

# **Achieving the Dream Data Team**

**Meeting: April 16, 2008**

# **Achieving the Dream – Data Team**

## **Agenda – April 16, 2008**

1. Unfinished business – questions from all previous meetings
2. Review draft proposal submitted to Achieving the Dream
3. Bring the Committee up to date on some of the on-going projects that IR & P is currently undertaking. This is very relevant because the Data Team is also taking on the responsibilities of the Institutional Effectiveness Committee
  - Graduate Follow-Up Study
  - Career & Technical Reports/Tech Prep – Perkins Funding
  - Maryland Success Model – how it differs from our standard retention calculation, etc.
  - Institutional Program Review Templates for NECC as a whole – another way to look at retention and positive outcomes
  - Withdrawal Report – it's an ongoing study
  - Online Course reports

If time allows: IRB, Process Mgmt. involvement, CCSSE administration again in 2009, Ride Share surveys for Green Team, Carbon Footprint, IPEDS reporting...

---

## *Section I: College Information*

**Name of College:** Northern Essex Community College      **Submission Date:** March 31, 2008  
**Web site:** www.necc.mass.edu

**Name of Organization Receiving the Grant (if different from the college):**

**Mailing Address of Grant Recipient:** 100 Elliott Street, Haverhill, MA 01830

**Street Address (if different from above):**

**Purpose Statement (one sentence describing the purpose of this proposal):** Improve the overall academic performance of students enrolled in Developmental and gateway courses.

**Proposed project start date:** July 1, 2008 **and end date:** June 30, 2012

**Total amount requested:** \$400,000 over four years

**Achieving the Dream Core Team Leader Name and Title:** Lane Glenn, Vice President of Academic Affairs

**Telephone:** 978-556-3327 **Fax:** 978-556-3185 **E-mail:** lglenn@necc.mass.edu

**Address:** 100 Elliott Street, Haverhill, MA 01830

**College President:** David Hartleb

**Telephone:** 978-556-3955 **Fax:** 978-556-3665 **E-mail:** dhartleb@necc.mass.edu

**Address:** 100 Elliott Street, Haverhill, MA 01830

**Who has legal authority to execute a grant agreement on behalf of your organization?**

**Name and Title:** David Hartleb, President

**Telephone:** 978-556-3955 **Fax:** 978-556-3665 **E-mail:** dhartleb@necc.mass.edu

**Address:** 100 Elliott Street, Haverhill, MA 01830

**Who authorized this budget? Name and Title:** David Hartleb, President

**Telephone:** 978-556-3955 **Fax:** 978-556-3665 **E-mail:** dhartleb@necc.mass.edu

**Address:** 100 Elliott Street, Haverhill, MA 01830

**Communication/Public Relations Contact Name and Title:** Ernestine Greenslade, Director, Public Relations

**Telephone:** 978-556-3862 **Fax:** 978-556-3182 **E-mail:** egreenslade@necc.mass.edu

**Address:** 100 Elliott Street, Haverhill, MA 01830

**Whom shall we contact regarding questions about this proposal?**

**Name and Title:** Lane Glenn, Vice President of Academic Affairs

**Telephone:** 978-556-3327 **E-mail:** lglenn@necc.mass.edu

**Address:** 100 Elliott Street, Haverhill, MA 01830

**Summer Contact Name and Title, if different from above:** (same as above)

**Telephone:**                      **Fax:**                      **E-mail:**

**Address:**

## Section II. Proposal Narrative

### Planning Process and Results

**Describe how you collected and analyzed qualitative and quantitative data. What student outcome data were examined? (step2a)**

NECC began the process of collecting and analyzing data by forming a cross-functional *Achieving the Dream* Data Team with significant faculty representation. The Team created a charter (<http://www.necc.mass.edu/irp/planning/dream.php>) and held its first meeting in fall 2007 with the college's *AtD* coach Jim Tschechtelin and data facilitator Terri Manning. From the beginning, frequent communication with the college's *Achieving the Dream* Core Team has occurred. The two Teams meet together periodically to discuss data and make critical decisions.

While assembling data on student cohorts to be submitted and processed by JBL Associates, the Data Team simultaneously reviewed other sources of data the college had already collected. This data included but was not limited to NECC's results from the Community College Survey of Student Engagement (CCSSE), and the college's existing Key Performance Indicators (KPIs). The CCSSE data (along with many other reports) can be reviewed at [http://www.necc.mass.edu/irp/planning/docs/IRP\\_120407\\_AtDDataTeam.pdf](http://www.necc.mass.edu/irp/planning/docs/IRP_120407_AtDDataTeam.pdf); the KPI data is available at <http://www.necc.mass.edu/irp/documents/InstitutionalEffectivenessFall2006.pdf>.

To determine where the college can make the biggest impact, courses with the highest enrollments were identified, which included many of the targeted Developmental and gateway courses. Focus centered on the course completion rates of high enrollment Developmental and gateway courses, as these courses have completion rates well below the college average of 68%.

Data was examined, disaggregated by age, gender, and ethnicity, and three categories of students who consistently succeed at lower rates were identified: 25 years and under, males, and

Hispanic students. To investigate these groups further and generate qualitative data, five student focus groups were conducted, inquiring into the habits and behaviors of successful students:

- Hispanic males (who had successfully completed at least one semester at the college);
- Developmental students (who successfully transitioned to college level Writing);
- “Stop Out” students (who had left the college for at least two years, were currently enrolled again, and had recently completed at least one semester of coursework);
- Student athletes; and
- A mixed group of students 25 years old and under (in college level coursework).

Students were asked to identify those areas/interventions that have had the greatest impact on their success at NECC. Students were also asked to identify the problem areas that if strengthened, could encourage even greater success for students. This feedback, together with the quantitative data described above, has been used to develop target groups, goals, and strategies.

