ourvalues

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

Caring through **wow**

- Every student and colleague will say "WOW, you were so helpful, supportive, and open" after an interaction with us.
- Every student will be "WOW'd" by engaged, learning-centered classroom experiences.

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.
- We will find ways to enrich learning experiences with joy and application.

Caring through **innovation**

- We will see ourselves as a "roadblock remover" for students and for each other.
- We will always look for ways to help others and improve our processes.
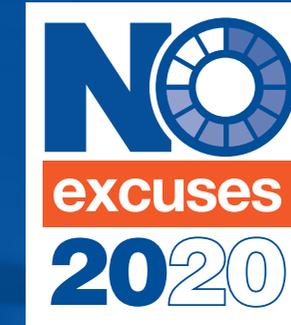- We will develop and implement original and creative teaching methods.

Caring through **family**

- We will find ways to show we care about our students 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.
- We will enhance learning by creating an atmosphere of mutual respect.

Caring through **yes**

- We will think "yes" first and find solutions rather than stating "no".
- We will be passionate about our jobs and helping each other.
- We will promote critical thinking and problem solving skills in curriculum.

70%completion 20**20**

NO excuses 20**20**

ourvision

We will ensure a 70% Completion Rate by 2020.

ourmission

Enriching the lives of our students and community by helping learners identify and achieve their educational goals.

Amarillo College
An Equal Opportunity Community College

NO excuses 20**20**

"Every program, every service, every policy, every college is perfectly designed to achieve the EXACT outcome it currently produces." We have made important headway on our journey toward student success. Yet, our current approach will require significant and aggressive changes in the way we serve our students. No Excuses 2020 will require a comprehensive system redesign – from students walking in the front door to students walking across the graduation stage.

No Excuses 2020 is focused on completion, labor market demands, learning, equity, and financial effectiveness. I am excited about ending a cafeteria approach to educating students and replacing it with intentional, clear, guided pathways to completion.

This shift will require considerable large-scale changes that are both challenging and exciting. I know we, as a team, are up to this challenge. I cannot think of a better group of people in which I entrust the future of our students, college, and community. Together, we can do this – No Excuses!

Dr. Russell Lowery-Hart
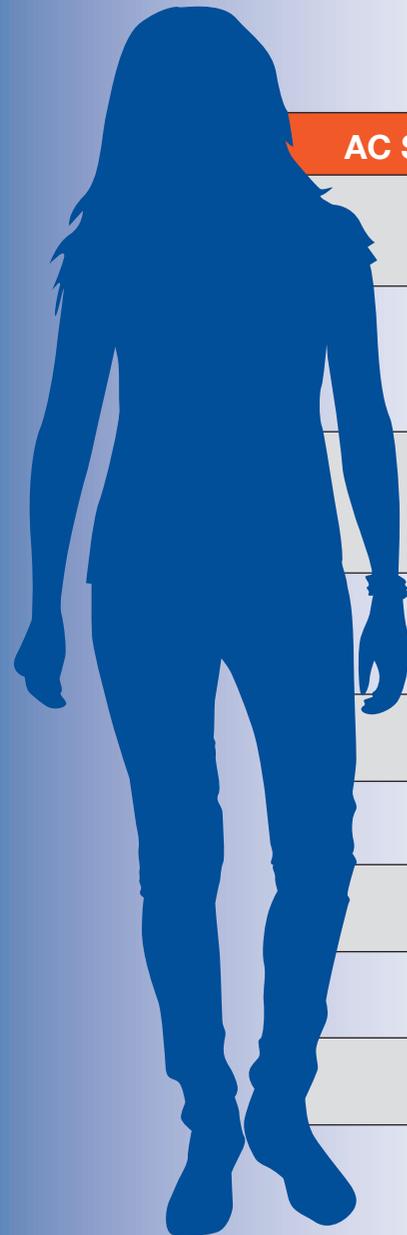*President, Amarillo College*

