

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

Date: 6/28/2013

Prepared By: Bill Heineman

**Strategic Goal Progress Summary- Spring 2013**

**Progress Report Key**

	Completed
	Progressing as Expected
	Progressing with Challenges
	No Report Yet

Goal Initiative	Brief Description	Comments	Status
Transitioning 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 30 members since June 2012. The team has engaged in multiple discussions about its larger role in terms of institutionalizing the Achieving the Dream activities it has worked on for five years and expanding the college’s student success work to new arenas. It is functioning well in its new, expanded role.	
Identifying goals to pursue related to improving student achievement over the next few years	At June 2013 meeting, new targets for student academic performance were set for 2016. First-year experience team (FYE) continues its work on the College Success Seminar (CSS) and Early	As a result of ATD initiatives (such as the College Success Seminar) and policy changes and other student success initiatives at the college, in the last five years our <b>course completion rate</b> has risen by 6 percentage points, the rate at which <b>developmental math students successfully transition</b> to college math has risen by 16 percentage points, the <b>English Composition I course completion rate</b> has risen by 10 percentage points, <b>retention</b> has risen by four percentage points, and the <b>number of certificates and degrees</b>	

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	<p>Alert. New Culture and Equity and Transitions to Academic Success Strategy Teams are researching and pursuing new student success interventions. The leadership team of the Walmart PRESS for Completion Grant continues to pursue four goals: scaling up Supplemental Instruction (SI), scaling up the College Success Seminar (CSS), enlarging the Early Alert pilot, and promoting faculty and staff student success research minigrants.</p>	<p>awarded has risen by more than 45 percent. Given this progress, new goals set for 2016 include 70% course completion for English Composition I, 70% retention, and 76% overall course completion. Although subgroups of students that we have targeted (such as males and Hispanics) have experienced improvements in their academic performance, gaps between their performance and overall rates persist. The <b>new Culture and Equity Team</b> is focusing on developing strategies in three areas—student support outside the classroom, professional development for faculty, and promoting improved hiring practices that support diversity—to address these gaps. The <b>Transitions to Academic Success Team</b>, meanwhile, is focusing on bringing more student success initiatives to introductory college courses outside of Math and Writing. It has achieved some impressive results in individual classes using the Reading Apprenticeship strategy and is focusing on how to expand this work and also measure its success in the aggregate. Under the <b>Walmart PRESS grant</b>, we launched our first six research minigrants this spring led by faculty and staff from multiple parts of the college. Each project is examining a different challenge to student academic success. The <b>College Success Seminar</b> continues to grow: 13 sections serving 235 students in Spring 2013 compared to 8 sections serving 133 students a year earlier. Student outcomes in CSS remain promising as well: students that tested into CSS completed their other developmental courses at a rate 22 percentage points higher in Spring 2013 than students that tested into CSS but did not take the course. <b>Early Alert</b> also continues to expand in the number of students it is serving: 306 flagged for attention in Spring 2013 compared to 12 in Spring 2012. After a semester of poor results in</p>	
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		<p>Fall 2012, <b>Supplemental Instruction</b> bounced back in Spring 2013, with students that took sections using SI completing their courses at a rate of 7 percentage points higher than those that took sections of the same course without SI. Results over time show the most consistent positive results for SI in math, chemistry, and technology courses. Given this, we may choose to continue to pursue SI as a niche strategy rather than scaling it up to try to serve many other disciplines.</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 external 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>Dawna Perez, who serves on both the First Year Experience and Walmart PRESS grant leadership teams, reported on the Early Alert initiative at the April NECC Board of Trustees meeting, and at the June Board meeting co-chair of the Goal 2 Strategy Team, Bill Heineman, reported on overall Achieving the Dream progress and results. Presentations on NECC’s work on Reading Apprenticeship were made at the DREAM and TASS Conferences this spring and a presentation on CSS was also made at DREAM. We are preparing a Case Study on our CSS initiative for the Walmart Press Grant and have been asked to assist Mohawk Valley Community College in Utica, NY as it begins its effort to become an Achieving the Dream college.</p>	
<p>Developing new resources to support student success strategies</p>	<p>Team 2 has mainly been focused on implementing the PRESS grant but continues to monitor and review other grant opportunities as they arise to support student success</p>	<p>The PRESS grant is providing resources for SI, CSS, Early Alert, and the research minigrants. As we identify resource needs in the future, we will look for external funding support from Achieving the Dream and other sources.</p>	

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