

# PRESIDENT'S CABINET MEETING

October 17, 2017

## MINUTES

### CALLED TO ORDER

9:06 am on 10/17/2017

### ADJOURNED

11:20 am on 10/17/2017

### MEMBERS PRESENT

Bob Austin, Tamara Clunis, Cara Crowley, Lyndy Forrester, Russell Lowery-Hart, Denese Skinner, Steve Smith, Mark White

### MEMBERS ABSENT

Kevin Ball

### OTHERS PRESENT

Joy Brenneman, Collin Witherspoon

### DISCUSSION:

| 1. DATA   | Witherspoon |
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| <p>Mr. Witherspoon gave a quick update on the success rates for the first 8-weeks with only 1% of grades outstanding. The results are strong: overall success rates were 80%; developmental education was at 75%, and gateway courses at 80%. It was noted that some sections of DevEd are state funded. Some of the gateway courses may need to come off the list as they are no longer high enrollment with high failure rates. These courses have undergone course redesign with imbedded faculty professional development and now have high success rates. It was suggested that the original list be kept for historical purposes and Achieving the Dream data and a new list be created with courses slated for redesign and tracking. MATH 1314 and 1414 now have success rates of 76% and 73% respectively. BIOL 2401 – Anatomy and Physiology is still low at 53% but is currently undergoing a course redesign and is no longer offered online. The data reflects that the 8-week course format is driving increasing success rates. Most first-time in college (FTIC) students are enrolled in 8-week courses.</p> <p>Mr. Witherspoon then showed a comparison of GPA's for 8-week versus 16-week courses and reviewed those with a statistically significant increase. These were only the courses that had both 8-week and 16-week being taught at the same time. Although, the thought has been that success rates for 8-week courses might increase but GPA's would be lower, the data reflects that is not the case. Data from the first 8-week courses in Spring 2017 reflected some that had statistically significant higher GPA's when compared to the same 16-week course. Both GPA's and success rates are lower in the second 8-week courses, however this is improving over time with better course sequencing and students' ability to manage the 8-week course structure. He also compared course success rates (not GPA) in these categories with the same results. There is a need to determine why second 8-week course success and GPA's are lower, but this may adjust as the college moves towards more 8-week classes. Dr. Clunis will work with Mr. Witherspoon to pull together student focus groups to try and determine why second 8-week course success is lower. He will also look to see if the students with lower scores are taking both 8-week and 16-week classes.</p> <p>This data will be used to address faculty concerns regarding 8-week versus 16-week courses.</p> |             |
| <b>ACTION ITEMS</b> <ul style="list-style-type: none"><li>• Dr. Clunis will schedule a meeting with Mr. Witherspoon to discuss gateway courses and student focus groups.</li></ul>  | Dr. Clunis  |

