings, on having excellent facilities, and on having a vibrant student centered campus, Catawba will:*

4.1 Provide new and enhanced housing options.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/Target Date(s)/ Resources</i></b>	<b><i>Progress Report</i></b>
4.1.A Complete first phase of two phase renovation and refurbishment of Barger-Zartman Residence Hall.	Nelson Murphy, Frannie Taylor, Ben Smith August 2015	Phase I completed on schedule and budget. Phase II scheduled for summer '16.
	Donor Funds	

4.2 Enhance the Cannon Student Center facilities and programs to support its role as the hub of student activity.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/Target Date(s)/ Resources</i></b>	<b><i>Progress Report</i></b>
4.2.A Informed by Campus Master Plan, begin to implement plans for improving and enhancing spaces within the Cannon Student Center including: Fitness Center, Dining, Leonard Lounge, and Welcome/Information Desk.	Ben Smith, Jan Gillean, Nelson Murphy, Frannie Taylor, Emily Schneider, John Eddings January 2015	Improvements: New treadmills for Wellness Center & New TV for the Wellness Center; Fitted Adam's Loft for commuter lounge and other purposes; Some minor improvements made to Leonard Lounge. Powerpoint Overview to SGA well received on rest of spaces.
	TBD/Donor Funds	

4.3 Enhance student recreational facilities and programs.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
4.3.A Informed by Campus Master Plan, implement plans for improvements to (and additional access for) recreational playing facilities.	Ben Smith, Nelson Murphy, Emily Schneider, Larry Leckonby September 2015	Met with One Court to discuss options for upgrades/growth of the outdoor courts. In November, offered 8 nights of access to the gym and cage (cage averaged approximately 5 people per night and the gym averaged approximately 20 people per night.) Made significant improvements in tennis area including grounds and resurfaced courts. Improved drainage at outside volleyball and basketball courts.
	TBD	

4.4 Enhance student engagement and academic support services and facilities.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
4.4.A Prepare and occupy space for academic and student support services including tutoring and testing.	Ben Smith, Michael Bitzer, Nelson Murphy, Frannie Taylor, Andie Overbeck September 2015	Established C2C area, freed up additional space for student testing. Continued discussion on location of testing services, with focus on current Development Offices location. Associate Provost for Student Academic Success hired; Student Academic Success Coordinator position to be posted. Discussions with Nan Zimmerman regarding transition of testing & disability services are underway; Nan will be part of the interviewing process for the SAS Coordinator.
	TBD	

4.5 Enhance student career support services and programs.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
<p>4.5.A Identify and support specific opportunities for including Career Services and Catawba To Careers (C2C) in First Year Experience programs.</p>	<p>Robin Perry, Kim Smith, Michael Bitzer, Sheila Brownlow September 2015</p>	<p>Career Services is ready and available to bring a variety of topics regarding career services and career awareness to every FYS to introduce freshmen to the idea of starting to think about life after college. Presented to one FYS class this semester.</p>
	<p>TBD</p>	
<p>4.5.B Conduct fall workshop on vocation co-sponsored by the Provost's Office and the Lilly Center.</p>	<p>Michael Bitzer, Ken Clapp August 2015</p>	<p>This initiative was completed in September, 2015. Now is the time to determine whether or not we do something similar as a continuing education or training event for faculty and staff. If such is to be done, we need to get it on the calendar and begin planning for leadership no later than March. Two workshops conducted: one on academic integrity and 'small teaching' (71 faculty attended) with a second workshop on vocation and values (65 faculty attended); both sponsored by Provost's Office and the Lilly Center. Very well received in terms of evaluations. Planning should begin for another 'pre-term' workshop; survey of faculty to be conducted in the spring.</p>
	<p>Annual Budgets</p>	

4.6: Develop a comprehensive strategic plan for Intercollegiate Athletics to define objectives individually and collectively for sports and facilities, and to determine appropriate Conference and Division levels.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
4.6.A Complete Intercollegiate Athletics Strategic Plan and outline initial steps for implementation.	Brien Lewis, Larry Leckonby March 2016	Not started. Deferred to incorporate into overall new Strategic Plan.
	Annual Budget	

## **5. FINANCIAL FOCUS**

*Whereas financial strength is essential for the sustainable development of the institution, Catawba will...*

5.1 Ensure policies and practices maintain stable and sustainable funding for current and future debt service.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
5.1.A Continue to seek private support for debt reduction as part of the Comprehensive Fundraising Campaign.	Brien Lewis, Rex Otey May 2016	Unrestricted giving and debt-reduction remain a part of the conversation in nearly every donor / donor prospect visit made.
	Donor Funds	
5.1.B Continue to meet Department of Education financial ratios and all bank covenants related to debt financing.	Nelson Murphy May 2015	Met all bank covenants and had highest DOE score in several years. Year-end audited financial statements showed improvement in all key liquidity ratios.
	Annual Budget/TBD	
5.1.C Continue to reduce endowment spending percentage to reach eventual target of 4% spending rate.	Nelson Murphy May 2015	Reviewed endowments spend policy and affirmed the current rate of 4.5% as appropriate in present fiscal environment.
	Annual Budget	

5.2 Focus strategic efforts on enhancing net tuition revenue while maintaining access opportunities for meritorious students.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/Target Date(s)/ Resources</i></b>	<b><i>Progress Report</i></b>
5.2.A Conduct detailed review of market factors for tuition and housing costs, scholarship packaging, and related elements in determining tuition and fees for 2016-17 by October 2015 Board of Trustees meeting.	Brien Lewis, Cindy Barr, Nelson Murphy, Ben Smith. September 2015	Tuition and fees for 2016-17 based on HEPI increase approved by Board of Trustees at October 2015 meeting.
	N/A	

5.3 Use funds from enrollment growth, from stronger retention and from increased net revenue to plan and implement an annual budget that sustains the College’s strengths and enables enhancements.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/Target Date(s)/ Resources</i></b>	<b><i>Progress Report</i></b>
5.3.A Maintain balanced budget with priority list for use of any new annualized revenues including reduction of the unrestricted gift line, retirement match increase to 75%, and operating budget increases.	Brien Lewis, Nelson Murphy October 2015/ February 2016	Budget currently not balanced due to lower than anticipated fall enrollment and increased costs of health claims. Efforts continue to reduce expenses.
	Annual Budget	
5.3.B Review and revise purchasing policies and procedures; Communicate revised purchasing policies to all employees; Conduct training and orientation as needed.	Nelson Murphy October 2015	Implemented online expense processing and review for all BBT credit cards. Currently finalizing training for all users.
	Annual Budget	

5.3.C Assess and evaluate revised Work-Study process based on documented issues; Make necessary adjustments as a result of assessment and feedback.	Cindy Barr, Nelson Murphy December 2015	The budgeting process is working and is successful. The new process for completing all paperwork and approval to work based on timesheet availability has also been more streamlined and successful with some adjusting during the summer of 2015. For 2016-2017 we have made those slight adjustments to further streamline now. We have been successful in tracking and notifying students for violations with a warning or termination. HR has taken over the violations for supervisors. For 2016-2017, we seek to receive more definite requests from supervisors for the number of students that they need versus want so all supervisors who are requesting students will have at least one work-study student as opposed to some having too many.
	Annual Budget	
5.3.D Develop and implement as appropriate Capital and “Year End Budget” items to utilize savings and capital for one-time improvement projects and deferred maintenance.	Brien Lewis, Nelson Murphy January 2016	Developed list of priority IT and facilities projects - further implementation hampered by current budget shortfall. Donor gift enabled purchase of Nutanix solution to address IT’s #1 priority of aging data storage.
	N/A	
5.3.E Develop and implement revised Budget timeline to present preliminary budget for 2016-17 to Board of Trustees in October 2015 and detailed budget for 2016-17 in February 2016.	Brien Lewis, Nelson Murphy October 2015	Presenting 2016-17 budget to Board of Trustees at June 2016 meeting. Provided status in February of efforts to fully fund the college. More detailed budget being brought forth for June Board.
	N/A	