**In what ways did you engage faculty, staff, students, and the community? (steps 2b and 2c)**

The college employed a multi-layered approach to ensure that the *Achieving the Dream* planning process engaged all areas of the college, as well as stakeholders within the community. *AtD* was first introduced to the college community at a college-wide meeting in September, 2007. At this meeting, President David Hartleb and Vice President of Academic Affairs Lane Glenn presented an overview of the *AtD* initiative, its values, and its mission. Also presenting were the college’s *AtD* coaches, Terri Manning and Jim Tschechtelin, as well as representatives from the funding partners, and from the Massachusetts Board of Higher Education. This introduction to *AtD* was highly successful in generating campus-wide excitement and interest in the initiative.

Inventory of Existing Data: The *AtD* planning process began with an inventory of the college’s existing information about student outcomes. This baseline evidence formed the framework for college-wide dialogue. Data reports were distributed throughout the college and published on the college’s intranet and in internal publications. Department meetings served as

forums for the exploration of data and identification of underlying causes; time was dedicated during staff and faculty meetings to discuss the reports and identify issues for further exploration.

Academic Planning Forums: The next stage in the process was to expand involvement through campus discussions. In fall 2007, faculty and staff were also engaged in creating an Academic Master Plan, and the forums scheduled for this process proved helpful for considering what was being learned from the *AtD* data. A meeting of the College Advisory Council was devoted to discussing *AtD* data findings, target groups and goals, and strategies for improvement.

Student Forums: A cornerstone of the planning process was the facilitation of Student Forums. These yielded a wealth of feedback from the perspective of individuals who will be most impacted by *AtD*. The groups were facilitated on both the Lawrence and Haverhill campuses.

Community Engagement: The college's *AtD* work has engaged a diverse cross-section of community stakeholders in exploring possible causes for the problems identified through baseline data analysis. In meetings with Advisory Boards, the college's participation in *AtD* was discussed within the framework of improving the success of students in targeted cohorts. These discussions were informative in fostering an understanding of how the college's *AtD* goal to support discreet student cohorts relates to the specific needs and challenges of external stakeholders.

In addition to employers, the college is engaging key stakeholders from local high schools. Discussions with high school administrators have provided valuable feedback about the systemic root causes for the low success rates of certain student groups, particularly those 25 and under. Community involvement in the *AtD* initiative has also been promoted through press releases, including an editorial written by President Hartleb and published in local major newspapers.

**What priority issues arose from your data analyses and discussions? Why did you choose these priorities?**

The discussions and baseline evidence have generated several themes as the focus for the college's *AtD* grant. The priority of the NECC *AtD* initiative is to: ***Improve the overall academic performance of students enrolled in Developmental and gateway courses.*** To achieve this goal, the implementation plan will focus on improving student success in the following critical areas:

**Goal One: Mathematics:** Improve outcomes for all students in all cohorts in Developmental and college level Mathematics. **Rationale:** Data suggest that students struggle more with Developmental and college level Math than with any other discipline. Overall successful course completion rates in Basic Algebra II, the second highest enrolled course at the college, are 54%. Of those students who successfully complete Developmental Mathematics and attempt College Algebra, only 44% complete the course with a C or higher. Even students who do not progress through Developmental coursework only successfully complete College Algebra at a rate of 53%.

**Goal Two: College Composition:** Improve outcomes for all students in all cohorts in English Composition I. **Rationale:** Like Math, college level Composition serves as a “gatekeeper” course, preventing many students from taking additional courses, completing degrees/certificates, and/or transferring. Only 56% of students across all cohorts successfully complete English Composition I.

**Goal Three: Males in Developmental Reading and Writing:** Improve outcomes for male students in Developmental Reading and Developmental Writing. **Rationale:** Across academic disciplines and cohort categories, male students consistently succeed at a lower rate than female students at NECC. This difference is particularly striking in Developmental Reading, where only 49% of males successfully complete versus 66% of females; and in Developmental Writing, where only 48% of males successfully complete versus 59% of females.

**Goal Four: 25 Years and Under in Developmental Reading and Writing:** Improve outcomes for students 25 years and under in Developmental Reading and Developmental Writing. **Rationale:** Younger students (25 and under) succeed at a rate lower than older students (26 and

older) across disciplines and cohort categories; particularly in Developmental Reading, where only 46% of younger students successfully complete vs 69% of older students; and in Developmental Writing, where 49% of younger students successfully complete vs 66% of older students.

**Goal Five: Hispanic Students in Writing Courses:** Improve outcomes for Hispanic students in Developmental Writing, and in the transition into and through college level Composition.

**Rationale:** The success of Hispanic students varies by course and by cohort category. While in some areas Hispanic students are as successful, or even marginally more successful than majority students, they are noticeably less successful in Developmental Writing, where 48% successfully complete compared to 59% of majority students; and in the transition into and through college level Composition, where 55% successfully complete compared to 64% of majority students.

**What do you believe are the key contributing factors of each problem you intend to address? What evidence led you to this understanding? (step 2c)**

Key contributing factors for the problems may be categorized in two general areas: factors typical of Northern Essex students, and factors inherent in Northern Essex policies and practices.

#### Contributing Factors Typical of NECC Students

**Basic Academic Skills/Lack of Academic Preparation:** Results of entry-level assessments for fall 2007 demonstrate that there is a significant disparity in entrance level skills for *AtD* prioritized cohorts, in comparison with the general student population. For example, 42% of students 25 years of age or younger required Developmental Reading, compared with only 25% of students over age 25. Also of serious concern are placement results for Hispanic students, with 70% requiring Developmental Writing, compared to only 33% of the general student population. Placements in Developmental Reading and Math were also problematic, particularly for Hispanic males, with 64% requiring one or more Developmental Reading courses (compared to total



students assessed = 36%); and 93% requiring one or more Developmental Math courses (compared to total students assessed = 82%). SOURCE: Fall 2007 NECC Assessment Records.

