

# Core Team Meeting

February 17, 2014

Lynn Library 113

3:00 p.m.

## Minutes

**MEMBERS PRESENT:** Bob Austin, April Sessler, Dr. Paul Matney, Dr. Kathy Wetzel, Dr. Russell Lowery-Hart, Danita McAnally, Jason Norman, Bruce Moseley, Susan Burks, Heather Voran, Carol Bevel, Janet Barton, Olga Bustos, Janine Good, Penny Massey

Others present: Student Representatives: Seth Brogdon, Andrew Alexander

Recorder: Carolyn Leslie

**MEMBERS ABSENT:** Dr. Tamara Clunis, Megan Eikner, Melanie Castro

### CALL FOR ADDITIONAL AGENDA ITEMS (Bob Austin)

- No one had additional agenda items.

### WELCOME AND INTRODUCTIONS (Dr. Paul Matney)

- Dr. Matney gave a brief history of Amarillo College's participation in the Achieving the Dream initiative.
- The purpose of this committee is to continue to advance the initiative and to help students succeed as they earn degrees and certificates.

### OVERVIEW OF ACHIEVING THE DREAM AND NO EXCUSES CORE TEAM (Bob Austin)

- Bob stated that the Achieving the Dream's goal is: Success for more community college students, especially students of color and low-income students. (Handout Attached)
- The No Excuses Committee has been created as an institutional standing committee which will identify barriers to student success, make decisions, and change policies with the goal of improving student outcomes.

### REVIEW OF INTERVENTION STRATEGIES/TACTICS (Dr. Russell Lowery-Hart)

- Dr. Lowery-Hart discussed the six processes that AC tries to embody for student success. (Handout Attached)
- He stated that the committee will discuss how to incorporate interventions. If the committee's goal is truly about student success and completion, then we must require what works.
- Dr. Lowery-Hart said that the committee will work to solve the completion crises.

### STUDENT COMPLETION BEST PRACTICES (Danita McAnally)

- Danita gave the committee members a Best Practices Matrix. (Handout Attached)
- Her goal is to discuss one or two items from the MATRIX each time the committee meets.
- Danita discussed an overview of terms from the MATRIX associated with student success.

- She would like for committee members to use the Best Practices MATRIX to prepare their ideas to discuss at the committee meetings.

#### **AC EARLY PREDICTORS OF STUDENT ATTRITION (McAnally)**

- Danita presented a summary prepared by Institutional Research Analyst, Sharon A. Delgado, on the Amarillo College Early Predictors of Attrition.
- She asked committee members to begin thinking and focusing on the relationship between the number of hours a student takes and completion.
- Danita would like for the committee members to look at the Early Predictor Power Point that is attached to the minutes in order to give feedback at the meetings.

#### **PROMISING PRACTICES (Bob Austin)**

- Bob told the committee members that in future meetings, he would like for everyone to share what they are doing that makes a difference for students.
- He would like for the committee to discuss how to take their ideas to scale. What are we doing for a small group of students that could be expanded to a larger group?

#### **DETERMINE MEETING SCHEDULE (All Members)**

- The next meeting will be on Friday, March 21, 2014 at 9:00 a.m. in Lynn Library, Room 207.
- Meetings will be scheduled on the third Friday of the month at 9:00 a.m. in Lynn Library, Room 207.
- Carolyn Leslie will send meeting appointments.

#### **ADJOURNMENT**

- The meeting adjourned at 4:20 p.m.

**Recorder: Carolyn Leslie**

Carolyn Leslie



## Goal

Achieving the Dream's Goal: Success for more community college students, especially students of color and low-income students.

Success is defined by the rates at which students:

- ✓ Successfully complete remedial or developmental instruction and advance to credit-bearing courses
- ✓ Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English
- ✓ Complete the courses they take with a grade of "C" or better
- ✓ Persistence from one term to the next
- ✓ Attain a certificate or degree

Achieving the Dream's National Reform Network - the nation's most comprehensive non-governmental reform network for student success in higher education history - has been and will continue to make considerable contributions toward the nation's goal of increasing the number of Americans with a college certificate or degree with marketplace value within the next decade.

<http://www.achievingthedream.org/>

## **AMARILLO COLLEGE NO EXCUSES BELIEF SYSTEM:**

### ***Student Success and completion***

#### **Philosophy**

At Amarillo College, we believe all students hold potential for college and career success. We strive to ensure every student has a success story. We embrace our responsibility for the "whole" student by setting high expectations for them and then assisting students in reaching these expectations. We aspire to treat each student as an individual with unique challenges and needs.

We know that life is too short to listen to excuses. We will analyze and evaluate reasons for students' successes and struggles, and not allow them to become our excuse for lack of success. When we establish goals for ourselves and our college, we will reach them in powerful and profound ways.