5.4 Conduct a Comprehensive Fundraising Campaign to support and sustain the Values, Goals and Objectives of the Strategic Plan.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
5.4.A Continue public phase of Comprehensive Fundraising Campaign.	Brien Lewis, Rex Otey May 2016	Ongoing. \$48 million raised toward \$60 million goal. Phase II launch and focused direct mail effort launch summer 2017; will ask for 3 year pledges. Phonathon will ask for 3 year pledges. Numerous small group meetings nation-wide, and singularly-minded message on all channels (appeals, phonathon, e-newsletters, Campus, etc.).
	Annual Budget/ Donor Funds	
5.4.B Continue to implement and expand programs to enhance giving by recent alumni.	Rex Otey October 2015	Minor setback with the resignation of the Major Gift Officer hired to create and implement vibrant programming for recent grads and Parents. We continue the more recent practice of segmenting most correspondence with our alumni. Recent grads receive letters, email and phone calls that are specifically designed for this segment.
	Annual Budget/ Donor Funds	
5.4.C Continue to implement and expand Parent Relations programs to enhance engagement.	Rex Otey September 2015	Minor setback with the resignation of the Major Gift Officer hired to create and implement vibrant programming for recent grads and Parents. We continue our more recent practice of segmenting most correspondence with our alumni. Parents receive letters, email and phone calls that are specifically designed for this segment. Development, Admissions and IT are collaborating on how to convert parents on the Admissions database to “parents” on the Development database. This data has traditionally not been populated in the Development system. Beginning 2015, this data is now entered – but entered manually.
	Annual Budget/ Donor Funds	

<p>5.4.D Utilize additional capacities from improved database technology and related resources to improve donor communications and stewardship.</p>	<p>Rex Otey August 2015</p>	<p>Development continues to fine tune all stewardship processes. Re-focused a Development position to Asst. VP of Development, Donor Relations. A comprehensive stewardship plan will be finalized summer 2016. New IT and database specialists are having a dramatic effect on existing stewardship tracking and implementation.</p>
	<p>Annual Budget/ Donor Funds</p>	

## 6 PEOPLE AND PLACE

*Whereas an institution is about its people and its place, Catawba will...:*

6.1 Implement a comprehensive compensation plan that lifts Catawba into a leadership position compared to peer institutions.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
6.1.A Using data analysis completed for state, regional, and national peer and aspirant institutions, continue as resources permit to move towards benchmark compensation targets for each faculty and staff member.	Brien Lewis, Nelson Murphy October 2015	Benefits task force submitted recommendations which have been reviewed. Several recommendations incorporated into health care benefit analysis and new Employee Orientation Program. Other recommendations will continue to be evaluated for possible adoption based on available resources.
	Annual Budget/TBD	
6.1.B Based on available resources as determined by enrollment growth, develop and implement plan to increase retirement match to 75% on or after November 1.	Brien Lewis, Nelson Murphy, Larry Farmer October 2015	Resources not available to take this step this year. Fold discussion on retirement match into work of Benefits Task Force as noted above in 6.1.A.
	Annual Budget	
6.1.C Implement revisions to Employee Handbook and communicate employment policies to all employees; Conduct training and orientation as needed; Initiate annual review process leading to Board of Trustees' February meeting timeline.	Brien Lewis, Nelson Murphy, Larry Farmer August 2015	Completed.
	Annual Budget	

6.2: Develop programs and experiences that enhance the campus' sense of community.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
6.2.A Develop centralized fund to support professional development programs and opportunities for faculty and staff.	Brien Lewis, Nelson Murphy October 2015	New Employee Orientation and Development programs being developed for implementation in 2016-17 based on Benefits Task Force recommendations and national best practices.
	Annual Budget	
6.2.B Continue to create and support wellness programs for students, faculty, and staff with special emphases on (a) preventing and addressing sexual violence and (b) preventing and reducing obesity.	Ben Smith, Emily Schneider, Wellness Committee November 2015	“Octoberfest” event in October with Wellness Promotions; Freshman students were asked to complete Consent & Respect Course; HIV testing offered; New programing through Debbie Insley/Sexual Assault Task Force; Proposed faculty/staff online information session on Title IX and sexual assault.
	Annual Budget/ Donor Funds	
6.2.C Increase education and training across campus on Title IX issues.	Jim Hand, Erin Wood, Brien Lewis November 2015	Search underway for new Title IX position to take the lead on education, training, and administration of Title IX matters. Implemented on-line training across campus completed by 81% of employees to date.
	Annual Budget	
6.2.D Complete proposal and begin planning for a “Founder’s Day” that would engage the campus community in thinking about and acting on the mission of the College from the perspective of the faith tradition which in turn drives the emphasis upon service and caring.	Brien Lewis August 2015	Proposal drafted and circulated to cabinet for consideration and feedback.
	N/A	

6.2.E Implement a series of “College Coffee” campus-wide social events.	Brien Lewis, Monica Farrington August 2015	Plans underway to launch in 2016-17; seeking sponsors for individual events; will include connections to new Employee Orientation and Development Programs.
	Donor Funds	

6.3 Develop programs and experiences that enhance Catawba’s ties with the Salisbury community and other regional communities.

<b><i>2015-16 Plans</i></b>	<b><i>Responsible/ Target Date(s)/Resources</i></b>	<b><i>Progress Report</i></b>
6.3.A Continue to expand programming (such as “lunch and learn”) and other opportunities at Downtown Catawba location in Salisbury.	Brien Lewis, Tonia Black-Gold August 2015 Annual Budget/TBD	More retail inventory has been added to the space and that has been the draw with staffer Ben Veshi working three days a week (T-Th 11-2) in the space. Dr. Bethany Sinnott, a professor emerita of English and a Shakespeare scholar, conducted a series of community readings of the 5 acts of Hamlet during late February and March in the Downtown Catawba space. Each night of the readings, we had approximately 15 people attending. Exploring with Jay Abraham of KSOB possibility of converting space (which has greatly enhanced our college relationships with the Downtown merchants) to the site of Catawba’s Entrepreneur Center. This may entail removal of the retail inventory from our storefront or relocation of our existing space to another downtown Salisbury location.

6.3.B Continue to seek and implement opportunities to expand and enhance collaborations with local and regional educational institutions.	Brien Lewis December 2015	Continuing regular meetings with local college presidents, RSSS superintendent, and city manager.
	Annual Budget/TBD	Catawba Emergency Response Group in early December hosted a meeting for higher education administrators from 6 area institutions to discuss Campus Safety. This resulted in the establishment of the Emergency Management Higher Education Consortium with members from RCCC, DCCC, Livingstone, Hood, Pfeiffer and Catawba. Plans are to meet six times a year.  Joanna Jasper, CIO, began meeting monthly with local higher-ed CIOs (Queens, Pfeiffer, CPCC, Wingate, Johnson C. Smith, Charlotte School of Law, Davidson).
6.3.C Continue to explore ways to create and sustain stronger ties with opportunities in Charlotte, Greensboro and Winston-Salem.	Brien Lewis, Cindy Barr, Rex Otey Jay Abraham December 2015	Deferred to new Strategic Planning process. No significant progress made on this from Enrollment. We certainly continue to travel and recruit students from these metro areas, but no significant strategic initiatives or coordinated efforts have taken place.
	Annual Budget/TBD	

6.4 Develop programs and experiences that strengthen Catawba’s links with its alumni.

<i>2015-16 Plans</i>	<i>Responsible/ Target Date(s)/Resources</i>	<i>Progress Report</i>
6.4.A Continue to enhance capabilities of (and use of) alumni tracking for assessment, stewardship, and network opportunities for alumni and current students.	Rex Otey, Margaret Faust, Barry Sang, Tim Kennedy, Robin Perry December 2015	Working closely with Institutional Research to develop a viable system for gathering and evaluating data for exiting seniors and alumni one year out. Finalized questionnaire. Follow-up planned for graduates after 1 year
	Annual Budget/ Donor Funds	Catawba Development is moving in to space not yet explored with the addition of an IT Specialist and the wealth prospecting tool, Target Analytics. Though Development team members are at nearly the beginning of the learning curve with the new technology the tool is already having an impact on who, where and what alumni/donor prospects are visited. That said, we are at the very beginning of how to effectively provide networking opportunities between alumni and between alumni and students.

