President’s Council Summary

Meeting notice: Wednesday, October 30, 2013, at 9:00 a.m.
Location: Activity Center Conference Room

Attendees:
Tony Fernández, President tfernandez@lcsc.edu
Janis VanHook, President’s Management Assistant jvanhook@lcsc.edu
Mary Flores, Dean for Academic Programs mflores@lcsc.edu
Rob Lohrmeyer, Dean for Professional-Technical Programs rlohrmey@lcsc.edu
Kathy Martin, Dean for Community Programs and Governmental Relations kmartin@lcsc.edu
Chet Herbst, Vice President for Finance and Administration cgherbst@lcsc.edu
Trudy Alva, Budget Director talva@lcsc.edu
Andrew Hanson, Vice President for Student Affairs ahanson@lcsc.edu
Allen Schmoock, Chief Technology Officer atschmoock@lcsc.edu
Howard, Erdman, Director of Institutional Planning, Research & Assessment hrerdman@lcsc.edu
Mary Hasenoehrl, Director of College Advancement mhasenoehrl@lcsc.edu
Greg Meyer, Director of College Communications gameyer@lcsc.edu
Gary Picone, Director of Athletics gapicone@lcsc.edu
Ed Miller, Faculty Senate Chair edmiller@lcsc.edu
Traci Birdsell, Professional Staff Organization Chair tbirdsel@lcsc.edu
Theresa Chrisman, Classified Staff Organization Chair tchristma@lcsc.edu

Guest: Soo Lee Bruce Smith, New Student Recruitment

Updates

State Board of Education meeting at LCSC
The State Board of Education met in Lewiston on October 16 and 17. On the afternoon of the 16th, the Board held a work session on performance measures for Idaho colleges and universities. On the 17th, President Fernández provided the Board with an update on LCSC’s accomplishments over the past year and outlined the LCSC Comprehensive Strategic Plan. FY2014 LCSC legislative requests were also presented.

Nez Perce/Coeur d’Alene Tribal Advisory Council
The tribal council is interested in showcasing tribal employment opportunities to LCSC students and would like the college to infuse instruction on basic employment skills (i.e., our employment boot camp initiative) and instruction on tribal law and treaty rights.

There is some interest in offering an on-line career education program in the Lapwai schools and to tribal employees who wish to have a career ladder with the tribe. (Student Affairs is developing something like this already).
Advice was given on providing a teacher training emphasis in tribal education and native culture education.

There is also some interest in the development of an after-school program in which core subject concepts are reinforced and taught. The council members sited the Khan Academy model as inspiration for this.

The resurrection of our Portfolio Program is seen as a solid step in providing some of the tribal employees with an opportunity to get a degree without having to quit their jobs.

The tribe is developing a mining operation and the council members foresee a need for people to have short-term, non-credit instruction on various skills associated with mining. (WFT?)

In other news related to the board meeting, Bob discussed his proposal to change the name of his office from Native American and Minority Student Services to Multicultural Student Services. The response to this idea was that we should not lose the words "Native American" in the name of the office.

**CMS Update – Greg Meyer**

As of 10/30/13

- This morning, IT is taking a “snapshot” of the current development site and changing the development web server to a production web server. Jerry Hindberg’s explanation below:

  “From the end user perspective, the site will be accessed via [http://www-prod.lcsc.edu](http://www-prod.lcsc.edu) for review and they will use this for final editing before we go live with the server December 30th. After December 30th, there will be a development server created so the web coordinator and site editors can have a testing area.”

  “The main reason for this change is to ensure site editors are using dynamic links in their pages. We want to make sure when the server becomes [http://www.lcsc.edu](http://www.lcsc.edu) the work they have put in will work with the known campus cyber footprint.”

- This afternoon, after testing to make sure the new URL is functional, an email will be sent to all students and employees.
  - They will be informed that the site is still under construction, encouraged to navigate the site and provide feedback.
  - Dan will create a disclaimer near the bottom of the new site and a URL for the feedback.

- Based on content requirements determined by departments/units, estimated site content completion is around 70 - 80% (although some departments have not provided estimates at this time).

- While much of the content is in place, more work is required with regard to layout, images, and additional desired features.

- Danielle Dice, from the Education Division, is working with Dan to develop a standard layout for the Academic divisions to improve consistency between them.

- A number of faculty websites have been migrated to the application server.
Some generic sites are being created per requests (e.g. Julie Crea for Winter Revels registration and Warrior One Card balance application.)