AC report card
Spring 2017

"Every program, every service, every policy, every college is perfectly designed to achieve the EXACT outcome it currently produces."
— *Achieving the Dream*

our goals

AC Student Profile – Fall 2016

65% Part-Time
21% Enrolled in Developmental Education
66% Designated Student Needing Developmental Education
60% Receive Financial Aid
53% Transfer-Focus
71% First-Generation
64% Female
54% Minority
Average Age – 26 years

Data Sources: AC Office of Institutional Research, THECB Almanac, AC CCSSEE

Completion

Three-Year Completion Rate FA13 to SU16	29%		

Fall to Fall Persistence:	FA12 to FA13	FA15 to FA16	Trend
First-Time-In-College students	46%	55%	👍
Part-time students - less than 12 hours per semester	43%	47%	👍
Full-time students - 12+ hours per semester	52%	60%	👍

Graduation & Transfer Rates	FA10 to SU13	FA13 to SU16	
3 Year Rate for Part-Time Students	11%	6%	👎
3 Year Rate for Full-Time Students	14%	21%	👍
Transfer Rate	14%	16%	👍

Learning

	FA13 to SU14	FA15 to SU16	Trend
AC Gateway* Course Success Rates (A-C pass rates) *Composition I/II; History I/II; Biology I/II; and, College Algebra	64%	73%	👍

Developmental Education - Persistence	FA12 to FA13	FA15 to FA16	
Persistence (Fall-to-Fall) of Part-Time Students in 1 Dev Ed Course	42%	46%	👍
Persistence (Fall-to-Fall) of Part-Time Students in 2 Dev Ed Course	33%	44%	👍
Persistence (Fall-to-Fall) of Part-Time Students in 3 Dev Ed Course	38%	47%	👍
Persistence (Fall-to-Fall) of Full-Time Students in 1 Dev Ed Course	55%	57%	👍
Persistence (Fall-to-Fall) of Full-Time Students in 2 Dev Ed Course	48%	56%	👍
Persistence (Fall-to-Fall) of Full-Time Students in 3 Dev Ed Course	53%	51%	👎

Equity

Persistence Rates	FA12 to FA13	FA15 to FA16	Trend
Part-Time: African American	37%	43%	👍
Part-Time: Hispanic	45%	47%	👍
Part-Time: White	42%	43%	👍
Full-Time: African American	45%	46%	👍
Full-Time: Hispanic	52%	52%	
Full-Time: White	52%	46%	👎

1 Completion

Develop Comprehensive Transfer/Completion Pathways
- Improve persistence
- Increase completers (certificates, degrees, transfer)
- Decrease time-to-completion

2 Align degrees and certificates with labor market demand

Align All HB5 Endorsements with AC Career Pathways
- Do graduates obtain well paid jobs?
- Do graduates perform well as employees?

3 Learning

Infuse and Scale High Impact Practices
- Increase student engagement
- Increase performance on student learning outcomes
- Adjust programs and courses based on competencies

4 Equity

Build Systems for Equity Gains
- Increase enrollment of sub-populations
- Increase completion of sub-populations

5 Financial Effectiveness

Build Systems for Financial Viability and Fund Raising
- Innovative
- Entrepreneurial
- Responsible

70% completion 2020

NO EXCUSES 2020 COMMITMENTS

AC Faculty Commitments

Wow: I commit to wow by closely monitoring student behavior and progress and intervening immediately to connect students to college resources.

Fun: I commit to fun by knowing each student's name the second week of class and finding ways to connect with students outside of the classroom.

Innovation: I commit to innovation by utilizing learner-centered pedagogy to improve student success.

Family: I commit to family by having one-on-one meetings with each student early in the semester to ensure a personal connection with each individual.

Yes: I commit to yes by developing a highly structured course with clear expectations for students and consequences for not meeting those expectations.

AC Student Commitments

Wow: I commit to "wow-ing" faculty and my family by completing my education at AC in three years or less.

Fun: I commit to fun by regularly attending class, completing all assignments, and finding ways to make my education fun and purposeful.

Innovation: I commit to innovation by becoming an engaged student by applying my education to real-world experiences and giving back to my college and community through service.

Family: I commit to family by seeking help from AC faculty and staff by asking questions, using AC's support resources, and providing suggestions and feedback for improvement.

Yes: I commit to yes by completing what I start and developing disciplined work habits.