6.5: Conduct a comprehensive discussion with all constituencies, informed by the Values, Goals, and Objectives of the Strategic Plan, to help Catawba decide its place as a College or University.

<i>2015-16 Plans</i>	<i>Responsible/ Target Date(s)/Resources</i>	<i>Progress Report</i>
6.5.A Continue discussions about (and monitor progress towards) criteria for pursuing University status endorsed by the Board of Trustees.	Brien Lewis February 2016	Continuing discussions.
	N/A	

# APPENDICES



**Appendix 1.1.3.B: Charge Transfer Coordinator to focus on this population in the 16-17 recruiting year and work closely with Public Relations to update transfer resources and messaging online and in print.**

Cindy Barr, Tonia Black-Gold, Michael Bitzer

We continue to emphasize ease of transfer from area community colleges to prospects in both SEGS and Day programs. This is part of the fabric of our ongoing operations/collaborations with Admissions and SEGS.

As new programs are added, we reemphasize on the web and in our print and advertising materials, how easy it is to transfer into these. A perfect example is the new RN to BSN program added to the SEGS offerings in spring 2016.

Primary responsibility for transfer recruitment has shifted from Elaine Holden to Laura Gilland. The transfer recruitment publication is in design with TWG+. Transfer information has also been integrated into the new Campus Visit Folder which will be used for events and daily campus visits in spring 2016. Catawba will not be a signatory institution on the new Independent CAA agreement but will continue to honor the old CAA agreement and review courses on a case by case basis.

Responsibility for Transfer Recruitment was assigned to Laura Gilland. Our recent research study with Prescience revealed that in the past 4 years the highest number of non-athlete transfers we have enrolled is 14 and the lowest was 4. This would suggest that without the draw of being a recruited athlete, Catawba has a very small share of the transfer market. Laura has been charged to develop a strategic recruitment plan for transfers during summer 2016. This should include but is not limited to: working with the Registrar and department chairs to develop course guides for NC Community College transfers, developing a robust travel plan, updating print and electronic communication.

During 2015-2016 the transfer brochure was completed and the transfer communication flow was enhanced and implemented. We learned from our Prescience Study that Catawba's transfer market is largely even more dependent on athletic recruitment than our freshman pool. In the past four years the largest cohort of non-athlete transfers population was 14, the smallest was 4. There is significant opportunity to grow this population and I look forward to working with Elaine and Laura to build a more robust recruitment strategy for this group of students.

**Appendix 1.2.2.A: Develop structure and quality control measures for hybrid courses and programs including: a process to propose and accept courses and programs, design of student orientation, and development of faculty training. Prepare implementation for AY16-17.**

Michael Bitzer, Jeff Bowe, Curriculum and Instructional Support committees

Charged Curriculum and Instructional Support committees in January with developing proposal for faculty consideration of hybrid courses. This is nearly complete.

Catawba administration determined the scheduling of class meeting times to be an administrative issue. The SACSCOC definition of face-to-face vs. online was used to maintain all hybrid courses as face-to-face because 55% of the course contact is face-to-face.

The structure of 5 face-to-face and 4 online sessions per course was reviewed albeit briefly by the curriculum committee and more thoroughly by the instructional support committee. This SACSCOC definition and administration's position on scheduling meant that no course-by-course approval is needed. While no vote was taken in curriculum, only one faculty member expressed concern that every course should go through online approval.

The recommendation of the instructional support committee was to allow SEGS to maintain control of these standards and to write and implement the training programs for faculty and students. These programs are being modeled after other large online programs. A task force of six highly experienced online faculty is helping with the training programs, which will be ready for fall 2016.

The SEGS overload and adjunct contract is being revised in consultation with Larry Farmer to integrate faculty expectations for hybrid teaching (primarily the required training, student response times, and syllabus posting) and will be sent in June to faculty who are scheduled for AY16-17 to allow them to opt in or out before courses start in August.

**Appendix 1.2.2.B: Determine potential new programs and curricula that respond to emerging needs in adult education markets.**

Michael Bitzer, Jeff Bowe

SEGS is proposing the addition of an Entrepreneurship concentration mirroring the BSBA minor, with a proposal being written over summer 2016 for curriculum committee in fall 2016. Ongoing discussions with students and prospective students indicates a high level of interest, which is not surprising since many of our students have experienced corporate life and are seeking more control of their future. Faculty needs will be determined but it is expected that adjuncts will be heavily used to support the program.

A concentration in leadership and/or human resources is being prepared for 2016 proposal, based on discussions with our community college partnerships. This concentration will be less focused on operations than the management concentration and more focused on the personnel side of business. This will be heavily supported by adjuncts in the human resources area.

SPCC (South Piedmont Community College) has asked us to enter into an articulation agreement with the intent of offering courses on that campus. There is county money available for BK teachers if courses are provided in that county. That agreement will be finalized during summer 2016, with courses anticipated for spring 2017 or fall 2018. This will be heavily supported by adjuncts, although it is likely to result in the need for one additional full time instructor in the BK program in 1-2 years to maintain quality and oversight over the distance from Salisbury to Monroe.

SEGS continues to hear substantial demand for a master's program in business, and will be having focused discussions on this opportunity during summer 2016 with Dean Abraham. Our informal polling shows we could fill several years of cohorts from our own undergraduates. The timing seems to be in place, and will require a SACSCOC process, so starting in AY 16-17 is recommended.

We have identified a possible 5-year path for accounting undergraduates to achieve the required 150 hours required for the CPA exam, which would involve returning as a 5<sup>th</sup> year SEGS student to earn a second degree while working after graduating from the day program. More than 90% of accounting undergraduates will end up in corporate positions instead of public accounting, and that 5<sup>th</sup> year would provide additional background for that career path, and improve their resume for second and third jobs post Catawba. This requires no faculty; it is a marketing and positioning process only.

### **Appendix 1.3.A: Continue to assess and evaluate conditionally admitted students and their results year-to-year.**

Dr. Sheila Brownlow

**Gened 1102:** *Strategies for College Success* is a required second-semester course for any student placed on probation after the first semester of the first year. This requirement took effect in spring, 2014; additionally, any student who is recommended into the course owing to poor performance in the first semester may take the class (first semester freshman or not, but the course is focused on first year students).

Two years' worth of information is now available to evaluate whether this course seems to be helping the students who need it most. Please note two essential items: first, these are two years of the initial "three year trial" only; second, there are no comparison groups and the information provided are descriptive statistics which do not lend themselves to comparisons of significantly *more or less* without proper comparison groups available (and the "other" students we have do not comprise a proper comparison group although they do provide some baseline information).

Now in spring 2016, a third cohort is beginning the course and I am making recommendations about the class. The data and supporting information for my "takeaway" and recommendations are included, beginning on page 3.

