

# PRESIDENT'S CABINET MEETING

October 19, 2018

## MINUTES

### CALLED TO ORDER

12:05 pm on 10/19/18

### ADJOURNED

2:40 pm on 10/19/18

### MEMBERS PRESENT

Bob Austin; Kevin Ball; Tamara Clunis (via phone); Cara Crowley; Russell Lowery-Hart; Denese Skinner; Mark White

### MEMBERS ABSENT

Lyndy Forrester; Steve Smith

### OTHERS PRESENT

Joy Brenneman; Collin Witherspoon

### DISCUSSION:

1. DATA	Witherspoon
<p>Mr. Witherspoon reviewed the data again regarding students who complete 30 or more hours their first year, including developmental education hours. These students complete at the highest rate, and the rates go down from there. There is a 20% drop in completion rates for the next group of students. Students continue earn too many hours before getting their degree, with an average number of hours of 80. He separated out DevEd and FTIC students. Students in DevEd are consistently taking 12 to 18 hours of courses, so Mr. Witherspoon looked at those completion rates. DevEd completion rate is 28% compared to 41% for non-DevEd students. There is a strong correlation between being in DevEd or not and completion. It appears that students who are taking DevEd courses are not taking anything else. Non-developmental students are the students who take the greater number of courses. The data reflects that developmental education course requirements are pushing students toward non-completion. This remains consistent in every cohort. Students not in developmental courses are much more likely to complete. The largest number of developmental education students who do complete take 24 to 30 hours each year. The data in every cohort is the same.</p> <p>Only 30% of the 2017 FTIC cohort earned more than 24 hours the first year which is comparable to the 2015 cohort. The issue remains the same; most student are enrolled in only 12 -18 hours for the year, even though the majority of DevEd students are only taking one developmental education course.</p> <p>Cabinet discussed ways to get this message out to student and families. 80% of these students are 19 and under. It will need to be imbedded in every conversation – not just in advising and will require a change in culture. Mr. Ball noted that the next marketing campaign will include the themes “Success Is – Full-Time” and “Success Is – Tutoring.” Full-time enrollment is fundamental to success for THRIVE students who must complete in three years. It was noted that there was not as big a drop between this Fall’s first and second 8-week sessions as in the past, so the message is beginning to be heard.</p> <p>Ms. Skinner requested an infographic to help get this message out. High school students and counselors will need to understand the importance of full-time enrollment. The Master Schedule should help students accomplish this. The message should be that students should take a least two classes in each 8-week section. A roadmap still needs to be developed.</p>	

Cabinet then continued the discussion regarding moving to the co-req model and away from DevEd. Some faculty still have concerns over loss of jobs or beliefs that students will not be successful without developmental education outside of a co-req class. The states of Tennessee, Florida, Ohio, and California have successfully moved to this co-req model. Mr. Witherspoon will look at data from these states. Dr. Clunis noted that in Tennessee the first round of data reflects that more students are getting through these courses than prior to the implementation of the co-req model. It will be necessary to affirm that people's roles may be shifting but that jobs are not in jeopardy. Developmental education leadership is on board with these changes. The co-req model has been implemented at the East Campus and in math courses.

**Action Items:**

- Cabinet supports being proactive with these changes knowing that the state is moving towards getting rid of developmental education
- Remove barriers that are created by our policies
- Ensure students are not being held back due to development education
- Place students who are not TSI complete in a co-req course surrounded with support
- Expand tutoring
- Consider a data summit to engage key personnel, explain the data, and craft the message
- Dr. Clunis, Mr. Austin, Mr. Witherspoon, Ms. Skinner, and Mr. Ball will map out a timeline and identify key personnel looking towards a data summit in January and bring back to Cabinet
- Mr. Witherspoon will discuss the DevEd data at the next Board meeting and note that AC's developmental education success rates are increasing but not at a rate high enough to have impact

**2. ADULT STUDENTS**

**Austin**

Mr. Austin and others have been looking at adult enrollment and if the college is structured appropriately for adults who want to enroll at AC. They first looked at enrollment in programs that had a median age greater than 28 and identified some in BSET courses, Child Development, CMA, Medical Data Specialist, Mortuary Science, Surgical Technology, Visual Arts, Drafting, and Interior Design. Next they looked back at Fall 2014 through Fall 2018 to determine whether or not there had been any changes in the number of courses offered in the evening at the Washington Street Campus. Nothing significant has changed. Enrollments are fairly robust with a five-year average of 2,557. The format of the classes has changed with the move to 8-weeks.

