

Goal: Improve Student Learning, and Retention and Graduation Rates (Goal 2)

Date: 1/30/2015

Prepared By: Bill Heineman

Strategic Goal Progress Summary- Year 14/15

Progress Report Key

	Completed
	Progressing as Expected
	Progressing with Challenges
	No Report Yet

Goal Initiative	Brief Description	Comments	Status
Transition from the Achieving the Dream (ATD) Core Team to the Goal 2 Strategic Plan Team	Add new members to reflect the larger goals of the team. Explore the larger responsibilities of the team.	The team has grown from 20 to 25 members since June 2012. The team has embraced its larger role in terms of institutionalizing the Achieving the Dream activities it had worked on for six years and expanding the college’s student success work to new arenas. It is functioning well in its new, expanded role. In her new role as Dean of Student Success, Dawna Perez became a third co-chair of the team as of Spring 2014, along with Rick Lizotte and Bill Heineman.	
Identify and pursue goals related to improving student achievement over the next few years	We continue to measure progress toward our student academic achievement goals. The First-Year Experience Team (FYE) works on the	According to National Student Clearinghouse Data, the rate at which students that begin at Northern Essex Community College complete a college degree within six years (42.71) is above the national average for two-year institutions: 39.87. Although data on our student success goals in Math for 2014-2015 will not be available until late spring, we do know that overall Course Completion rose slightly to 73	

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	<p>College Success Seminar (CSS) and Early Alert strategies to help new students succeed. The Culture and Equity Strategy Team focuses on narrowing the gaps in student academic performance between different subgroups of students. The Transitions to Academic Success Strategy Team promotes Reading Apprenticeship (RA) to improve student skills in many disciplines' gateway courses.</p>	<p>percent in Fall 2014 (compared to a target of 76% we have set for 2016). The completion rate in English Composition I in Fall 2014 rose to 64 percent (still significantly below our 2016 goal of 70 percent). Goal Team 2 continues to work with the Writing, Reading Alignment Team to develop strategies to improve student success in writing. Fall to fall retention for all students fell to 63 percent in 2014 from 65 percent in 2013, thus moving away from our 2016 goal of 70 percent. Our essentially flat retention rate over the last five years underlines the importance of the work of the First Year Experience (FYE) Strategy Team in further honing the curriculum in the College Success Seminar (soon to become the First Year Seminar or FYS) and its proposal to make FYS a requirement for all new students beginning in 2016. A decision on that proposal will be made this spring. Starfish Early Success was implemented as the college's new Early Alert system in Fall 2014. The number of students flagged for assistance or kudos more than doubled from Fall 2013 to 1210. Eighty-seven instructors and staff attended training and two professors served as coaches for using Starfish as well. Although Hispanic course completion rates (and other measures of academic success of student groups of interest) have risen along with the overall population's, the gaps between the various groups have not shrunk notably. The Culture and Equity Strategy Team is pursuing multiple strategies to address this challenge. It continues to bring new faculty and staff into the Bread Loaf workshops to coach faculty on providing a culturally-rich curriculum. Several new adjunct faculty were hired from the Lawrence professional community as a result of the networking event sponsored by the team last June. The most significant accomplishment of the team in</p>	
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		<p>Fall 2014, however, was the creation of a Cultural Inclusion Statement to update the college’s previous Diversity statement. The new statement sets more ambitious goals for NECC in creating an environment welcoming and supportive of all students and employees. The Transitions to Academic Success Team reissued a survey on college wide reading in Fall 2014, with 80 full-time and adjunct faculty responses. Compared to survey results from 2012, seven percent more faculty are assigning reading journals monthly but eight percent more instructors perceive that students are struggling with academic reading. Individual gateway course results for sections using Reading Apprenticeship continue to be encouraging. For instance, Criminal Justice and Biology sections that implemented this strategy showed between an 11 and 16 percent increase in successful course completion compared to sections taught by the same instructors before using Reading Apprenticeship.</p>	
<p>Describing and explaining our progress on student success to external and internal constituencies</p>	<p>Reports on our interventions and results are regularly provided within the college and to the wider community. As a Leader College and PRESS grant awardee, NECC is expected to share what it has learned and coach other colleges in student success.</p>	<p>Joshua Abreu and Dawna Perez presented on the college’s work with Hispanic students on the January ATD Leader College Webinar. The national Achieving the Dream Initiative chose a case study written about NECC’s implementation of the College Success Seminar for special recognition, and it will be the focus of a session at the Annual Dream Conference in March. In addition, Dawna Perez will co-lead a session at DREAM on Early Alert. The new Culture of Inclusion Statement was featured prominently at NECC’s Spring Convocation. The Transitions to Academic Success Team will be presenting a pre-conference workshop at the TASS Conference in March and is also hosting a statewide conference on Reading Apprenticeship at Northern Essex in May.</p>	

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Developing new resources to support student success strategies	Team 2 is actively pursuing new grant opportunities to support student success work.	The college is implementing its second year of state STEM Starter Academy funding to support additional STEM-related Supplemental Instruction sections and a new mentoring program for STEM students in Lawrence.	
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