#### **The TAKEAWAY**

**This class is helping a very small handful of students—perhaps.**

#### **How do students who take gened 1102 fare?**

- Total number who enrolled in gened 1102 in 2014, 2015: 52 (+ 25 spring 2016 = 77)
- Total number of 2014, 2015 gened 1102 students currently enrolled at Catawba College for spring of 2016: 16 of 52
  - Only 31% of the students who took the course in 2014 and 2015 are still here
  - Only 23% of those who took it in 2014
- While the data suggest that those who complete the course and who stay at Catawba have improved GPAs that will meet Satisfactory Academic Progress targets and will allow graduation:

First semester GPA  $n = 77$   $M = 1.01$   $SD = .52$

Second semester GPA  $n = 48$   $M = 1.38$   $SD = .63$

Third semester GPA  $n = 20$   $M = 1.98$   $SD = .42$

Fourth semester GPA  $n = 8$   $M = 2.26$   $SD = .34$

Fifth semester GPA  $n = 5$   $M = 2.53$   $SD = .38$

HOWEVER, the improved GPA is UNLIKELY to be a function of Gened 1102

ALSO those who stay at Catawba may indeed improve...but hardly any of them stay (see—only FIVE of the initial cohort in spring 2014 are still here)

#### **Do we need “this course”?**

- Despite that those who stay in the course and complete the course evaluation report that the class is beneficial, I think that the students who manage to return and continue are those who would have done so anyhow regardless of the class—they had music or sports to keep them in line.
  - Of the FIVE who remain from the 2014 cohort, FOUR are athletes/singers
  - Of the ELEVEN who remain (in spring 2016) from the 2015 cohort, SEVEN are athletes/singers
- Also, please note that those who are “succeeding” in the class (by doing well in in and staying at Catawba) are people who *elected* the course—not those who were *required* to take the course.
  - Of the FIVE who remain from the 2014 cohort, only TWO were required to take the class
  - Of the ELEVEN who remain from the 2015 cohort, only THREE were required to take the class

#### **Do we need “something”?**

- Yes, we are targeting the right group
- But, no, we don’t seem to be helping most of them, although a small handful both years explicitly have said “this class saved my bacon” (course evaluations). But—small handful...who probably had other reasons to make themselves succeed
- But, “other” motivations—most likely athletics—more likely to help students change their ways if they are going to change
- On-going life coaching may be more important than 2 x week class

#### **Recommendation:**

- Gened 1102 is currently in its third iteration—thus, it can no longer be offered as a topics course.
- If it is to continue to be offered then it must be proposed to curriculum committee and the faculty to become permanent.
- If we keep the course, the *Catalog* remains as is (dictating this course).
- If we get rid of the class then the ACPOL must get a proposal to do so.
- The class requires a faculty member to teach it. The faculty member could be doing something else for FYS (such as offering the transfer/new FYS in spring), or teaching general education, major/minor, topics class, honors class...anything but this course.

- Gened 1102 may actually push some students in the 19 sh attempted (total, across the year) which means that the student is “eligible” by virtue of hours attempted to be suspended.

**Is the course worth keeping? In light of its lack of success, and need for a faculty member to teach it, I argue *no*. I think a different approach to helping these students may be a better strategy at this time.**

**Including:**

- Mandated C2C counseling or something like that right at the start of the second semester**
- Life coach, personal mentors as per various proposals floating around over the past two years**

**DATA and SUPPORTING INFORMATION:**

**2014 class** ( $n = 22$  original enrollment;  $n = 20$  completes)

**Profile:** About 345 first year students in fall, 2013, whose academic performance was:  $M$  GPA = 2.63,  $Mdn$  = 2.73,  $Mode$  = 3.00

- 78 (23%) had UNDER 2.00 for their first semester
- 55 had UNDER 1.75
- 47 had UNDER 1.50
- 32 had UNDER 1.25----- probation level
  - 16 of these students returned and were required to take the course\*
- 25 had UNDER 1.00
- *Thus:* 50% of this population did not return to Catawba for the second semester

**How did the 2014 gened 1102 class “do”?**

- After the spring semester with gened 1102 the  $M$  GPA = 1.59 (first was 1.03)
- The grades in gened 1102 were  $M = 2.05$  (for 20 students, as 2 W/D)
- A = 5 B = 4 C = 2 D = 6 F = 3 W = 2 from the college (D/F/W = 55%)
- The  $M$  GPA for 8 students of this cohort in semester 3 (fall 2014) = 2.08 and semester 4 (spring 2015) = 2.26
- Five (of these 8) enrolled for fall 2015 (their GPAs range from 1.90 to 2.78) *however* 2 of those students were not actually required to take gened 1102, but chose to take it (already motivated)
  - One graduated (early college) and one who left returned, leaving five for spring 2016
- No, or minimal, in-class behavioral issues

**How do the students with under 1.25 in the first semester (fall 2013) do, two years later?**

- Fall 2013  $N = 32$   $M$  GPA = .65
- Spring 2014  $N = 20$   $M$  GPA = 1.29
- Fall 2014  $N = 6$   $M$  GPA = 2.07
- Spring 2015  $N = 2$ ,  $M$  GPA = 2.51
- Fall 2015  $N = 2$ ,  $M$  GPA = 2.52

**How do the students with under 2.00 in the first semester (fall 2013) do, two years later?**

- Fall 2013  $N = 78$   $M$  GPA = 1.24
- Spring 2014  $N = 63$   $M$  GPA = 1.61
- Fall 2014  $N = 36$   $M$  GPA = 2.05
- Spring 2015  $N = 8$   $M$  GPA = 2.26
- Fall 2015  $N = 5$   $M$  GPA = 2.63

**2015 class** ( $n = 30$  original enrollment;  $n = 28$  completes)

**Profile:** About 355 first year students in 2014, fall, whose fall 2014 performance was:  $M$  GPA = 2.69, but Mode GPA = 3.40, and  $Mdn = 2.90$

- 69 students (about 20%) had UNDER 2.00 GPA for their first semester.
- 56 students had UNDER 1.75
- 43 had UNDER 1.50
- 34 had UNDER 1.25 ----- probation level
  - 19 of these 34 students returned and were required to take the course\*
- 23 first-year students had UNDER 1.00

\**Thus:* 44% of this population did not return to Catawba for the second semester

**How did the 2015 gened 1102 class “do”?**

- $M$  GPA = 1.10 in the fall semester
- Only 8 of the 30 were “conditional” admits
- The grades in gened 1102 were  $M = 1.45$ 
  - A = 4 B = 3 C = 6 D = 6 F = 9 W (from college) = 2 (59% D/W/F)

- At the end of the spring semester, 12 were suspended; 2 had w/d during the semester, and only 12 were registered for fall, 2015 (10 of whom were on an athletic roster, but 4 of them are now ineligible)
- Did gened 1102 “help” any students? Anecdotally, for a few (~10 students) who committed to change their ways, but they may have anyhow. Course evaluations generally positive and say course is helpful, but only those still “left standing” in the course (i.e., the ones who were going to make it anyhow) completed those
- Significant in-class behavioral issues

**How are the class of 2015 “doing” one year later? (Not broken down by whether they had under 1.25 first semester GPA or under 2.00 first semester GPA)**

- Fall 2014  $N = 30$   $M$  GPA = 1.10
- Spring 2015  $N = 28$   $M$  GPA = 1.23
- Fall 2015  $N = 11$ ,  $M$  GPA = 1.89

**2016 class ( $n = 25$  enrollment)**

**Profile: About 317 first year students in fall 2015.**

- 62 students had UNDER 1.75 (about 20% of the class we brought in)
- 49 had UNDER 1.50
- 32 had UNDER 1.25 ----- probation level (that’s 10%)
  - 23 of these 32 students are returning are required to take the course\*
- 19 first-year students had UNDER 1.00

\**Thus:* 28% of this population did not return to Catawba for the second semester

**How did the 2016 gened 1102 class “do”?**

- Only 7 of the 32 targeted are “conditional” admits, although another 4 had low GPAs (11 of Ken’s 16 under 2.00);
- Only 5 of the 23 in the course are from the “conditional” group.
- $M$  GPA in the first semester = 0.91

**Appendix 2.1.3: Implement first phase of strategic plan for enhancing Honors Program**

Dr. Maria Vandergriff-Avery

2.1.3 Implement first phase of strategic plan for enhancing Honors Program by:

Enhancing marketing.

