

Regents Administrative Committee on Academic Advising (RACAD) Meeting
Middle Georgia State College
Robert F. Hatcher Sr., Conference Center
PSC, Rom 237 & 239, West Campus
Thursday, February 9, 2023
9:00 a.m. – 3:30 p.m.

AGENDA and MINUTES

9:00 a.m. – 9:30 a.m. – Registration & Continental Breakfast

9:30 a.m. – 10:15 a.m. – Welcome, Ice Breaker, and Introductions

Welcome and Updates from Dr. Monga and Dr. Nichols from the System Office.

Dr. Monga introduced Dr. Dana Nichols –

He then provides a brief welcome and acknowledges the importance of our role in retention for students. Some topics discussed:

- Advisors need to be able to troubleshoot potential issues for the USG.
- Core Curriculum discussion about starting with Gen Ed Council to talk about where we are and where we can go. He wants to make sure the core provides purpose and meaning without causing widespread chaos. One possibility is to rename each of the core areas to better articulate for students what courses are within the Areas and how they fit in the pathway or major. The USG and Gen ED Council will be looking into the outcomes within each area.
- Dr. Monga spoke about aligning syllabi and holding each syllabus to one standard. He is thinking of a phased in approach.
 - He will start with the Gen Educ Council as the first group to run his vision by.
 - The next phase will bring in Registrars and make sure what is decided in the area of articulation and course transfer is able to be accomplished technically.
 - He wants to better understand how different course credits move from one school to another. The entire group agreed with the reality that transferability is key. We do not want to make changes that could risk progression with students. They are not looking for a perfect solution, but he is looking for small meaningful changes. Each of our degrees is making a difference for our students and their careers. Giving options to do what is best for students.
- Discussion about Area F movement from the Core Curriculum and how when that occurred year ago, true 60 hour clean transferability went away. RACAD members asked if potentially moving Area F back into the core or at least moving closer to more alignment in Area F is an option for Phase II or III in the discussion of refresh. More to come on that topic.
- TCSG discussion about how few courses we agree to take as credit in the current articulation agreement and making sure we are transparent with what courses are transferrable with our Dual Enrollment students.
- Direct admissions discussion is a new initiative to be able to provide students with the USG system schools that are immediate acceptances based on their academic status. By providing a direct admission this will better show students what the differences are in the colleges they are selecting from on the list. This will potentially provide better visibility for students to understand more about schools that could be the best fit for them. The plan is to provide a website to show comparisons of all the schools. It was asked if this could also be provided for our dual enrollment students.
- There was discussion about department level incentives for students that transfer to other schools. Members discussed how the graduate rate for our campuses doesn't always reflect the work that is done to help students find their best fit, which may be a transfer to another school. Is it possible to receive some acknowledgement for students that transfer

- and are successful at other schools?
- Test optional will be discussed this spring as to if we will continue as test optional or move back to test required. They are taking into account the fit that is best for the student in this discussion.
 - The funding model needs to find ways to reward colleges that are building the foundation for these students. A broader strategy is needed to be able to increase the pie for more schools.

10:15 a.m. – 11:00 p.m. – USG Systemwide Updates

- **Mr. Jonathan Hull, Associate Vice Chancellor Student and Faculty Success**

- Jonathan started his updates with more discussion about Core curriculum – Refresh – The plan currently is to work on updating the Area names to better align with the courses that are within each area. The current titles do not tell the story of General Education. We discussed how important it will be that prerequisites do not become stacked in the core and cause more barriers. The USG is currently looking at the current exceptions for each of the Areas.
 - Need new learning outcomes for our Core Areas.
 - There is a need to better define what are the Areas looking to accomplish.
 - The current plan does not include lowering the hours in the refresh.

One question was about any moves to increase the use of prior learning, Jonathan shared that the answer is yes and universities should be doing as much as you can to assist a student to be able to use their prior learning. It was noted though that PL skills are usually not in the core area. To make PL happen at a greater scale, academic departments need to be on board.

