



**Achieving the Dream Core Team/Strategic Plan Goal Two Meeting  
January 21, 2015 3:00 pm  
SC213, Haverhill Campus**

**Minutes**

**Attendees:** B. Heineman, D. Perez , R. Lizotte, G. Nash, K. Kortz, M. Yeager, T. Favara, T. Schade, T. Fallon, L. Nadeau, P. Dulchinos, G. Young, C. Cohen, L. Gagnon and Kim Burns

**Guest:** Cherie Hagen

**Recorder:** Deb LaValley

**1. BlackBoard Community Tab – Strategic Plan team update & ATD annual report fillable forms – Cherie Hagen**

Rick and Cherie worked on an efficient way for us to gather updates for 6 months and annual report to gather this information.

- You can go in anytime on Blackboard to enter any update information.
- Rick will be the person to edit and monitor changes during the year.
- There will be nudges during the year to get your updates in.

Cherie stated that in Blackboard, there is a new Community Tab. This is not an academic course, so more tailored to our needs as a college organization. The Discussion board is not available to students as it is a resource to brainstorm ideas.

Organizational Materials:

Forms:

An Intervention Form - Google forms put on a spreadsheet is what you initially fill out. Edit/Review looks at submissions in each category: SI, Reading Apprenticeship. CSS, Early Alert. After you submit you have the opportunity to go right in and edit it.

Strategic Goal Progress Form:

Is set up same way as mentioned above with edit review strategic goal progress submissions by the chairs of the goal team. There are 4 color-coded statuses just as in the old Word form: Completed; Progressing as Expected; Progressing with Challenges; No Report Yet. Choose the appropriate one for each goal.

Is set up same way as mentioned above with edit review strategic goal progress submissions by the chairs of the goal team

Visual Summary:

When you click on each section there is a pencil to edit to change or correct something.

Any questions or comments call Cherie or Rick.

**2. New State Regulation Math High School GPA Policy Discussion – Grace Young**

This new regulation was quickly touched upon with ATD coaches back in December. Grace is looking for consensus before we draft a policy. The discrepancy last time was between the validation for one year if Accuplacer math placement assessment and the GPA pilot is which allows validity of placement for three years from graduation from out of high school. The student goes into first level of college level course that leads to the sequencing of their math courses (beginning of the sequence). The concern is, how come you are treating the recent high school graduate different from other students? Grace and Donna recommends they make them the same for fairness. All college level placements are valid for 3 years to match the GPA policy. All developmental placements will be one year. Grace stated they haven't written the policy yet because they wanted it brought to Goal 2 for approval so that everyone is on the same page. Consensus by the committee was to accept the recommendation. Grace will take it back and work on the policy.

**3. FYE – The Full Experience for First Year Students and the Role of Orientation - An Open Discussion –Dawna, Bill, Dina Brown and Team**

Look at role of orientation for our students within a broader and more holistic first year experience. They get A LOT of information at once. How can we build on and reinforce the most important information at the times students need it throughout the first year.

What are other elements we want to introduce and reinforce?

Dina shared the online orientation that is available in Blackboard.

- Students receive an email from Dina stating you are required to do orientation before classes begin.
- We make online orientation personal and welcoming. A video welcome from Lane with closed captioning.
- Information for an entire year
- Blackboard site is available to faculty as well. Some information has been duplicated through the CSS course

[http://prezi.com/0ia6xjid\\_vur/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/0ia6xjid_vur/?utm_campaign=share&utm_medium=copy&rc=ex0share)

In an in-person orientation, it is a little more engaging and interactive.

- Registering for classes, classroom expectations, what a syllabus looks like, financial planning.
- There is a quiz when classes begin.
- “Code of Conduct”

- Links to different places and we talk about “myNECC”, how to log onto portal and what passwords are. student email, etiquette, student ID
- Added to orientation this year NECC Core Academic Skills. Tutoring info, video on professor expectations
- Frequently asked questions along with academic advising, community service, financial aid, computer lab, book vouchers, etc.

Revised for Spring 2015:

- (ALL ESL ARE IN THEIR DESIRED MAJORS), ESL is cohorted.
- Dina has orientation specific for breakout sessions by the majors in Business and Technology, and Sports and Leisure Studies.

Discussion and Questions:

- Is there a reason why we cannot do certain parts of the orientation while students are waiting to get into One-Stop/CPAC to engage them?
- It is a captive audience and you can do a virtual campus tour of both Haverhill and Lawrence Campus.
- It is a good idea while they are waiting to do some form of orientation. Can we break out those students who already have a student ID? If they are returning students, they still can benefit from a refresher of some information.
- Students still have a hard time accessing their college email. Should we develop short video clips?
  - Suggestion was to look at some of the iHealth online orientation that was created by Sue Tashjian and John Murray and take the snip it video or PowerPoint and put it up on the TV screens throughout the campuses.
- Grace suggested doing a quick admit to get student ID.
  - Can we incorporate this instruction sheet on TV screens



MyNECC and EMail  
(3).docx

Orientation has come a long way in a fairly short amount of time. It is amazing how much is in orientation already, thanks to Dina and staff. One thing to look at are the other stops for the students. Bill encouraged us to look at how our colleges got us ready or other orientation experiences that were helpful. Should we be making more built around the students’ discipline and/or some faculty or division/department focused orientations? Students really seemed to come alive when they were sitting with business major faculty for example as is all stuff they needed to know. Think bigger about students’ first year experience and the role orientation as bigger piece. There is a much larger discussion to be had. (Bill)

ESL motivational project-Look at ESL students who were lost when they got out of ESL as there was no transition to main stream program. When a former ESL student comes in and tells their story, it really resonates with the students as they like to hear stories from other students. (Grace)

**4. Other Business: Next meeting we will look at KPI Data.**