- In the spring of 2015, a College Honors Program bulletin board was created in the Hedrick Administration Building across from the Honors Program Student Lounge. We have continued to use this space to post descriptions about honors courses being offered this year. In the fall of 2015 a new section was added to the board featuring “what’s happening in honors classes”. Students can post projects from their courses on this new section.
- A new Honors Program brochure was printed for the 2015-16 academic year with updated pictures.
- A new Honors Program oversized postcard is now being sent out by the Admissions Office to all eligible prospective students.
- Eligible prospective students may now apply to the Honors Program using the new online application developed with the Admissions Office and the Public Relations Office. Most students used this new application process to apply to the Program for 206-17.
- In collaboration with Admissions, eligible 2016 Catawba College applicants began receiving invitations to apply to the Honors Program in September. As of May 17, 2016, 95 students applied and were accepted into the Honors Program for 2016-17 (compared to 73 at the same point last year). Thus far, 58 Honors Program accepted students have deposited for the fall of 2016 (compared to 50 at the same point last year).
- The Honors Program Director presented information about the program to prospective students at two “Catawba Experience Days” during the fall 2015 semester and three “Catawba Experience Days” during the spring 2016 semester.
- The Honors Program Director presented information about the program to high school counselors at a luncheon in Greensboro in the fall of 2015, during a “Counselor Drive In” session at Catawba College in the fall 2015 semester, and during a “Counselor Fly In” session at Catawba College in the spring 2016 semester.
- Two articles have appeared in the Salisbury Post in the 2015-16 academic year highlighting Honors Program activities.

	<ul style="list-style-type: none"> <li>• During the fall 2015 semester, the honors course, “Reel vs. Real Biology” hosted a red carpet event featuring the student’s science fiction film, <i>Red Rain</i>. This event was advertised and open to both the Catawba and Salisbury communities.</li> <li>• During the spring 2016 semester, the honors course, “Aesthetic Alchemy” hosted an art show featuring the work of the students enrolled in the course that was advertised and open to both the Catawba and Salisbury communities.</li> <li>• During the spring 2016 semester, students in the honors course, “States of Killing: Genocide in the 20<sup>th</sup> Century” presented the photographs and videos from their trip to Germany and Poland at the international travel showcase hosted by the Glenn &amp; Addie Ketner Center for International Studies.</li> <li>• Honors Program students developed a new Honors Program t-shirt.</li> <li>• The Honors Program Director continues to work with Public Relations to enhance marketing materials.</li> </ul>
<p>Enhancing co-curricular opportunities and student leadership of program.</p>	<ul style="list-style-type: none"> <li>• As mentioned in previous reports, in the fall of 2014 the Honors Student Council created a Cultural and Social Events committee. This committee selects and organizes cultural/academic events and social events each semester for College Honors Program students. In fall 2015, approximately 20 honors students attended the Catawba play <i>On the Verge</i> together and then met with the cast and director afterwards to discuss the play’s themes and the choices made by the director and actors. In October, the social committee coordinated the second annual Honors Program Fall Festival. Over 50 honors students attended this event. In the spring of 2016, the committee hosted a screening of the film <i>Schindler’s List</i> (in conjunction with the honors course, “States of Killing: Genocide in the 20<sup>th</sup> Century”), students attended a dinner with Community Forum speaker, Dr. Racelle Weiman and then attended her talk <i>Overcoming Victimhood: The Empowering Voices of Women</i>, and students went to the ArtWalk in downtown Harrisburg, NC.</li> <li>• Honors Student Council members designed a new Honors Program t-shirt.</li> <li>• Honors Student Council members began development of the new Honors Program newsletter – the first edition will be published at the beginning of the 2016-17 academic year.</li> <li>• Honors Student Council member, Collette Simkins, submitted a proposal to the National Collegiate Honors Council (NCHC) entitled, “T-Shirts, Event Planning, and Policy Making: The Transformation of an Honors Student Council”. The proposal was accepted and she and fellow student Jonathan Rife will travel to Seattle, Washington with the Honors Program Director to attend the NCHC conference in October.</li> </ul>

<p>Determining new graduation requirements.</p>	<ul style="list-style-type: none"><li>• After reviewing Honors Programs at other institutions, the Honors Faculty Board agreed to support a “Thesis Writing Seminar” course for juniors who hope to graduate with honors within the next year. In the spring of 2016, Catawba College offered a thesis writing seminar for juniors for the first time. Ten students enrolled in this seminar and two additional students audited the seminar. We plan to offer the seminar again in the spring of 2017. After a few years, if the seminar is correlated with an increase in the number of students graduating with honors, we will make this seminar a requirement for all students who want to graduate with honors.</li><li>• After reviewing the Honors Program graduation requirements of peer and aspirant institutions, the Honors Faculty Board has elected to make a slight change in the description of the thesis requirement to allow students to pursue a more creative form of the thesis. The Faculty Board agreed that students may use a creative product as the core component of their thesis, however, they still must write a significant document that describes the process of developing this product and that demonstrates interdisciplinary thinking. The Honors Program Director is currently crafting the new thesis description and it will appear in the 2016-17 College Honors Program Student Handbook.</li></ul>
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**Appendix 2.1.4: Develop additional partnership opportunities between nursing and exercise science with North Carolina Research Campus.**

Michael Bitzer, Jim Hand, Racquel Ingram

A few opportunities for nursing to partner with the Research Campus (Research Institute) were available this spring 2016. Communications initially occurred between Dr. Ingram and Jessica Sisneros, *Clinical Research Specialist at the Research Institute* regarding a tour of the Research Campus in Kannapolis, NC. A tour of the Research Campus occurred on July 14, 2015. The tour included the Nursing Administrative offices, faculty/staff office space, skills/simulation labs, classrooms, biology labs, the library, etc.

An invite from Brooke Giles, *Communication Specialist at the Research Institute*, was received for nursing students to attend an “Appetite for Life” nutrition series. The invite was not accepted as nursing did not have students enrolled during the specified timeframe of January 2016 to May 2016.

It is anticipated that additional partnership opportunities with variable departments at the Research Campus will form as student enrollment in nursing increases. Please let me know if there are specific objectives regarding the Research Campus that nursing should work towards.

## **Appendix 2.1.6.B: Explore the establishment of a Center for Advanced Teaching & Understanding**

### **Center for the Advancement of Teaching and Learning\***

#### **Catawba Vision**

We are interested in a center focused specifically on the advancement of teaching that is a separate, standalone program. Our committee strongly supports a physical, centrally located space and a location online. A major purpose of this center would be to compile the resources physically and online that we already have available to us as well as create new opportunities for Catawba faculty (a one stop shopping locale). Where appropriate, the center can also serve as a resource for local educators and provide collaborative opportunities for Catawba College faculty and Rowan-Salisbury secondary educators. The center should be well-staffed and have, at the very least, a director who has some expertise on the scholarship of teaching and experience in the fields of faculty development and college/university teaching (who is a full time faculty member, tenured or tenurable within a department, with a quarter or half-time appointment), an associate director (perhaps 1 course reassigned time each semester), an administrative assistant, and a work study student. The committee also supports having an IT person and librarian dedicated to assist with the work and training provided by the Center.

