MINUTES
October 18, 2016
Board Room
1:00 p.m.


I. Call to Order: 1:06 p.m.

II. Approval of Minutes: October 4, 2016 with corrections.

II. President’s Report
A. Vice President of Academic Affairs (VPAA) Visit—provided a handout already reviewed with RHC deans (Addendum A). Georgia State very similar in student type and completion rates (less than 40%); the university reviewed progression through their system by tracking students each year (30 units=year). Research pointed to a need for customer service and personal attention and early intervention. Also noted that first generation students were least likely to seek help and that group’s retention rate was low as students were dropping out of classes early for things like not being able to afford the course book. The VPAA is asking RHC faculty for ideas on how to address these types of needs on our campus.
1. Senate Ideas and Suggestions: Kathy P. suggested a return to assigning Academic Faculty Mentors. Adam W. suggested that the faculty/academic side of the house should work more closely with our student services side. Another point made was the need for a stronger communication component to share needs and successes with all faculty. VPAA suggests a Senate sub-committee formation.

B. Grab n Go funded by Student Equity—a commitment to provide food/snacks for students regularly in RHC division offices and during finals.

C. Enrollment Management System—AS President gave a brief update on the intuitional planning work group’s goals.

D. Fast Track ADTs—RHC recently created a structured transfer degree in Psychology for students to complete in 2 years and a summer; first cohort started this fall.

E. Class Size Task Force—reconvening and meeting this week.

F. Shared Governance 10+1 Review—AP 2510 participation in local decision making states that Senate and the Board of Trustees mutually agree upon faculty policies, programs, and planning.

G. List of Senate Duties—discussion postponed.

H. ACCJC Visit—has been moved to October 20; visiting team will also review our Baccalaureate degree.

I. Administrative Retreat Rights—AS President presented the Senate resolution to the Board of Trustees last week. The Board, however, did grant retreat rights to the administrator at the last Board meeting.
IV. Unfinished Business: None

V. New Business
   A. Bookstore and Open Educational Resources (OER) Committees—need chair for Bookstore Committee. Need OER Committee volunteers; AS President will send out email with details.

VI. Committee Reports
   A. Academic Rank—applications are on RHC website: deadline is November 18.
   B. Basic Skills—meeting a week ago; Matt P. gave a great presentation on the math curriculum redesign.
   C. Bookstore—no report.
   D. Curriculum—yesterday was the deadline for non-substantial changes; contact Ryan if you missed it.
   E. FLEX/Staff Development—no report.
   F. ITC—no report.
   G. SLOs—no report.
   H. Student Equity—operating in 2015-16 budget still; for 2016-17, RHC receiving a 1.2% increase of last year’s budget of 1.6 million. In early spring, will be putting out an application for new activities to be funded.
   I. OEC—no report.
   J. IEC—no report.
   K. Program Review—plans due on Friday; need volunteers to serve on review committees.
   L. Safety—no report.
   M. MIS/Enterprise—no report.

VII. Announcements:
   A. WRC needs submissions for Assemblages: Academic Writing Conference—email student work to Michelle Bean.
   B. Art Gallery’s Tool Crib opening tonight—free food.

VIII. Public Comment: None

IX. Adjournment: 2:21 p.m.
Addendum A

Joint Deans: Retention and Inclusion Initiatives

Customer Service/Personalized attention

- **Problem**: Too much bouncing students around from one office to the next
- **Solution**: One stop assistance
  - Training and reminders for all staff, faculty
  - More services in each division area -counselors in divisions will begin to help with this
  - Student friendly website
  - Accurate catalog
  - Create a routing form for each office to give to students identifying the issue, where to go, what to ask, who to speak to.- f/u with MM for template used previously

Early interventions (C grade, attendance alert)

- **Problem**: students keep falling further behind and don’t know how to climb out
- **Solution**: Develop an Intrusive Model
  - Faculty reach out at the first sign of issues
  - Remind faculty to drop students who No Show
  - Embedded counselors in divisions
  - Get Senate Executive Board involved- AA
  - Require all students with a C grade to attend an office hour
  - Mandatory WRC. MSC, or LAC visit
  - Counselors in division will help with this too!
  - Implement Starfish early alert – not yet ready
  - Course progress reports- how to do this? (SS/AA)

First generation/Low income students less likely to seek help

- **Problem**: How to develop a successful college-going culture?
- **Solution**: Build a positive culture on campus where students can find help
  - Peer mentors and tutors
  - Student success coaches- request to add coaches in divisions
  - Online series of interactive college success videos required for every student – will also add for LAC, WRC, Nursing, Police Academy -Others?
  - Orientation by majors at the beginning of each semester with faculty and dean involvement
  - Marketing Efforts
    - Develop a RHC College Pride
    - Publicity kiosks/boards across campus

Poor Retention

- **Problem**: Students not staying or completing because of tuition or book costs
- **Solution**: Provide just in time retention grants and required financial counseling
  - Develop financial literacy workshops
  - Establish stable funding for textbook assistance
  - Develop welcome postcard to send to every student after they apply to CCCApply
  - Letters to students after declaring major welcoming them to the academic department and providing degree/certificate information
  - Emergency loans throughout the semester, not just in first 2 weeks
  - Develop Environmental scan committee (including students) to assess college navigation and accessibility
  - Communication text system needed
  - IERP – data needed to analyze why students leave after 30 units – why/where are they going?