

# Core Team Meeting

January 7, 2013  
1:00 – 2:00 p.m.

## Minutes

**MEMBERS PRESENT:** Bob Austin; Dr. Mike Bellah; Diane Brice; Lee Colaw; LuLu Cowan; Cara Crowley; Patsy Lemaster; Dr. Russell Lowery-Hart, Dr. Paul Matney; Mark Rowh; April Sessler; Tony Thomas; Renee Vincent

Others present: None

Recorder: Joy Brenneman

**MEMBERS ABSENT:** Dr. Tamara Clunis; Sharon Doggett; Pam George; Melodie Graves, Ellen Green; Dr. Lana Jackson; Kara Larkan-Skinner; Danita McAnally; Charlotte Rhodes; Jeanetta Smiley; Dr. Kathy Wetzel

### INTERVENTION TASK FORCE UPDATES (Task Force Chairs)

- Poverty (LuLu Cowan)
  - Student Profile – still in research and discussion
  - Social Service Coordinator – going strong
    - Served 199 students as of December 2012
    - Nice article in AC Foundation newsletter by Joe Wyatt. Covered NENL, Trudy, and how to donate to the No Excuses Fund.
    - WTAMU student intern will start Jan17. She will be housed in the Student Service Center. She will help: identify and update student resources, connect students to resources, help keep records and data current, assist with the Benefit Bank, Food Pantry, and Family Assistance Center.
    - Trena Rider was hired as the AC Success Coach. She will work closely with Trudy to expand the AC Coaches/Champions mentoring program.
    - The Social Service Coordinator student referral form is now online and can be submitted online, in person or by e-mail.
  - Benefit Bank
    - Connie Chavez, Regional Coordinator has resigned. Position is currently posted.
    - 2012 Tax Update training is now available.
    - AC added two additional BB volunteers; Rita Wilson and Kelly Murphy. Trudy will be trained ASAP.
  - Retention Alert
    - Being used campus wide.
    - Additional training coming soon.
    - As of November over 700 alerts had been submitted.
- FYS – No report
- Tutoring (April Sessler) – See report attached to these minutes
  - Bob Austin made a motion that the committee name Dr. Kathy Wetzel and April Sessler as representatives to HR regarding the proposed tutoring levels of pay; Dr. Mike Bellah seconded. Motion unanimously carried forward.
  - Discussed budgeting for the tutor salaries as proposed in the report
    - Student success contingency funds
    - Include in departmental budget

- Co-op monies previously in Ron Faulkner's budget
- Course Redesign (Cara Crowley)
  - Meeting with Math Department January 10<sup>th</sup> to begin evaluation process Fall redesigned courses
    - Training with remaining Math faculty to be developed in Summer 2013 for department-wide implementation in Fall 2103
  - Meeting with Dr. Dan Ferguson regarding modifications and Fall 2012 re-pilot of redesigned English courses
    - Training for the remaining English faculty to be developed in Summer 2013 for department-wide implementation in Fall 2013
  - Still in re-design phase for history
    - Will visit with WT regarding their recent course redesign and assessment
- Developmental Education (Russell)
  - We have received a \$300K (two year) THECB grant to redesign reading/writing – integrating into one class
  -

#### **AtD COACH VISIT SCHEDULE (Dr. Russell Lowery-Hart)**

- April 1-2, 2013; coaches will be included in the in Core Team meeting and cabinet meeting that week
- Committee should bring ideas to that meeting with regard to what is needed from our coaches
- Ten faculty, Russell, and Dr. Matney will travel to Houston at the end of January to meet with Lee and Angelina Colleges
  - Will discuss and share best practices in the areas of Math, Science, FYS & DevEd
- Just finished FYS training with Coastal Bend College
- 

#### **SPRING OPENING WEEK ACTIVITIES (Dr. Paul Matney)**

- Mark Milliron, Western Governor's University – keynote speaker on Wednesday
  - Western Governor's University – affordable and focused on underserved students
  - Future of Higher Education
- Faculty meeting will follow
- Thursday – workshop on Strategies to Engage Across Cultures with Yvonne Ortiz-Prince (AVID) and departmental meetings as called
- 

#### **DATA SPECIALISTS (Dr. Russell Lowery-Hart)**

- Training held January 7, 2013
  - By the end of the Spring 2013 semester, faculty will have success data available that can be drilled down to their specific class
  -

#### **SPRING CORE TEAM PURPOSE (Core Team)**

- Will discuss at February meeting
- Need to get action items in place
- Determine ways to celebrate our small successes
- 

**NEXT MEETING DATE: February 4, 2013; 1:00 – 2:00 pm; Library 113**

No Excuses Tutoring Task Force Report to Core Committee  
December 2012  
Co Chairs: Dr. Kathryn Wetzels and April Sessler

The Tutoring Task Force co-chairs met with the Achieving the Dream coaches, IR staff, and cabinet members to review progress and receive feedback on November 12. Attached is a summary of the items discussed. The co-chairs then met with the Tutoring Task Force to share the coaches' feedback and recommendations and to formulate recommendations to be made to the Core Team for vetting, evaluation and action.