- More discussion about transferability. It was stated that we still have the issue that as students transfer to another college it can still be unclear as to where the receiving college is going to use the course and which area it may be placed in at the new institution.
- A robust discussion about Math and English concerns, and how preparation has affected students readiness for Math 1001 and English 1101. Discussion about the effects of covid and K-12 and what skills we think students have at admissions vs. the reality is that many have not mastered the skills needed for these foundational core courses.
- Frustration was shared that the community colleges feel that all two year students are put into the same bucket. Not everyone is the same and policies should reflect this. Some of this is from the K-12 challenges and this has been influx for 6 years. Math was a definite hot topic in this area as we look at D,F,W rates. There is not a consensus on how the English groups view this same issue. We could be 5-6 years out before we begin to see change in outcomes.
- Policy decisions around co-requisite education needs to be looked at on a broader scale. Prerequisite support and Corequisite support. The question was raised as to How can we do this without delays?
- It was asked that possibly the Math RAC could look again to see if more information could be shared on whether Math 1101 and 1001 is the right course for non-stem students.
- It was asked of Jonathan if the system office or statewide is moving forward to provide the cost for CRM for all schools. We have many schools that are unable to pay for this. Jonathan will provide more information on this at a later date.

11:00 a.m. – 11:30 p.m. – Administrative Procedures

- **Update Membership list and contact info per Institution on USG website**
Everyone was asked to review the membership list and provide any changes via email.
- **By-laws**
Sharon shared the bylaws provided on the USG website.
- **Establish officer roles**
The group elected new officers for the upcoming year:
 - Past Chair – Sharon Duhart
 - Chair -Sherwin James - voted in unanimously
 - Chair Elect – Melissa Young - voted in unanimously
 - Secretary – Jennifer Hicks - voted in unanimously
 - Treasurer- Beth Spencer- voted in unanimously
- **Next meeting?**
 - Next meeting date is – Thursday, September 21st (Clayton State University)

12:00 p.m. – 1:00 p.m. – Lunch

1:00 p.m.- 2:00 p.m. – Data and Technology

- **Dr. Angela Bell, Vice Chancellor Research & Policy Analysis**
Overview of the Research and Policy website.
Some of the reporting available:
 - Semester enrollment report for each campus – showing enrollment change, gender and race etc.
 - Enrollment reporting -year over year as well as by student status, instate out of state
 - Numbers in each academic program by college
 - College readiness – dual enrollment digest – who they are and where they are coming from high school, dual enrollment retainment
 - Freshmen academic preparedness – high school gpa average and %, SAT and ACT test scores
 - Credit hour reports – helpful for budgeting on our campuses. Funded off of credit hours by diff academic groupings and levels. Very important and concern about lowering numbers
 - Transfer reports – numbers, transfer hours, gpa's, shown by each college.
 - Degrees conferred – shown at each institution by each department
 - Financial aid and HOPE scholarship – report on retaining their hope (hope tree) and earning hope over a 6 year period.
 - USG by the numbers – can see graduation report for 2016 cohort – based on degree level – 4 or 6 year graduation rates.. cohort or part-time graduation rates for select groups.
 - Qlik hub – USG partnership. Tiles are apps and focus areas – enrollment management ex. Adult learner tool, GGC – graduate rate, Academic Program development approval tab trends in enrollment and across the system and the nation (IPEDS)
 - Data is retrieved through academic data collection by Registrars or Unit on your campus to produce these reports.
 - Member question: Does the system have a way to show staff departures and where they are going? Yes, they are collecting through one USG but working on tools to be able to show that data soon. Chancellor's dashboard initiative.
 - Adult Learners app- find populations in your community of adults without a

college credential in various age groups. Census tracking and finding areas of interest to find places to do outreaches in certain areas. Can also show growing occupations in certain areas by business and counties. Shows individual jobs and wages as well as real time and projected job openings.

