The third meeting of the Long Range Planning Committee for the 2010/2011 academic year was called to order at 8:30 a.m. on Thursday, December 2, 2010 in CETES room 105 by committee chair, David Fennema.

Discussion committee members reviewed the minutes of the October 15, 2010, meeting. A correction to the date of the meeting was made.

Chair David Fennema stated that the objective for this meeting was to review the orientation agendas and materials for new faculty. Vice President John McArthur presented this material along with information on student retention.

The regents look at six year graduation rates for starting freshman with state reports focusing on the number who graduate from the institution and the number who graduate from any institution in the state. A national view would be helpful but does not exist. Persistence rates are those that show the number of students we retain from year to year both within the institution and within the state. It is expected that universities closer to the borders will lose more students and will have lower rates. Cameron tends to be last in the state. These reports tend to focus on only 20% of our student population and all surveys and information are built around that 20%.

The IRAAC office will be completing similar reports at the university level: department persistence rates, program graduation rates, program retention rates, etc. Based on this, programs will be able to set a benchmark and create a plan to meet the target. The hope is to
have this data available in January to enable planning for next year. Since much of this data will be influenced by the relationships that students have with faculty, programs with a large faculty/student ratio will have a bigger challenge.

### 2 Advising Center

**DISCUSSION**

All students will start in the advising center, but how long they stay there will vary. The goal of the advising center is to have prepared, dedicated students in the hands of faculty who are passionate. For this reason students will start at the advising center in the hands of staff generalists and, after completing remedial coursework, determining what their majors will be, and taking care of their transfer paperwork, will move to working with faculty specialists.

### 3 Faculty Orientation

**DISCUSSION**

At new faculty orientation, each new faculty member receives a notebook with materials from Cameron and the Lawton Chamber of Commerce. The VPAA hosts a follow up meeting at the end of October to specifically ask for feedback about the hiring and orientation processes. Time is provided for the new faculty members to vent. Feedback from new faculty is that Banner should be introduced later so an open lab training session was held before fall break.

Mentoring is offered to new faculty at orientation and faculty may consult their department chair for someone in the department and the VPAA for someone outside the department. Fewer than one in four ask for a mentor.

### 4 Adjunct Orientation

**DISCUSSION**

All adjuncts are invited to orientation with two tracks—one for new adjuncts and one for experienced. In the event of major changes such as Aggie Access, both groups met together. Typically there is a strong turn out at the orientation. Two adjunct faculty guides exist—one generic to Cameron and one specific for the Duncan campus. Department chairs are responsible for mentoring adjunct faculty.

### 5 Dean/Chair Orientation

**DISCUSSION**

New deans and chairs are provided with a list of topics by the VPAA and follow up training is provided for unfamiliar topics. Department chairs who are new are provided funds to attend the professional development of their choice. New deans and directors meet ½ hour/week with the VPAA during their first year.

### ADJOURNMENT

The meeting was adjourned at 9:30 a.m.