

Achieving the Dream Core Team Meeting
November 8, 2018
Learning Resource Center Room 142
2:45 p.m.

Present: Jimmy Barham, Dr. Karen Bowyer, Michael Brooks (Zoom), Constance Clay standing in for Amy Finch, Heather Gann, Kacee Hardy, Amy Johnson, Renee Long, Karen Norfolk (Zoom), Kay Patterson, Trena Richardson (Zoom), Nathan Segars, Patty Sharp, Charlene White, and Cindy Williams (Zoom)

ATD Leadership and Data Coaches: David Hartleb and Rene Garcia

Role of the ATD Core Team is a functional student success steering committee and not a governance body.

- Lead
- Support
- Coordinate
- Facilitate
- Celebrate
- Communicate

Lead

- Members are highly regarded and influential
- Members are committed
- Members provide leadership to spread a culture of inquiry and reflection about student success throughout the college
- Members use quantitative and qualitative data to make decisions

Support

- Encourage initiative teams
- Give positive reinforcement
- Examine regularly all student success initiatives and offer helpful and constructive advice
- Engage in courageous conversations needed to push forward efforts to achieve equity at your college

Coordinate

- Examine all student success initiatives to effectively and efficiently utilize college resources and avoid duplicative efforts. And assure that all initiatives are appropriately related to the college student success work

Facilitate

- Assist student success initiative teams overcome barriers and navigate the college governance system

- Maintain an inventory of all student success initiatives and assure that they are rigorously evaluated in a manner consistent with continuous quality improvement

Celebrate

- Celebrate often and regularly

Communicate

- Work with the Communication Team to assure that a communication plan is developed and executed to achieve broad engagement across all members of the college

Duties

- Post minutes of all meetings, on-line
- Annually, at least, review and analyze fundamental student success data
- Following the administration of the Institutional Capacity Assessment Tool (ICAT) and follow-up at a Capacity Café, use the results to ensure that the seven capacities are strengthened at your college

Institutional Capacity Framework

The framework is designed to provide an assessment of capacities within an institution to aid in both conversation and strategic actions that may guide organizational change.



The Seven Capacities defined

1. **Leadership & Vision** – The commitment and collaboration of the institution’s leadership with respect to student success and the clarity of the vision for desired change.
2. **Data & Technology** – The institution’s capabilities to collect, access, analyze and use data to inform decisions, and to use powerful technology to support student success.
3. **Equity** – The commitment, capabilities, and experiences of an institution to equitably serve low income students, students of color and other at-risk student populations with respect to access, success, and campus climate.
4. **Teaching & Learning** – The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college’s commitment to advising, tutoring, and out-of-classroom supports as well as restructuring developmental education to facilitate student learning and success.
5. **Engagement & Communication** – The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community-based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.
6. **Strategy & Planning** – The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.
7. **Policies & Practices** – The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Respectfully submitted,
Constance Clay
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