Next, enrollments were reviewed to determine if these courses were at capacity:

- BSET: 77%, offered all day and online
- Child Development: 52%, offered in the evening and online (jobs are available in this field but don't pay a living wage)
- Clinical Medical Assistant: 40%, small program with courses offered during the day and online; 26 students enrolled in Fall with a capacity of 65
- Medical Data Specialist: 62%, courses offered during the day and online, 311 students with a capacity of 500
- Mortuary Science: 70%, capacity is higher than the enrollment, all courses are online
- Surgical Technology; 76%, 90% of courses offered during the day, 195 students with a capacity of 255
- Drafting: 79%, courses offered in the afternoon and evening, 154 enrollments with a capacity of 196

Looking at the overall enrollments, the college is losing adult students with a big change in the 22 to 64 year-old age group. Historically, when employment is good, enrollments are down and vice versa.

Cabinet noted that if graduates in certain fields such as technology were available, more companies would come to Amarillo. They discussed what an adult college would look like and what programs might be offered. It will need to be determined if these are the best options for adult students. All courses should be available at the same location, e.g. Washington Street Campus.

**Action Items:**

- Dr. Lowery-Hart requested that Mr. Austin and Mr. Ball be added to the VPAA council agenda to begin building and marketing an adult college in the evenings

**3. STUDENT SERVICES BY ENROLLMENT**

**Skinner**

Ms. Skinner discussed which services were available to certain student groups and offered a draft policy proposal. She had an inquiry from a high school counselor about which services were available to dual credit students. All services are available to academic students who pay the full fees. This extends to students receiving stackable credentials leading to a certificate. Dual credit students do not pay fees and therefore, only have access to academic services. Students in the Diplomas and Degrees program would also have access to career services. Continuing Education students pay fees and are entitled to services such as an interpreter through disAbility Services. Grant funding for these services would need to be determined on a case-by-case basis depending on the grant.

Ms. Skinner also presented her Student Affairs Annual Report. Her goal with this report is to quantify what Student Affairs does. She asked her departments to brag on their high points and accomplishments. It also covers staffing changes, professional development, community service, and student accomplishments. Mr. Witherspoon helped her create a success matrix for tracking the students with whom they work.

Student Life is working to create a better way of tracking student involvement. Currently, they only use sign in sheets. The Counseling Center and Testing Center have the best data. They will join a national organization to obtain data from other schools about the crises counseling center students face.

Ms. Skinner noted that she is very pleased with the success rate for the Peer Tutoring Center. The tutors are now close to 96% with use of time. The Center's supervisor, Deanna Giasson, also provides tutoring in addition to her other duties. The report shows the courses where students need help and Ms. Giasson will begin looking at days and hours of use and begin staffing for those times.

This report is a tool to measure Student Affairs and gather data to get a good picture of what is happening in the division. The College has a multitude of services to support services and students who take advantage of these services are more successful. Ms. Skinner announced that Sherry O'Daniel will be the new coordinator for disAbility Services

Cabinet had no concerns with Ms. Skinner sharing this report with the college.

**Action Items:**

- Ms. Skinner will email the draft of the student services policy to Cabinet and discuss again on November 13.

<b>4. OTHER DISCUSSION</b>	<b>Cabinet</b>
Dr. Lowery-Hart asked Ms. Skinner and Mr. Austin to meet with Mr. Smith to further explain the gaming discussion from October 16.	