

# PRESIDENT'S CABINET MEETING

October 1, 2019

## MINUTES

### **CALLED TO ORDER**

9:04 am

### **ADJOURNED**

11:07 am

### **MEMBERS PRESENT**

Bob Austin; Kevin Ball; Tamara Clunis; Tiffani Crowley; Cheryl Jones; Russell Lowery-Hart; Denese Skinner; Mark White

### **MEMBERS ABSENT**

Cara Crowley; Steve Smith

### **OTHERS PRESENT**

America Adame; Stephanie Brackett; Joy Brenneman; Gerek Buford; Becky Burton; Art Cardona; Amber Hamilton; Dwayne Higgs; Jamie Moore; Tommy Morrison; Kelly Murphy; Will Ratliff; Cynthia Terry; Collin Witherspoon

### **DISCUSSION:**

1. PLI CULTURE GROUP	PLI
<p>Mr. Ratliff had each member of this team introduce themselves. This PLI group studied the culture of the college and is making recommendations on for improvements. A survey was sent to 2100 employees; 272 (13%) responded, but it was noted that the email list included people who are no longer at AC. The breakdown of responses was 30% FT faculty, 53% FT staff, 10% PT faculty, and 7% PT staff.</p> <p>Mr. Higgs reviewed answers to questions asked in the survey.</p> <ul style="list-style-type: none"><li>• Is there a culture or teamwork &amp; cooperation across the organization?<ul style="list-style-type: none"><li>○ The majority answered "good" to "very good."</li></ul></li><li>• Are you satisfied that your work...is helping impact the Amarillo community?<ul style="list-style-type: none"><li>○ Again, the majority answered "good" to "very good."</li></ul></li></ul> <p>Respondents were asked to list three words that best describe the culture at AC. Those that stood out included "student-focused, helpful, success, caring, friendly, family, and innovative." All groups listed "caring" and part-time staff listed "accommodating" in their top descriptive words.</p> <p>Mr. Buford reviewed words that came up when asked about challenge areas that exist. Those included "territorial, disconnected, hostile, divided, fake, and uninformed." Focus groups expressed a need to feel valued, need for better communication, and ground-level opportunities for input. They feel there is inconsistency in staff involvement and continued silos with divisions between departments, faculty and staff, and campuses.</p> <p>Ms. Brackett presented the team's recommended action items.</p> <ul style="list-style-type: none"><li>• Enhanced Supervisor Training and Evaluation to allow staff to be involved in campus activities and feel valued, ways to improve communication with staff, and a process that allows for feedback from employees to their supervisors</li><li>• Consistent staff involvement across the board to include part-time staff<ul style="list-style-type: none"><li>○ It was noted that part-time now have free access to the Carter Fitness Center</li></ul></li><li>• Give all stakeholders a chance for input/feedback by including ground-level staff on major decisions, creating a suggestion box, and using focus groups for problem-solving.</li><li>• Expand Q12 for all departments which will help uncover problem areas and help departments work toward solutions. The cost would be approximately \$12 to \$15K every other year for non-faculty.</li></ul>	

Mr. Ratliff noted that, because this was an anonymous survey, it is not possible to tell which departments had the negative responses. However, the survey responses were overwhelming positive.

The number one thing that can be done without using Q12 is supervisor training and supervisor evaluation. Ms. Jones stated that HR is aware of the need for supervisor training. They are in the process of finishing up work on policies and will then begin to design trainings for supervisors, evaluations, and culture.

**Action Items:**

- Creation of trainings.

## 2. FYS DISCUSSION

**Burton  
Witherspoon**

Mr. Witherspoon reminded Cabinet of the previous discussion which looked at issues with the current FYS course and plans to make it more community based.

Becky Burton noted that Amy Pifer was hired over the summer as the FYE coordinator. She has been researching FYE and looking at other colleges. A team with members from each community has been created to determine how their relevant information can be inserted into the course. They will meet in two weeks.

During the Fall semester approximately 700 students take an FYS class and 350 during the Spring. Most FTIC students do not take the course in their first eight weeks but do take it sometime in the first year. It is only required for students in transfer programs. Prior students, those who already have a degree, and those with over 30 hours are not required to take FYS but have the option to create a portfolio instead which builds their resume online. Students who may initially declare an A.A.S. major and then change to an A.S. because they didn't get into their program are then required to take this course in their last semester. Requiring FYS for all FTIC students has been discussed to solve this issue.

