

# Student Affairs Committee

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Present: Jeff Jacobs, Augustine Ayuk, Charlotte Swint, Scott Bailey, Khamis Bilbeisi, Mark Daddona, Cathy Jeffrey, Ken Nguyen

Excused: Todd Janke

## *Agenda – February 26, 2014*

Next meeting: March 26, 2014

1. Welcome. The meeting started promptly at 12:16 pm. Mark and Jacob asked if they have the authority to approve minutes. Are they solely ex officio? The senate by-laws control this; just the elected members by the school and student representatives can actually vote. They do have the same rights as officially elected members, if it isn't specifically addressed in the by-laws. Since there isn't anything controversial, this shouldn't be an issue. Mark would be surprised, however, if he and Jeff can vote. Can they contribute to a quorum? They can make a motion or second or motion, just not vote. The by-laws don't appear to say anything regarding this particular committee. Perhaps this is an issue we can reserve for next time. How did they end up being on this committee, as ex officio members? Jeff is replacing Brian Haynes, vice president for student affairs. Mark was invited and asked to stay. There wasn't a student affairs representative for a long time, perhaps that is why Mark is here.
2. Approval of minutes (January 26, 2014). Minutes were approved at 12:27 pm. Everyone was in favor.
3. Business.

a. Retention and completion data (Daddona): Mark had sent all the committee members data regarding midterm data. Some basic data on midterm grades: almost 52% of midterm grades predicted final grades. The other fifty percent one grade above or below. 3.6% classes withdrawn after receiving the midterm grade, so the grade is a W. Lower division (1000 and 2000): 48% of the grades didn't change. It showed, almost 84% of the grades within one grade of the midterm grade, D to a B. Upper level classes (3000 and 4000), a similar scenario. D at midterm: 21% kept it, 41% went up to a C. F: 40% F as a final grade, for example. This supports the validity for faculty to report midterm grades. This semester we changed the midterm grade open until March 17<sup>th</sup> after Spring break. Students have until March 21<sup>st</sup> to withdraw from a class. It still isn't 8 weeks worth of work. Mark will send faculty an email reminding them the importance of posting midterm grades in a timely fashion. Table 5, for example, is compelling (according to Scott). 1/3 students with an F at midterm come out with a C or better. How is this accurate? Often the first exam is the most difficult. 40% of Fs at midterm stay an F; this is only one piece of information. What about dropping the lowest test grade? What should the students be discussing with their advisors? These conversations, however, do not happen. The infrastructure needs to be reorganized. Unless they are learning support advisors, students don't have these necessary conversations. Writer's Studio, Tutoring Center, these are support issues that should be shared with advisees. Table 4 and

5, you have a D at midterm, what happens? Also, how many end up keeping the A at midterm? Scott says that table 1, for example, shows that students have a better chance of going up over going down. Only 20% dropped or withdrew. Withdrawing has many repercussions, GPA, financial aid issues. Faculty on campus has never really been taught to advise. We are moving towards professional advising. Faculty doesn't really receive much training either. The professional advisors have this necessary training. Transfer students aren't typically ready to jump into their majors, unlike other schools. The BOR, regarding retention: a few weeks ago, from the Board Office, the retention is never official until it comes from the Board Office. It looks like, according to the data, we retained 72.3% for our freshmen class, 61% of the class when Mark started, last year 68%. Armstrong, 67%, Columbus, Fort Valley, Albany, Savannah, our numbers are pretty comparable. To be over the state university average is outstanding. Only 24% of the freshmen class isn't in school in the system; now we have access to this data. 150 who didn't return, only 60 are still in school, some at GSU, or technical colleges. Did we lose the stronger students to schools that are more selective, for example? Now we don't have to guess, we have the data to show this. We can bring them back the second year, the advising model, seeing that model every four weeks, has been a godsend. How many graduated in 6 years? 28.57 %, cohort average, 40.16% graduate in a timely fashion. There is no infrastructure here, no cohort management process here.

Complete College Georgia should remedy this somewhat. Graduate coaches to monitor students? The provost asked the state for two more professional advisors, ideally 4 or 5 more. Degree Works now helps with this process, so students won't take extra classes. However, what happens if you fail a course and have to wait a year? Universities SHOULD have course offerings listed two years in advance. Can we map out student course offering for students four years down the road? What happens if you don't take/can't take summer offerings? Unless they have 6 credits in the summer, for example, they can't receive financial aid. Degree Works is very helpful, especially for classes that taken at other schools that don't necessarily fit here. We are one of the few schools that had a degree audit program. We want students to be proactive in their scheduling. It would be interesting to see how fast the 2011 cohort has graduated. Why can't this support be continued after the freshmen year? Community engagement can be completed during the second year, as well. Core classes versus the major advisers, content versus fill in the blank perspective. The student has to be more responsible in that stage. Plotting out in Degree Works may remedy this.

- b. Policy on Children on Campus/In the Classroom (Jacobs): He will have more time to get a look at this in March, so more comments may be added. It would be great to have this policy finalized this semester for the faculty senate. Final draft to review by the March meeting for Faculty Senate and Cabinet in April? Apparently, some people have gotten locked out.

Lockbox, at clayton.edu. There should be a folder shared with us (student affairs committee). We can just send comments in an email, collected in one document, since this is proving somewhat problematic. It appears that commenting through email tends to work better. Jeff's suggestion: before Spring Break, check the verbage, and a draft over spring break will be created before the next meeting, sent it to email so we can react. This is the best approach. A draft will be created after Spring Break.

4. Other business. No one has used the lactation room, as of yet. It is on the other side of campus. Why can't this facility be shared? Today at 3 pm there will be another meeting discussing new projects on campus. The students need to be made aware of this, but how? Does the University Health clinic have this information to share with students?
5. Announcements. We aren't sure where the next meeting will be held; information will be sent later. SAC conference room possibly.
6. Adjournment. The meeting ended at 1:21 pm.