Members Present: Dr. Stanley Edwards, Chairman
Rev. Robert Knight
Frank Avent III, Vice Chairman
Rachel Hux
David Cairns
Lillie J. Solomon
Bernella DeLaMora
Theresa Raymond, SGA

Members Absent: Jack Boseman
Jay Baker
Helen Brown
Frederick Webb, Jr.
Reggie Baird

Others Present: Dr. Ervin Griffin, Sr., President
Dr. Erica Holmes, Vice President Academic Affairs
Deborah Armstrong, Vice President Administrative Services
Vera Palmer, Dean of Con. Ed./Community Services
Barbara Bradley-Hasty, Dean of Student Services
Jennifer Jones, Administrative Assistant
Mitchell Robinson, Controller
Dr. Pocahontas Jones, Dean of Curriculum Programs
Dr. Edwin Imasuen, Director Institutional Effectiveness
Dr. Bill Blaylock, Consulting Dentist-Dental Hygiene
Tara Keeter, Financial Aid Director
Dr. Julie Dilday, Psychology Instructor, QEP Liaison
Holly White, Nursing Instructor
Robert Carmac, Smith Sinnett Architecture
Richard Andrews, Smith Sinnett Architecture
Jacqueline Hough, Daily Herald
Call to Order
Chairman Edwards called the meeting to order at 10:00 a.m. President Griffin checked the attendance of the Board and Trustee Robert Knight delivered the invocation.

Introduction of Visitors
The 2009-2010 HCC Student Government Association officers were introduced. Vice President Erica Holmes introduced Edwin Imasuen as HCC’s Director of Institution Effectiveness.

Holly White, Nursing Instructor, provided an update on the Ladder to Leadership Scholarship. Mrs. White informed the Board that she had been accepted into the program along with nineteen other professionals in the state of North Carolina.

Dr. Bill Blaylock, Consulting Dentist-Dental Hygiene, provided an update on NC Missions of Mercy free dental clinic plans. Dr. Blaylock stated that the free clinic will be scheduled for February 19-20, 2010 with a set-up date of February 18th. Volunteers from various HCC Clubs are asked to participate.

Ethics Statement
Chairman Edwards read the Ethics Statement. There was no indication of members having an actual conflict of interest or appearance of a conflict of interest which exists with regard to any matter.

Trustee Business
Approval of Agenda
Trustee Lillie Solomon made a motion to approve the October 27, 2009 Board of Trustees meeting. Trustee Avent seconded the motion and the motion was carried.

Approval of Minutes
Trustee Bernella DeLaMora made a motion to approve the September 29, 2009 Board of Trustees regular meeting minutes and Trustee Rachel Hux seconded the motion. The motion was carried.

November Meeting
Due to the Thanksgiving Holiday, Chairman Edwards suggested that the November meeting be scheduled a week earlier to accommodate members planning to travel. Trustee Bernella DeLaMora made a motion to approve November 17, 2009 as the regular board meeting date. Trustee Lillie Solomon seconded the motion and the motion was carried.

Parliamentarian Appointment
Chairman Edwards advised members that he appointed Trustee Jack Boseman to the position of Board Parliamentarian.

Announcements
Trustee Avent directed attention to the newspaper article written about Kevin Kupietz, Fire Service/EMS, Co-ord. & Instructor, being accepted into the Executive Fire Officer Program and
the Federal Emergency Management Agency’s U.S. Fire Administration’s National Fire Academy in Emmitsburg, Maryland. Trustee Avent suggested that a letter of acknowledgement be written and placed in Mr. Kupietz’s personnel file. Trustee Avent also thanked Dean of Students, Barbara Bradley-Hasty and the Student Support Services staff for setting up a booth at the Cotton Festival in Hobgood, NC.

Trustee Lillie Solomon expressed her appreciation for the condolences received during the bereavement period after the passing of her aunt’s, Julia Exum and Elizabeth Cofield Bias.

**President’s Report**
President Griffin thanked the Board of Trustees for their continued support of our students, faculty, staff, and administration. He also thanked them for their continued advocacy for the college in the community and around the state. President Griffin advised that a phone call was received from the Governor’s aide and he stated that the Governor had taken notice of the resolution that was adopted by the HCC Board in September, and would do all she could to provide some relief from the reversion. However, he did note that revenue figures are not at this point very encouraging. Nonetheless, she would do all she could to provide some relief from the budget reversion for this year.

President Griffin also provided information and addressed the following topics in his monthly report:

- Fiscal Operation Report and Application to Participate in Federal Student Financial Aid
- School Alma Mater
- Enrollment Update
- Impact of Budget Reductions and Reversions
- New Allocation for the CRC Program
- Holly White’s Acceptance into Ladder to Leadership Program
- SACS Visit to Pasco Hernando Community College
- Prostate Awareness Month
- Breast Cancer Awareness
- B.T. Brown, 2009 Best Teacher

**Advance Planning Update**
Robert Carmac and Richard Andrews from Smith-Sinnett Architecture made a presentation regarding the advance planning project. Booklets were distributed with prints of the proposed campus expansions along with the information on possible additional real estate.

