

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

Date: 6/30/2015

Prepared By: Bill Heineman

Strategic Goal Progress Summary- Year 14/15

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 25 members since June 2012. The team has embraced its larger role in terms of institutionalizing the Achieving the Dream activities it had worked on for seven years and expanding the college’s student success work to new arenas. It is functioning well in its new, expanded role.	
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 First-Year Experience Team (FYE) works on the First Year Seminar (FYS) and Early Alert strategies	Student Success Goals: NECC’s IPEDS graduation rate (first time, full time graduates within three years) has risen to 18 percent compared to 14 percent in 2008. NECC awarded 1155 degrees and certificates in Academic Year 2014-2015 compared to 1193 in 2014 (this decline mirrors the decline the college has experienced in enrollment). The percentage of students successfully transitioning from developmental to college level math was 65 this academic year in the STEM pathway (compared to 71 last academic year) and 57 in the non-STEM	

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	<p>to help new students succeed. The Culture and Equity Strategy Team focuses on 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.</p>	<p>pathway (compared to 80 last year), a disappointing drop and well short of our goal of 70 percent by 2016. Also, as reported in January, overall Course Completion rose slightly to 73 percent in Fall 2014 (compared to a target of 76% we set for 2016), the completion rate in English Composition I in Fall 2014 rose to 64 percent (still significantly below our 2016 goal of 70 percent), and fall retention for all students fell to 63 percent in 2014, thus moving away from our 2016 goal of 70 percent. These mostly sobering results underline the need for new strategies and renewed vigor in implementing our existing interventions that work well. The First Year Experience (FYE) Strategy Team has decided to postpone implementation of the First Year Seminar as a graduation requirement for all students until Fall 2017. More work is needed to help academic programs determine how to integrate this requirement into existing curricula. The college's Early Alert system, Starfish Early Success, continued to grow in spring 2015 with faculty participation increasing to 49 percent and 1415 student flags raised (compared to 462 in Spring 2014) and 2347 kudos provided. In Fall 2014, Hispanic students who were flagged and used tutoring or the Student Success Center services had a course completion rate of 60 percent (compared to 49% for Hispanics that did not use the services) and a retention rate of 67 percent (compared to 48 percent for Hispanics that did not take advantage of the services). The Culture and Equity Strategy Team's work in helping faculty develop culturally rich curriculum (through the Bread Loaf workshops), encouraging greater faculty and staff diversity, and developing a welcoming environment for all students (with new murals being created for the Lawrence campus and the development</p>	
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		<p>of a “one book/one geographic region initiative”), continued this year. In fact, it became clear that this team’s mission had expanded to such a great extent (and there was so much support for this expansion) that it needed to be elevated to a college wide committee as opposed to being confined within the narrower mission of Goal Team 2. Its great work will continue outside of Goal Team 2 next year. Goal Team 2 received a presentation on the work of the Writing Reading Alignment Team (WRAT) in May 2015 and noted the close connections between student progress in writing (small increases in English Composition I completion rates have been attained in recent years) and their reading skills. Goal Team 2 is therefore considering combining the work of the WRAT Team and its existing Transitions to Academic Success Team, which has focused on Reading Apprenticeship and other strategies aimed at improving student reading. In addition, in Spring 2015, Goal Team 2 decided to create a Guided Pathways Strategy Team focused on providing more structure in the curriculum and student support experiences at NECC. The goal of this new team will be to improve especially our flat retention rates. This new team will begin its work in the fall semester.</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 wider community. As a Leader College, NECC is expected to share what it has learned and coach</p>	<p>The national Achieving the Dream Initiative chose a case study written about NECC’s implementation of the First Year Seminar for special recognition, and it was the focus of a session at the Annual Dream Conference in March that included participation by Goal Team 2 co-chairs Rick Lizotte, Dawna Perez, and Bill Heineman. Dr. Perez also co-led a session at DREAM on Early Alert. The Transitions to Academic Success Team presented a pre-conference workshop at the TASS Conference in March and is also hosting a statewide conference</p>	

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	other colleges in student success.	on Reading Apprenticeship at Northern Essex in August. Culture and Equity Team co-chair Marcy Yeager presented to the college's new full-time faculty on cross-cultural communication in the classroom.	
Developing new resources to support student success strategies	Team 2 is actively pursuing new grant opportunities to support student success work.	The college is applying for funding from Educause/Gates Foundation for the Integrated Planning and Advising Services grant. This funding would support organizational and process change, as well as technology integration and upgrades, in the student support system at the college. NECC is also actively preparing to seek funding from the Massachusetts Department of Higher Education (Performance Incentive Funding, STEM Starter Academy) and US Department of Education (Title V, STEM Title V, and/or Title III) which would support a variety of Goal Team 2 initiatives.	