

Core Team Meeting

May 22, 2015
Lynn Library 212
9:00 a.m.

Minutes

MEMBERS PRESENT: Bob Austin, Janet Barton, Carol Bevel, Nancy Forrest, Emily Gilbert, Dr. Russell Lowery-Hart, Penny Massey, Kelly Prater, Reem Witherspoon

Others present:

Faculty Member and Presenter: Edie Carter

Student Representatives: Cutter Love and Abraham Tenorio

Recorder: Carolyn Leslie

MEMBERS ABSENT: Melanie Castro, Dr. Tamara Clunis, Megan Eikner, Janine Goode, Mark Hanna, Jason Norman, April Sessler, and Dr. Deborah Vess

APPROVAL OF MINUTES – (Bob Austin)

- Bob Austin asked for approval of the minutes from the April 17, 2015 No Excuses Core Team meeting. Carol Bevel made a motion to approve the minutes with revisions, and Janet Barton seconded the motion. The minutes were approved with revisions by majority vote.

CALL FOR ADDITIONAL AGENDA ITEMS AND ACTION ITEMS - (Bob Austin)

- There were no additional agenda items or action items brought before the committee.

PROMISING PRACTICES

- **The Value of Community College (video) – (All)**
 - Bob showed a video entitled: The Value of Community Colleges. The video featured author and journalist Malcolm Gladwell as he spoke at the Annual American Association of Community Colleges 2015 Convention.
 - Mr. Gladwell spoke on the capitalization rate which refers to how efficiently any group makes use of its talent. He related this to community colleges specifically dealing with the following three points:
 - **Individuals Carry the Idea That Talent Is Scarce** - Mr. Gladwell gave the example of a limited number of scholarships available to college students, because authorities thought there may only be one individual qualified to receive a scholarship. He stated that research has shown many more students are qualified, and that colleges aren't looking hard enough for these individuals because of the idea that talent is scarce.
 - **Individuals Carry the Assumption That Talent Is Innate** - Mr. Gladwell stated that talent is not innate, people just don't automatically display talent. It takes work to become talented at something. He gave examples of musicians who worked for many years before producing a masterpiece or hit album.
 - **Individuals Squander a Lot of Talent Because They Have a Narrow Definition of What Talent Is** - Mr. Gladwell stated that many of the greatest entrepreneurs are dyslexic. These people became successful, because they worked hard and accomplished three things: 1) they learned how to delegate, 2) they learned how to problem solve, and 3) they became effective at leadership and putting together a

team. People who are forced to develop ways to compensate for short comings become very talented which can be a better predictor of success.

- Mr. Gladwell concluded that community colleges are in the best place to help people make the most of their abilities. He said we need to make this argument to the world and tell them what we are about. He stated that there is nothing in society any more important than the capitalization rate. When future generations look back on this era they will ask, "How good of a job did you do in making talent of this generation?"
- Bob Austin will send a link to the presentation that Malcolm Gladwell gave at the convention.

- **Achieving the Degree Update – (Roman-Jordan, Fenstermaker, Carter)**

- Danette Fenstermaker gave a presentation to follow up on a project started a year ago. After brainstorming on ways to increase recruitment, she and Maury Roman-Jordan developed a database to follow up with students who were interested in completing a certificate or degree, but had not done so for various reasons.
- Danette showed a power-point presentation entitled, "Achieving the Degree Project". She said that they identified 20,000 students who did not complete a certificate or degree. Out of those students, 510 were able to graduate just by filling out paperwork. Eighty-four students only needed one course to graduate. She showed in her presentation that out of 99 student prospects for the fall of 2015, 64 students applied to come back to AC.
- One of the reasons former students gave for non-completion, was their fear of taking college algebra. A course, Math 1314, was offered during the spring semester in the evening, targeted to helping former students fulfill their requirement for completion.
- Edie Carter, who taught the class, told how taking a personal interest in these students helped them complete this hurdle to their completion of a goal. Ms. Carter reported that 95 percent of the students who took this class passed, and four graduated on May 15, 2015.
- Danette concluded the presentation saying that as they contacted the students, it was crucial that they were able to tell them the quality of the instructor teaching the class, and that others like them would also be in the class. This information helped the students begin the process of leaving their fears behind.
- Danette would like AC to offer other classes patterned after the Math 1314 class for the purpose of helping students who were unable to be successful when they tried to go through a program previously, reach their goals.