**Non-Academic Barriers to Success:** In addition to academic difficulties, many students come to Northern Essex with a broad spectrum of economic/cultural features which often place them at a disadvantage in adjusting to college life. An analysis of root causes and forum discussions identified the following as the most common non-academic barriers. These elements are particularly prevalent and problematic in younger students, Hispanics, and male students:

- Economic barriers and tuition expenses: Students do not take full advantage of available financial support;
- Need for Institutional Awareness: The majority of students are unaware of college support services and/or are reluctant to access them;
- Isolation: Many students, most particularly males and Hispanic students, do not fully integrate into college life and limit their contact with faculty, staff, and their peers;
- Tendency to be intimidated with institutional systems and procedures;
- Naiveté: Many younger students (particularly 25 and under) have difficulty adjusting to the expectations of college life, class start times, regular attendance, etc;
- Conflicting cultural and collegiate identities: Many Hispanic and other minority students experience conflicting allegiances between their ethnic and collegiate identities;
- Multiple Roles and Responsibilities: Students are often obliged to balance multiple responsibilities, working full-time jobs, caring for family members;
- Need for Role Models: Minority students, and in particular Hispanic males, are often without appropriate role models and peer support to exemplify college adjustment;
- Lack of a “Future Orientation”: Because of their difficult economic circumstances, many students live day to day, navigating each crisis as it arises. These conditions often inhibit the student’s ability to connect academic efforts with long term academic goals;
- External Locus of Control: Without the resources to gain control over their situations, economically disadvantaged students live in a ‘reactive mode’ to external circumstances. These students often view themselves as powerless to effect change in their lives and perceive most circumstances as beyond their internal control; and

- Need for Effective Coping Skills: Students often enter college without the internal resources essential to deal with the rigors of academic life (i.e. self awareness, critical thinking, time management, task organization, stress management, etc.). This is a particular challenge in students who recently transitioned from high school.

SOURCE: Achieving the Dream Root Cause Analysis; Academic Master Planning Forums Planning for Student Success: November 2007 – February 2008.

### Contributing Factors Inherent in NECC Policies and Practices

A series of root cause analysis diagrams were conducted to identify contributing factors to the low student success rates for Developmental and gateway courses. Participants were faculty of targeted courses, ESL faculty, students from the Student Senate, and students and staff in the advising office. In most instances root causes were identified as contributing factors of success in all *AtD* courses. In other cases, factors are specific to certain courses and *AtD* prioritized cohorts.

- The need to examine the alignment of state mandated placement scores with NECC courses and curriculum;
- The need to monitor the alignment of Developmental, ESL, and gateway courses;
- The need for a systemic, developmental advising model and shared tracking systems;
- The need to expand and diversify tutoring resources; and
- The issue that many students lack self awareness concerning the effect of their unique individual learning styles on how they learn.

### **Contributing Factors Specific to Priority Issue 4 - Low Student Success in College Reading and Basic Writing for Students 25 Years Old and Under:**

- The need for a systemic approach to support students during the first year of their college experience;
- The need for more collaborative assignments, newer materials, and technology;
- The need for more communication between lab staff and instructors concerning individual Developmental students;
- The need for more time on task in Basic Writing classes;
- The wide gap in abilities for students entering the class, which is the result of the fact that there is no bottom cutoff in writing placement; and

- The need for mandatory co-requisite of Basic Reading with Basic Writing.

**Contributing Factors Specific to Priority Issue 5 - Low Student Success in Basic Writing through English Composition 1 for Hispanic Students:**

- Language and cultural problems among these students;
- Lack of alignment in objectives between the high school ESOL frameworks and the college ESL curriculum; and
- The disparity in expectations for accuracy in English grammar at the college level compared to expectations at the high school.

**Implementation Plan Aimed at Institutional Transformation**

**What measurable changes do you intend to achieve over the four-year period? (step 3)**

*The following measurable improvements will be achieved over the four-year grant period. For all of the improvements listed below, the term ‘success rate’ is defined by course completion with a grade of C or higher. Improvement percentages are in relation to the 2006-07 cohort.*

• **Goal One: Mathematics**

- Achieve a 6% improvement in the success rate of students in Developmental Mathematics.
- Achieve a 6% improvement in the success rate of former Developmental students in college level Mathematics.
- Achieve a 4% improvement in the success rate of all students in College Algebra.

• **Goal Two: College Composition**

- Achieve an 8% improvement in the success rate of all students in English Composition I.

• **Goal Three: Male Students in Developmental Reading and Writing**

- Achieve a 6% improvement in the success rate of male students in Developmental Reading.
- Achieve a 7% improvement in the success rate of male students in Developmental Writing.

• **Goal Four: 25 Years Old and Under in Developmental Reading and Writing**

- Achieve a 6% improvement in the success rate of students 25 years old and younger in Developmental Reading.
- Achieve a 6% improvement in the success rate of students 25 years old and younger in Developmental Writing.

- **Goal Five: Hispanic Students in Writing Courses**

- Achieve a 7% improvement in the success rate of Hispanic students enrolled in Developmental Writing.
- Achieve a 9% improvement in the success rate of Hispanic students who transition from Developmental Writing to English Composition I.

**How will you bring about these changes? (step 4)**

NECC will implement the following strategies:

**Strategy 1:** Expand the scope and genre of tutoring resources and instructional support for Developmental and college level Math courses.

**Strategy 2:** Develop a holistic, developmental, case management approach to advising. Multiple strategies for improving the effectiveness of academic advising will be considered and implemented.

**Strategy 3:** Enhance the first year experience for targeted *AtD* cohorts through Orientation and College Success Skills strategies.

**What evidence or rationale suggests that your strategies will be effective in increasing student success? (steps 2c and 4)**

**Strategy 1:** Expand the scope and genre of tutoring resources and instructional support for Developmental and college level Math courses.

Colleges that have quantified the impact of tutoring services indicate that students who receive tutoring have higher success rates. A study at Leeward Community College (Hawaii) showed a direct correlation between the number of tutoring sessions and rates of retention, with students who used the tutoring center more than nine times, showing an 83% retention rate.

