



**Achieving the Dream Core Team/Strategic Plan Goal Two Meeting
January 16 2-3:30 pm, SC213**

Minutes

Attendees: Bill Heineman, Karen Mitchell, Rick Lizotte, Pete Dulchinos, Tom Fallon, Grace Young, Noemi Custodia-Lora, Trish Schade, Melba Acevedo, Sue Shain, Judith Kamber, Lynda Gagnon, Noemi Custodia-Lora, Rebecca Rose

1. Review of Fall 2012 data

A. Tom Fallon: student success data.

Tom reported positive trends in most categories in the longitudinal data:

- **Overall course completion (A-C)** showed slight increases in most areas: 71.8%, age <=25 68%, Hispanic 68%, Males 68%, Hispanic Males 63% (this was a slight decline from 64%). Rick Lizotte asked the number of Hispanic Males, which Tom did not have today. Rick pointed out that this number is usually low which can make the rate rise and fall dramatically.
- **Math chart** is for the academic year so it will be completed after Spring semester.
- **ENG101** overall showed a nice increase, 65.2% (up from 59%), age <=25 increased from 56% to 63%, Hispanic increased from 55% to 62%, Males increased from 55% to 61%, and Hispanic Males showed a decline from 59% to 56%.
- **Retention (ALL)** (fall to fall – did they transfer, graduate or enroll the following fall) showed nice increases in all categories: Overall 65.6% (up from 61.1%), age <=25 67.7% (up from 63.3%), Hispanic 63.6% (up from 57.0%), Males 63.8% (up from 58.5%), Hispanic Males 62.4% (up from 51.6%).
- **Degrees & Certificates** showed nice increases in all categories: Overall duplicated was 1141 (up from 1048), Age <=25 was 438 unduplicated (down from 443). Tom pointed out that this number is less because people are earning more certificates. Grace said that earning a CIS certificate enables students to pass certification tests or enables them to get a job and often they will come back to get a degree after they earn the certificate. Sue Shain said that the new Health Specialization degree will probably push this number higher.

Tom reported that the completion rate for SI sections was 5.3% lower than sections of the same courses that did not use SI in Fall 2012.

- Bill Heineman said that quite a few new disciplines were added this semester. However, in general many new, useful features were added to the SI process over the last six months, so these results are discouraging.
- Noemi Custodia-Lora said that after talking with some of the math faculty that she felt they had the wrong idea. She also said that often students that attend come in the middle of the semester when it may be too late for them to succeed.
- Grace Young said that the scheduling may be wrong. If the SI is the only section offered at a given time, students who don't need SI end up having to take that section.
- The question was asked if there was a correlation with the attendance rate. Tom Fallon said that this was looked at in the past with negative results.
- When Tom finalizes the data, it will be shared with the SI team and we will try to figure out how to improve performance in Spring 2013.

Tom reported that CSS is scaling up. 30 sections in Fall 12 compared to 13 sections in Fall 11. (574 students compared to 248). Comparing the numbers to the overall college population, the numbers are all up. Development Course completion (A-C) numbers are up as well, 89% of CSS completers (compared to 80% in Spring 2012), and Assessed but did not take was 62% compared with Spring 2012 81%.

B. Trish Schade: reading survey data.

Trish reported that almost 100 faculty members participated in the survey (approximately 25 full time and 70 adjunct faculty members). Participants were from a wide spectrum of subject areas. Trish stated that today she would focus on two questions from the survey:

- 1) *How often do you require students to take notes or write informal journals about their reading?* She reported that the answer to this question was pretty evenly split. Never or very rarely was reported by 42.3% full time and 29.2% adjunct faculty, and often was reported by 50% full time and 48.6% adjunct faculty.
- 2) *In your judgment, which of the following statements is probably most accurate for your class, check one:*
All or most students generally have satisfactory comprehension of the required reading. 46.2% full time and 44.3% adjunct faculty checked this.
About half of the students generally have satisfactory comprehension of the required reading. 53.8% full time and 50% adjunct faculty checked this.

Trish talked about the importance of journals as a way to assess student learning before the test to promote student success. She also said that training people to read correctly helps them write correctly.

Trish reported that Bill Zannini had taught one class with Reading Apprenticeship (RA) strategies and one class without. The class with the RA strategies final grade average was 78 compared to 70 in the class without RA.

She said the Transitions to Academic Success team (which comes out of the ATD initiative) is working toward integrating reading strategies in the classroom. They hope to offer RA Strategies on line to faculty.

2. Review of Culture & Equity Strategy Team goals document (Judith Kamber)

- Develop a peer mentoring program – possibly a satellite to student success center in Lawrence. Have been looking at Middlesex as they have a successful program.
- Professional Development – Organizational development related to the inclusion of existing diversity initiatives and activities.
- Expanding our Pool of Diverse Faculty – Need to be more intentional in recruiting diverse faculty. This is helpful to minority students.

Bill Heineman asked the group for feedback, pointing out that the Culture and Equity Team is at a crucial point and are ready to step out and start doing.

- Noemi Custodia-Lora said that it is difficult to attract faculty here as people tend to stay in the city for more competitive salaries. She said that NECC is family oriented, which may be attractive to other cultures. This should somehow be presented. She also suggested looking at what other people are doing around the college.
- Pete Dulchinos said that at the Lawrence campus, the phenomenal new facility might be attractive.
- Trish Shade suggested Phi Beta Kappa as potential mentors – they are a large pool of students and one of their hallmarks is service.
- Grace Young said there is a need to be able to identify with students – one of the reasons she continues to advise students.
- Rebecca Rose said she finds that cultural diversity happens when you mix academics with mentoring.
- Trish Schade said there is a crossover with Professional Development and Reading Apprenticeship – which is a great tool for student and faculty learning.

3. Other business

Next meeting is February 20, 2:00 to 3:30 SC213