**Action Items**
Authorization for out-of-country travel requires the signature of the Chairman of the Board of Trustees. The Board further authorizes the President to sign on behalf of each Trustee the Travel Reimbursement Form. The North Carolina Community College System requires that all travel be approved annually by the Board of Trustees.
Trustee Frank Avent made a motion to approve all blanket travel for the 2009-2010 fiscal year. Trustee Lillie Solomon seconded the motion and the motion was carried.

Trustee Bernella DeLaMora made a motion to approved the October 27, 2009 President’s Report and Trustee Rachel Hux seconded the motion. The motion was carried.

**Informational Items**

**Instructional Services**

**QEP**

Dr. Holmes asked that Dr. Julie Dilday, Psychology Instructor/QEP, provide an update on the QEP process. Dr. Dilday distributed information regarding the definition of learning, goals, objectives and student learning outcomes. (Attachment 2) She explained that professors from other community colleges and universities are beginning to visit various institutions to observe “self-regulatory learning”. (Attachment 1) The following information was provided in regards to developing a pilot study:

**Attachment 1**
1. Goals for QEP
   a. Enhance students ability to set and achieve goals
      i. Focus on task management. We will teach students to
         manage tasks by:
            1. Developing time management skills
            2. Developing stress management skills
            3. Developing problem solving skills
            4. Enhancing Academic Self-Efficacy

2. QEP Initiatives: The vehicle to get our students to specific
   learning outcomes:
   a. Learning Communities
      i. “Steps to Math Success” - ACA 085/MAT 060
      ii. “title undetermined” – ACA 085/ENG 095
      iii. “title undetermined - HUM 115/MAT 070
      iv. “title undetermined” – HUM 115/ENG 111
   b. Student Services Initiative
      i. Workshops/ possible service projects to be integrated
         into the Study Skills Learning communities
   c. Professional Development
      i. Faculty Development
         1. Learning Communities
         2. Learning Centered Teaching Methods
         3. Self-Regulatory Learning Techniques

3. Research-Based Model to be integrated into Learning
   Communities
   a. Self Regulatory Learning Model (Barry Zimmerman, City
      College of NY) (et. al.)
Attachment 2

QEP: Definition of Learning, Goals, Objectives and Student Learning Outcomes

Definition of Learning

For the purposes of the Quality Enhancement Plan (QEP), learning is defined as a series of transformative experiences that result in improved competence in the core foundational skills and attitudes that drive success and lie at the heart of a work ethic that will enhance graduates' ability to secure, retain, and excel in a career. The core foundational skill on which the QEP focuses is goal management, which will be accomplished with a concentration on goal setting and goal achievement. Relative to this concentration, behavioral/cognitive skills include 1) task-management and 2) problem solving; key affective enhancements include 1) stress management and 2) improved academic self-efficacy. Thus students' ability to undertake the transformative experiences of learning is dependent on their ability to motivate themselves and sustain positive attitudes, beliefs, feelings, and thoughts that will enable them to manage self and adjust to change in an evolving global community.

Goals, Objectives, and Student Learning Outcomes

Goal 1: Improve students' ability to set goals

Objectives:
A. Students will have an opportunity to develop their goal-setting skills.
B. Students will have an opportunity to develop personal, academic, and career goals.

Student Learning Outcomes:
As a result of participation in the QEP, students will be able to
1. Develop short-term and long-term personal, academic, and career goals.
2. Create a written plan for achieving personal, academic, and career goals.
3. Seek a relationship between goal setting and personal, academic, and career success.
4. Use the plan to achieve their personal, academic, and career goals.

Goal 2: Improve students' ability to achieve goals

Objective A:
Students will have an opportunity to develop time-management skills conducive to success in the home, college, and work setting.

Student Learning Outcomes:
As a result of participation in the QEP, students will be able to
1. Analyze their use of time and identify segments of time that may be utilized to work toward their personal, academic, and career goals.
2. Solve time management problems by scheduling goal-oriented tasks.
3. Submit academic assignments on or before the due dates.
4. Value the purpose of maintaining a written time management plan.

Objective B:
Students will have an opportunity to develop stress-management skills conducive to success in the home, college, and work setting.

Student Learning Outcomes:
As a result of participation in the QEP, students will be able to
1. Analyze environmental, behavioral, and cognitive factors that create stress.
2. Understand the relationship between stress management and goal attainment.
3. Identify the stressors in their lives.
4. Identify ways to manage their stress.
5. Participate in facilitated stress management activities.
6. Demonstrate the ability to regulate physiological stress responses.

Objective C:
Students will have an opportunity to develop problem-solving skills conducive to success in the home, college, and work setting.

Student Learning Outcomes:
As a result of participation in the QEP, students will be able to
1. Identify the elements of specific types of problems.
2. Consider available information and devise solutions to given problems.
3. Participate in problem solving activities.

Objective D:
Students will have an opportunity to improve their academic self-efficacy.

Student Learning Outcomes:
As a result of participation in the QEP, students will be able to
1. Understand the relationship between academic self-efficacy and academic achievement.
2. Identify their perceptions of their academic self-efficacy.
3. Identify the barriers that hinder them from achieving academic self-efficacy.
4. Identify experiences of personal, academic, and career success.
5. Anticipate how each academic course prepares them for life.
6. Achieve increased scores in academic self-efficacy assessments as compared to baseline assessments.
What are Learning Communities?