Research regarding the benefits of tutoring through Supplemental Instruction has also provided broad evidence demonstrating success. A study at Miami University showed a direct correlation between grade improvement and the number of SI sessions attended. In his widely published research, David Arendale describes the ‘added value’ of this model to help students develop ideas presented in class and improve understanding of how and what to study. In addition to academic benefits, Arendale cites the value of the SI model to address the barriers to success.

**Strategy 2:** Develop a holistic, developmental, case management approach to advising.

Research has demonstrated that the case management approach to advising is highly effective in increasing success for at-risk students. In a January 2007 *AtD* report, South Texas College demonstrated a significant increase in student success rates with the Case Management (CM) model. Statistics for course completion rates showed that 78% of students who received the CM model re-enrolled, as compared to 69% for students who did not receive CM advising.

NECC has also experienced success with CM advising through PACE (Pathways to Academic and Career Excellence), a federally funded project. Its holistic approach has contributed to the success of thousands of low-income, first generation students. The efficacy of the PACE CM model is evident in its 78% retention rate over 7 semesters. PACE was recently selected by the USDoE as a model for best practices in providing retention services for disadvantaged students.

**Strategy 3:** Enhance the First Year Experience for targeted AtD cohorts through Orientation and College Success Skills strategies.

The efficacy of these strategies has been demonstrated in several projects. PACE has shown success for students with a weekly seminar, the focus of which addresses issues of isolation and college adjustment. It uses a ‘momentum point’ of three consecutive semesters to demonstrate an overall 98% persistence rate for students who attend a minimum of six workshops. The benefits of the seminar have proven very effective: 26 of the 55 students who attended in fall 2006 were Hispanic or students of color. Of those, 24 persisted over three consecutive semesters. Similar outcomes were found with students 25 and under (100% retention), and with male students (98%).

The rationale for First Year Experience strategies is further underscored by strategies implemented through the Athletics Retention program. It has successfully retained a 90% retention rate and employs a holistic approach that includes emphasis on peer support, academics, career planning, and service learning. Likewise, the Early Childhood Education program has also had

success with a First Year Experience that integrates orientation elements into program courses. The *AtD* initiative will build on experience and success to design a multi-faceted systemic model.

## **Evaluation**

### **How will you assess progress? (step 6)**

The main summative evaluation will occur each summer, as progress towards targets is measured using the AY 2006-2007 benchmark data for each of the Key Performance Indicators. Qualitative and quantitative data-gathering methods will be used including course completion rates for specified courses; cohort tracking, focus groups, surveys, and other assessment techniques throughout each Academic Year. Formative evaluation will be ongoing as strategic initiatives are fine tuned. The college will involve both internal/external stakeholders in the assessment methodology. The Community College Survey on Student Engagement (CCSSE) will also be administered every other spring semester. The CCSSE baseline is for Spring 2007.

### **Who will be responsible for collecting and analyzing evaluative data? (step 6)**

The Office for Institutional Research & Planning and the Data Team will be responsible for data collection and analysis supporting the evaluation plan. All results and reports will be shared with the Core Team and the college community for further interpretation and analysis.

## **Institutionalizing Your Work**

### **How will you use the Achieving the Dream work to drive lasting change in core policies and practices at your institution? (step 3)**

For the past five years, NECC has been heavily involved in “Process Management,” an organizational set of tools designed to help gather, analyze, and use data when making decisions and driving change. At the same time, “Student Success” has been the clear theme of the college’s last two strategic plans, and there is broad support for initiatives that prove themselves effective

through rigorous examination. The college views its involvement in *Achieving the Dream* as taking these institutional characteristics – growing elements of its identity and culture – to the next level.

The *AtD* goals are being incorporated into the annual planning and budgeting process, and into the college's Strategic Plan, Academic Master Plan, and other critical planning processes. Many of the strategies described in this proposal, as well as others not included here, are being supported through institutional resources, with a requirement that strategies adopted, if successful, must be sustainable by the college at the end of the four-year formal involvement with *AtD*.

**Who will lead this work and how will they engage others inside and outside the institution? What will be the role of the president/chancellor and the governing board? (NA)**

President David Hartleb is strongly committed to the goals of *Achieving the Dream* and to the principles of rigorous data analysis as a tool for driving organizational change. While the college's day-to-day *AtD* planning and implementation work will continue to be led by Lane Glenn (Core Team Leader), and Thomas Fallon (Data Committee Chair), the Cabinet and the Board of Trustees will receive regular reports. The President, Executive Vice President, and a member of the Trustees will continue to serve on the Core Team. Individual faculty and staff will play key roles in leading initiatives. The community will be engaged through college publications and press releases, advisory boards, community forums, and committees that involve external stakeholders.

**How will your plans influence the allocation and/or reallocation of institutional resources for 2008-2009 and beyond? (step 3)**

In addition to the funding requested in this implementation grant, the college has begun the process of incorporating funding requests for *Achieving the Dream* strategies into the 2008 – 2009 planning and budgeting process. Divisions and departments are aligning their budget requests with institutional planning, including specific *AtD* goals. Additional resources will be provided to *AtD* strategies in each of the next four years, and to successful strategies afterward.

### **Section III. Proposal Action Plan and Timeline**

*(complete this form for each priority area; add rows to the work plan as needed)*

**Priority Area:**

Priority 1) Improve outcomes for all students in all cohorts enrolled in Developmental and college level Mathematics.

**Evidence/Rationale:** Data suggest that students struggle more with Developmental and college level Math than with any other single discipline. Overall successful course completion rates in Basic Algebra II are 54%. Of those students who successfully complete Developmental Math, only 44% complete college level Algebra with a grade of C or higher.

Measurable Changes after Two Years

- Improve the Course Completion Rate (CCR) for Basic Algebra II from 54% to 57% or by 3%.
- Improve the CCR of College Algebra and College Algebra & Trigonometry for those students who completed Basic Algebra II the previous semester from 44% to 50% or by 6%.
- Improve the CCR of College Algebra for all students from 53% to 55% or by 2%.