Our students often get one shot at success – they depend on us. We will strive to be the right person for each student who crosses our path.

#### **Process**

We will forge a model for student success that is inspired by high expectations—ours and our students—and sustained by six exceptional systems.

1. *Culture of Universal Achievement:* We believe that every student can succeed in the completion of a certificate, degree or any other individual goal. We will be diligent and unceasing in our efforts to both maintain academic rigor and help our students' achieve their individual dreams.
2. *Collaboration:* We will launch a true team effort that focuses on new, better, data-driven ways to improve student completion and career opportunities.
3. *Standards Alignment:* We will discover and develop new, better strategies for aligning our curriculum, programs, goals, and processes to bolster and optimize student completion.
4. *Assessment:* We will use our assessments of student experiences and learning outcomes to improve our curriculum, instruction, policies, and practices to maximize opportunities for student success.
5. *Data Analysis:* We will communicate with each other through data. We will use data to inform and drive our decision making.
6. *Interventions:* We will evaluate data with the guiding question, "if this data – then this intervention." Our interventions will be responsive, effective, and scalable for maximum impact.

#### **Purposes**

Our No Excuses philosophy and processes will facilitate students' ability to:

- Successfully complete developmental courses and advance to credit bearing courses;
- Successfully complete initial college-level or gateway courses;
- Complete courses with a grade of C or better;
- Persist from one term to the next; and
- Earn a certificate, degree, or reverse transfer.

## Professional

As a member of the Amarillo College family, we will embrace the six "C's" of a No Excuses professional.

- *Committed:* We are committed to being the right person for each student by expecting students' best efforts and then guiding them to excellence. We are committed to being the right person for each other by supporting efforts to improve student success from our colleagues across the institution.
- *Courageous:* We will have the courage to confront the status quo when it impedes student success. We will have courage to ensure our important work is not deterred by those who tell us our dreams for students are unrealistic or impossible.
- *Collaborative:* We support and trust each other in our work toward student completion.
- *Creative:* We are innovative and embrace new ways to better serve our students. We are not satisfied with continuing the "AC way" if our data shows we can do better.
- *Character-centered:* We will do the right thing for our students and each other.
- *Completion focused:* College completion and career readiness drive our efforts, no matter our job descriptions or reporting structures – we are all on the college completion team.

## Powerful Symbolism

We are committed to exposing our students to the powerful imagery of successful completion and careers. Students will experience the symbolism of careers in and out of the classroom through internships, experiential learning, service learning, mentors, career planning, and/or career specific posters/photos/job postings/multimedia.

## Pledge

As students enter Amarillo College, they pledge:

*I do hereby pledge to do my part on the road through college.*

*I know I cannot do it alone. I will ask for and seek the help I need.*

*I will take responsibility for my education.*

*I will study and work hard.*

*And, with the help of family, friends, faculty, staff, advisers and mentors,*

*I can achieve my goal of successfully completing college and starting my career – and I will.*

As employees of Amarillo College, we pledge to be the "right person" by helping our students fulfill their pledge to us.

## Programs

We are a part of a No Excuses network of people dedicated to student success at every level. As such, we will work hard to market our "No Excuses" message internally and externally through powerful symbolism and professional development. While our plans and actions will evolve based on data, our initial No Excuses efforts will focus on:

- *Tutoring expansion:* A critical element of academic success is skill building and support. With award winning examples of tutoring already available to our students, Amarillo College will work to expand the reach, impact, and requirements of tutoring.
- *Course Redesign:* With a need to respond to generational and workplace skill shifts, course redesign fuses course content, instructional technology and active learning. The redesign process reshapes learning environments to significantly increase student knowledge acquisition and success.
- *FYS course:* Amarillo College will work to build a First Year Seminar course for all incoming, "first time in college" students that aligns career clusters and builds academic and life skills to ensure students are prepared for college success.
- *Poverty Initiative:* with almost 60% of AC's students living in poverty, Amarillo College will work to leverage new tools such as Benefit Bank, AC Food Pantry, Retention Alert, and Social Service Coordination for additional support toward academic success.
- *Developmental Education:* With over 65% of AC's students enrolled in developmental education courses, success in developmental education is critical. Amarillo College will review the developmental education success data and develop a plan for pre-enrolment interventions, placement, and options for acceleration.