#### **The Mission**

As is stated in Catawba's *White Paper on an Institutional Philosophy of Education*, "students' success in achieving the proposed *key learning outcomes* of a liberal education at Catawba depends significantly on effective teaching throughout all curricular programs" (p. 11). By giving faculty access to the following opportunities, the Center our committee envisions will provide our faculty with a wide variety of tools to strengthen teaching effectiveness which will ultimately support our students' success.

- Instructional Development
  - Key Topics on Teaching
    - Assist with course syllabi, course design, course revision, effective use of technology, assignment development, classroom observation, interpreting student evaluations, assessing and evaluating student learning, increasing student engagement, and addressing the challenges of the classroom.
  - Instructional Coaching/Consulting
    - Provide individual guidance to an instructor for improving teaching skills/pedagogy. May include classroom observation and feedback.

- Coordination of Peer Assistance/Evaluations
  - Pair faculty members with other faculty or staff to work on/develop specific skill sets.
- Workshops/Seminars/Brown-Bag Meetings
  - Coordinate faculty development workshops led by Center for the Advancement of Teaching and Learning staff or guest speakers/experts (similar to workshops recently offered by the College).
  - Coordinate collaborative workshops with local educators (Rowan-Salisbury Schools) on topics that appeal to both populations (Catawba faculty, secondary educators).
  - Coordinate regular workshops/meetings where faculty present short demonstrations/lectures in front of colleagues about what they do with their teaching (for example, share strategies/techniques they use in the classroom).
- Reading Groups
  - Coordinate study groups with faculty who gather to discuss common texts, ideas, etc.
- New Faculty Workshops
- Assessment
  - Help faculty use assessment data to improve teaching.
- Assist faculty with online and/or hybrid course development.
- Technology Support
  - Instructional Technology/Design Experts
    - Meet with faculty to assist with design of LMS and other teaching technology. In addition, conduct technology pilots to identify new technology solutions.
- Grant Assistance/Scholarship of Teaching and Learning Support
  - Assist with In House Faculty Development Grants
  - Assist with faculty development projects and grant submissions
  - Assist with Off Campus Grant Opportunities
  - Assist with locating and applying for teaching and research related local, regional, and national grants.

- Teaching-Lending Library Management
  - Acquire and organize physical materials
  - Manage online materials, including on-campus generated materials as well as off-campus resources.
  
- Miscellaneous Activity
  - Develop opportunities for recognition/appreciation of faculty (such as Teacher of the Week)
  - Assist with the development of Teaching Podcasts/Videos
  - Provide more intentional connections with disability support services
  - Give suggestions for classroom design, layout, etc.

### **Expectations**

The Center for the Advancement of Teaching and Learning committee recommends that faculty members be required to participate in some of the proposed Center's functions (for example, a pre-term workshop) and that there also be some compensated opportunities for faculty provided by the Center. We also discussed the possibility of utilizing recipients of the Swink Prize for Outstanding Classroom teaching for teaching workshops.

*\*Official name to be determined*

### **Appendix 2.1.7/Appendix 2.3.2.A: International Opportunities**

We initiated discussions with four foreign universities regarding possible semester exchange agreements, one each in Japan, Germany, Finland, and Cambodia. Two of those (Japan and Finland) ended quickly with the foreign university responding that they are not open to an exchange program with Catawba (or any additional US institutions). Discussions with the Cambodian University are, to my knowledge, still open and ongoing, however Phillip Frank's impending departure (as I have heard via the grapevine) will likely bring that initiative to an end.

Our discussions with U. of Osnabrueck in Germany did result in a signed exchange agreement. We have so far been unable to begin the exchange however due to our lack of authorization to issue form DS-2019, required by the US State Department in order for foreign students to apply for a J-1 exchange visa. We have finally succeeded in gathering most of the documents necessary to apply for that authorization, but we have run into two major hurdles:

- 1) The first is the State Department requirement that the designated RO (Responsible Officer) have at least three years of prior experience with SEVIS, the US government's Student Exchange Visitor Information System. The only person currently on staff who meets that requirement is Lindsey Griffin. I met with Lindsey and Cindi Barr to discuss the issue several months ago and proposed that Lindsey take on that official title until I or my successor, or Ann Clifton has accumulated the necessary three years of SEVIS experience, at which point we would assume the role ourselves. Ann and I would in the meantime, try to keep Lindsey's actual involvement/time commitment at a minimum. Lindsey appeared understandably reluctant to assume that responsibility, as did Cindi. Cindi indicated that she would think it over and inquire about possible compensation for Lindsey if she were to assume that title. I have received no further response since that meeting, so we are still without a qualified RO to name on the application.
- 2) The second issue is a State Department requirement that we must host a minimum of FIVE exchange visitors per calendar year in order to remain certified. That is a very difficult requirement for a school as small as Catawba to meet, especially one with no recent history of offering any semester-abroad opportunities at all. Our MOU with U. of Osnabrueck states that we will strive for parity "over time" in the exchange. Even if they can send us the requisite five exchange visitors per year, it seems doubtful that we will be able to reciprocate at that level for some time, if ever. I base that concern on the fact that KSOB has attempted to recruit students for Osnabrueck's three-week, English-language summer seminar for the past two years without so far managing to persuade a single student to travel to Germany. Added to that is the language issue. Osnabrueck does offer some business courses in English, so a student would not necessarily have to be proficient in German, but without that proficiency, options would be limited. However, Catawba offers only three of the four semesters of German study generally considered to be the minimum needed before a five or six-week intensive course in country prior to enrollment at a foreign university.

Given those two hurdles, the intended DS-3036 application for authorization to issue DS-2019 is at a stalemate.

HOWEVER! I very recently received an inquiry from Pfeiffer University about the possibility of pooling our potential J-1 exchange visitors under a single DS-2019 authorization which Pfeiffer would acquire. We have only just begun that discussion, so I'm not sure how or if it can be made to work. But we've started talking. If that can be arranged, it might solve both of the above difficulties.

**Appendix 2.2.3.A: Implement RN to BSN program with January 2016 cohort pending SACSCOC substantive change review and other necessary curricular approvals.**

Michael Bitzer, Racquel Ingram

A substantive change document outlining the start of a Nursing Program with two options: RN-BSN and BSN Pre-Licensure was submitted to SACSCOC in June 2016; with an anticipatory approval date of October 2016. An official letter of approval dated December 14, 2016 was received in January 2016.

The delayed receipt of SACSCOC approval caused a delay in recruitment and marketing efforts for the RN-BSN program option as well as student enrollment for spring 2016. Efforts have since resulted in an 80 applicant pool in just one week with a current total of 97 applicants. Of the 97 applicants, 12 are fully admitted students; 4 students plan to start in the summer of 2016 and the others plan to start in fall 2016. Since some have inquired about financial assistance, a preliminary conversation with Kelli Hand, Director of Financial Aid has occurred regarding financial aid scholarships for the RN-BSN program. Plans are to follow-up on this initiative in the weeks to come.

Applications to the RN-BSN program option has recently started to average at least one per week. This includes applicants who don't qualify for this option i.e. they are not a Registered Nurse (RN) with an Associate's Degree in Nursing or a Diploma in Nursing, but are applying to this program option in error. After some follow-up communications, findings indicate that these applicants are actually interested in the forthcoming BSN Pre-Licensure option. The implementation of this program option is still in progress pending Catawba College faculty approval and approval by the North Carolina State Board of Nursing.