Measurable Changes after Four Years

- Improve the CCR for basic Algebra II from 54% to 60% or by 6%.
- Improve the CCR of College Algebra and College Algebra & Trigonometry for those students who completed Basic Algebra II the previous semester from 44% to 60% or by 16%.
- Improve the CCR of College Algebra for all students from 53% to 57% or by 4%.

<b>Work Plan</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Lead Staff</b>
<b>Strategy: Expand the scope and genre of tutoring and instructional support for Developmental and college level Math students.</b>					



Establish a college level Math lab that provides tutoring, access to computerized assistance/resources, study groups, workshops and other instructional services.	X	X	X	X	Assessment, Academic Support, and Tutoring Center staff
Provide a selection of brief, intensive Math Prep/Review Tutorials to prepare students for transition to the next level in their required Math sequence.	X				Developmental Studies Faculty
Provide training and professional development for Developmental and college level Math tutors and instructors to address language barriers for non native speakers enrolled in Developmental and college level Math courses.	X	X	X	X	Developmental Studies faculty; Math Department faculty
Research and implement alternative instructional delivery methods for gateway college level courses, including individualized, self-paced models.	X	X			Math Department faculty
Pilot a Supplemental Instruction model for one section of Algebra II and one section of College Algebra.		X	X	X	Assessment and Tutoring Center staff

### **Section III. Proposal Action Plan and Timeline**

*(complete this form for each priority area; add rows to the work plan as needed)*

#### **Priority Area: All Priorities areas 2 and 4**

Priority 2) Improve outcomes for male students enrolled in Developmental Reading and Writing.

Priority 4) Improve outcomes for Hispanic students enrolled in Developmental Writing and transitioning through Composition I.

#### **Evidence/Rationale:**

Priority 2) Only 49% of males successfully complete Developmental Reading (females 52%); 45% of males complete Developmental Writing (females 59%)

Priority 4) Only 48% of Hispanic students complete Developmental Writing (58% majority students).  
 Priority 4) Only 48% complete Developmental Writing (59% majority students).

Measurable Changes after Two Years

- Improve the Course Completion Rate (CCR) for male students taking Developmental Reading from 49% to 52% or by 3%.
- Improve the CCR for male students taking Basic Writing from 45% to 48% or by 3%.
- Improve the CCR for Hispanic students taking Basic Writing from 48% to 52% or by 4%.
- Improve the CCR of English Composition I for those Hispanic students that completed Basic Writing the previous semester from 55% to 59% or by 4%.

Measurable Changes after Four Years

- Improve the CCR for male students taking Developmental Reading from 49% to 55% or by 6%.
- Improve the CCR for male students taking Basic Writing from 45% to 52% or by 7%.
- Improve the CCR for Hispanic students taking Basic Writing from 48% to 55% or by 7%.
- Improve the CCR of English Composition I for those Hispanic students that completed Basic Writing the previous semester from 55% to 64% or by 9%.

<b>Work Plan</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Lead Staff</b>
<b>Strategy: Develop a holistic, developmental, case management approach to Academic Advising.</b>					
Assemble a cross-functional team of faculty and staff who will be responsible for this work plan.  Using research on effective practices at community colleges, develop a holistic, developmental, case management model of advising for NECC that includes the steps below:	X	X	X	X	Advising, Transfer, and Articulation staff (Academic Affairs); Enrollment Management and Student Services staff
Review and revise, as needed, policies affecting student advising (e.g., advising requirements for all first time students, students registering	X	X			AtD Advising Team

online, and students dropping multiple courses; ongoing advising requirements for Developmental students; etc.)					
Review and revise, as needed, placement test cut-off scores to ensure appropriate placement of students in Developmental or college-level coursework.	X	X			Instructional and Student Support staff
Review and revise, as needed, policies and practices that impact when students take Developmental courses that are required as a result of placement testing.	X	X			<i>AtD</i> Advising Team
Review and revise, as needed, policies and practices related to student course withdrawals (e.g., range and definition of grades/marks issued, deadlines for course withdrawals, etc.).	X	X			<i>AtD</i> Advising Team
Create an advising rubric or “road map” that will be used by all advisors (full-time advisors, faculty, and other staff) that clearly indicates to the student and advisor the actions needed, and the responsibilities involved, at each step in the student’s academic/advising experience.	X	X			<i>AtD</i> Advising Team
Continue to expand the base of knowledge regarding the specific needs of student cohorts through strategies such as: ongoing student focus groups, interviews, student surveys, and continuous research.	X	X	X	X	
Develop specific strategies (e.g. “Success Coaches”, peer support groups, etc.) for advising and supporting Hispanic students in Developmental Writing and Composition I. (Coordinate with First Year Experience Work Plan, below.)		X	X		
Develop specific strategies (e.g. “Success Coaches”, peer support groups, etc.) for advising and supporting male students in Developmental Reading and Writing. (Coordinate with First Year Experience Work Plan, below.)		X	X		

Provide training for all advisors in the use of the advising rubric/road map and strategies for targeted at-risk groups.	X	X	X	X	<i>AtD</i> Advising Team
Provide training for advisors in financial aid options for students and strategies for discussing economic barriers with students, with particular emphasis on targeted at-risk groups of students.	X	X	X	X	<i>AtD</i> Advising Team
Purchase or create a Web-based “EPortfolio” system that will provide access to online Individualized Learning Plans for students and advisors, as well as other tools to assist in advising and academic support (e.g., learning styles assessment, academic and career portfolios, etc.).		X	X	X	
Create an “early alert” system that will identify struggling students in time for intervention, beginning with a pilot program for targeted at-risk groups of students, then expanding to include all students.		X	X	X	
Improve and expand online advising services.		X	X	X	

### **Section III. Proposal Action Plan and Timeline**

*(complete this form for each priority area; add rows to the work plan as needed)*

#### **Priority Area: All identified priorities**

Priority 1) Improve outcomes for all students in all cohorts enrolled in Developmental and college level Mathematics.

