

VPAA Council

May 4, 2016

Library 204, 1:30 pm

Summary

Members Present: Dr. Deborah Vess; Becky Burton; Dr. Tamara Clunis; Kim Crowley; Megan Eikner; Daniel Esquivel; Dr. Daniel Ferguson; Emily Gilbert; Toni Gray; Dr. Richard Pullen; Renee Vincent; Mark Rowh; Kristin McDonald-Willey; Heather Voran

Members Absent: Jill Gibson; Victoria Taylor-Gore

Others Present:

I. Minutes
Hold for next meeting

II. ACGM
Dr. Vess attended the ACGM Advisory Committee Meeting; there are a few items to discuss.

If there are unique needs courses taught at AC, formal permission from the ACGM is required. We cannot get funding for the courses that are not in the ACGM or in WECM. Unless there is a compelling reason to have a unique needs course, we don't want to offer the course, and we especially don't want them in the curriculum. In order to offer a unique course, a signed statement is needed from three schools stating that the course can be transferred to the school and to what area it will be transferred. Proof of a strong articulation agreement is another way to offer these courses. It is important that AC offer courses that transfer, especially those in the core. A comprehensive review of all courses is needed to make sure that criteria is being met. If a core course doesn't connect to a major at the university level, the student will have to take another course in the core. For example, the Humanities course has a large enrollment, but many universities do not offer it, and it cannot transfer to a student's major. Better student advisement showing which courses will transfer to a student's major at a university is needed. Discussion followed.

Dr. Vess would like to talk to some of the departments concerning their courses that may be on the list for deletion consideration.

Dr. Vess has looked into rules concerning changing the title or description of a course on ACGM or WECM. Deletions are not allowed, but additions may be done to the original titles or descriptions. Discussion followed.

III. Curriculum change requests

Dr. Pullen is requesting that advising for Pre-Nursing for the Baccalaureate program be moved from Dr. Biggers in Biology to Lyndy Shadbolt in Nursing. The program is also requesting that Pathophysiology and Child Psychology be deleted from the curriculum. These two classes do not transfer to most of the universities that AC students will attend. Life Span Psychology does transfer and can be used to fulfill the degree requirements.

Toni Gray will send the request from Eric Wallace in Criminal Justice for an A.A.S. degree clean-up in Criminal Justice. The department will add a line directing students who want to take Cyber Security classes to Carol Buse's area.

Mark Rowh will send the request from Wade Olsen in EMSP to take A&P I and College Algebra out of Paramedic certificate, but keep it in the A.A.S. degree and in Advanced Paramedicine. South Plains College does not require these two classes for their Paramedic certificates. This will allow our community firefighters and police officers to get their certificates.

Megan Eikner will send requests from Technology Education to remove local needs. These local needs have been used for years because there are not course hours available in WECM to use the block system built at Amarillo College and to use financial aid. She is hoping to bring the entire division block proposal for Spring 2017 to Dr. Vess soon.

IV. Technical Education Core

The East Campus and Academic Success will join forces in Technology Education. Tech Math and Tech Writing will now be administered by Academic Success faculty. Even though these are Level I courses in WECM, there is documentation through local assessment that these two courses are basic skills courses, and Tamara will be able to use Adult Education grant money to pay for the instructors, thus shifting two positions off of institutional funding. This move will free resources for other faculty needs. Tamara is bringing course cleanup and adding courses to submit for non-course based funding contact hour reimbursement to the table. Dr. Vess commended Tamara and Megan for thinking of what's best for the institution and not just their divisions. Dr. Vess also commended Tamara for her grant work; what she does with grants is genius. Tamara commented that if you have Level I certificates that are all WECM, come talk to her. Discussion followed.

V. Exception to Curriculum

For course exceptions and course substitutes, Dr. Vess has to follow Co-Board policies and cannot always sign off on all exceptions. Core curriculum requirements cannot be waived, nor can credit hours be waived. Credit hours may be substituted if the course substitution is a core course and plays a

similar role as the required course. For example we can't substitute a biology course for a math course. There are many requests to substitute a course for the Learning Framework (FYS) course. Most of the time this is a request for a student who is almost finished with their degree/certificate; this is a legitimate request. A student who has taken four or more terms should not have to take a freshman course. Since this is in the core, the course that is used as a substitution must be a core course or have five institutions that have the class in the core. FYS substitutions will hopefully become fewer as we get to the point where all new students are taking the class.

Another area for exception requests is at the major level. If the major or program director feels the course is an adequate substitution, Dr. Vess will sign the request, but it must be a related required course. While there may be a little more flexibility in these requests, there is still the need to stay in parameters. A Humanities course will not substitute for a STEM course, etc. Look at catalog years; is it possible to move the student to a different catalog year, and have that take care of the situation? We must do what is best for the student, while remaining in compliance with Co-board and AC policies.

At some point in the near future, Dr. Vess would like to look at the FYS course again; should AC continue with the one semester hour model or go back to three credit course? John Gardener has agreed to help AC with the FYS course. Emily brought up the need for more information literacy to be included in the course and would love to be involved in the FYS talks. Discussion followed.

In addition to the ACGM, there are also Learning Outcomes Committees. Dr. Vess will keep the council informed about the outcome changes because we will need to change our outcomes to match the updates from the committees. There will be a new set of updates in fall. Also there are statewide task forces looking at fields of study such as Music, Architecture, and Mexican-American studies. AC needs to examine the field of study issues carefully. Putting students in a FoS could help with transfer issues. We need to keep up with what Co-Board policies do and do not mandate. Right now the biggest challenge is keeping up with all of the legislative mandates. Discussion followed.

