

PRESIDENT'S CABINET MEETING

November 15, 2016

MINUTES

CALLED TO ORDER

9:03 am on 11/15/2016

ADJOURNED

11:25 am on 11/15/2016

MEMBERS PRESENT

Bob Austin, Lyndy Forrester, Steve Smith, Russell Lowery-Hart, Deborah Vess, Mark White

MEMBERS ABSENT

Cara Crowley

OTHERS PRESENT

Keven Ball, Joy Brenneman, Tracy Dougherty, Kathy Dowdy, Collin Witherspoon

DISCUSSION:

<p>1. AC FOUNDATION</p> <p>One of Mark White's main goals is to raise funding for the college and to raise the profile of the Amarillo College Foundation and its executive directors. He has noted some confusion as to their role and reporting structure. Faculty and staff have come to Mark first rather than the Executive Directors, Kathy Dowdy and Tracy Dougherty. While Kathy and Tracy are Amarillo College employees in many ways, in reality they report to the Amarillo College Foundation Board which also pays their salaries. The AC Foundation has a personnel sub-committee consisting of Mark White, Trevor Caviness, and Paul Clark who manage the personnel for the Foundation and who will set goals for the Executive Directors and perform their evaluations. AC provides space, accounting services, IT services, and ¾ of the salary of one staff assistant position. Foundation accounts are charged 1% to fund the salaries and benefits of these employees.</p> <p>Because AC has many new employees, Russell and Mark will send an email to the entire campus to clarify these roles and encourage faculty and staff to work with Kathy and Tracy on day-to-day operational needs. If necessary, Kathy and Tracy can then send requests on to Mark.</p> <p>Kathy and Tracy meet with Mark and Russell every other week and may utilize the WIFFY report and cabinet communication points to keep up-to-date. Mark will keep them informed of any Cabinet discussions and priorities. This will help them to address rumors in the community, match donors with institutional needs, and be well-informed as they talk to potential donors.</p> <p>The mission of the Executive Vice President is to raise large amounts of money. The Foundation staff and expertise of their Board will be helpful as this grows. The Board is comprised of community leaders who are very engaged and AC will do well to tap into their expertise.</p>	<p>Dowdy, Dougherty, & White</p>
<p>ACTION ITEMS</p> <p>Mark and Russell to send out email. Get organizational chart on the webpage.</p>	<p>Mark, RLH</p>

<p>2. LEADERSHIP REPORT CARD (TRANSFER)</p>	<p>Witherspoon</p>
<p>Collin will present Developmental Education data to the Board of Regents at tonight's meeting. He compared Spring 2015 success data (52%) in 16-week courses to Spring 2016 data (66%) with 8-week courses that are now in place. Implementing 8-week courses has resulted in increased success rates.</p>	

DevEd is focused on keeping borderline students out of DevEd when possible using other interventions. 78% of students in true need of developmental education are completing the courses. Partnering dev ed courses with credit bearing blocks helps students do well as they see themselves making progress.

Transfer data is only filtered down to students who want to transfer. Retention rates for these students are above 50%. Retention rates for Hispanic students are above 50%, and the rates for African American students are improving.

Persistence percentages are going up but there is only two-years of data as Fall 2016 is not available yet.

- Need to follow cohorts; the rates from the 2013 cohort to the 2014 cohort increased
- Need to look at three years of data and break down by race, gender, and ethnicity
- Data now shows that most students are lost in the first semester but this may include students who complete a Level I certification and do not return for more education

Completion equals a student who graduates or transfers. These rates are not going up. We have good retention and decent persistence but students are not graduating or transferring and are leaving with no credential or desire to continue. Hispanic students are not transferring at the same rate as white students.

ACTION ITEMS

n/a

3. RANK AND TENURE COMMITTEE

Vess

There is a membership issue in filling this committee under the current policy which prohibits Department Chairs and Program Coordinators/Directors from serving and requires that members on the committee have been through the rank and tenure process themselves. Some divisions/departments do not have faculty who meet the criteria and are therefore not represented. The Center for Teaching and Learning, the Library, and the East Campus are especially affected by this policy. Proposed changes to the policy will insure that all division are represented. It will propose an election that mirrors what is done for faculty senate representation with an alternate selected in the case the representative needs to recuse himself/herself. It will allow faculty who have been at AC for at least 4 years to serve, but will still exclude Department Chairs. However, if no one meets the criteria, a department chair may serve without a vote. Program Coordinators/Directors will be allowed to serve.

Full minutes of the committee's meetings may not be posted due to confidential information discussed, but it was suggested that a written report be kept about the deliberations and recommendations in order to track records. These changes have been through Faculty Senate and the Policy Committee without any concerns.

ACTION ITEMS

Forward recommendations on to the Board Policy Committee. Mark will get with Anette and may put on January agenda for approval.

Deborah, Mark

4. INTENTIONAL TRANSFER PROCESS

Lowery-Hart

Cabinet members were put into teams of two and given instructions to find and register for classes that will transfer to WTAMU – go to AC's website, find courses for the first semester, find out who to talk to, and where classes are. Then go to WT's website and compare. Are there structured pathways to WT? How difficult was it to find information? Aspen data reflects that every time one more thing is added to the list of things a first generation student must do, the likelihood of them quitting goes up.

The cabinet reported these roadblocks:

- As a new student, too many things to do and quit looking
- Screens did not lead to each other
- Could not figure out if courses transferred to WT
- No breakdown by semester requirements; for example, Engineering just has a list of all required courses

- Course selection takes a student to the portal

WTAMU's site was easier to navigate. Linked to careers, listed student outcomes with clear expectations, and included a cost calculator.

Questions raised:

- Who teaches students how to navigate the website?
- How do students know what to do next?
- What is our transfer plan?
- What programs have the best transfer rates and why?

There is a gap between what students say they want to do and what they actually do. The FOE survey revealed that our students don't know much about transfer. There needs to be more systemic connection between AC and Texas Tech and AC - WT. Students need to be connected at the front end and talk about their transfer plans with advisors, coaches, faculty, and staff. "What's your plan?" should be the question we ask our students rather than "what is your major?"

The College Colors Fridays is a hit but may need to consider moving it to another day when more students are on campus.

It was noted that AISD is focusing on AP because they get accountability points. Bushland has asked AC to have a registration event at their school. Some universities limit the number of AP credits a student can transfer in. Dr. Wendler is ready to work with us and the ISD's on transfer and Russell is meeting with Dr. Wendler (WT), Dr. West (AISD), and Mr. Flusche (CISD) each month.

ACTION ITEMS

Not discussed

5. ENROLLMENT UPDATE

Austin

The headcount today is identical to the 3-year average.

ACTION ITEMS

n/a

6. BRAGGING ON EMPLOYEES

Cabinet

n/a

ACTION ITEMS

7. COMMUNICATION POINTS

Forrester

Not discussed.

ACTION ITEMS

Lyndy will send email.

Forrester

8. POSITION JUSTIFICATIONS

Cabinet

n/a

ACTION ITEMS