Priority 2) Improve outcomes for male students enrolled in Developmental Reading and Writing.

Priority 3) Improve outcomes for students age 25 and younger enrolled in Developmental Reading and Writing.

Priority 4) Improve outcomes for Hispanic students enrolled in Developmental Writing and transitioning through Composition I.

#### **Evidence/Rationale:**

Priority 1) Data suggest that students struggle more with Developmental and college level Math than with any other single discipline.

Priority 2) Only 49% of males successfully complete Developmental Reading (females 52%); 45% of males complete Developmental Writing (females 59%).

Priority 3) Only 46% of younger students successfully complete Developmental Reading (69% older students); 49% complete Developmental Writing (66% older students).

Priority 4) Only 48% of Hispanic students complete Developmental Writing (59% majority students).

#### Measurable Changes after Two Years

- Improve the Course Completion Rate (CCR) for students 25 years of age or younger taking Developmental Reading from 46% to 49% or by 3%.
- Improve the CCR for students 25 years of age or younger taking Basic Writing from 49% to 52% or by 3%.

#### Measurable Changes after Four Years

- Improve the CCR for students 25 years of age or younger taking Developmental Reading from 46% to 52% or by 6%.
- Improve the CCR for students 25 years of age or younger taking Basic Writing from 49% to 55% or by 6%

<b>Work Plan</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Lead Staff</b>
<b>Strategy: Enhance the First Year Experience for targeted AtD cohorts through Orientation and College Success Skills strategies.</b>					
Assemble a cross-functional team of faculty and staff who will be responsible for this work plan.		X			
Using research on effective practices at community colleges, develop orientation and college success skills strategies for first year students, with an emphasis on targeted at-risk groups, particularly students 25 and under, that include the steps below:					
Assess the impact of NECC's current College Success course and revise curriculum, scheduling, and instructional delivery as needed to optimally address the needs of all students, particularly those age 25 and under.		X			
Investigate strategies for integrating elements of college success and orientation into Developmental and gateway courses.			X		
Provide professional development to faculty and staff in teaching and learning strategies to address student characteristics of following cohorts: student characteristics of the Millennial Generation; and student characteristics of 1.5 bilingual generation.		X	X	X	
Provide professional development to faculty and staff in Learning Styles and Strengths assessment tools and teaching and academic support strategies.		X	X	X	
Incorporate Learning Styles and Strengths assessment tools and teaching and academic support strategies into appropriate orientation activities, College Success courses/seminars, advising, and tutoring services.		X	X	X	

For Developmental students, create Learning Communities linking Developmental courses, college level courses and a college success course (or college success modules incorporated into other courses).		X	X		
---	--	---	---	--	--

**Attachment A: Itemized List of Anticipated Expenses**

**LANE AND ANGELA WORKING ON THIS SECTION**



## **Attachment B: Biographical Sketches**

**David Hartleb** serves as president of Northern Essex Community College. During his tenure, the college has experienced enrollment growth, especially among minorities, and greatly expanded its facilities. His vision has been to develop programs and services that increase access to higher education for low-income and minority students. He is currently providing leadership for the construction of a \$22.5 million allied health and technology center in the city of Lawrence, where the majority of residents are Hispanic and low-income. Prior to assuming the helm at Northern Essex, President Hartleb spent more than 27 years at the University of Cincinnati as a faculty member and academic administrator. He holds a Juris Doctorate from the Salmon P Chase College of Law (Kentucky), a Master of Arts from the University of Cincinnati, and a BA from the McMicken College of Arts and Sciences at the University of Cincinnati.

**Mary Ellen Ashley** is the Executive Vice President of the college. She created the college's "One-Stop" concept and was the driving force that enabled Northern Essex to become the first and only community college in New England to receive federal Title V funding/designation as a Hispanic-Serving institution. Prior to joining Northern Essex, she served as founding faculty and Dean of Residential Learning and Student Services at California State University, Monterey Bay. Previously, she held numerous positions over twenty years at the University of Cincinnati. Mary Ellen consults nationally on strategic planning for enrollment, student services, and diversity. She holds a Master of Arts from Sangamon State University (Illinois), an MBA from the University of Cincinnati, and a BA from the University of Illinois.

**Lane A. Glenn** has served as Vice President of Academic Affairs at Northern Essex since 2006 and is the chairperson of the Core Team for the college's *Achieving the Dream* initiative. His focus is on providing leadership to the academic area and enabling others to develop transformational leadership skills. He has an extensive background in creating and implementing special initiatives aimed at encouraging success for low-income and minority students and has more than fifteen years experience as both a faculty member and higher education administrator. Prior to his arrival at Northern Essex, he served as Dean of Academic and Student Services at Oakland Community College, near Detroit, Michigan. He is a certified Appreciative Inquiry (AI) trainer and facilitator and consults nationally on AI, a strengths-based process for facilitating positive change. Lane holds a PhD from Michigan State University, an MA from Oklahoma State University, and a BA from Northeastern State University (Oklahoma). He began his education as a community college student at Oscar Rose College in Midwest City, Oklahoma.

**Thomas E. Fallon** serves as Dean of Institutional Research and Planning. His department developed and maintains a much used research web site (<http://necc.mass.edu/irp/index.php>) that is accessed by members of the college community as well as the state-wide research community. He chaired the committee that developed the college's key performance indicators and he serves on the state-wide Community College Survey of Student Engagement (CCSSE) Task Force.

Prior to his current position, he spent more than a decade at the Massachusetts Board of Higher Education as the Director of Research, Information Systems, and Assessment. He was instrumental in the development of the Higher Education Information Resource System (HEIRS), a state-wide student record database. Tom received both his Master of Science and Bachelor of Science degrees from the University of Massachusetts Amherst. He is a Massachusetts Higher Education Executive Leadership Institute (MHEELI) Fellow.