The redesigned FYS course will be more career and community focused and allow the success teams to work within the class. It will mix study skills with career discussions and will not be a time burden for students. It should focus on experience, process, and connections rather than assignments and allow students to get a good sense if their career choice is the right one for them. Beginning in the Spring, the course will be designed in-house and be more appropriate for AC students. Staffing and scheduling to provide enough sections will need to be determined. This course could have the greatest impact on retention if required institutionally. Currently, the plans are to offer at least one section for each community with other generalist courses that will filter in the student's specific community assignments. To serve all FTIC students, 60 sections would be required, and the college does not have the capacity for this or to raise caps. It was suggested that this could be piloted with one group of students and then scaled to the most "in-need" communities.

Faculty whose students are most impacted will be involved and advisors will need to put these students into the appropriate FYS course.

Ms. Burton reported that the Co-Board is encouraged by the college's work in this area and especially with the Success Teams. They are planning to send some people to the college to look at this.

**Action Items:**

- Mr. Witherspoon will determine which communities have the greatest number of FTIC students and get that information to Ms. Burton. He will also provide the number of FTIC students in each community.
- Next summer, Ms. Burton, Ms. Pifer, and Mr. Witherspoon will bring this topic back to Cabinet to present changes, expansions, success, etc.

**3. SIGN NEW CONFIDENTIALITY AGREEMENTS****White**

Cabinet members were asked to sign updated agreements.

**Action Items:**

- None

**4. TRANSFER****Health Science majors completion and progression****Clunis  
Skinner**

Ms. Skinner and Dr. Clunis presented information on the completion and progression for health science majors. Most declared majors do not earn their credential because they do not get into the program.

**Contributing Factors include:**

- Current onboarding which operates on the premise that a student will get in to their program.
- There is no systemic way to follow up on student progression; current plan is designed to put them through the prerequisites, but then they get lost after the initial set ups which may imply that they will get in program.
- There is no follow up or fall back plan when a student does not get in the program; students keep taking additional courses and don't transfer.
- Transfer partners have limited capacity; may need to consider online programs at UT Arlington and Western Governors as well.
- AC's curriculum is not transfer friendly; currently MATH 1314 is not required at AC but is required once a student transfers; the current curriculum sequence puts the most difficult courses in the first three eight-week classes; Medical Terminology was integrated into program curriculum a few years ago and is not required by AC. but is at other institutions. i.e. "WTAMU for health science majors BA/BS." A&P is one of the most difficult courses for any student to take their first semester. As a result, this course becomes a gatekeeper course that impacts our equity and student completion goals. Dr. Clunis' team is working on this issue in the curriculum. Medical Terminology has been redesigned and is taught on this campus in an 8-week format.
- Students declare health science programs, especially nursing, because they have heard they can make good money, but don't really know if that is a good career choice. A suggestion was made that students who have worked in the field, as CNA's, etc., be given extra points on the application.
- Current onboarding protocols do not assist the students with discovering the breath of careers available in health sciences.
- Weak transfer relationship with WTAMU.

**Proposed solutions:**

- Reimagine new student advising and onboarding for those declaring health science as their major.
- Equip advisors with data and information tools to communicate the situation to students and provide a realistic road map for all other options and other transfer institutions; shift mindset to transfer as well as the terminal credential at AC.
- Redesign the curriculum sequence to put A&P later in the course sequence.

- Add MATH 1314 back into the curriculum; AC also offers the statistics class required by WT
- Look into the possibility of co-enrolling students into WT's Medical Terminology for Healthcare Providers; course could be taught on the AC campus, but will need to determine the cost to students and financial aid implications; co-enrollment would also give AC additional success points and facilitate transfer. Dr. Clunis and team will get input from faculty and determine if this might be put in place by Fall 2020.
- High school partnerships
- Require the redesigned FYS course for Health Science majors.

After discussion, Cabinet suggested that a transfer component could be built in with multiple doors for entry into programs provided to students. UT Arlington, Texas Tech, and WTAMU will, or have, mapped out transfer friendly course sequencing, and AC could provide the general studies requirements while providing students a path to their health science program, whether at AC or at a transfer institution. Communications and Marketing can work on a plan to communicate the shift. Several who will be involved in this process will be attending the next Pathways meeting with Dr. Clunis in November. She will include one or two people from Communications and Marketing.

**Action Items:**

- Dr. Clunis and Ms. Skinner will bring something back to Cabinet in November after Pathways.
- Ms. Jones suggested including employer groups in the discussion.
- Ms. Skinner, Ms. Burton, and Mr. Sobey will work to create connections with WTAMU.
- Look into co-enrollment possibilities with UT-Arlington, Texas Tech and Western Governors.
- Grow some of the Health Sciences programs where possible and insure that students understand that they may need to leave Amarillo for employment.

**5. OTHER DISCUSSION**

**Cabinet**

Next Cabinet meeting: Supervisor Training(Cheryl) and Transfer (Tamara)

**Action Items:**

- Next Cabinet meeting will be October 15. October 8 is Success 360.