<b>BEST PRACTICES MATRIX</b>	<b>CCCSE: High-Impact Practices for Community College Students</b>	<b>SENSE: Effective Practices w/Entering Students</b>	<b>COMPLETE COLLEGE TEXAS</b>
	<ul style="list-style-type: none"> <li>• <b>Academic Goal Setting &amp; Planning</b> <ul style="list-style-type: none"> <li>○ Intrusive Advising</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Early Connections</b> <ul style="list-style-type: none"> <li>○ Felt welcome before coming to college</li> <li>○ Adequate financial assistance</li> <li>○ College staff member assisted with financial aid qualifications</li> <li>○ At least one staff member (non-instructor) knew their name</li> <li>○ Assigned staff member to assist with info.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Time and Intensity</b> <ul style="list-style-type: none"> <li>○ Maximum of 60 credits – associates</li> <li>○ Maximum of 120 credits – baccalaureates</li> <li>○ Maximum of 4 months entry-level certificates</li> <li>○ Ensure transferability of credits</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Learning Community</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>High Expectations &amp; Aspirations</b> <ul style="list-style-type: none"> <li>○ Instructors want them to succeed</li> <li>○ Student has motivation to succeed</li> <li>○ Prepared academically to succeed</li> </ul> </li> <li>During 1<sup>st</sup> 3 weeks;           <ul style="list-style-type: none"> <li>○ Always turned in assign. on time</li> <li>○ Always submitted assign.</li> <li>○ Always come to class prepared (readings &amp;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Block Scheduling</b> <ul style="list-style-type: none"> <li>○ Focus on full-time loads</li> <li>○ 12-18 hours – discounted cost of tuition &amp; fees – encourage full-time loads</li> <li>○ 8 hour blocks – 8 am to 2 pm</li> <li>○ 4 hour blocks – around primary work schedules</li> </ul> </li> </ul>

		assign.) ○ Always attended class	
	<ul style="list-style-type: none"> <li>• <b>Experiential learning</b> <ul style="list-style-type: none"> <li>○ Service Learning</li> <li>○ International Study</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clear Academic Plan &amp; Pathway</b> <ul style="list-style-type: none"> <li>○ Advisor helped select program major</li> <li>○ Advisor helped me set academic goals &amp; plan for achieving them</li> <li>○ Advisor help me identify 1<sup>st</sup> semester courses</li> <li>○ Met w/ academic advisor at times convenient to me</li> <li>○ College staff member talked w/me about my outside commitments of school, work, children, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Co-requisite Remediation – not Pre-requisite</b> <ul style="list-style-type: none"> <li>○ Mandatory – just-in-time academic support</li> <li>○ Align math to program major needs</li> <li>○ Match curriculum to real-world career needs</li> <li>○ Most unprepared students – provide remediation that is contextualized to coursework</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Supplemental Instruction</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Effective Track to College Readiness</b> <ul style="list-style-type: none"> <li>○ College required me to enroll in courses based on placement test</li> <li>○ Assessed (e.g. TSI) prior to registering</li> <li>○ Took placement test</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Guided Pathways to Success</b> <ul style="list-style-type: none"> <li>○ Use technology to enroll all students in structured degree plans – think programs rather than courses</li> <li>○ Each semester should be mapped out by program major</li> <li>○ Use early alert intervention technology</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Alert &amp; Intervention</li> <li>• Accelerated fast-track dev. ed.</li> <li>• FYS</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Engaged Learning</b> <ul style="list-style-type: none"> <li>○ Ask questions in class or contribute in class</li> <li>○ Prepare at least 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance Funding</b> <ul style="list-style-type: none"> <li>○ Funding for Completers</li> <li>○ Financial</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Student Success Course</li> <li>• Tutoring</li> <li>• Assessment &amp; Placement</li> <li>• Reg. before class starts</li> </ul>	<p>drafts of papers</p> <ul style="list-style-type: none"> <li>○ Participate in supplemental instruction</li> <li>○ Work w/other students on a project or assign.</li> <li>○ Work w/classmates outside of class on class projects or assign.</li> <li>○ Participate in req. study group outside of class</li> <li>○ Participate in a student-initiated study group outside class</li> <li>○ Use e-mail &amp; other electronic tools to communicate for coursework</li> <li>○ Use e-mail &amp; other electronic tools to communicate w/instructor about coursework</li> <li>○ Discuss assign. or grade w/instructor</li> <li>○ Receive prompt feedback from instructor</li> <li>○ Discuss readings or class info. with instructors outside class</li> <li>○ Use face-to-face tutoring</li> <li>○ Use writing, math or other skill labs</li> <li>○ Use computer lab</li> </ul>	incentives to encourage success of low-income students
		<ul style="list-style-type: none"> <li>• <b>Academic &amp; Social Support Network</b> <ul style="list-style-type: none"> <li>○ Instructors clearly explain available academic &amp; social support services</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>○ Instructors clearly explain course grading policies</li> <li>○ Know how to reach instructors outside of class</li> <li>○ At least one other student knows student's name</li> <li>○ At least one instructor knows student's name</li> <li>○ Learned the name of one other student in a class</li> </ul>	
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