

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

Date: 6/20/2014

Prepared By: Bill Heineman

**Strategic Goal Progress Summary- Fall 2013**

**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 almost 30 members since June 2012. The team has embraced its larger role in terms of institutionalizing the Achieving the Dream activities it has 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 has become 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 Culture and Equity Strategy Team focuses on	Although some data on our <b>student success goals</b> for 2013-2014 are not available yet, we do know that overall Course Completion rose very slightly to 72 percent in Fall 2013 (compared to a target of 76% we have set for 2016). We experienced dramatic improvement in student performance in math, with the percentage of students in the STEM pathway successfully transitioning from developmental to	

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	<p>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. The First-Year Experience Team (FYE) works on the College Success Seminar (CSS) and Early Alert strategies to help new students succeed. The leadership team of the Walmart PRESS for Completion Grant pursues four goals: maximizing the effectiveness of Supplemental Instruction (SI), scaling up the College Success Seminar (CSS), enlarging the Early Alert pilot, and promoting faculty and staff research</p>	<p>gateway college level math rising to 71 percent this academic year; the corresponding rate for students in the non-STEM pathway rose to 80 percent. This means we have already achieved our overall 2016 goal of 70 percent successful math transition. The completion rate in English Composition I in Fall 2013 fell to 62 percent (far below our 2016 goal of 70 percent) from 65 percent the previous fall. Goal Team 2 is considering launching a new initiative related to student performance in writing classes. The <b>Culture and Equity Strategy Team</b> this spring completed eight hours of Bread Loaf workshops to coach faculty on providing a culturally-rich curriculum. Two NECC faculty will also attend a two-week intensive teachers workshop with Bread Loaf this summer and next year we will repeat the spring workshops. The team also held an outstanding networking event in June between Academic and Student Affairs and Human Resources staff from the college and professionals that live and work in Lawrence aimed at creating a college workforce more reflective of the student body. As a result, 104 individuals signed up to receive notifications when NECC posts jobs. The <b>Transitions to Academic Success Team</b> has facilitated the incorporation of Reading Apprenticeship strategies into 19 sections of gatekeeper courses in seven different disciplines this spring, serving over 350 students. It has achieved some impressive results in individual classes using the strategy and is focusing on how to expand this work and also measure its success in the aggregate. The co-chairs met with the Dean of Institutional Research to further refine the cohort of classes to be evaluated next year. Nine members of the team have taken the online graduate course for Reading Apprenticeship with plans to offer the course to more faculty this coming academic year. Under</p>	
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	<p>minigrants related to student success.</p>	<p>the <b>Walmart PRESS grant</b>, NECC ran 21 <b>Supplemental Instruction</b> sections this spring, serving 396 students. SI is now concentrated in STEM disciplines, where it has been most effective at NECC. For the first time, we are offering SI sections in a Summer term this year. The SI Coordinator has delivered information sessions for adjunct faculty and orientations and follow-up training for SI faculty and leaders. Six of the eight research <b>mini-grants</b> led by faculty and staff have now been completed, with two more to be finished by this summer. Two mini-grant reports noted a gap between the success rates of minorities in gateway science courses, while another investigating redesign of a Statistics course found through focus groups that the method of instruction among tutors differed from that of the instructor, pointing out the need for more connection with tutorial staff. The <b>First Year Experience Team</b> continues to oversee expansion in <b>Early Alert</b>: the number of students flagged for assistance grew 51% to 462 in Spring 2014 compared to the previous spring. The college has purchased Starfish software to streamline the process of identifying flagged students and responders prioritizing interventions and improving support services. Starfish Early Alert will be implemented in Fall 2014. Starfish coaches and a newly created handbook will help to train faculty through this transition. With respect to the <b>College Success Seminar</b>, in Fall 2013 students that took CSS were more likely by over twenty percentage points to complete their developmental courses than those that assessed into CSS but did not take it. CSS completers also had a higher GPA (3.1 vs. 2.2) and completed more credits (9.8 vs 5.4) than those that assessed into CSS but did not take it. Given these strong results and after extensive campus discussion, we are moving toward requiring CSS</p>	
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		for all students by Fall 2016. Finally, about 30 faculty and staff attended the annual CSS training this June.	
Describing and explaining our progress on student success to external and internal constituencies	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.	Dawna Perez, Dean of Student Success, updated the Board of Trustees on our student success results at its June meeting. Presentations on the results and progress of the six original minigrant research projects were presented at the President’s General Staff meeting in May. Two Northern Essex presentations ( <i>Latino Retention and Academic Success</i> and <i>Learning from Interventions that Failed</i> ) were provided at the February 2014 DREAM Conference. Trish Schade and Emily Gonzalez, co-chairs of the Transitions to Academic Success Team, co-led a pre-conference workshop on Reading Apprenticeship at the TASS Conference in March 2014 and another presentation on RA at the Massachusetts Community College Teaching, Learning, and Student Development Conference the same month.	
Developing new resources to support student success strategies	Team 2 is finishing implementing the PRESS grant and is now actively pursuing new grant opportunities to support student success work.	The college won state STEM Starter Academy funding to support additional STEM-related Supplemental Instruction sections this year. It is also preparing a Guided Pathways proposal for the Federal Fund for the Improvement of Postsecondary Education’s “First in the World” grant that will help us link many of our student success efforts together.	