Summary of Coaches Meeting

Coaches were complimentary of work done so far, and suggested that the task force focus on 3 or 4 items this year in order to improve, expand, and appropriately scale tutoring efforts. As a result of the discussion, and with support of the coaches, the following initiatives were presented to and approved by the Tutoring Task Force. The Tutoring Task Force will assume responsibility for items # 1 – 3, with the Core Team's approval. Based upon recommendations of the AtD Coaches, items # 4 and #5, would require approval and intervention by the Core Team and cabinet level administrators, therefore we are submitting the following proposals:

1.) Tutor Training

Creation of a comprehensive tutor training plan that would ensure core competencies for all tutors, and also allow for specific, specialized training in each department. The training would be collaboratively designed by the task force members and others.

2.) Standard Data Collection, Accountability and Evaluation

We are also committed to researching and implementing best practices, accountability and evaluation as an important part of "Expanding Tutoring", and due diligence should be shown to evaluate and report tutoring practices and outcomes in order to ensure that tutoring efforts are directed at meeting the College's student success goals.

Each department will collect a core set of data to include:

- a.) ID numbers of each student who uses tutoring services (beginning Fall 2012)
- b.) Number of visits per student (beginning fall 2012)
- c.) Length of time spent with tutor (beginning fall 2012)
- d.) Course and section for which student receives tutoring (beginning fall 2012)
- e.) Whether the tutoring was mandatory or student driven (spring 2013)
- f.) Departmental assessment to evaluate effectiveness of the tutoring  
such as pre/post- test, student evaluation, grade improvement, survey,  
focus groups, etc. (spring 2013)

The Task Force will use this data to measure successful completion of the course (grade of "C" or better), retention, and progression to credit bearing courses from DE, but will need help from IR and/or Registrar's Office to compile the data and track the success of students who use tutoring services based on the information provided above. The math department is piloting software that can possibly be used.

3.) Enhance awareness and marketing of services to faculty, staff, and students.

College Relations has created materials to assist. The Task Force and each department that offers tutoring will develop plans in spring 2013.

4.) Consistent and Appropriate Compensation

There is a recurring concern regarding the challenges of recruiting and maintaining competent, effective, and dependable tutoring staff (peer, para-professional, and professional), and there are continuing inconsistencies in tutor pay across the campus(es). After surveying best practices at several other institutions, the Task Force recommends the following pay scale and qualifications for tutors in all AC departments and campuses, and that these guidelines be provided and included in any new grant proposals. HR will need to determine appropriate grade placement, but the Task Force members feel strongly that adequate compensation is crucial to being able to recruit, train, and retain tutors who are accountable and effective. These recommendations are, in essence, aligned with current pay levels, but provide more consistency for qualifications and pay scale. Level I, para-professional and professional tutor levels, including pay level described below are currently in place and funded. We are requesting the addition of

the Level II Peer Tutor, to align our pay scale, training and expectations with the best practices implemented at other colleges.

Level I Peer Tutor	Currently enrolled in 6 or more hours; received grade of “A” or “B” in primary course tutored; faculty recommendation; basic student employee orientation & training	\$9.00 per hour, up to 20 hours per week
Level II Peer Tutor	All qualifications of Level I, plus at least one semester of successful service and completion of Level II training/certification.	\$10.00 per hour, up to 20 hours per week
Para-professional Tutor	Part-time, classified non-appointed position; experienced tutor with at least 24 college credit hours; extended responsibilities such as SI leader, data management, supervision of other tutors or lab, etc. Complete level III training.	\$12.44 per hour
Professional Tutor	Part-time, classified non-appointed position; experienced and degreed professional (at least Associate’s Degree) completed Level IV	\$15 - \$18 per hour, based on education and experience

5.) Budget Stream

It is recommended that each department submit budget requests through the budgeting process to adequately staff tutoring areas to meet student needs. We understand that budgets must align with the College’s available resources, and requests were made and approved for student fees to help cover tutoring expenses. Therefore, we are requesting that a clearly defined process be developed to address necessary changes in services to meet fluctuating enrollment and student demand each semester.