- **The 4 Disciplines of Execution – (Barton)**

- Janet Barton gave an overview of a presentation she attended at the Achieving the Dream Institute in Baltimore. The topic of the session was, "How to make sure we are successful in achieving our goals".
- Janet discussed the four disciplines in how to achieve goals:
 - 1) Discipline 1: Focus on the Wildly Important – People are naturally wired to focus on one thing at a time, (or at best a very few).
 - 2) Discipline 2: Create a Compelling Score Board – People play differently when they are keeping score.
 - 3) Discipline 3: Translate Goals in to Specific Actions – To achieve goals that have never been achieved before, we must do things we have never done before.
 - 4) Discipline 4: Hold Each Other Accountable – Always
 - The three keys to effective accountability sessions are:
 - a) Triage Reporting
 - b) Finding Alternatives
 - c) Clearing the Path

- These disciplines will be our standard of process for success.

DISCUSSION ITEMS

- **Strategic Plan Update – (Lowery-Hart)**

- Dr. Lowery-Hart handed out the **Amarillo College 2020 Strategic Plan – No Excuses in Action**, to committee members.
- He said that everyone on the committee has been exposed to the strategic plan and has had an opportunity to make recommendations and suggestions through their division.
- The cabinet will meet on June 2nd to discuss recommendations for the strategic plan. The recommendations will be reworded or combined with similar ones.
- Dr. Lowery-Hart said that if committee members have not already articulated ideas, to give them to their cabinet member and they will take it to the meeting for discussion.

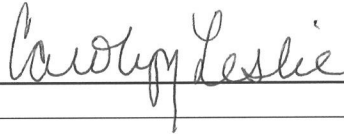
ADJOURNMENT

- The meeting adjourned at 10:30 a.m.

Next Meeting

- The next meeting is scheduled for Friday, June 19th at 9:00 a.m. in Lynn Library, room 207.

Recorder: Carolyn Leslie



Amarillo College 2020 Strategic Plan – No Excuses in Action

MISSION

Enriching the lives of our students and our community

VISION

We will ensure a 70% Completion Rate by 2020

VALUES

Create a No Excuses philosophy through actions which display the following values:

1. Caring through WOW

- Every student and colleague will say "WOW, you were so helpful, supportive, and open" after an interaction with us.

2. Caring through FUN

- We will find ways to have fun with each other and celebrate each other.
- We will find ways to make our work fun and effective.

3. Caring through INNOVATION

- We will see ourselves a "roadblock remover" - for students and for each other.
- We will always look for ways to help others and improve our processes.

4. Caring through FAMILY

- We will find ways to show we care about our student and each other.
- We will readily and effectively share information with each other.
- We will approach our interactions with each other with trust and openness.
- We will put the needs of others before our own.

5. Caring through YES

- We will think "yes" first and find solutions rather than finding "no."
- We will be passionate about our jobs and helping each other.

Every program, every service, every policy, every college is perfectly designed to achieve the EXACT outcome it currently produces.

- Achieving the Dream

INSTITUTIONAL GOALS	DEFINITION	ACTION FOR IMPACT
1. Completion	<ul style="list-style-type: none"> • Improve persistence • Increase completers • Decrease time-to-completion 	Comprehensive Transfer/Completion Pathways <ul style="list-style-type: none"> • Leverage Civitas for completion and planning • Greater coordination with advising and financial aid for full-time enrollment • Career/transfer focus for all advising • Expand Acceleration of programs • Revise & Contextualize Developmental Education
2. Align degrees and certificates with labor Market Demand	<ul style="list-style-type: none"> • Do graduates obtain well paid jobs? • Do graduates perform well as employees? 	Align All HB5 Endorsements with AC Career Pathways Use data to lead with career pathways in every aspect of AC: <ul style="list-style-type: none"> • Advising • Programs and courses • Marketing • Organizational Structure • Recruiting • Admission processes
3. Learning	<ul style="list-style-type: none"> • Increase student engagement • Increase performance on student learning outcomes • Adjust programs and courses based on competencies 	Infuse and Scale High Impact Practices <ul style="list-style-type: none"> • Enhance the use of learner center pedagogy • Leverage program outcomes for improved learning • Program for student success with more responsive and purposeful scheduling • Embed high impact practices across the curriculum
4. Equity	<ul style="list-style-type: none"> • Increase enrollment of sub-populations • Increase completion of any sub-populations • Increase enrollment of sub-populations • Increase completion of any sub-populations 	Build Systems for Equity Gains <ul style="list-style-type: none"> • Systemically remove barriers of poverty • Use data to address achievement issues across populations • Scale NO Excuses "culture of caring" programs and training • Integrate whole families into enrollment and completion • Ensure equitable access to all college resources • Enhance intercultural competencies across the institution
5. Financial Effectiveness	<ul style="list-style-type: none"> • Innovative • Entrepreneurial • Responsible 	Build Systems for Financial Viability and Fund Raising <ul style="list-style-type: none"> • Build smaller and more responsive budgets • Increase donations through on-line targets by program • Construct an organizational structure for fund raising • Define policies and processes for fund raising

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- Achieving the Dream