





Goal: 3 Improve Academic Support Services




Date: 1-29-16

Prepared By: Janice Rogers

Strategic Goal Progress Summary- Year 15/16

Progress Report Key

	Completed
	Progressing as Expected
	Progressing with Challenges
	No Report Yet

Goal Initiative	Brief Description	Comments	Status
1. Continue to enhance the delivery of tutoring services across the college	Improve Tutoring Center communication with faculty regarding academic issues	The Tutoring Center advisory group met on March 10, 2015, and on September 30, 2015. The group has provided a forum for Tutoring Center professionals to exchange information with faculty members about tutoring and academic programs. The advisory group will meet again in the Spring 2016 semester.	
	Define the role of Supplemental Instruction at NECC	Beginning with FY'16, SI has been restricted to STEM subjects per its new definition. The number of classes depends on available resources; the estimate is 20 to 25 classes per semester. The schedule for Spring 2016 includes 20 classes.	
	Pilot Academic Coaching Fall 2015	During the Fall 2015 semester, the Tutoring Center piloted an Academic Coaching program for two cohorts of students: athletes and those on academic special probation. The Reading and Study Skills Center staff delivered the support services. Acting as coaches, staff members met regularly one-on-one with students, taught research-based strategies, and helped students to embed the	

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		<p>strategies within their current coursework. The assistance was focused on academic success. Initial results are positive; for example, 84% of academic-probation students who attended AC passed their classes with an average semester GPA of 3.2. The pilot will continue in the Spring 2016 semester.</p>	
<p>2. Scale up academic support services that lead to improved student success</p>	<p>Provide embedded tutoring for modularized developmental math classes</p>	<ul style="list-style-type: none"> • The Embedded Tutoring program has been institutionalized as a Tutoring Center program as of July 2015. • Embedded tutors work alongside the classroom instructor in modularized developmental math classes, which are held in a computer lab. The class format allows students to advance at their own pace in the curriculum as they demonstrate competency in each skills module. Students beginning in Basic Math or Basic Algebra I may complete one or more levels within the same semester without extra fees and are exempted from the highest level completed. This allows them to advance more quickly towards their degree. • 13 mod sections were offered in Fall 2015 and 12 in Spring 2016, consistent with previous semesters. There were 71 two –course completers from Spring 2013 through Spring 2014, and 77 from Fall 2014 through Fall 2015. Of the 15 two-course completers in spring 2015, 4 took a higher level math course the following semester, and 3 successfully passed that course. 	
<p>3. Fully implement and expand the use of DegreeWorks for academic planning and support services</p>	<p>Upgrade the <i>DegreeWorks</i> Environment and Application</p>	<ul style="list-style-type: none"> • Numerous viewing and reporting upgrades to <i>DegreeWorks</i> have been made under the 2012-2015 Strategic Planning period. These include: Academic Plans for all students who see a CPAC advisor, Financial Aid audit, Core Academic Skills requirement block, implementation of Hold codes, Degree audit capability and Student Planner, New Student Education Planner, and a checkbox within the students’ program requirements as a reminder to Petition for Graduation. 	

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	Train on new features and scribing	<p>Training has been ongoing as new features are added in <i>DegreeWorks</i>. Plans for the coming academic year include:</p> <ul style="list-style-type: none"> • Conversion of <i>DegreeWorks</i> TEST Planner to the new SEP Plan Fall 2016 • Faculty and Staff training on the new SEP Plan Spring 2017 • Upgrade <i>DegreeWorks</i> PROD with 4.1.4 May 2016 (Note: requires scheduling of consultants from Ellucian to perform the upgrade) 	
<p>4. Develop a plan for library Learning Commons that includes learning-related support services</p>	Provide technology support services for students	<ul style="list-style-type: none"> • The Library implemented technology support for students as a service that we offered. Each year of the plan, the technology service level increased as resources were prioritized and reallocated to make the service effective. The response from students and faculty was very favorable, and the success of the service led to additional resources becoming available. Technology support became fully assimilated as a library objective with the opening of the new walk-in computer lab on the Haverhill campus in January 2016, integrating technological support with the academic program. Implementing a parallel service on the Lawrence campus will continue to be a focus. • For a complete overview of the work of the Library staff under the 2012-2015 Strategic Plan, please see the separate PowerPoint report presented to the committee at the December meeting entitled "GT3 Presentation." 	
<p>5. Expand support and training for faculty and staff on accessible media</p>	Create professional development plan on accessible media with various stakeholders	<p>Most of our goals are closely tied to the Carroll Center Project which began in late January 2015. However, we have met with various NECC stakeholders and have been compiling in-house professional development trainings/workshops from various areas such as MarCom, CPD, CIT, LA Center. The offerings are on-going and provided by each area. Early February 2016, the Carroll Center for the Blind will help establish the specific technical training needs for NECC employees, based on the results of the five-part audit.</p>	