Challenges/Setbacks Thus Far:
- There have been some performance issues with the CMS that Dan had to spend a few weeks addressing, taking time away from development.
- Since opening the CMS to editors, the majority of Dan’s time has been dedicated to setting permissions, fixing bugs, and providing training/support to editors.
- It’s been difficult for some editors to find time to dedicate to the site, so some content creation has been lagging behind.
- The biggest concern up to this point is the lack of quality, consistency, and ease of use around the site.
  - This is due to the fact that we have over 80 site editors contributing to the site, most of which have no experience in design, developing a content hierarchy, writing web copy, or building a page from start to finish.
  - We will attempt to assist site editors in addressing these concerns based in part on feedback and peer review.

Timeline 10/30/13 – 12/30/13

Between now and the switchover to the new site on 12/30, Dan will continue to provide editors with support and build in top requested features (e.g. video support in sliders). Peer review will be encouraged. There are also a number of priority items/functions he’ll be completing in consultation with those responsible for the content:

**11/4/13 - 11/18/13**
- New Student Online Application (Student Affairs)
- Spotlight Stories (College Communications)

**11/18/13 - 12/2/13**
- Student Request Information form (Student Affairs)
- Website Emergency Notification System (College Communications)

**12/2/13 - 12/16/13**
- Non-Degree Seeking Application form (Student Affairs)
- CMS Workflow Improvement

**12/16/13 - 12/23/13**
- Student Visitation form (Student Affairs)
- Final system checks, bug fixes, performance and security improvements

**Week of 12/30/13**
- Full launch of new site. Current site will still be available as back-up in the event of a crash
Group I Summary from Andrew Hanson
There is general agreement that the on-line strategy for reaching community college students is sound. There is still some question about what degrees or programs would draw an on-line audience. The Interdisciplinary Studies degree, assuming it includes the possibility of drawing courses from previously identified “in-demand” programs such as psychology and justice studies, may be a viable option. There is little question that our recruiters would be capable of representing a more robust on-line menu of LCSC programs to the community colleges. There is some question about how to market LCSC overall. The group discussed LCSC’s identity and agreed that it would be useful to conduct surveys and focus groups in emerging student markets to determine what messages or themes would help the college stand out among other institutions that are also competing for transfer students. An on-site academic coach for on-line students in Southern Idaho might be one way LCSC could set itself apart. It was suggested that the college’s faculty recruitment practices needs to be changed such that on-line course development and instruction is a standard element in faculty job descriptions – especially in those areas where the college intends to develop on-line degrees. Equally important, current faculty need to have robust support if they are to develop on-line courses.

There was little time to discuss the other two questions – how to grow the direct-from-high school population and how to expand the non-traditional student market. In general, there is agreement that we have the capacity to grow these markets but, again, there is some uncertainty about the marketing messages that would garner more attention from people in these markets. Strategies for reaching non-traditional students include the possibility of offering instruction on site at major employers (e.g., Regence) and revamping the Portfolio program.

Group II Summary from Allen Schmoock
Assumption one: During part one of this discussion at the October 9th President’s Council, VP Hanson was asked whether LCSC’s next 1,500 students would be people who would not have gone to college, or whether they’re people who would probably have attended another institution. He indicated the latter, so our group articulated that assumption and used it as a starting point for discussion.

Assumption two: Based on the discussion from three weeks prior, there was agreement that the primary approach for reaching community college students – especially in Southern Idaho – is via on-line delivery.

Discussion topics

- What method was used to generate the numbers in the enrolment projection? Is 6000 a fixed target? Have we found the right composition in getting to that number? The international goal seems implausible.

- If the focus is southern Idaho, how are we going to recruit students if they are not aware of Lewis-Clark State College to begin with? Capturing some data would be useful, via focus groups or other techniques:
  - For the populations that LC wants to target, what is the general awareness of the college and/or its programs?
  - For existing students – either online or resident – how did they know of the college, and why did they select LCSC? (given our new target, especially important for any current student from south of Grangeville)
• What differentiates LCSC? What will compel a high school or CC graduate to choose LCSC over ... Boise State, for example?
  o What happens to potential students who inquire about the college but never submit an application and/or register for classes?
  o The interdisciplinary degree may be the most appropriate degree to market to the community college students but it should be vetted via survey or focus group to be sure it would meet student demand and expectations. Dean Flores envisions eight programs. “Interdisciplinary” may have poor recognition and acceptance in target market.
  o LCSC has an attractive campus that shows well. Maintain a robust campus environment but also look for big numbers from online. Don’t cross line to the perception of an online institution, as market prefers degrees from “real” colleges that also have online, as opposed to purely online.

• Traditional marketing... data will determine if advertising should first focus on an introduction to the college, followed by advertising about programs and other differentiators.

• If we’re looking for 1,500 students who would have gone elsewhere, it’s a tough slog because you’re convincing each person – one by one – to choose LCSC over another institution that would have been a more natural or convenient choice. How to make process efficient and get clumps of students?

Next meeting: Wednesday, November 13, at 9:00 a.m. in the Activity Center Conference Room.

Adjournment