



**Achieving the Dream Core Team Meeting
Minutes
December 14, 2011 2-4 pm
Student Center 213**

1. **Update on Department of Higher Education goals document** – Bill Heineman began the meeting talking about the DHE goals chart. He said the data were originally reported incorrectly in the bottom 2 rows but were revised yesterday. Grace Young asked if certificates count in the graduation rate. Bill said he would find out. **They DO count.** The question was raised if someone earns a certificate and a degree, do both count. Nora said in her experience they both do count. Bill pointed out that the ATD money runs out in June and that this group will continue to work on strategies funded by the college budget or other sources. Donna Marquis said she had been using the “what if” tool in DegreeWorks and many of her students were surprised how close they are to finishing. Grace said that was why she asked about certificates. She feels they need to do a better job at getting certificates for the students. She said it would be a huge undertaking but she would like to pull all the students (especially CIS) who are currently here and connect them with advising and tell them what certificate they can get, along with certifications. She stressed that a one-on-one with advisors is really important because they are familiar with course substitutions, etc. Bill asked the group if they were comfortable with the numbers. The group again brought up concern about closing the gap between women and men as our programs are not geared toward men. Rick Lizotte suggested that we should look at colleges with similar populations and see where their gaps are and what their programs are. Bill mentioned a visit he and Lane recently had with Greater Lawrence Technical School and said there is a potential connection with their automotive program. Bill said that the next step for the chart is Lane’s desk and that he may revise the goals.

2. **Update on ATD publicity effort** – Bill reported to the group that he, Grace, Nora, Rick and Ron Taber met recently. Ron will begin work on material to explain to the community what ATD does. A folder will be created, which will contain a simple summary page, then one-page descriptions of each of the three strategies, and then one-page summaries of individual interventions (such as SI). An ATD website will have similar materials, using a student story that links a graph to both personalize and contextualize each intervention. Additionally a video amalgamation of our ATD work

will be created, with a version that includes Lane's story to be shown at his inauguration in April. Ron may come into a meeting to get ideas from the core team.

3. Discussion of article “An Instructor Like Me” – Bill Heineman began the discussion on the following article: <http://www.insidehighered.com/news/2011/09/06/instructor-me> He said that this article highlights a report that came out that students are more successful if the instructor comes from a similar background. He said that NECC students are roughly 35% ethnic minority. He also said that we have made progress hiring minority faculty, but that full time faculty were currently at about 10%. He said that our ATD coaches have asked us to examine gaps in performance of students based on ethnicity and other characteristics. He asked the team what their thoughts were about the article and asked for suggestions on what we could do.

- The peer tutoring models were mentioned by Joanna Fortna. She stated that the students can relate to peers, and that some of the SI leaders are Hispanic.
- The importance of awareness by staff, students and faculty was brought up by Pete Dulchinos.
- Donna Marquis said she feels that professional development opportunities should be available so faculty are prepared to have conversations with the students (perhaps learning languages)
- Carolyn Cohen talked about perception. She has her students fill out a questionnaire, for instance what they think she likes to do in her spare time. She said after this exercise there is a shift in the way they think of her. She pointed out that the instructor can then decide what they want to share with students.
- Rick Lizotte said he relates his students to his parents, who spoke French before English.
- Grace Young said she sometimes tells students that she was on academic suspension. This helps them to understand that faculty and staff are human and also have faced struggles. She then goes on to explain how she got to where she is.

Bill asked the group what professional development on this topic would look like. Some of the responses were:

- Something you are immersed in that includes students.
- A club – students with different background or a newspaper profile in order to know faculty and staff better.
- Noemi Custodia-Lora said that socialization inside the classroom works well for her. A fraction of time spent on this in the classroom changes student perceptions.
- In SI sections the SI leader is the bridge between faculty and students. Rick Lizotte said it works the same way with ESL faculty members and other faculty members.
- Theme based courses – Janice Rogers said they talked about that with CSS when they visited Bunker Hill Community College.
- All male Hispanic Learning Community was suggested by Tom Greene.

- Having students share their story. (Ernie Greenslade is doing this with the Boston Globe).
- Could have a student success day (advertised and promoted by us).
- Janice Rogers suggested putting QR bar codes on posters with a link to a student story. Several possibilities were suggested.

Bill said that when the coaches were here they asked if the top three strategies should stay in the top three. He said maybe it's time to think about having a subgroup that specifically looks at gaps in the performance of different student groups and strategies to give it more shape.

- 4. Future research needs: return on investment calculations** – Bill said that next time he'd like to have a report from the First Year Experience, Advising, Math and Data Teams (he asked Rick to remind Tom that we need some return on investment data: ways to measure how student success as a result of our interventions saves money, time or other resources. It would be helpful to hear in January about the Data Team's plans for this research.
- 5. Other Business** – Jane Bailey reported that Ron Taber will have a proof soon of the new College Success poster.

Next meeting will be January 25, 2012 at 2:00 in SC213