Nursing and SEGS are working towards collaborative efforts to increase enrollment in the RN-BSN program option for summer 2016 and fall 2016. A more recent plan toward this effort is to contact those who had originally indicated a spring 2016 admission. Nursing and SEGS has agreed that additional recruitment interventions in lieu of historical ones (or the lack thereof) should be used. For instance, once students apply to SEGS, an automated receipt is generated to the student followed by a "missing documents" letter, which is typically mailed the next business day. Additional interventions did not occur unless the student submitted a missing document. Therefore, follow-ups were based solely on student submissions. SEGS postcards highlighted with visuals from the nursing lab and related information are also being sent out to applicants as reminders to submit missing documents. Discussions to track the results of this intervention are underway. Speaking of such, an RN-BSN applicant tracking system has been developed to display specific interventions and to track applicant status. Nursing will also have access to this information via the Banner System and is scheduled to receive the associated training in June 2016 via the Registrar. It is believed that a more hands on approach from Nursing will produce a twofold result by aiding in recruitment and retention.

The design and purchase of marketing and recruitment paraphernalia to attract students are also underway. A few tabletop banners developed by SEGS are currently in use. Current applicants have indicated hearing about the program via the College's website, emails sent from the Nursing Department, high school guidance counselors, the local newspaper/Salisbury post, and by word of mouth.

Several recruitment and marketing invitations for the RN-BSN program option have been received (and most were attended) from variable institutions (see below). These are in addition to the standard recruitment events that occur via SEGS.

### **Recruitment/Marketing Events**

#### 1. Hospitals/healthcare facilities

##### Novant Health Rowan Medical Center (NHRMC)

- a. Recruitment session occurred on 02-03-16 from 11:30 am-1:30 pm in the main lobby in front of the cafeteria. This time frame and location was recommended by NHRMC due to the high traffic frequency.
  - i. Flyers were sent out to the Unit Nurse Managers prior to the event to distribute to the staff nurses and/or post on the units.
  - ii. Nursing and SEGS attended this event.
- b. A recent invite from Cora Greene was received regarding NHRMCs *Nurses Week* promotion of the BSN degree, Advanced degrees, and Certifications
  - i. This event is scheduled for 05-11-16 from 3:00 pm -7:00 pm.
  - ii. Nursing and SEGS will attend this event.
- c. A meeting with NHRMCs Foundation Director Rick Parker, Cora Greene (CNO), and Dari Caldwell (President) occurred to discuss funding opportunities for NHRMC employees. After several follow-ups, the finale of this verbal partnership awaits the approval from the Foundation's Board of Trustees; per Rick Parker.

##### Wake Forest Baptist Health Lexington Medical Center (LMC)

- a. LMC hosted their first annual *Career Development* event and invited the Catawba College Department of Nursing to "talk to their employees about educational opportunities."
- b. This event occurred on 03-16-16 from 1:00 pm-5:00 pm
  - i. This event was attended by Nursing and SEGS.

##### Carolinas College of Health Sciences (CHS) *Continuing Education and Job Fair*

- a. Catawba College had a table with RN-BSN information and a few giveaways
- b. This event occurred 03-01-16.
  - i. This event was attended by Nursing and SEGS.

##### Iredell Memorial Hospital *Employee College Fair*

- a. Catawba College had a table with RN-BSN information and a few giveaways.
  - b. This event occurred 03-23-16.
2. Names and email addresses of ADN/Diploma prepared RNs were requested from the North Carolina Board of Nursing (NCBON) database
- a. The NCBON emailed the contact information for **19,058** RNs (ADN/Diploma) that reside in Rowan and surrounding counties (the associated fee was waived).
    - i. An email was sent to all on the list.
    - ii. Eighty (80) applications were received in one week
  - b. This list will be revisited in summer 2016.
3. Community Colleges with ADN/Diploma programs
- Rowan Cabarrus Community College (RCCC)
- a. Dr. Wendy Barnhardt, Dean of Health and Education Programs at RCCC visited Catawba College on January 19, 2016 and wants to develop an articulation agreement with Nursing; to create a more seamless transition for their graduates to complete their RN-BSN degree at Catawba College.
    - i. The specifics of this agreement are being researched and a proposal will be developed accordingly for administrative approval.
  - b. A verbalized invite was extended to RCCCs future recruitment fairs and for Catawba College's Nursing Faculty to be a guest speaker at other related events.
- Davidson County Community College (DCCC)
- a. A presentation of Catawba College's RN-BSN program option was presented to senior (graduating) nursing students attending DCCC; followed by a question and answer session. Names of interested students were collected with intentions to follow-up.
    - i. This event occurred on February 18, 2016.
    - ii. This event was attended by Nursing and SEGS.
- Mitchell Community College
- a. Efforts to recruit at Mitchell Community College are in progress.
    - i. Proposed dates were discussed and are pending their availability.
  - b. A follow-up is in progress.

An invitation to attend Duke Hospital's *University Health System 2016 Career Development Expo* was declined due to the related fees and other feasibility issues. Nursing's goal is to have a cohort of at least 20 for the fall 2016 semester. This is in addition to the students who have committed to start in summer 2016. Updates will be communicated via email and as requested. Questions or concerns are welcomed.

**Appendix 2.2.3.B: Feasibility Studies for Graduate Programs in Athletic Training and Physical Therapy**

MEMO TO: Dr. Jim Hand  
Chair, Department of Sport & Health Science

FROM: Dr. Michael Bitzer  
Provost and Professor of Politics & History

RE: Potential School of Health Sciences and Reorganization of Academic Departments

DATE: May 11, 2016

Thank you for your time yesterday regarding the proposed creation of a School of Health Sciences and the academic departments and programs that it could entail. I wish to outline our collective thoughts and ideas, along with information regarding resources and needs for this new organization.

A School of Health Sciences would combine the department of nursing with a department of health sciences. The department of health sciences would include the academic programs in athletic training (pending Master program creation and approval), exercise science (which would be the tentative gateway undergraduate degree to the AT master’s program), and therapeutic recreation.

The needs for the department of health sciences would be the following:

Program:	Existing Majors:	Current Faculty:	Proposed Faculty:
Athletic Training	38	3 faculty	3 faculty
Exercise Science	60	1 faculty <i>(pending replacement)</i>	2 faculty
Therapeutic Recreation	14	0 faculty (1 part-time)	1 faculty
Total:	112	4	6

Increasing the faculty would bring an approximate 18:1 student to faculty ratio. In addition, the needs of Exercise Science as a possible ‘gateway’ degree to the M.A.T. program will necessitate that expansion. If a full-time, tenure track faculty member, with TR specialist certification, is hired in Therapeutic Rec, those numbers would expand as well. Tentatively, the hiring for the new faculty would be as follows:

- Immediately for Fall 2016: Exercise Science (replacement for Greg Ryan’s resignation)
- Fall 2017 (search in 16-17): Therapeutic Recreation
- Fall 2018 (search in 17-18): Exercise Science

The remaining academic programs in the current S&HS department would be grouped into a department of sport sciences and remain within the Goodman School of Education:

Program:	Existing Majors:	Current Faculty:	Proposed Faculty:
Sport Management	33	1 faculty <i>(retiring in December)</i>	1 faculty <i>(hire in January)</i>
Physical Education	14	1 faculty	1 faculty
Recreation	14	0 faculty	1 faculty
Total:	61	2	3

If a non-tenure track, full-time clinic assistant professor in recreation is hired (\$40,000 salary + benefits and \$20,000 for laboratory and equipment), you believe that a more fulsome set of activities in outdoor recreation programming, combining the activities of Student Life and the Outdoor Ministries program, would be beneficial to the student population. You believe that the current number of students could double to 30 recreation majors if a dedicated individual was hired for this area.

The hiring timeline for this area would be:

- January 2017: search now through the fall for replacing Tom Appenzeller
- \_\_\_\_\_: search \_\_\_\_\_ for recreation

At this time, I do not foresee the need to appoint a ‘dean of health sciences,’ but rather let the two departments within the school of health sciences operate with chairs.