AC Employee Commitments

Wow: I commit to wow by knowing how to help every student apply and enroll at AC.

Fun: I commit to fun by finding ways to make my work fun and more efficient.

Innovation: I commit to innovation by eliminating barriers that keep students from being successful.

Family: I commit to family by making eye contact, smiling, saying hello, and walking students to their location when they need help.

Yes: I commit to yes by providing the best customer service to our students and my colleagues.

AC Leadership Commitments

Wow: As good stewards of AC college funds, I commit to wow through powerfully and innovatively rethinking education by questioning and improving all of our processes.

Fun: I commit to fun by connecting with and supporting employees and by participating in college-wide activities.

Family: I commit to family by increasing accountability with attaining our college goals, all while celebrating our college and each other's successes.

Innovation: I commit to innovation by taking creative and urgent action, without politics or territorial conflicts, to help students succeed.

Yes: I commit to yes by becoming a "roadblock remover" through enhanced team communication and collaboration within a helpful, supportive, honest, confidential, and "yes" environment.

How we got here:
General Assembly
Give every employee and way to improve the college
Build teams across divisions
Promote innovation in our work

Process:
57 Teams
55 submissions
Top 10 selected by Cabinet
Top 3 selected by a panel of judges from:
- Our Board of Regents
- Amarillo Area Foundation
- Amarillo Economic Development Corporation Board
- Bell Helicopter
- Happy State Bank
- Student Government Association

Now what?
You will hear the presentations from the Top Three today. And then … YOUR VOTE WILL DETERMINE WHICH TEAM WINS THE $10,000 Prize donated by the AC Foundation.

W.I.F.F.Y Weasels
Project: Wowber Student Transportation
Description: This project is designed to alleviate transportation and parking barriers for students by creating a carpooling system. Each student would be charged approximately $9 a semester to be involved in Wowber – this would generate roughly $100,000 per semester. They money collected would then be used to reward the faculty and staff for their involvement in the program.

Wascally Wolverines
Project: Lil' Badgers: School for our Pre-Schoolers
Description: This project would provide a learning environment during the weekdays for the children of our students. Children must be between the ages for 4 – 6. Lil' Badgers school would be located in the Carter Fitness Center on the Washington Street Campus of AC. Classes for the kids will include STEM, Reading/Art, Free Play….
Students would be charged $10 per day per child and classes would be taught by current AC faculty/staff.

Ballzy Badger-Buddies
Project: Scholarship and Payment Plan Changes
Description: This project would ensure that scholarship funds from the AC Foundation are applied to students' balances at the time they are awarded. Right now, they are awarded only after financial aid comes in and just days away from the payment deadline creating a barrier that requires students to pay their bills, with money they do not have, before their scholarships are applied, and then be reimbursed later. The scholarship money is there and available at the time we require payment, but we need to change a process to remove this barrier at no additional costs.

STUDENT SUCCESS CONTINUUM FRAMEWORK

Adapted from the Gates Foundation's System for Student Success Model

Preparation
Ready and Motivated for Postesecondary Success

Examples:
Curriculum alignment w/ HS

coaching to high expectations

Career, college, and Financial Aid counseling

Academic skill building

Connection
Interest to Application to College

Examples:
foster college going norms

increase understanding of college requirements

increase dual credit enrollments

enrollment directly from HS

Readiness
Enrollment to Completion of Gatekeeper Courses

Examples:
college success course

declared career pathways

accelerated developmental courses

aggressive financial support

course redesign for greater learning and rigor

Progress
Course of Study to 75% Requirements Complete

Examples:
innovation to promote attendance

leverage technology to provide real-time feeback

emergency aid to deal with life crises

campus employment focus

intense customer service

Completion
Credential, Degree, or Transfer w/ Plan

Examples:
mandatory intrusive advising

remove "process/policy" barreirs

seamless transfer partnerships/programs

reverse transfers & transfer w/ credential incentives

Employment
Obtain Living Wage Job with Benefits

Examples:
paid interships

career and financial coaching

"soft skill" training

industry partnerships

employer satisfaction survey

AC

Amarillo College