



**Achieving the Dream Core Team/Strategic Plan Goal Two Meeting  
February 20, 2013 2-3:30 pm, SC213**

**Minutes**

**Attendees:** Bill Heineman, Karen Mitchell, Rick Lizotte, Melba Acevedo, Judith Kamber, Lynda Gagnon, Janice Rogers, Linda Murphy, Carolyn Cohen, Tom Greene, Dawna Perez, Magdalena Suarez-Shannon, Trish Schade, Crystal McCracken

**Recorder:** Jane Bailey

***1. Reflections on ATD DREAM Conference (Rick, Tom, Dawna, Trish, Magdalena, and Bill.***

- **Magdalena Suarez Shannon** – attended workshop with South Texas College – won an award for student success; institution has 96% Hispanic students. They reach out to students outside the classroom. Vice President goes out into the campus to meet, greet and guide students. Baltimore Community College workshop – sensitive strategies in teaching – pointed out linear (expecting a certain outcome) or open ended. The attendees took exams and shared how they felt – a level of anxiety. Talked about how students are perceived when they come into the classroom. Talked about setting up a welcoming environment in the classroom.
- **Rick Lizotte** – South Texas won the Leah Myer Austin award. They did a lot of work with high schools – made a huge commitment. They got the high school to college connection right. They focused on one thing. Here we do everything we can rather than one thing. We don't see a great amount of success because individual efforts don't show a great amount of success – collectively we have success.
- **Dawna Perez** – attended a workshop with William Rainey Harper College. They focus on early alert. They talked about 3 things: Alignment with each other, high school partnerships and bridge program. The math is badly aligned at the college level (they use Compass Accuplacer). They had the same course lined up with college. Their partnership was very firm. Bridge was a 2 week program. We did a 2 week program with Lawrence High school and had 11 students. Their Early Alert focused on 2 developmental courses or more. They send out surveys. Faculty can do direct recommendations to tutoring. Progress reports go through by hand and are very time consuming. Need to have a longitudinal approach all the way through.

- **Bill Heineman** – In the PRESS grant sessions, we seem to be light years ahead of some of the other colleges. Went to a session on involving adjunct faculty. Adjuncts are not a uniform group – may need different strategies and may not spend the same amount of time on each group. Went to another session about challenges of sustaining student success efforts – a lot of complaining from the colleges present about these challenges. This session wasn't full of answers.
- **Trish Schade** – Presented at the conference. Did get to interview with someone from Inside Higher Ed. He is going to do a piece on community colleges. Attended a session with Renton College in Washington. They trained their entire college in reading apprenticeship. They offer the class on line. The online class is costly. Melba asked about a “training the trainer” arrangement. Trish is a trainer. Melba suggested possibly creating a course and thinking about different sizes of training. Could break it into modules. People are interested in different levels of involvement.

## ***2. Coaches' Report on Fall 2012 visit***

The group went through the reflections document from Jim Tschechtelin from the November coaches visit.

- Bill said there are recurring patterns, like faculty engagement, which will be addressed with the new PRESS grant. Faculty will have a range of ways to engage.
- Judith Kamber has put together a great program for professional day. An outside speaker will talk about students with outside challenges.
- Bill asked: Is it possible to become to focused on gathering data? How much time do you want to put into studying an individual intervention? Terri Manning's message was “data doesn't answer all your questions and doesn't replace judgment”. Bill said “it's a fine line to walk”.
- Rick said that focus groups worked well for SI. They can give you a pretty clear picture, then you can set up a study.

## ***3. Withdrawal date discussion***

Bill Heineman said that we had changed our withdrawal date to 2/3 into the semester a few years back. He said that Central Piedmont Community College changed their withdrawal date in Fall 2008 from 75% through the semester to 25% of the way (end Sept.). This has had a sizeable impact on completion rates (8 to 10%). He asked the group “what if we were to do it, what issues do you see?”

- Would have to re-structure exam schedule which currently allows students to drop the lowest exam. (Carolyn Cohen)
- Sometimes it takes 2 or 3 weeks for students to learn about Learning Accommodations (Judith Kamber)
- A month is too soon – barely giving quizzes (Linda Gagnon)
- In developmental classes students learn skills gradually. They may panic in the first month but could finish the course by transitioning up – learning skills later on.

- Would want to talk to Terri about the details (Rick Lizotte)
- Where do the dropped students go, do you lose them completely? (Carolyn Cohen)
- We should be driving students toward accommodations as soon as possible (Bill Heineman)
- We've had a nice increase in our completion rates – may be due to our new withdrawal policy (Bill Heineman)
- The people you are left with may be the good students (Carolyn Cohen)
- Putting grades in Blackboard helps students to see where they are at right away (Rick Lizotte)
- Assumes students know how to use Blackboard (Tom Greene)

### **Other business**

Next meeting is changed from March 20 to Monday, March 25 3:00 to 4:00

Going forward meetings will be at 3:00 rather than 2:00.