

The Ohio Council of Chief Academic Officers of Two-Year Colleges
Meeting Minutes
December 14, 2007

Present: Kay Adkins (Columbus State), Jim Baber (Jefferson), Dennis Budkowski (Marion), Therese Bushner (North Central), Linda Carr (Northwest State), Martha Crawmer (Clark State), Dorey Diab (Rhodes State), Barbara Hatfield (Rio Grande), Tom Huguley (Sinclair), Becky Kurtz (Belmont), Fred Law (Lakeland), Robin Menschenfreund (Zane), Mark Nutter (Washington State), Linda Simmons (Cuyahoga), John Thornton (Stark State), Mona Walters (Edison), Karen Wells (Lorain County)

Guests: Cheryl Hacker, State Attorney General's Office; Randy Swing, Policy Center on the First Year of College; Chad Brown, Zane State College

Information Sharing

Cheryl Hacker of the State Attorney General's Office spoke briefly on two issues.

- The AGs Office is working on a draft of language to assist us with requests for criminal background checks from health program clinical sites.
- Public records request legislation is coming out soon. It will go to a conference committee before it passes and the AGs office will inform us of its status and what it will mean for our campuses once it is finalized.

Karen Wells requested some information and guidance from the AGs staff with regard to "My Space" and its implications for students and our campuses, particularly with regard to student conduct issues. Cheryl indicated that she would take that request back to the other staff members.

Presentations

Dr. Randy Swing, Co-Director and Senior Scholar for the Policy Center on the First Year of College, presented an informational session on the Foundations of Excellence in the First College Year. Dr. Swing had just concluded a visit to Zane State College where he was assisting with that college's participation in the Foundations of Excellence Process.

Dr. Swing spoke from his past experience as a "High Risk" first-year college student and related that experience to his current role at the Policy Center on the First Year of College. He noted that colleges have the power to change those things that they can control, but they have little power over external influences. Acknowledging this fact can help colleges focus on institutional policies, structures, practices, and procedures that can be managed for a positive impact on students' success.

In particular, Dr. Swing noted:

- Assessment should lead to action; otherwise, the assessment did not work.
- Readiness for college matters.
- A direct invitation to become involved in college activities works better than a passive invitation.
- Having a peer instructor in freshman seminars improves students' success.
- Using peer advising improves students' success.

- A reduced class load for struggling students does not result in improved performance.
- Attending class is directly related to students' success. Focused interventions to help students develop regular class attendance have been successful at several schools.

Dr. Swing also outlined the process for becoming a Foundations of Excellence participant. The process includes three steps:

- Audit of programs, policies, and previous assessments.
- Evaluation of institutional performance on performance indicators linked to nine dimensions: philosophy, organization, learning, campus culture, transitions, all students, diversity, roles & purposes, and improvement.
- Development of an action plan for campus improvements.

The outcomes for colleges participating Foundations of Excellence include:

- More faculty buy-in to first-year efforts
- Enrollment gains
- Retention gains
- Increased campus-wide awareness of the importance of the first year
- Improved academic affairs/faculty/student affairs collaboration.

Dr. Swing stated that participation in the Foundations of Excellence program costs each college \$30,000. The fee includes extensive support from the Foundations of Excellence staff.

More information can be found at the Foundation's website at www.fyfoundations.org and at www.firstyear.org

Chad Brown of Zane State provided a PowerPoint presentation explaining how Zane State has blended AQIP, Achieving the Dream, and Foundations of Excellence in the First Year of College into an integrated approach to data driven decision making and a means of measuring effectiveness. Zane uses a multi-prong approach that includes five elements: Integrate, Empower, Communicate, Assess, Act.

Chad's presentation is available on the CAO website and can be accessed through the following link.

<http://www.ohio2yrcao.org/documents/CAO%20Meeting.ppt>

Business Meeting

The minutes of the November 16-17, 2006 meeting were approved with two corrections. (1) Becky Kurtz, Karen Wells, and Linda Carr were added to the list of CAOs serving on an Ohio Board of Regents committee working to revise the 2-year college operating manual. (2) Dennis clarified a section of the minutes relating to efforts to better define Transfer Assurance Guides and course levels. He asked that the minutes be corrected to read, "that MTC is considering assigning numbers to TAG courses that reflect predominant course level at universities."

Treasurer's report – Not all bills had yet cleared from the retreat. The account balance after all bills are in should be about \$3,500.

The next Chair Academy will be held July 29-August 3 at Roads State. The Academy will move to Columbus State in second year. Dorey Diab asked that CAOs let him know who will be attending from each institution. If names of participants are not yet finalized, he asked to know the total number attending from each institution.

Committee Reports:

- Mark Nutter reported that HB 115 Summer Academies finalists have been chosen and will soon be announced.
- Dennis Budkowski announced that the Ohio Placement Test Summit organized by the Ohio Board of Regents will take place on March 2nd and will focus on alignment of credit, placement test cutoff scores, ACT scores, high school to college transition and related topics.
- Fred Law reported that an RFI was recently released with regard to case studies on ACT placement scores.

There was some discussion regarding PSEO courses taught at high schools. A standard that the CAOs have suggested is that high school teachers instructing these courses have the same qualifications as are required on the college campus. The HB 115 Dual Enrollment Program grants seem to be pushing the use of more high school teachers as college instructors. The CAOs will need to track how this shift will play out and what it may mean for two-year colleges.

The meeting adjourned at 1:40 p.m.