	May 7, 2012
Core Team Meeting	1:00 – 2:00 p.m.

Minutes

MEMBERS PRESENT: Bob Austin; Dr. Mike Bellah; Diane Brice (Data Team Member); Dr. Tamara Clunis; Sharon Doggett; Pam George; Melodie Graves, Ellen Green; Dr. Lana Jackson; Kara Larkan-Skinner; Dr. Russell Lowery-Hart; Dr. Paul Matney; Danita McAnally; Mark Rowh; April Sessler; Jeanetta Smiley; Tony Thomas; Renee Vincent; Dr. Kathy Wetzel

Recorder: Joy Brenneman
Others present: Cara Crowley, Frank Sobey, Judith Carter, Edie Carter

MEMBERS ABSENT: Lee Colaw; Danielle Flowers; Victor Montes; Charlotte Rhodes

NO EXCUSES – WHERE ARE WE? (Dr. Matney)

- Achieving the Dream has added 25 – 30 new schools (approx. 180 total)
- 2011 – 2012 was a planning year for AC
    - PPS meetings made us aware of the need for AtD initiatives
    - No Excuses/AtD Core Team formed and began meeting
    - Student Success Initiatives identified
    - Planning began with data team input to develop policies
    - Nine faculty and administrators attended the AtD Conference in Dallas in February; Paul and two Regents attended the Trustees Institute in Santa Fe in April
    - Russell and Kara presented information to Regents at April Board meeting in Dumas
- Going forward
    - Productive year, now time to launch into initiatives
    - BOR wants updates every one to two months
    - AC aspires to be a leader college within two to three years
    - Will send more Regents to Trustees Institute next Spring

TASKFORCE REPORTS (Dr. Lowery-Hart)

COURSE REDESIGN (Cara Crowley & Frank Sobey)
- Based on Dept. of Education Title V grant
- Targets courses not students
- English
    - About 1/3 of English courses are using redesigned courses
    - Purpose was to eliminate course drift with different course content, create a certain skill set, preserve academic freedom, lower attrition rates.
    - About a year long process. Deleted a text book; created a common departmental text

book and a learning repository for use by all faculty
- o Positive feedback; waiting on data to see results for students; artifacts to be assessed over summer to see if measurable improvement
- Intermediate and college algebra to pilot in Fall followed by History I&II, then Biology I&II
- Goal is a 10% increase in success rates
- For our AtD initiatives we were able to use what we were already doing with the Title V grant

FIRST YEAR SEMINAR (FYS) (Dr. Lana Jackson & Judy Carter)
- Transfer level course designed to ease student's transition into college and support the student
- GenEd, DevEd and FTIC students are at greater risk for failure
  - o Pilot in Fall 2012 will target these students
- Goals: Increase course pass rates by 2%; increase retention rates; increase GPA
  - o Will use baseline data from Fall 2011; pre- and post-test survey; student focus groups
- Education Plan will inform college of effectiveness of processes and policies
- If FYS course is added to the core curriculum, enrollment could increase from 600 students in FY 2012 – 3,280 students in FY 2015
- Additional FYS courses will be created for students pursuing certificates or AAS degrees
- Marketing through the QEP
  - o Advisors and faculty will be educated about the value of these courses
  - o Advisors will place students in these courses
  - o Students will be provided additional information in a brochure

TUTORING EXPANSION (April Sessler & Dr. Kathy Wetzel)
- Priority: Increase student success by expanding tutoring services to students
- Proposal:
  - 1.) Gather data to find out who is receiving tutoring, what are the (many) ways it is delivered; what information are we gathering about students and how successful our efforts are; how are tutors being trained/paid/supervised/evaluated; how are we evaluating our efforts.
  - 2.) After gathering data, our task will involve developing ideas to coordinate our services and resources more effectively, better inform students, faculty and staff of available services, and get them to use the services to the best benefit of the student.
  - 3.) Design an efficient system to gather data and evaluate our programs.
  - 4.) Determine if/when/how/for whom/ and in what areas an intervention such as mandatory or incentive based tutoring should be implemented based on the data/information gathered.
- Target group: all students
- Identify gaps in the system
  - o Tutoring is available for most courses. Students who are seeking tutoring services should contact Charlotte Goebel in the Tutoring Department, in the basement of the Library, who can direct them to all available tutoring resources.
  - o College Relations is creating a brochure focusing on Student Success and listing free tutoring services

POVERTY (Dr. Russell Lowery-Hart)
- Social Services Coordinator hired, Trudy Banner
  - o Will coordinate data and student services
- Data –
  - o PELL eligible students are scoring higher initially in Developmental Courses; but lower in completion than non-Pell eligible – need to identify where the process is stopping
    - ▪ Looking at major (transfer/certificate)
    - ▪ Eligibility could be an issue but AC doesn't have that data

- o Data reflects we are opposite our AtD cohorts
- Career Center Director Update
  - o Interviews in process
  - o Relationship between Poverty Initiative and Career Center (stackable credentials can get students in the workforce)
- PDHS seniors are working on average 37 hours/week
- Gates has hired an outside evaluator to look at ACE and PRO programs
- Need corporate sponsors to step up
- Trying to model Opportunity Conference set up with Super Navigators to connect students with resources - internal and external
- Expect the first year to have growing pains
- We could create a model for other schools which could be submitted for next Dream Institute

DEVELOPMENTAL EDUCATION (Dr. Tamara Clunis & Edie Carter)
Decentralized DevEd – asked each department to submit their intervention
- Academic Success
  - o Pre-enrollment initiatives
    - Refresher activities through the Learning Center
      - Offered through Continuing Education Course - $30; one in May and one in August
    - Piloting curriculum - do we improve student placement
- Reading
  - o Linking with gateway courses
    - 74-78 score may enroll directly into four gateway courses - case management advising
    - 66-74 score has same option with Reading II Tech course; students should take advantage of other tutoring services; focus on acceleration and targets
- Assessment
  - o ESL issue
  - o Provides better placement
- Math & English
  - o Course redesign – English uses a course template
  - o Developmental English course just beginning
  - o Math will incorporate online component so students become familiar with all aspects of course delivery
  - o Developmental advisors hired to contact students and provide better communication; use of flyers/posters
  - o Focused on redesign
- AISD is shocked at the number of developmental students; giving Accuplacer to every senior so they can development some type of refresher/pre-enrollment course(s)

WRAP UP
- These five initiatives are just the tip of the iceberg
  - o Much has been accomplished in just a year
  - o Foundation has been laid; now it's time to work
- AtD coaches overview
  - o Excited about where we are and our five interventions
  - o Very complimentary and supportive
  - o Call us a "shining star" among the groups they are working with

POLICY AUDIT (Bob Austin)

- Sent reminder last night to policy audit reporters who have not yet responded
- Received some responses this morning
- Encouraged group to take a few minutes to look the document over and respond
  - Bob will compile information
  - Should provide a good snapshot of what we are doing

NEXT MEETING: June 4, 2012; 1:00 – 2:00 p.m., Library 113 (cancelled)
NEXT MEETING: July 2, 2012; 1:00 – 2:00 p.m., Library 113