Achieving the Dream
May 27, 2015
Minutes

Transcript of conference call with Mary Fifield, Achieving the Dream Coach, Steve Calatrello, Brian Gann, Donna Estill, Heather Congo, Valerie Cox, Chuck Holbrook

Dr. Fifield thinks that Calhoun has made great progress on the implementation plan.

Dr. Fifield went page by page and made comments and suggestions on how to finalize the report.

Page 2 - How does the response rate compare to last year's survey...compared to the method of distribution and the number of participants in 2014. Jennie Walts to look at data for comparison.

Page 3 - Liked last full paragraph. Need to use plural verb throughout the document. May want to add focus group information.

Page 4 - Reorder paragraphs - see notes on document. Add statement about what Dr. Klauber talked about at in-service in February 2015.

Page 5 - Be more specific to staff member who is responsible for the each initiative. Change first sentence to read: Engaging and encouraging faculty, staff, instead of Provide.... Measurable yearly indicators include used a student survey - use the survey as an indicator to see an increase in satisfaction over the previous survey. This would be administered annually. We can use the CAPP survey as a tool. 3 focal points - see notes on page 6 related to disaggregate data. Add action plan to allow faculty go to the Dream conference. Best Practices - enable 12 faculty go to the national dream conference - resources required - budget. Adjuncts - resources needed - budget -

ATD Budget - Teaching and Learning budget as well as additional funds to be used as resources for these initiatives

Anticipated challenges - May want to add a few sentences in the beginning about the culture shift - history of not encouraging broad based participation with a 180 degree turn to not wanting it to wanting it to happen. Mindset needs to shift for large groups of people. State this directly.

Priority 2 - Developmental Education - data collected on minority students - Use these sentences in the equity section at the end - repeat them - Use the bulleted points in the equity section - may need to be edited but the information is there.

Resources required - budgets - adult education funding - this is okay

Page 10 - add...disaggregate student data...then use again in the equity section. See notes on page 10 for placement.

2nd paragraph - self-selecting - , 3rd paragraph - last sentence - is this part of the faculty responsibility or is it extra. Faculty are doing on own time.

Priority 3 - Holistic Advising - Measurable yearly indicator - decrease in ratio of students to advisors - what it is now and what we want it to be. Also add a disaggregation bullet point to use in the equity section. Pell, Non-Pell, minority, etc.

Resources Required - Budget - need monetary item - ...and accompanying budget - need to budget in each one as necessary. Expanding lab is another area that needs budget. See notes on page 12.

Page 13 - Scaling - Need to add that as we collect disaggregated data by discrete student populations to see success of our initiatives to see what is working and this will allow us to determine where efforts need to be expanded. Need to create a "roadmap" for the entire admission, enrollment process.

Page 15 - Communications plan - May need to address student communication more - how will we communicate this information to the students. Need more personal touch - more face to face and person to person discussions is the place where the level of support grows. A member from each team to recruit just one person to get on board, the support will increase two-fold over the first year. To increase student communication, faculty were asked to speak to them regarding the initiative, Advisors to integrate and communicate the "success for every student" message in everything they do. The first day of class faculty could speak to students about the value of persisting and succeeding and resources available to assist with this effort. Possibly do this in the ORI classes. Utilizing faculty who were once community college students to
speak to these students to say here is where I was and look at where I am. Use picture of faculty member with the quote related to success for every student, use a quote and show credentials of that faculty member;

Think about relationship between the task force for teaching and learning, core and data team - need a clearer picture of relationship. The faculty senate should be included as well. We are currently in the process of figuring this out. We will also have a conversation about committees to share with each other.

Discussion about including more staff people in these initiatives. May need an ad-hoc committee that assists with the priorities. Idea would be to extend the invitation to participate to employees - college-wide - once the plan is released to everyone.

What do we need to look like structurally as year one comes to a close? Excellence in Teaching and Learning Task force may need to operate as a separate entity with little overlap with the other areas...

Page 18 - ...The three distinct - need paragraph that loops back to the disaggregation data points from the areas above. Give examples from above

Once edits are made, send a copy to Mary, Dawit and submit.

Heather will edit for grammar and voice. Donna will edit the Equity section.

The meeting was adjourned.

Submitted by:

Jennie Walts
Recorder