



**Achieving the Dream Core Team/Strategic Plan Goal Two Meeting
May 21, 2014 3:00 pm, SC213 Haverhill**

Minutes

Attendees: P. Dulchinos, W. Heineman, R. Lizotte, K. Mitchell, D. Perez, P. Schade, T. Favara, T. Fallon, G. Young, C. Cohen, C. Thompson, L Gagnon, K. Kortz, E Gonzalez

Recorder: D. LaValley

- **Thank You gifts for Jim Tschechtelin (Bill Heineman)**
Selections of gifts were reviewed. Sign group card next meeting June 18th.
- **Latest Data on English Comp (Tom Fallon)**

The group reviewed the course completion rate:

- Basic Writing; Fall 2008 to Fall 2013 from 63% to almost 72% Hispanic: Fall 2008 almost 66% to Fall 2013 75%. Basic Math: Fall 2008 was 54% and Fall 2013 was 65%. Developmental English completed within 2 years had a nice increase just over 50% to over 70%. According to ATD, NECC also is ahead of other colleges that started in ATD at the same time in most of the measures.
- Bill wanted to discuss the writing performance over the last few years. Should we start paying attention to it with ATD? Tom pointed out the Basic Writing transition to English Composition. It is basically flat. We don't want to decide anything without Janice here as we need her input on this. Do we want to consider sharing with the English Department our observation of the data? The writing faculty have developed rubrics and has been doing a lot of assessment. Rick said it might be a good thing to look at what skills are we teaching as the rubrics tell us that. They tell us more than grades. If we do decided to look at the writing area we really need to look at the rubrics and not just the grades. Improving student abilities according to the rubrics. The consistent problem Rick pointed out was connecting what we are doing in the strategies teams with what we see in the data. Bill asked where we in a position to use rubrics to do some level of study to establish as baseline? Is that where we are in English Composition? It was stated that Steve Mathis takes random samples of English Composition 1 classes. What percentage of 6 areas? Awareness of writing process is one example. Which percentage got to a 3 levels? Trish stated that Writing and Reading aligning are working. Can we take all this good work and form some type of study? Clare stated that Steve has been doing this for the past few years with the rubric. Bill will consult with Janice and then contact Steve. Bill and Dawna will figure out how to bring all the players together.

CSS – Next Steps (Kristen Kortz)

Bill started by stating that he hoped everyone had the opportunity to read through draft 5. We are the first step (with many layers of approval needed afterwards) but if we approve it, it would have our stamp of legitimacy.

- Emily had a question as she was looking at exemptions section....may be exempt if they meet 1 criteria? Significant professional experience and eligible to take test needs to be reworded. The holes are a little too big and the bullets need to be reworked.
- Under Certificate a suggestion was made to put one way to take challenge test.
- Grace stated, she thinks it is getting way too broad and should stay in line with core academic skills. If you have previous college credits, you are exempt. If you have a Certificate does the CSS requirement get waived? Kirsten and Grace both said they are continuing students not new students.
- Focus will be on the exemption process and making it doable from professional experience to quantify that.
- There needs to be a college policy developed that says that this course must be taken in order to graduate. Grace stated that first faculty may want to build into their course with CSS like the English Composition I combination is a good one to model.
- Grace spoke to Alexis on finding a way to pay for it with financial aid.
- We want a month to discuss this and go over before a policy is developed. Don't forget do your homework and send questions to Janice, Clare and Kirsten. This will not impact timeline at all. Better to find major challenges before a college policy developed. The policy needs to go to Academic Affairs Committee for Fall 2014 to be in place for Fall 15
- How will this be monitored? Grace said it will be built into degree works like core academic skills. It is a course that should be in the first two semesters.

Report from Developmental Ed. Boot Camp (Bill Heineman)

Bill reported out that he joined a team from Massachusetts with 10 or 12 other states at a workshop led by foundations that support our work with ATD. There was much discussion of The California Acceleration Project, PARCC and Common Core. There was a strong focus on guided pathways. We have dabbled in this idea with our changes to the Math Chart. The wider concept is a more tightly constructed and scheduled curriculum. "Scheduling our courses like they were for our own children." Default schedules are built for students with far less room to wander off the path. For instance, taking math and writing requirements FIRST. Bill showed a slide comparing the ideal community college student pathway through college with the reality. The study looked at 150,000 students and there is no discernible pathway: it is chaos. Pursuing this would be a huge change of the way we do business. There is a FIPSE grant and we are setting up a grant proposal with Lawrence High School and a four year partner to create pathways with a structure. Early College program get credits out of the way in high school. You come here with a fall schedule and here is what you need to work on. A four year partner who would agree for the last "default pathways." Arizona State University is working very hard on this. They built a website like degree works but that shows the student plan at multiple institutions. Students declare a major very early. We can build into a grant proposal to expand CSS, support for that and someone to monitor if we get grant. Course predictability is a lot more doable with fewer cancellations and less frustrations for students. What if a student doesn't know what they wanted to do? You can build a first year plan for those students. A structured way to sample business, science, and college success a great way to do that. The FIPSE Grant is due June 30th.

5) ATD Recertification Update (Rick Lizotte)

Rick provided a summary of the annual report. Developmental course completion in three year, gateways courses and persistence year to year. We looked good in 3 year persistence year-to-year. Progress in two of those five measures attached to strategy. Proposing at least one of those strategies more than 60% more to most. Degreeworks was a must. CSS fits all the rules. Some plausibility that CSS overtime will help students get a degree. Our coaches had to look at the leader recertification. They had to say we are at a three or better level in all of these areas and a policy attached to each of these areas. That is how we were evaluated. We will find out July or little later. Looking at 50 to 60 colleges. Kent Farnsworth has been approved to take over for Jim Tschechtelin as our coach.