VI. Block Scheduling

Success rates for both 8- and 16-week classes and course blocks need to be examined. Please remember that there is a state mandate for block scheduling; those who volunteered their programs for Fall 2016 need to make sure they are ready to be delivered as blocks:

Welding

CNA

PCT

ADN-Night

We will need to track the classes to make sure they are filling. Also, with each semester, the state will want more new Career and Technical Education program blocks.

During the departmental meetings, Dr. Vess was asked some good questions concerning Guided Pathways. Becky has done a brilliant job with the blocks, but right now registration for blocks is slow. New students are typically the ones who will fill the blocks, and they have not starting registering in full force as of yet. There is a clear plan for populating blocks; this is going to work. If you look at the schedule, do not leap to conclusion that there will not be students. We also have shadow sessions for students who do not need the block.

As we move toward the Spring 2017 schedule, we will need to have 80% of the schedule in 8-week course format; all departments need to work toward this goal. We need 50% of the Fall 2016 schedule to be in 8-week course format, and this goal has not yet been met. Please look at your area and see if you can add something for an 8-week class.

All departments need to look through the courses descriptions and clean up their areas. For example, the Accuplacer is no longer used at Amarillo College; replace this exam with the TSI. Also, remember that we cannot offer a program until the state approves the program.

All divisions have large portfolios, but there is need to keep a close eye on the schedules, i.e., make sure that adjunct faculty are not teaching more than nine hours; look at the courses that are listed, and make sure that the faculty member listed as instructor is correct, etc. Please watch registration numbers and if more courses are needed be ready to add them to the schedule. We shouldn't have to rely on the Advising Center to let us know that we need a course.

There have been some questions concerning the final exams for both 8-week and 16-week courses. The final exam schedule is conflicted, and has been for a while, but it is not because of the 8-week schedule. While most classes have no conflicts, Dr. Vess wanted to seek the faculty's input on the situation. She recently sent a survey to faculty asking their opinion of a 90-minute final compared to a two-hour final exam schedule. In the future, we can advocate for a different final exam schedule, but for now students will need to work with their instructors if a problem arises. Discussion followed.

Another area of concern is the timing of the Student Evaluations of Instructors (Class Climate). Some faculty feel the evaluations shouldn't be sent to students early in the semester. Dr. Vess would also like to find a way to make a student take the survey or opt out of taking the survey before they are able to view their final grade. Heather said that evaluations can be done

through Blackboard, but an opt-out would have to be tied to each individual class; the instructors would have to go in each one of their classes and enable the opt-out. Since students can see their final grade either in WebAdvisor or in Blackboard, it wouldn't solve the whole problem. Dr. Vess will get a task force together to see about alternative tools for instructor evaluations and timing issues. Discussion followed.

VII. Budgets

There are still some minor issues to correct with the 2016-2017 budgets. There have been some issues with budget amendment procedures for this budgeting year; some amendments that we thought were permanent no longer are permanent. Please make sure that when you add money to one area, you decrease it in another area. This will make for a budget neutral fix. We have been told that there will be no increases in personnel. Some areas are trying to build new programs this upcoming year. Adjunct faculty will need to be used for these programs until the revenue is generated. If we have the revenue, we can try to add lines in the future. Moving forward, we must stay in our boundaries and find new ways to do things.

The Truck Driving program is one of the biggest revenue projects. We are deploying the program on different campuses, and our branch campuses have to have full-time faculty for the program. There has been a request that instead of having four adjunct faculty, we use two full-time faculty. When you look at this part of the budget, it looks like truck driving has an increase in the budget, because Megan is paying for full-time instructors, instead of the part-time instructors coming from Dr. Vess's budget. Truck Driving makes enough money to pay for this budget-neutral switch. Discussion followed

VIII. Paychecks

Dr. Vess would like the deans to have their faculty and staff check their paychecks. There were some issues in payroll this month. Sarah has been fantastic in working with payroll; she has gone over to payroll and sat with them to get the FWA done properly, but there have been software issues in E.O.D., and some people did not get paid properly. If someone does have a concern, please have them contact E.O.D.

IX. Team Work exercise

Dr. Vess noted that there needs to be an emphasis on team work at the college. With our No Excuses 20/20 initiative, the whole college has to work together. She asked that everyone write down five things that are good about the VPAA team, five things that we must get done together (goals), and five things that we are doing that we need to stop doing. The results are listed below:

Good:	<ol style="list-style-type: none"> 1. Approachable 2. Knowledgeable 3. Organization 4. Authority to act 5. Visionary 6. Collegial Atmosphere 7. Work Ethic 8. Energy 9. Buy in of Strategic Plan 10. Share Learning 11. Student Success
Goals:	<ol style="list-style-type: none"> 1. Block Scheduling 2. Pathways 3. Student Success 4. Advising 5. Strategic Plan/improve Performance <ol style="list-style-type: none"> a. Remove/align resources to maximize performance b. Success 6. Recruitment 7. Messaging/communication 8. Follow-up
Stop:	<ol style="list-style-type: none"> 1. Initiative Fatigue 2. Not knowing what others do/unique struggles of branch campuses/referring to WSC as “Main” campus 3. Not coming together first/triangulating 4. Sharing appropriate VPAA information with departments 5. Connections to Strategic Plan 6. “Things will change again tomorrow” attitude/stop fighting the Strategic Plan 7. Have more fun 8. Stop assuming/communication 9. Baggage

Discussion followed.

Meeting adjourned 4:31 pm