Popular Models

Learning Communities

A variety of approaches that link or cluster classes during a given term, often around an interdisciplinary theme, that enroll a common cohort of students. This represents an intentional restructuring of students' time, credit, and learning experiences to build community and to foster more explicit connections among students, among students and their teachers, and among disciplines.

Traditional Courses

- Usually, teachers teach separate courses to separate sets of students
- Instructor A
- Instructor B
- Instructor C

and students experience their separate courses in unrelated fragments

Learning Communities

- By intentionally pairing or clustering courses into programs, both teachers and students experience a more coherent and enriched teaching and learning environment.
Effective Learning Communities

Effective Learning Communities have a number of distinctive features:
- They are usually smaller than most other units on campus.
- They have a sense of purpose.
- They help overcome the isolation of faculty members from one another and from their students.
- They encourage faculty members to relate to one another both as specialists and as educators. (In effect this encourages the development of new faculty roles.)
- They encourage continuity and integration in the curriculum.
- They help build a sense of group identity, cohesion, and "specialness."

Source: Involvement in Learning, 1984.

Learning Communities

Address the Needs for:
- Greater intellectual interaction
- Student group studies
- Student facilitation
- Faculty facilitation
- Curriculum coherence, reinforcement, and/or integration of ideas
- Understanding issues which cross subject matter boundaries
- Ways to facilitate more toward a rich learning-centered environment
- Active and collaborative learning
- Expanding and understanding the core perspectives
- Students retention and progress toward degree
- Faculty development
- Low-cost methods for doing the above

Learning Communities are Found in:
- Developmental studies
- Freshmen/First-Year initiatives
- Strategies for coherence in general education
- Writing programs: teaching writing in the context of a subject or an interdisciplinary theme
- Study in a minor (Women's Studies, Environmental Studies)
- Study in the major
- Graduate school programs

Learning Communities Can Be Structured As:

Programs in which a total cohort of students enroll in a large class
Programs in which a total cohort of students enroll in smaller, intellectual connections and community-building, often less time in an additional integrative service
Programs of two or more classes linked thematically or by content which a cohort of students take together. The faculty CCI plan the program collaboratively
Programs of coursework that faculty members teach. The course work is embedded in an integrated program of study

Diagram represents the student cohort.
Models:
Linked or Paired Courses
- Two courses for which students co-register.
- Generally, faculty work to coordinate syllabi and assignments, but teach their classes separately.
- Often, a writing or speech course is linked to a lecture-centered course, or a mathematics course is linked to a science course.

Examples of Paired Courses
- Introduction to Public Speaking
  American History
- Beginning Calculus
  College Physics
- College Study Skills
  Introductory Biology
- Women and Fiction
  Philosophy Ethics

Are Learning Communities Effective?
- Student outcomes:
  - Student retention, achievement
  - Student involvement, motivation
  - Time to degree, degree completion
  - Intellectual development
- Faculty outcomes:
  - Faculty development in terms of expanded repertoire of teaching approaches, relevant course content, and new scholarly interests
  - Faculty motivation
  - Faculty effectiveness with beginning students, with general education offerings
- Institutional outcomes:
  - Learning communities aid for curriculum development and the strengthening of teaching and learning

Successful Learning Community Implementation
- Goals for the LC Effort
- Faculty Recruitment
- Faculty Development Support
- LC Offerings
- Planning Calendar
- Assessment of Academic Advisors
- Scheduling Time - Rooms
- Publicity Student Registration
- Registrar Registration
- Program Delivery
- Assessment Evaluation
2009-2010 Program Review
Vice President Erica Holmes advised that the Faculty Senate has recommended members of the 2009-2010 Program Review Committee. This committee will conduct a review of the following academic programs:
  • Accounting AAS
  • Basic Law Enforcement Certificate
  • Business Administration AAS
  • Greenhouse and Grounds Maintenance Certificate
  • Office Administration AAS, Diploma, Certificate
President Griffin advised that the results of the review will be distributed to the Board early spring 2010.

Administrative Services
Financial Update
Vice President Deborah Armstrong answered all inquiries regarding the monthly State and County financial reports along with a report on The Centre. Vice President Armstrong advised that the additional campus signage had been received and posted in various areas of the campus. She also advised that the college’s budget, DCC-21, was approved by the Halifax County Commissioners which completed the budget process for the year.

Institutional Advancement
Vice President Tom Schwartz’s distributed a brief Institutional Advancement report regarding updates on grants in process and the progress on the annual campus fund drive.

SGA
Theresa Raymond, SGA President provided an update on the student government activities along with student current events. A student forum is scheduled for the month of November along with a student Turkey Bowl Event.

Trustee Frank Avent made a motion to adjourn the meeting and Trustee Lillie Solomon seconded the motion. The motion was carried. The meeting was adjourned at 1:03 p.m.

Dr. Stanley Edwards, Chairman

Dr. Ervin V. Griffin, Sr., Secretary