**Peter Dulchin** is a member of the college's Board of Trustees. Now retired, Peter was an engineer and attorney at Raytheon Company for thirty years. He is passionately involved in the local community, having served on town committees and advisory councils, and as a member of several professional associations. Peter holds a Juris Doctorate from Suffolk University Law School in Boston, a Master of Science in Engineering Management from Northeastern University in Boston, and both a Master of Science and Bachelor of Science in Electrical Engineering from the Massachusetts Institute of Technology.

**Dawna Perez** is the Associate Dean of Access and Resource Development. Her introduction to the institution consisted of writing the initial application for participation in the *AtD* initiative along with other Core Team members. She is housed on the college's Lawrence campus where her efforts are focused on creating a system to engage, track, and monitor community partnerships. As part of the college's Title V grant initiative, she also oversees activities geared toward academic achievement of Latino students. She is a 2008 Community College Leadership Academic Fellow, and chairs the Latino Marketing Task Force. Dawna holds a PhD in Organizational Systems from Saybrook Graduate School and Research Center (San Francisco, CA), an MBA in Human Services from the Heller Graduate School of Social Policy and Management at Brandeis University (Massachusetts), and a Bachelor of Arts in Spanish and Sociology from Colby College (Maine).

**Angela Guarino** serves as the Assistant Dean of Assessment, Tutoring, and Academic Support. Her vocation at Northern Essex has been to design programs and services that enhance the success of disadvantaged students. She has been instrumental in developing nationally-recognized programs that support first generation, low-income, minority, and Developmental students. In addition to overseeing the college's Assessment Centers, she conceptualized and created the college's Academic Resource and Tutoring Center which provides tutoring and academic resources to support faculty and students in college level courses. Angela received her Bachelor of Arts and her Master of Arts degrees in Social and Community Psychology from the University of Massachusetts Lowell, with post graduate clinical training as an Allied Mental Health Counselor.

**Richard Lizotte** is a Professor of English as a Second Language at Northern Essex as well as an accomplished instructional designer and curriculum developer for the college's Center for Instructional Technology, which coaches faculty in improving pedagogy using technology. He is deeply committed to making the college experience of low-income students and students of color

more successful, and has been instrumental in developing key performance indicators for tracking the success of minority students. At the state level, he participated on a committee including faculty and administrators that developed statewide best practices for and common exit criteria from developmental programs. He has presented his qualitative and quantitative research frequently at state and national conferences. Rick holds a PhD and an MA from Brown University (Rhode Island) and his baccalaureate degree from Boston College.

**Joanna Fortna** is a Professor at Northern Essex and has served as Department Chair for Developmental Studies and as Curriculum Coordinator for Developmental Writing. She has been instrumental in building a standardized Basic Writing curriculum and has facilitated discussions to revise goals, objectives, and learning outcomes for ESL, Developmental Math, Developmental Reading, and Developmental Writing curricula. She has co-taught Developmental Learning Communities for high risk students as well as Learning Communities that bridge developmental and college level courses. She has served on the college's advisory board for Program Review and Assessment and is a member of the college's NCBI (National Coalition Building Institute) team, facilitating diversity workshops. Joanna received her Master of Arts from the University of New Hampshire and her Bachelor of Arts from Lebanon Valley College (Pennsylvania).

**Terry Cargan** is an Associate Professor of English and serves as the chairperson of the Executive Committee of the College Advisory Council. She has pursued a career in teaching in large part because of her lifelong interest in working with disadvantaged and at-risk students. She created a "drop-in for drop-outs" program in two public schools; developed the first writing lab at Bradford College (Massachusetts); tutored clients in a half-way house setting; and worked as a head teacher and worksite counselor in a migrant education program. Terry received her MFA in Creative Writing from Emerson College (Boston) and her Bachelor of Arts in English and Art Education from the State University of New York at Albany.

**Noemi Custodia-Lora** serves as an Assistant Professor in the Department of Natural Sciences. In addition to her teaching duties, Noemi has a strong commitment to helping underrepresented students succeed in college. She devotes much of her time to helping Latino and other underrepresented minority students in their studies, by creating study groups, offering tutorials in both English and Spanish, making connections for students and helping them transition from ESL to college level coursework, and exposing ESL and other students to the field of science. Prior to joining the faculty of Northern Essex, she held a postdoctoral position at Tufts Medical School in Boston. Noemi holds a PhD from Boston University, and her Master's and Bachelor's from the Universidad de Puerto Rico.

<b><i>Achieving the Dream: Community Colleges Count Implementation Proposal Budget</i></b>						
<b><i>Name of Organization:</i></b>				<b><i>Date:</i></b>		
<b>SUGGESTED BUDGET CATEGORIES</b>		<b>ANNUAL BUDGET</b>				<b>TOTAL BUDGET</b>
		Year 1	Year 2	Year 3	Year 4	TOTAL
<b>1</b>	<b>Direct Costs</b>					
	<b>Personnel Expenses</b>					
	<i>Salaries (list staff, title, salary, % of time)</i>					
	Math Tutor/Faculty Liaison (25 hrs. weekly)	25000	15000	10000	10000	60000
	Supplemental Instruction Tutors (20 hrs. weekly)		8000	6000	4000	18000
						0
	<i>Fringe Benefits</i>					0
	Math Tutor/Faculty Liaison (25.8% + \$624/FTE)	6868	4288	2998	2998	17152
	Supplemental Instruction Tutors (1.45%)		1160	870	580	2610
						0
	<b><i>SUBTOTAL: Personnel Expenses</i></b>	<b>31868</b>	<b>28448</b>	<b>19868</b>	<b>17578</b>	<b>97762</b>
						0
	<b>Other Direct Expenses</b>					
	<i>Materials and Supplies</i>					
	Supplies	1532	1452	1532	1822	6338
	Four Desktop Computers for Math Lab	6000				6000
	Instructional Software/Licenses for Math Lab	2500				2500
	Furniture for Math Lab	6000				6000
	Drops, phones and wiring for Math Lab	2500				2500
	Eportfolio software		5000	15000		
	Online Advising software				12000	
						0

