ATD Coaches Visit

First Year Experience Sub-Team Meeting

Thursday, December 03, 2015

10:00 a.m.

Laura Lee Room

Present: Dr. Alice Marie Jacobs, Kerri Thurman, Kalie Kilgore, Brennon Hightower, Nick Catlett, Dawn Nasser, Cindy Peck, Stacy Ehmen, Laura Williams, and Stephane Potts

Dr. Linda Watkins and Dr. Luzelma Canales

I.   Advice from Linda and Luzelma
   a. Felt like their first meeting with Bob concerning data was really good
   b. Encourage us to link everything we are doing with ATD to our strategic plan and HLC accreditation
      i. Put a blurb on each data template to explain what is going on for those who are not data people
   c. Luzelma recommended a new way to do a data summit that she will talk about later
II.   Notes from ATD Leadership Team
   a. Updates from Leadership Team
      i. Increasing communication with campus members by incorporating ATD sub-team meetings
III. Notes from ATD Data Team
   a. Updated KPI data
      i. Some areas that pertain to FYE
         1. Completions by FY are up for FY14
            a. Will need to review Complete College America goal to see where we are
         2. Persistence by Cohorts
            a. Retention has dipped down 1% for full-time students but gone up 1% for part-time student for Fall to Spring retention
            b. We understand our large gap between full-time and part-time students, and we are making sure our efforts work toward reducing this gap
            c. Mandatory advisement (addition of Coordinator of Campus
         3. Make sure to look at gaps
            a. Why is the gap increasing in retention efforts between full and part-time students
               i. Were there any policy or practice changes that may have occurred over the last few years that could

have either positively affected full-time students more than part-time students or negatively affected part-time students

    1. If there was an anomaly, explain what that is (JTP students, cohort changes, etc. during 10-11 that may have closed the gap unnaturally)

  ii. One of the ways we are going to address part-time student issues will be with strategic enrollment management

    1. Maybe do some focus groups specifically with part-time students

    2. Look at our Noel-Levitz data based on full and part-time students

4. Momentum Points

  a. Students completing 24 hours by the end of first year for full time or 12 hours by the end of the first year for part-time

    i. We are doing better than our peer colleges

IV. Success in College

  a. Bridges out of Poverty pilot cohorts put in place to address students who face large barriers

  b. Bob compiled data that show

V. Mandatory Advisement Sub-Team Update

  a. Using mandatory advisement as part of our HLC quality project

    i. Added a new counselor position that includes campus and community resources

    ii. Applied for a technology grant to assist with mandatory advisement but were denied, so have put that software on hold given budget constraints and are using paper plans at this time

    iii. The amount of time needed for these sessions is the major complaint at this time, but they are working toward trying to work on this

    iv. NACADA training in place for advisors

    v. Student Planning software being demoed this week to determine if this is the best technology for our students

    vi. Faculty and staff communication is occurring to keep everyone in the loop on this process

      1. Some faculty are advisors, so they are integral in this process as well

      2. Want to make sure all faculty know about the advising process and can best communicate it for students

        a. Want to promote advising/mentoring at a faculty level (not really "registration" related advising more than mentoring)

    vii. Will continue to train and update technology over the next year
      1. Timothy has added a technology component to his role

VI. Degree Audit Sub-Team Update
 a. Implemented automated degree audit this year to give students to opportunity to keep track of their progress and run "what-if" analysis if they change their major
 b. How Close Are You Program
   i. (Explain information)
   ii. Found that 44 students owe money and are not able to return because of this
   iii. Had 37 students who were currently eligible to graduate but had never filled out the paperwork, so we were able to award these degrees/certificates without the paperwork
     1. Make sure to document when this occurred to explain the bump in completion numbers over the years

VII. Retention/Early Alert Update
 a. Moved from MapWorks to Maxient to meet HLC compliance with student grievances but will also be used an early alert system
   i. Timothy's position will be part of this
   ii. Faculty are aware that they can communicate with Student Services via e-mail or phone, but this will be a web-based option that will be easy for them to access via the website

VIII. Set Future Meeting Dates
 a. Will set up a meeting time starting the end of January for the rest of the spring semester
 b. Our focus and mission will be to continue to support the sub-teams that we have and will continue to support part-time students since that is where we are seeing the largest gaps
   i. Nick moving to Recruiter will be good for our veterans to create a more comprehensive

IX. Other Items from the Floor
 a. Really integrate faculty in the communication of our new policies and procedures
   i. The OCR auditors asked how we know faculty know what student services is doing, so Stacy thought a good way to work on this would be to have faculty attend a New Student Orientation
   ii. Understanding why students are part-time will be very helpful in determining what services would be helpful to part-time students
     1. Assumption is that part-time students are all working full-time, but that may not be the case
     2. Ask this during the part-time student focus groups
 b. Mentoring Program
   i. Resurrected the mentoring program
     1. 3 contacts throughout the semester with deadlines and suggested topics

        2. 29 mentees and mentors
            a. A lot of feedback from both mentors and mentees
        3. Look at outcomes
            a. Successful course completion (A,B, or C)
            b. Retention to the next semester
            c. Track this cohort for this information
            d. Survey to determine if they have resources that they are tapping more than non-mentored students

ii. Calling Campaign for New Students
        1. During the first few weeks, we call students and welcome them to campus
        2. Use Noel Levitz line items to track whether some students are showing increases in certain areas based on interventions
            a. Insert survey phrases in the Welcome script to help trigger a positive response when students take the survey
        3. Contact the callers and get stories about what students are dealing with and how much they appreciate the calls
            a. Can see some of the issues that surface and maybe find possible interventions
        4. Maybe we call these students again at the end of the semester and see how everything went and make sure they're registered for the next semester