



**Achieving the Dream Core Team/Strategic Plan Goal Two Meeting
November 6, 2013 2:00 pm, SC213, Student Center Haverhill**

Agenda

Attendees: L. Nadeau, K. Mitchell, P. Schade, C. Cohen, P. Dulchinos, S. Shain, R. Lizotte, J. Abreu, M. Suarez-Shannon, T. Fallon, W. Heineman, J. Tschechtelin, T. Manning, G. Young, J. Rogers, L. Glenn

Recorder: J. Bailey

1. Think/Pair/Share: “What will the student experience at NECC look like in five years?”

- Magdalena Suarez-Shannon/Tom Fallon – Increase co-ops, robust balanced offerings at Lawrence & Haverhill, more hybrid and fewer 100% online courses, 75% course completion (up from 72%). Program development based on community need – knowing who students are.
- Josh Abreu/Janice Rogers – Social capital, bridge program, early college, dual enrollment, need for less remedial courses, space dedicated to high potential students rather than the most needy, expand PACE program. How do we get students to make it further?
- Carolyn Cohen – Technology – every student would have a tablet interconnected with faculty. Eliminate paper. E-books on tablets to rent or buy.
- Pete Dulchinos – More hybrid classes. Communiversity – campus growing as part of new dedicated space. More alumni involvement – successful alumni, new building, better prepared students, increased outreach to neighboring high schools. Multicultural student alliance center. More students in Lawrence. More student success stories.
- Karen Mitchell/Lynne Nadeau – Students have more of a holistic view. All things create support for students – connected and surround. Lawrence & Haverhill campus grow and become more interconnected.
- Rick Lizotte – Increase technology. Workshop models for classes – talking to students rather than at them. Options to take classes at various paces – faster, pay less. Longer, pay more. More interactive. Model teaching and learning – not so grade focused. Tied to achievement. Can walk away with a portfolio.
- Sue Shain – Technology, e-books, electronic check in. Holistic approach to make sure student gets all the information they need – how can technology help? Improve graduation rates.

- Trish Schade – More minority students and faculty, more hybrid classes – need face to face. Bigger presence in Lawrence, more clubs and meetings for students. More collaboration with U Mass Lowell, study abroad, e-portfolios upon graduation. More 2 year certificates in computers and healthcare, more modular classes, more ALP classes, better assessments. More early college and more high school students.
- Bill Heineman – Student experience better planned and more driven by student planning. More mature student taking charge of their own curriculum and program plans. We get them started – they drive the car. As students – more active learning and less passive learning.
- Jim Tschechtelin - Environmental trends: Technology, MOOCs, some students will like the interactions, some will not. Role of faculty: Robert Zemsky (focused on how to keep universities true to their mission while remaining market smart). Environmental uncertainty, regulatory and governmental changes, expectations by external pressure groups, higher expectations for completion and student success. Less money but more pressure. What will that do?
- Terri Manning – What happens if you are funded based on completions? More competency-based. There is a chance the Federal government may have one accreditation system.

2. Assessment of our progress: what is working well? What is not?

- Fall-fall retention – Josh Abreu asked how this compares with other schools. Typical ATD college is usually +2% after 4 years. We are doing better than that at +4.5%.
- Bill Heineman said we are making steady progress, but incremental.
- Don't see a narrowing of the gap with Hispanic students.
- Lane Glenn asked what the impact of policy changes is (stopped late registration, earlier withdrawal dates, eliminated some grades, required developmental education, limited number of repeated classes). How successful has any one of these changes been?
- If course completion is getting higher, why isn't retention getting better?
- Grace pointed out that they have been identifying certificates and awarding certificates/degrees, not only with current students but with reverse transfer agreements between UMass Lowell and Salem State. This adds to the overall.

Jim's conclusion on Retention: Bold strokes are needed, are there bigger levers we can move?
Some examples:

- Trident Community College moved the course duration term (local example is iHealth)
- Grit – Angela Lee Duckworth – Combines placement with Grit test – a different way to let students in.
- Statway and Quantway – Statway students start in developmental education and end up with 3 Statistics credits by the end of Spring semester.

Terri's conclusions:

- Have picked the low hanging fruit. To move the needle further, may need to do focus groups with students. It may be time to go back to the drawing board.
- The trend is looking at structured paths and seriously cutting down student's options. It keeps them more focused.
- Developmental boot camps – prep for 2 to 3 weeks then take placement test.