

The Strategy Team for Student Success in Mathematics—led by Linda Murphy and Lynne Nadeau

- The Math Center was busy in Spring 2011, logging over 3100 contacts with developmental and college-level math students. Also, one-on-one tutoring serviced 29 students. Outreach included 46 classroom visits, and the Math Center provided study groups in Statistics and College Algebra. Qualitative evaluation of the center by students continues to be positive. An important initiative for Fall 2011 is development of peer tutoring on the Lawrence campus.
- There were 14 supplemental instruction (SI) sections of math, science, and writing, supported by Achieving the Dream and the National Science Foundation Step-Up Grant. The SI Coordinator collaborated with Assistant Dean Ellen Wentland to gather data for an evaluative report on SI. Twenty-two SI sections are scheduled for Fall 2011, including new courses in Calculus, Intro Psych, and College Reading. Trainings for instructors and SI leaders are in development for the 2011/2012 academic year.
- The online Math-SkillBuilder-for-Accuplacer preparatory program has continued to attract a growing number of students. Nearly 50 students enrolled in Spring 2011 and nearly 90 students for Summer 2011.
- We continue to involve full-time and DCE faculty in professional development activities. In the spring of 2011, workshops on the book *How People Learn Math* were led by author Dr. Christos Zahopoulos, Executive Director of the Center for STEM Education at Northeastern University. The workshops were well attended by full-time and DCE faculty, and faculty members are developing classroom projects inspired by this workshop.
- The math faculty, Math Center staff, and ATD Math Strategy Team continue to pursue other innovations related to math curriculum, pedagogy, and student support. A modularized Basic Math course will be implemented in Fall 2011; this self-paced approach gives students the opportunity to advance more quickly. Ongoing initiatives for eventual institutionalization include looping and outcomes assessment.
- In the last Achieving the Dream Annual Report, it was noted that from Academic Year 2006-7 to AY 2009-10, the percentage of students taking Basic Algebra II and then completing College Algebra/College Algebra & Trigonometry increased from 49% to 64%, with most of the increase occurring after the implementation of the team's interventions.

The Strategy Team for Academic Advising for Student Success—led by Grace Young and Nora Sheridan

The team is currently working on

- Training faculty on Degree Works. The goal is for all faculty members to be using Degree Works during the spring 2012 advising and registration period which begins in November.
- Training new students and returning students who matriculated prior to fall 2011.
- Developing a communication plan for Degree Works and its feature to be included in the current communication plan for students.
- Surveying new and returning students in spring 2012 on their advising experience, which will include Degree Works. The survey results will be compiled by early summer.
- Continuing to review and revise policies affecting student enrollment, financial aid and advising, and train CPAC advisors and faculty on policy updates and revisions.
- Getting others from the college community to join the Student Success Team for the next phase of Degree Works. If you are interested in joining the Student Success Team, please email Grace or Nora.
- Exploring the Petition Exception Management and reporting capabilities of courses and programs in Degree Works.

The team has already

- Developed a Degree Works Users Guide for faculty and staff.
- Trained professional advisors in Haverhill and Lawrence and the Health Division on Degree Works.
- Created an advising "road map" to be used by all advisors. CPAC advisors and faculty were trained in using the "road map."
- Trained CPAC advisors and faculty in understanding the basics of financial aid.
- Created a Student Academic Progress Report system, which was piloted successfully for Fall 2008, Spring 2009 and Spring 2010.
- Expanded online advising services to include five faculty members. Additional departments will go online in spring 2012.
- Written new placement rules. The Assessment Center is implementing the new cuts for this fall's enrollment.
- Gotten approved a Mass Transfer Institutional Policy that allows the transfer of "D" within the Mass Transfer Block. The policy was implemented for fall 2010, for students who transfer from any of the state institutions as long as the overall GPA of the "Block" is a 2.0.
- Trained all professional staff and the academic divisions on the Mass Transfer Block and new Mass Transfer Policy.
- Gotten the Mass Transfer Block built into Banner, which now indicates on students' transcripts the completion of the requirements.
- Revised the Drop/Add Policy; completed an addendum to the curriculum plan to include language addressing teaching mode and technology; drafted a policy for the Transfer Credit Appeals Process; and implemented the new Course Repetition Policy.
- Trained 11 additional faculty members on the advising rubrics and financial aid.
- Completed Degree Works training.

The Strategy Team for Enhancing the First Year Experience led by Karen Mitchell and Tom Greene

The team is currently

- Collecting data from the revised College Success Seminar (CSS) that was piloted in Fall 2010 & Spring 2011.
- Continuing the pilot in the coming academic year, 2011-2012, with the addition of two learning communities, one with Basic Algebra II and the other with College Reading. Current enrollment for Fall 2011 is 247 (as of 8/24/11).
- Making minor adjustments to the College Success Seminar curriculum.
- Planning discussions on how to scale up the College Success Course.

The team has already

- Developed a college-level, credit bearing curriculum and created course materials and a course website in Blackboard for the College Success Seminar pilot.
- Completed the Fall 2010 and Spring 2011 semester with a pilot of the revised College Success Seminar. The targeted student cohort included those who assessed into two developmental courses at the level of College Reading and above.
- Provided an intensive training and updated training for CSS faculty and underscored the methods for collecting data to help determine the effectiveness and outcomes of the course pilot. CSS faculty received updated curriculum training on 8/17/11. In addition, they received training in DegreeWorks to be able to do pre-advising with students and prepare them for advising.

Some data results

The initial results of this pilot are promising and indicate that the College Success Seminar has had a positive impact on GPA and retention. Overall for each semester, the Developmental Course Completion Rate, Average Term GPA and Average Term Credits were higher for students who assessed into CSS, took CSS and completed with A-C than for those students who assessed into CSS but did not take it.

General Goals of the Achieving the Dream national initiative for at-risk students

- Successfully complete developmental courses and progress to credit-bearing courses
- Enroll in and successfully complete gatekeeper courses
- Complete the courses they take with a grade of C or better
- Re-enroll from one semester to the next
- Earn certificates and degrees

Guiding Principles

The *Achieving the Dream* initiative at Northern Essex Community College will strive to embody these guiding principles from the *Achieving the Dream* initiative:

- Student-centered vision
- Culture of inquiry, evidence and accountability
- Commitment to equity and excellence
- Recognition that long-term impact requires change in systems
- Broad-based participation

Our NECC Goals

(approved by the Core Team from analysis of NECC data by Institutional Research and the Data Team)

1. **Mathematics**
Improve outcomes for all students in developmental and college level math
2. **English Composition**
Improve outcomes for all students in English Composition I
3. **Males in Developmental Reading and Writing**
Improve outcomes for male students in developmental reading and writing
4. **Students 25 Years and younger in Developmental Reading and Writing**
Improve outcomes for students 25 years and younger in developmental reading and writing
5. **Hispanic Students in Writing Courses**
Improve outcomes for Hispanic students in developmental writing, and in the transition into and through college level composition.

Our three strategies to improve success for these at-risk cohorts, to be supported by Achieving the Dream funds

1. Expanding support for math students
2. Improving advising services and academic planning
3. Enhancing the first-year experience

Two further strategies for the cohorts are being pursued in the NECC Academic Master Plan

1. Alignment of objectives for developmental and college-level reading and writing courses
2. Alignment of NECC curricula with high school curricula