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| <b>2. BUDGET PROCESS</b>  | <b>Smith</b>               |
| <p>Mr. Smith reviewed the 2017 Budgeting process and items that worked well and what might need to be improved in the next budgeting cycle. The need for budget manager training was discussed.</p> <p>Mr. Smith brought to the cabinet a concern for how mid cycle pay raises were being funded in budget amendments received after the budget was approved and finalized. When a pay raise is given the effect of that raise is long term and extends into future budget years. Using a short term source to fund that raise such as supplies, travel, or capital are only able to pay for that raise in the current year. An example was provided to cabinet showing how a raise in the budget using supplies and capital is budget neutral in the current year but not in future years. The example showed that the raise continues into future years while the offsetting cuts do not continue into the next year as supplies are handled using 5 year averages and travel and capital are granted yearly based on need.</p> <p>Mr. Smith recommended that the general plan for raises was to continue with an annual merit pay raise unless a promotion takes place into an existing but vacated position or for educational attainment. If mid-year raises outside of these exceptions takes place then the amounts would have to be deducted from the merit pot for a department, division or the college as a whole to fund the raise in future years. It was discussed that in the past two years, significant progress had been made to bring salaries and wages up, however the budget does continue to have pressure and has to be managed conservatively. Continued raise requests after giving back to back 3% raises as well as other compensation plan changes is causing pressure on the contingency fund that could impact our ability to handle unplanned items.</p> <p>Mr. Smith also recommended that the formal job audit process through EOD should be followed rather than submitting a 310 and a budget amendment for additional duties. Mr. Smith also recommended that the cabinet formalize a job offer process. Communication of raises and promotions should be made using an offer letter from EOD so that promises would no longer be made directly from a supervisor to an employee without first securing approval from EOD and budget verification.</p> <p>Mr. Smith discussed looking for an online solution to workflows for preparing, submitting, reviewing and compiling budget worksheets. More information to come at future cabinet meeting as software demos continue.</p> |                            |
| <p><b>ACTION ITEMS</b></p> <ul style="list-style-type: none"> <li>• Bring all requests for raises to Cabinet first</li> <li>• Limited use of budget amendments</li> <li>• Provide budget training to budget managers along with their administrative assistants</li> <li>• Mr. Smith will continue to look at online solutions for the budget worksheet workflow automation.</li> <li>• Ms. Forrester to look at best practices</li> </ul>  | <p>Smith<br/>Forrester</p> |
| <b>3. SAFETY PLAN</b>   | <b>Forrester</b>           |
| <p>All Cabinet members will be required to complete the FEMA online training by January 1, 2018. Ms. Forrester sent an email with two links. The first will give the user an SID number. Cabinet members were encouraged to print off this card, log in, and change their password. New completion certificates will be needed for all Cabinet members.</p>   |                            |

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| <b>ACTION ITEMS</b>  | <b>Forrester</b> |
| <ul style="list-style-type: none"> <li>Ms. Forrester will present information on the college's safety plan at the next No Excuses 2020 meeting.</li> </ul> |                  |

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| <b>4. ENROLLMENT UPDATE</b>   | <b>Austin</b> |
| <p>Mr. Austin provided an email to Cabinet members prior to the meeting. Head count and credit hour are up but contact hours remain down compared to last year at this time. These numbers are adjusted every day for students who have dropped courses. For state funding, the college needs to determine the best two census dates to accommodate the 8-week course format. Mr. Austin thinks we have solution to propose to THECB and will also work with Mr. Smith who is working with the Legislative Budget Board. Dr. Lowery-Hart is having dinner with members of THECB on October 25 and asked Mr. Austin to provide him with talking points for this meeting.</p> <p>The work done by Communications and Marketing, Advising, and Enrollment Management has resulted in additional enrollments for the second 8-week courses.</p> |               |

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| <b>ACTION ITEMS</b>   | <b>Austin</b> |
| <ul style="list-style-type: none"> <li>Mr. Austin to provide talking points to Dr. Lowery-Hart</li> </ul> |               |

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| <b>5. BRAGGING ON EMPLOYEES</b>  | <b>Cabinet</b> |
| <p>Ms. Skinner – Ruth De Anda who was the MC for the DACA presentation and her handling of a vocal attendee; the Diversity Committee's good work on Hispanic Heritage Week<br/> Ms. Forrester – Ina Fiel for her hard work and many hours spent getting Cornerstone implemented<br/> Dr. Clunis – Tina Babb for her work pulling SACS documentation from old flash drives, laptops, etc. and putting it into a searchable format</p> |                |

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| <b>6. COMMUNICATION POINTS</b> | <b>Forrester</b> |
| Not covered                    |                  |
| <b>ACTION ITEMS</b>            |                  |
| n/a                            |                  |

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| <b>7. POSITION JUSTIFICATIONS</b> | <b>Cabinet</b> |
| None                              |                |
| <b>ACTION ITEMS</b>               |                |
| n/a                               |                |

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| <b>8. OTHER DISCUSSION</b>   | <b>Cabinet</b> |
| <p>It was noted that South Plains College spent \$7M each for dorms on their campus. The cost of upkeep for these is not known at this time.</p> |                |
| <b>ACTION ITEMS</b>  |                |
| n/a  |                |