- Graduate outcomes app – tool designed to show us what the wage and industry average is for our students. What their salary is and what field they are working in. Lots of usability with this app to show where our students end up post-graduation.
- Post-Secondary Employment Outcomes Explorer – shows outcomes for all workers across the country. Only full-time workers. Shows various ranges of salaries based on education attainment.
- Cost of Attendance tool – compares all USG schools cost of attendance, and historical debt numbers by college. Time to Degree cost comparisons and show the value of taking a full course load and finishing on time. Monetizing the outcomes of not graduating on time and graduating on time.
- Student Success tab – and profile of students by college, compare schools, retention rates, time to degree, hope and Zell scholarships are they retained.... Also, can show earnings of USG graduates in GA and across the country. 1,5,10 years after graduation. Can compare different majors and see the earnings.
- **Coming soon:**
- Loan amount at Graduation - % of graduates at loan amount at graduation based on an academic area. What amount? Debt distributions. How does what you borrow come out in monthly loan debt?
 - Member asked What is difference in Stepping Blocks? – Angie states that there is much synergy as it has information about wages of graduates and where they wind up working. SB is scrapping from the internet to get their data, when showing wages, they are finding the job based on posting and calculating average salaries which is more of an approximation. Limited information since you only have who posts. Stepping Blocks can actually show the actual business not just the industry, but what job they actually hold. SB has more granularity than the USG dashboard. Each contributes to a bigger picture. Angie also shared that students and employees can be separated in reviewing.

2:00 p.m.- 2:30 p.m. – Academic Strategies update

- Dr. Ruthesburger -Assistant Vice Chancellor for Academic Strategies
Provided a preview of strategies for next fall. RACAD is the first group to hear this update.
He provided a review of the Metrics dashboard with these components:
 - Tab 1 – Major changes looking from which programs are most common and where do they go and where did they come from... We are the group that understands the curriculum changes. What courses are lost in this process and what can we do to minimize this issue. Trends in and out of colleges and departments. Will be able to see the GPA when they change majors.
 - Tab 2 – Enrollment trends and snapshots of enrollment. Making it applicable to the department or college. Part time and Full time.
 - Tab 3 – Teaching will show those courses that have the highest d,f,w rates and the largest courses and grades and d,f,w rates and have differing outcomes. Modality is included.
 - Tab 4 – Retention of students in one year.. and did we help this student or freshman. Divided by level and view when they left.
 - Tab 5 – Credit hours attempted each semester and see this info sliced to see what works and what doesn't. What % of my students took 15 hours vs 12 hours vs 9 hours.
 - Tab 6 –Completion – graduation rate down to all departments.. The group discussed nursing department example. Cohort FF in given semester and if not graduated then

- they will add partially through the majors that they moved through.
- Tab 7 – Strategies – 3-5 things found in the data to improve on.

2:30 p.m.- 3:00 p.m. – Open Forum

- RACAD group members discussed creating a spreadsheet to capture the similarities and differences of each of our institutions advising models for staffing, structures and reporting. Examples included:
 - Advising model, Reporting line, Leadership titles, Case load, Tier structure, Teach or no teaching, Other functions or area responsibilities, Technologies, Data person assigned or support, Student affairs or student success, Remote or no remote, Support staff, Academic committees, Director caseloads, Advisor Assignment process, Registration or Override approval, Transfer Articulation, Early Alerts, Notes required and location, Preregistration, Drop process, Advising appointments.

3:00 p.m. – 3:30 p.m. – Dual Enrollment

- Ms. Sarah Wenham, Director of Student Enrollment Services
 Provided Dual Enrollment Updates: **Presentation will be shared.**
 - Summer 2024 – approved minimums
 - Parent consent – GA student finance commission
 - Self-pay Course approval form – all must sign
 - Must show they are on track – RHSC Staying on Course form
 - 3.0 GPA HS RHSC courses
 - Minimum test scores - waived for students through summer 2024
 - Math or English requirements -can be admitted with only meeting one of these usg minimums. English score met = only non-stem courses
 Math – stem courses only
 USG has some examples of what courses are approved on the list.
 Students must have completed HS Algebra II or advanced algebra.
 - 10th grade admissions – requirements have not changed. 1200 SAT or 26 composite SAT to meet funding requirement. Can be admitted but not eligible for funding
 - Each school’s requirements are housed on USG website – good through summer 2024
 - Dual Enrollment page on USG has quick links for good information
 - Contact information for each institution on the website

3:30 pm – Meeting Adjourned – *Thank you to Sharon for always stepping up and keeping RACAD moving forward!*