	<b><i>Stipends for faculty/staff</i></b>					0
	Faculty Reassigned Time: Coordination of Achieving the Dream initiative	12000	10000	10000	10000	42000
	Develop/Deliver Workshops--Instructional Strategies for Non-Native Speakers	2000				2000
	Faculty Reassigned Time: Development of Modularized Curriculum for College Algebra	6000				6000
	Faculty Reassigned Time: Development of advising rubric/"road map"	3000				3000
	Development of strategies for advising and academic support for targeted populations (Hispanic and male students)		5000			5000
	Curriculum Development: College Success course(s)/modules		3000	5000		8000
	Development of Learning Communities		5000	10000	10000	25000
	<b><i>Travel</i></b>					0
	Achieving the Dream Conference (5 participants X \$1800)	9000	9000	9000	9000	36000
	Association for Research Conference (2 participants X \$1800)		3600		3600	7200
	Teaching Academic Success Skills Conference (2 participants X \$1800)	3600		3600		7200

	<b><i>Meetings/Conferences</i></b>					0
	Campus Achieving the Dream Forums and Special Event meetings	3000	3000	3000	3000	12000
						0
	<b><i>Consultants</i></b>					0
	Development of Web-based "Eportfolio" system		10000	10000	20000	40000
						0
	<b><i>Professional Development</i></b>					0
	Millennial Generation teaching and learning workshops	3000	2500			5500
	Learning Styles workshops		3000	2500	2500	8000
	StrengthsQuest workshops		3000	2500	2500	8000
						0
	<b><i>Evaluation (suggested allocation: up to 10% of Achieving the Dream funds)</i></b>					0
	Evaluation (TBD)	8000	8000	8000	8000	32000
						0
	<b><i>SUBTOTAL: Other Direct Expenses</i></b>	68132	71552	80132	82422	270238
<b>2</b>	<b>GRAND TOTAL</b>	100000	100000	100000	100000	368000



## The Maryland Model Degree Progress

Draft - April 9, 2008

- Adapted from models used in Texas and Florida
- Cohort defined by hours attempted during first two years (behavioral definition)
- Uses National Student Clearinghouse data
- Includes interim measures of success
- Incorporates developmental education status
- Could/should become the state accountability mandate

# Degree Progress of NECC Students

## Fall 2002 First-Time Cohort after Four Years excluding ESL

	<u>Number</u>	<u>Percent</u>
Attempted 18 hours during first two years (study cohort)	699	100.0

Draft - April 9, 2008



# Degree Progress of NECC Students

## Fall 2002 First-Time Cohort after Four Years

	<u>Number</u>	<u>Percent</u>
Attempted 18 hours during first two years (study cohort)	699	100.0
Graduated from NECC	204	29.2

# Degree Progress of NECC Students

## Fall 2002 First-Time Cohort after Four Years

	<u>Number</u>	<u>Percent</u>
Attempted 18 hours during first two years (study cohort)	699	100.0
Graduated from NECC	204	29.2
No award, but transferred to another college ( there were actually 250 transfers, but 92 transferred after receiving a degree from NECC and we can only count them once)	158	22.6

# Degree Progress of NECC Students

## Fall 2002 First-Time Cohort after Four Years

	<u>Number</u>	<u>Percent</u>
Attempted 18 hours during first two years (study cohort)	699	100.0
Graduated from NECC	204	29.2
No award, but transferred to another college	158	22.6
No award or transfer, but earned 30+ credits with 2.0+ GPA	148	21.0

# Degree Progress of NECC Students

## Fall 2002 First-Time Cohort after Four Years

	<u>Number</u>	<u>Percent</u>
Attempted 18 hours during first two years (study cohort)	699	100.0
Graduated from NECC	204	29.2
No award, but transferred to another college	158	22.6
No award or transfer, but earned 30+ credits with 2.0+ GPA	148	21.0
Still enrolled after four years (no grad/transfer/<30 credits)	27	4.0

# Degree Progress of NECC Students

## Fall 2002 First-Time Cohort after Four Years

	<u>Number</u>	<u>Percent</u>
Attempted 18 hours during first two years (study cohort)	699	100.0
Graduated from NECC	204	29.2
No award, but transferred to another college	158	22.6
No award or transfer, but earned 30+ credits with 2.0+ GPA	148	21.0
Still enrolled after four years (no grad/transfer/<30 credits)	27	4.0
Graduated/transferred/30+ credits/still enrolled	537	76.8

“Successful-persister rate”

Compares favorably to Carroll CC. in Maryland = 73.7%

# Successful-Persister Rate Calculation

Fall 2002 First-time Cohort after Four Years

Graduated from  
NECC:

**29.2%**

Transferred  
without  
graduating:

**22.6%**

No award or  
transfer, but  
earned 30 credits:

**21.0%**

Less than 30  
credits, but still  
enrolled at NECC:

**4.0%**

Draft - April 9, 2008

**Successful-Persister**

**76.8 %**

# Degree Progress Measures

## Fall 2002 Cohort after Four Years

### Successful-Persister Rate

Draft - April 9, 2008

	<u>NECC</u>	<u>Carroll CC</u>
College-ready students	84.0%	81.8%
Developmental completers	82.0%	84.9%
Dev. non-completers	63.0%	**26.8%
All students	76.8%	73.7%

\*\* CCC has a policy that prevents students from progressing until they have completed their developmental requirements.

# Summary: Degree Progress Measures

Federal three-year SRK graduation rate	16%
Graduated/Transfer Rate – three year	39%
Graduated/Transfer/Still Enrolled Rate – three year	52%
“Maryland Model” successful-persister rate	77%
Successful-persister rate/developmental completers	82%
Successful-persister rate/college-ready students	84%