



**Achieving the Dream Core Team/Strategic Plan Goal Two Meeting  
November 29, 2012 2-3:30 pm, SC213**

**Minutes**

**Attendees:** Terri Manning, Jim Tschechtelin, Bill Heineman, Lane Glenn, Karen Mitchell, Rick Lizotte, Pete Dulchinos, Tom Fallon, Carolyn Cohen, Janice Rogers, Linda Murphy, Grace Young, Noemi Custodia-Lora, Trish Schade, Crystal McCracken, Marilyn McCarthy

**1. Introductions**

**2. Review of ATD Annual Feedback Letter & Kent Farnsworth trip report**

- Jim said he was “struck but not surprised by how many good things Kent had to say.” He pointed out that Kent works in a lot of colleges. He talked about the suggestions of re-analyzing data and broadening faculty engagement and said there is work to be done “where the rubber meets the road.”
- Terri noted that we took the comments in the letter to heart. She said most other schools do not disseminate the letters the way we do.
- Rick Lizotte said that broad engagement was the reason for the Wal-Mart Press grant and that the mini grants will get people involved.
- Bill Heineman said we are tracking participants before & after with a spreadsheet.
  - What does it mean to be involved in the grant and what will measureable results be?
  - We have looked at data we’ve gathered over the last 5 years.
  - Culture & Equity group has discovered interesting patterns with Hispanic females
  - Tom Fallon mentioned the 20-24 year old group – needs specific attention.

**3. Plans for DREAM conference**

- Lane Glenn, Bill Heineman, Tom Fallon, Janice Rogers, Rick Lizotte, Dawna Perez and Trish Schade will attend the conference February 4-8. Janice & Trish will be presenting.
- Monday Harvard business school will be there to teach PRESS colleges how to write a case study, which is a requirement of the grant.

**4. Questions from discussions with the coaches**

Jim asked for feedback from the group. He asked “What is the greatest challenge to improve student success at NECC.”

- Janice Rogers – Having trouble getting broader engagement from faculty. One strategy that works well is using faculty that are already involved to spread the word.

- Linda Murphy – It's not so much what we have to offer, but what students bring to the classroom. They come with full schedules and a variety of issues. They still need to come to class and need to use the support we offer.
- Crystal McCracken – Biggest challenge is that professors have only specific office hours and won't meet to give extra help beyond that. They often don't respond to email within 24 hours either.
- Carolyn Cohen – Teaching psychology many students come in looking for more than academic information. Our students have a lot of baggage. Recently 3 students almost got into a fight. Faculty are not trained to deal with that. It can be challenging.
- Noemi Custodia-Lora – Engaging more faculty into different initiatives is difficult. It seems to always be the same people and they burn out.
- Tom Fallon – Lawrence population is challenging as it has more needs. As this population grows (up 3% in the fall) it's likely to influence our overall data trends.
- Grace Young – Technology is ever changing. There is a new version of DegreeWorks. Staff and faculty need constant training. Training faculty is a challenge because of their schedules.
- Karen Mitchell – Resources are stretched with faculty, staff and students. Going back and forth to Lawrence is a challenge. Too many emails.
- Rick Lizotte – From a faculty perspective, there is too much to do already. The only way to get them involved is to tell them it will decrease their workload.
- Lane Glenn – We are consistently supporting a high standard of academic excellence. Our ad lines “expect more from us.” We need to reinforce high expectations from them. Our students face challenges. We're called on to be sympathetic so we get caught in the back and forth. We can demand more, but support is required.
- Pete Dulchinos – Getting faculty included, especially DCE faculty is a challenge. Everyone here is overloaded and can only do so much. Also need to get across to students that we care and want to help them achieve success.
- Trish Schade – Time is one of the biggest barriers. We are doing a lot but there is a lot of overlap. We should connect the dots.
- Marilyn McCarthy – Transference of skills for students is a challenge. We can teach skills, but others need to know what ground work we've laid down. They need to transfer skills to the next step. That comes with broader engagement.
- Bill Heineman – There are a lot of people from a lot of groups doing a lot of good work with many good ideas, but it often feels like this work is going on within silos. We need to connect the silos. Lane, Bill and other leaders need to work on this.

## **5. Discussion about synergy**

- Terri Manning said Community Colleges tend to take on more and more and don't sit in a room to find out what they should stop doing. Teri suggested spending time to figure out what to move away from.
- Lane Glenn said organizational development work of any size usually includes improving communication. Silos (unified feel theory) – how much better should we expect to get? How do we optimally manage this for people, with time crunches, etc.?
- Carolyn Cohen said faculty need to be a student again – in today's world not in 1978.
- Trish Schade said administrators should spend more time in the classroom.
- Jim Tschechtelin offered a handout on the applications of John Cotter, an expert on change. He said it might help to move the ball.
- Bill Heineman said that student participation is crucial. He has held evening forums this semester with students. He finds it very helpful to hear what they have to say.

- Rick Lizotte said student's input was crucial in the SI focus groups.

**6. Other business**

- Dec. 12 meeting – the plan was to look at culture and equity group data. *This meeting was cancelled.*
- Tom Fallon reported that from Fall 2010 to Fall 2011, graduates went up 1%, transfers increased 4% and retention increased 5%.

**Next meeting is January 16, 2:00 to 3:30 SC213**