

## President's Advisory Council April 10, 2013

Present: Dr. Jeremy McMillen, Giles Brown, Shelle Cassell, Jan Crumpton, Steve Davis, Brandy Fair, Jeanie Hardin, Jake McBee, Gary Paikowski, Debbie Smarr, Tony Stanzo, Kim Teel

### Learning Frameworks

Dr. McMillen continued a discussion that began in College Effectiveness Council with the Student Success Goal Team. GC data, and that of other SSBTN college's, shows an increase in retention and improved grades when using Learning Frameworks. The consensus of the group was that the course is definitely valuable when used for students on academic probation.

Grayson College needs to determine how it will implement Learning Frameworks:

- Do we mandate a one credit hour class or three credit hour class?
- We currently mandate a course for academic probation and other high at-risk students. Do we expand the groups? Consider an earlier intervention action, such as 2.5 gpa?
- Do we include it as part of the core? If so, what would we give up since many degree plans are at the maximum credit hours allowed?
- How to incorporate into Certificate programs?
- How to handle reverse transfer students? Exempt students with a certain number of credits?
- Dual credit students – possibly teach in sophomore year of high school. Pottsboro HS is piloting Learning Frameworks for its students, and is awarding .5 elective high school credits for successful completion. Study them as a cohort to collect data.
- Legislation is pending to only reimburse core classes. How would new rules impact our local decision?
- Collect data on course sequencing versus course completion (part of SSBTN)

### **Action item:**

- Provide additional comments and feedback on implementing Learning Frameworks to Dr. McMillen. He is forming a committee to make a recommendation and develop a plan for implementation. For budget considerations, Keri Harvey is putting together two scenarios. One where all students in developmental courses take the course. Another where all entering "new" students take the course. A direction and clarity are needed soon.

### Uniform Classroom Attendance Policy

Dr. McMillen continued the discussion on things that the SSBTN Guiding Team learned at their recent conference. Dr. Kay McClenney presented evidence that students missing just one class in the first four weeks are highly likely to drop out. She, and other experts at the conference, recommended that institutions consider what messages we are sending to students without an attendance policy. She said that no policy on absences is the worst option followed by having a policy but allowing some faculty to enforce it while others do not. She said that the best practice

is to have a policy that everyone enforces consistently across campus. This recommendation echoes what Dr. O'Banion said while he was on campus.

**Action item(s):** Consider a new policy on class attendance: Require students to attend; require faculty to take attendance; faculty to initiate administrative withdrawal for non-attendance. Would need to define attendance for online classes. Brandy Fair will get Faculty Association input and report recommendations back to Executive Council and President's Advisory Council.

### Faculty Feedback to Students (Early)

Dr. McMillen shared data learned from other schools at the SSBTN conference that indicated the importance of early and timely feedback to students. Early was defined as at least by the third week (and some suggested that was late). He asked what our practice was, and whether we had any guidelines in place to communicate the importance of this need to faculty. It was shared that this has been encouraged all throughout our work on student engagement, but not required.

#### **Action item(s):**

- Provide professional development to support faculty and staff in this work
- Would need to define 'feedback' (could include a grade, a comment, etc.)

### Administrative Withdrawals

Dr. McMillen asked the group to provide feedback on our current practice of not allowing faculty to initiate administrative withdrawals. It was discussed that the reason for not allowing these withdrawals related to a proposed state rule a few years ago. That rule is not in effect.

**Action item(s):** Consider and make recommendations for allowing administrative withdrawals by faculty, rather than causing the student to earn an "F".

### Staff Development Activities – Lunch 'n Learn

Giles Brown asked for feedback on the past year's staff development activities. Members appreciated the Staff Development Committee's time and effort in providing the Lunch 'n Learn and Coffee Talk sessions, as well as the Care Team's interest in supporting employees during peak registration periods. Members expressed appreciation for the work of the Care Team and the Lunch 'n Learn crew. Members felt the Lunch 'n Learn sessions were of value and served as a useful communication tool, and asked for more support from supervisors to encourage broader participation. Some suggested that employees be able to submit questions to the presenting department prior to the session, or that sessions be held a few times per semester as opposed to monthly. Possibly have administrators present current events as part of each session. Members felt the energy of the Care Team might be better focused on those offices/areas that are the busiest during peak times, rather than feeling obligated to acknowledge every office.

### Developmental Math Pathways

Dr. McMillen led a brief discussion on various developmental math sequence philosophies, including the college's current practice and new statewide initiatives and instructional methodologies. He encouraged members to review available data.

Two years ago, we had three levels of developmental math prior to being able to enroll in College Algebra. Further, College Algebra was the destination course. The downsides were that the sequence took too long, and not every student was going to need College Algebra.

Last year, we continued the above model, but piloted offering a sequence of two developmental math courses prior to enrolling in College Algebra (if that was required for their area of study). Another track was developed where students would take one developmental math course prior to enrolling into Statistics. This pilot was for a few courses. The goal was to allow for another more realistic path to emerge (i.e. Statistics), and to reduce the time to degree.

This year, we stopped the practice we engaged in two years ago, going to the new model that was piloted last year – for all students. Students who do not get out of developmental math in the new accelerated time-frame are placed into a self-paced lab for the semester to help them to master the skills needed to move on.

It was proposed by faculty that we pilot another model, whereby “bubble students” (those near the top of the most advanced developmental course) would be allowed to concurrently enroll in developmental math and college-level math. The total design was not presented; however, it was suggested that we may want to see if the innovations that we currently have in place are working. Preliminarily, when we track entering students, we found the following success (or course completion) rates:

2010-11 – 50%

2011-12 – 40%

2012-13 – 54%

During the time that these changes were occurring, we went to a lab environment without computers (2011-12) and then back to having computers in the lab (2012-13) or the Math Hub. Tony Stanzo indicated that the faculty only wanted to pilot the concurrently enrolled (Developmental/Non-Developmental) model for a few courses in 2013-14.

#### **Action items:**

- Tony Stanzo will have a meeting with Jeanie Hardin and others to further discuss future modifications, and what supports may be needed to execute such a modification.

### Announcement and Reminders

- Jan Crumpton reported that a Skills Development Fund Grant representative was on campus this week to help GC and our local businesses and industries with the SDF

grant application. The SDF rules are changing, which requires participating industries to make a firm commitment on the number of employees who will receive training and details on the type(s) of training.

- Evening of Excellence was well received and members appreciated being part of the experience for the students and their families.
- Brandy Fair noted the recent award for the Guitar Ensemble. They won second place in the prestigious Texas State University competition.
- Jan Crumpton invited members to attend the THRMA luncheon tomorrow featuring Tony Kaai and Scott Connell from the local economic development organizations. They will be providing an update on economic projects in the area.
- Giles Brown reported that training sessions for SPOL budgeting was held. Entries that are entered into the 'enhanced' column must be tied to a planning task in SPOL.
- Bulletproof Manager Training – GC has six employees participating in the training. Jan Crumpton said that this module will likely continue next year as it has been very valuable for industry employers. Some college participants felt it was a strong program for business and industry employees, but a few of the lesson topics were not applicable to some college positions.

NEXT MEETING – 8:30 a.m. April 24, 2013