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		<p>On May 2016, the Carroll Center for the Blind will provide Job Access with Speech (JAWS) screen reading software training. Better in-house competency with this software will be beneficial for at least two significant reasons. This acquired skill would allow NECC staff to more professionally assist individuals with disabilities that require the use of screen reader assistive technology to participate in all digital interactions with the college. Additionally, it would enable NECC staff/faculty to perform internal user testing of digital content at the college to monitor and assess the accessibility and usability of all website, student portal, and online course materials.</p> <p>A subgroup of the Accessible Media Subcommittee is in the process of reviewing applicants for a new, part-time Accessible Media Staff Assistant position. This is a position that is in high demand and new to higher education, thus attracting the qualified candidates has been a challenge. We anticipate hiring this person by mid to late Spring 2016.</p> <p>GOALS Project: The Gaining Online Accessible Learning through Self-Study (GOALS) will help top administrators to choose and engage in self-study and continuous improvement on web accessibility. +. The initial set up of GOALS was created Fall 2014, and we will prioritize the full use of GOALS in our future planning.</p>	
	<p>Create implementation plan for closed captioning services in non-emergency and emergency situations</p>	<p>CIT created a non-emergency, proactive plan for using the closed captioning minutes based on 3 major components: the video and audio materials are “required”, “re-usable” and “copyright compliant.” We will utilize the purchased closed captioned minutes to retrofit courses on an emergency basis. NECC purchased a total of \$20,000 from Cielo24 to meet demands. A campaign to inform NECC employees of this resource is under way.</p>	
	<p>Launch Accessible Media website</p>	<p>The Accessible Media website is completed and housed under the About NECC section. The promotion of this important new resource will begin this spring. http://www.necc.mass.edu/accessible-media-at-necc/</p>	

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<p>6. Address compliance issues for high traffic websites & content generated for public viewing</p>	<p>Collaborate with consultants from Carroll Center for the Blind (CCB)</p>	<p>NECC has been involved with a yearlong Digital Media Accessibility Audit Project. The multiple phase project is a five-part accessibility audit of various areas of our digital campus conducted by the Carroll Center for the Blind (CCB). CCB evaluated and suggested remediation of accessibility and usability barriers a student might encounter throughout NECC’s online footprint. The main scope of the project is to identify and evaluate the independent access by students with disabilities with the focus to improve the student experience. The audit reviewed distinct web links and “flows” predetermined by NECC, including our public facing website, the online student application process, MyNECC portal, the Blackboard system, and an online course, just to name a few.</p>	
	<p>Create compliance checklists for websites, software purchases, and online courses</p>	<ul style="list-style-type: none"> • A web accessibility checklist is available under the Creating a Level Learning eSpace under the Accessible Media website. We continue to raise awareness of the need to evaluate new software/media prior to purchasing. As members of the Compliance Committee, we have enlisted this governing body to assist us in designing, implementing and systematizing procurement procedures. • For an overview of the recent work of the Accessible Media team under the 2012-2015 Strategic Plan, please see the separate report presented to the committee at the December meeting entitled “Accessible Media 2015 Progress”. 	