As far as the M.A.T. program, I believe a counter “Graduate Council” would serve that program as the Graduate Council for Teacher Education serves for their master’s program. I would welcome your thoughts on composition and duties of that council.

Would you please confirm the above information so that I may share with the president and relevant cabinet officers?

Thank you for your continued leadership for these programs, and I look forward to working with you in strengthening and expanding, as college resources are made available,, these areas.

cc: Dr. Jim Stringfield  
Dean of Goodman School of Education

#### **Appendix 2.2.4.A: Implement M.Ed. program focused on STEM teachers in spring 2016**

Michael Bitzer, Jim Stringfield

The STEM master's program began in Spring 2016 with the first cohort of nine graduate students enrolled. Five students are math teachers in middle and high school (four middle and one high), and four students are science teachers in middle and high school (three middle and one high). All are RSSS teachers. Three of the students enrolled in the program are Catawba graduates. The group is ethnically diverse: two African American, six Caucasian, one "two or more" races. The students were very positive about the program.

The program is 33 semester hours (11 courses) and will take two years to complete. Students are taking two classes per semester including summer. The final semester (Fall 2017) will be one class, which is EDUC 5127 Graduate Capstone and Teacher Leadership.

In Spring 2016, students began the program by taking EDUC 5102 School Curriculum, taught by Drs. Dixon and Waiksnis (Knox MS co-principals) and EDUC 5103 Research Methods for the Classroom Teacher, taught by Dr. Karen Lucas. All nine students currently have a 4.0 GPA for the Spring 2016 semester.

In Summer 2016, students will take EDUC 5113 Advanced Technology Applications for Teachers I, taught by Andrew Smith, Director of Digital Information, RSSS; the math teachers will take EDUC 5503 Integrated Mathematics for Classroom Teachers, taught by Dr. Karen Lucas, and the science teachers will take EDUC 5603 Investigations in Physical Science, taught by Dr. Carol Ann Miderski.

For Fall 2016, students will begin their action research project (Action Research I – Fall 2016; Action Research II – Spring 2017). Action Research I and II are supervised by various professors and RSSS administrators (faculty and adjuncts receive 0.25 credit for each student supervised). Students will also take EDUC 5115 Multiliteracies in STEM for Teachers, taught by Dr. Kim Creamer.

For Spring 2017, in addition to Action Research II, students will take EDUC 5114 Advanced Technology Applications for Teachers II, taught by Andrew Smith (RSSS).

For Summer 2017, math teachers will take EDUC 5504 Mathematics as an Interdisciplinary Topic, taught by Dr. Karen Lucas; science teachers will take EDUC 5604 Investigations in Biology and Environmental Science, tentatively taught by Dr. Connie Lowery; students will also take EDUC 5703 Summer Internship or other elective. If students have earned National Board Certification or if they brought in graduate credit, this will substitute for the summer internship or elective.

As mentioned above, EDUC 5127 Graduate Capstone and Teacher Leadership will be taught Fall 2017 as the final class. This class will tentatively be taught by Drs. Dixon and Waiksnis.

For AY16-17:

- Dr. Truitt is working with Dr. Julie Morrow, Assistant Superintendent with RSSS to determine interest for the second cohort, which would start in Spring 2017.
- Dr. Kim Creamer will take over as Director of Graduate Programs in Education this fall. Rhonda will be working with her during the transition next year and would be happy to continue to provide requested information.
- Key question: since this program was given permission to begin the first cohort with only nine students, will a similar number be permitted for the second cohort or will there need to be a minimum number?

**Appendix 2.3.1: Expand and enhance opportunities for Service Learning programs and experiences.**

Michael Bitzer, Ken Clapp

Christopher Gratton has been hired as the Director of the Catawba Theology Institute and Director of Volunteer Catawba. Hired in February, 2016, he has organized a number of service projects since his hiring and is making plans for me. He will be working with faculty members to make available serve learning opportunities for members of the campus community. Following the summer emphasis upon the Institute programs, he will be devoting even more time to the service component of his job.

The Lilly Center will be sponsoring luncheons for faculty and staff early in the fall semester. One component of these luncheons will be promotion of service learning opportunities made available through the Lilly Center and facilitated by Chris.

The utilization of the Paul Fisher Service Award program will be evaluated during the coming months with the likelihood of returning to the original practice of making these awards on a monthly or bi-monthly basis. If we establish the 'coffee hour' program, that program could provide a forum for these presentations.

It would be helpful to this initiative to create the 'extracurricular' transcript that has been proposed.

### **Appendix 2.3.3: Develop Leadership Studies minor and related experiential opportunities.**

Michael Bitzer, Ken Clapp

Considerable research has been done on best practices and current programs at other institutions. Two primary options are available in terms of proceeding with the creation of a program for Catawba: one that would be housed in academics and offer a minor in Leadership Studies combining classroom work and experiential learning, with the other being totally extracurricular in nature with instruction offered without academic credit and focusing more on an extracurricular or co-curricular transcript to provide documentation of participation. The next step is the determination of which approach will best serve Catawba students and be feasible in terms of cost and implementation.

My proposal based upon the research that has been done as well as conversations with students is that we create a "Leadership Certificate" program similar to the Honors Program. Components of this program could include the following among others, all of which could be provided without adding positions or costly additions.

Freshman Seminar on Leadership similar to the one that Ken Clapp taught for several years. Michael Bitzer also offered a seminar that might be appropriate for this program.

Lifting up other courses in the curriculum such as the leadership course in the new entrepreneurship program that might be relevant to this program and allowing these courses to meet General Ed requirements in areas compatible.

Reestablishing the use of the Retreat Leadership Corps participants as leaders for the Freshman Retreats and increasing the training for members of the Corps.

Having a workshop/lecture series on leadership.

Creating a point system for leadership roles and limiting the number of roles one can serve at a given time but requiring leadership certificate participants to accumulate a minimum number of points. This provides further rationale for an extra-curricular or co-curricular transcript.

Create an incentive plan and a way of recognizing students who complete the program.

**Appendix 3.4.A: Finalize a comprehensive Public Art Plan and begin implementing policies and procedures to integrate public art on campus, including internal and external sites and temporary and permanent installations.**

Brien Lewis, Tracy Mackay-Ratliff, Tonia Black-Gold, Ashley Pierce, Nelson Murphy

Draft plan circulated for feedback with a core group which recommended next steps to include inviting suggested PAOC members to a January 2016 meeting to review and revise the plan for Catawba's use. Despite the lack of a formally adopted plan, public art buzz and momentum have been created on campus due to 1) participation in Salisbury Sculpture Show in 2015 with plans for the College to participate again in 2016; 2) campus library exhibits that began with Luski glass in 2014 and continued with displays by a college alumna and a Haitian student; 3) plans are being made to continue the library displays of artwork in 2016; 4) College is currently in conversation with a brick artist to commission its first piece of public art for inclusion in the Hedrick Patio addition in 2016.

While we have not progressed too far beyond our draft in adopting a shared/published Public Art Plan for Catawba, we continue to focus on incorporating public art into the life of the campus. We are participating in the Salisbury Sculpture Show for the second year and are pleased to have two pieces of sculpture displayed on our campus.

We continue to use the space in the library for public art displays. During the spring, we promoted work by graphite sketches by artist Ann Bourque in January and February, and hosted a display of NC Century Farms renderings by regional artist Walter Stanford during March. Stanford also conducted a workshop for a dozen of our best art students and several faculty/staff members as part of his exhibit. We also hosted a reception for Stanford and would have for Bourque had winter weather not play havoc with our plans. We also promoted the on our website and in the local media, work of students in an Alchemy and Art class team-taught by Ashley Pierce and Dr. Carol Miderski.

This fall we plan to continue our efforts with additional displays of students' artwork in the library. We will also be open to opportunities for acquiring artwork in private collections for appropriate display on campus.