

## **Two-Year College Workgroup Meeting Task Force on Higher Education Remediation, Retention & Graduation Rates**

The two-year college workgroup met on February 7 at 2:30 p.m. at the AATYC Board Room. Dr. Ed Franklin asked the workgroup to look over the information that had been discussed at the Task Force meetings as well as some information that was distributed at today's meeting. He told the group that he would like to capture 8-10 recommendations to discuss at this meeting and then narrow them down for the next meeting.

The recommendations discussed include:

1. Incentives to encourage AA degree recipients to continue for baccalaureate degree. (Georgia has a Tuition Offset program that will make up the difference between tuition costs at a two-year college and tuition costs at a university for students who obtain an associate degree, have a 3.0 GPA, and transfer to a state supported university.)
2. Free tuition for concurrent credit students as a way of encouraging students to get a good start on college prior to full participation
3. Use the Pathways model for students – take elements from Pathways model to improve student success
4. Remove transfer barriers across all levels; one example would be common course numbering
5. Encourage students near graduation to return and complete their degree (identify students who are near graduation but did not graduate, send letters encouraging them to return and complete their degree). Remove obstacles for graduation (such as graduation fees). Perhaps look at statewide effort to contact these students.
6. Reverse Transfer – Encourage students that have transferred without earning a degree to transfer back credit hours that are needed to award Associate Degrees.
7. Early warning system – Have a student support system to intervene when students are not doing well in a class (like Pathways model).
8. Learning communities and cohort groups
9. Special training for instructors in developmental studies and align curriculum to move students from developmental into college level courses. KeyTrain is possible solution for Developmental Education – diagnostic tool that provides supplemental instruction and relates back to WorkKeys.
10. Survey students as to reason for leaving college (not all students that attend intend to graduate...some just need specific job training)
11. Graduation cohort begins when students reach 12-18 hours (better measure of graduation ratio if don't put students into cohort until they have attained 12-18 hours) – 4-year graduation rate--cohort of students who had 18 hours and are certificate or degree-seeking freshmen entering in the fall (or preceding summer) who either graduated from the original institution or another two-year institution within four years of entry
12. Need to be more prescriptive – guide students to do what is best for them using policies and resources *(For example, if a student is enrolled in developmental courses, limit the*

*number of hours they can take. Or if a student is working fulltime, limit the number of hours that student can take.)*

13. Parallels between non-credit and credit (help to encourage non-credit students to move to credit side for training – example Cisco training)
14. Demographic change in Arkansas with more emphasis on working with the Hispanic population, develop a connection with K-12, promote value of education and educate each person to highest level of need (*For example, provide staff members with incentive pay to become bilingual and recruit more Hispanic staff members and administrators.*)
15. Create a more solid pathway for students to move from GED into college classes – have support services to help move GED students into college courses (example: begin to offer college courses at GED centers so that students do not have to change locations)
16. Foundations of Excellence in the First College Year - provide an opportunity for more colleges to participate in Foundations of Excellence. This assessment and improvement process provides each college with an Action/Improvement Plan to redesign the beginning student experience so as to increase student learning and retention. The project also greatly expanded the capacity of each campus to engage in assessment for the purpose of improving student learning and persistence.
17. Achieving the Dream – examine policies that are being discussed to increase student success
18. *Emphasize that two-year colleges are currently doing a good job. The two-year college graduation rate in Arkansas (according to SREB Factbook) of 20% for 2002 is above the regional average of 17% and only 2% below the national average of 22% (from Oct. 8, 2007 meeting presentations.)*

Please send any corrections or additions to these notes to Judy Post ([jpost@aatyc.org](mailto:jpost@aatyc.org)) by noon on Wednesday, February 13 so that they can be included in the next Task Force meeting.

Next Task Force meeting – **Thursday, February 14, 2008, 10:00 AM**, Room 151, State Capitol (PLEASE NOTE: MEETING TIME IS 10:00 AM)

Next workgroup meeting – Wednesday, March 12, 1:30 p.m., AATYC Board Room

Present at the meeting:

Ed Franklin, AATYC  
Rep. Bill Abernathy  
Patty Weak, OTC  
Chip Ates, NWACC  
Gary Oden, SAU Tech  
Robin Bryant, PCCUA  
Edward Nelson, PTC  
Melissa Rust, UA System  
Judy Post, AATYC