

**The Boston Globe**  
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**Hub Grads Come Up Short on College**  
 Two-Thirds of Class of 2000 Didn't Finish

**Getting In Isn't Enough**  
 Now the colleges, and especially the community colleges, need to step up with some big ideas on how to turn entering students into graduates.

**Making New Preparations**  
 4-Year Private: 56.1%  
 4-Year Public: 34.7%  
 2-Year Public: 12.5%

Boston public high school class of 2000  
 High school graduates: **2,964**

Enrolled in college: **1,904**

No degree: **1,229**

Never enrolled: **1,060**

Degree: **675**


SOURCE: Boston Private Industry Council and BPS report  
 DAVID BUTLER/GLOBE STAFF

## What is Student Success?



## IPEDS

- First-time, full-time, degree-seeking students who graduate within 150% of time (3 years)
- NECC = 16%
- Less than 30% of NECC's population



There must be a better way!



## The Maryland Model Degree Progress

- Adapted from models used in Texas and Florida
- Cohort defined by hours attempted during first two years (behavioral definition)
- Uses National Student Clearinghouse data
- Includes interim measures of success
- Incorporates developmental education status
- Recently adopted by Massachusetts Dept. of Higher Ed.

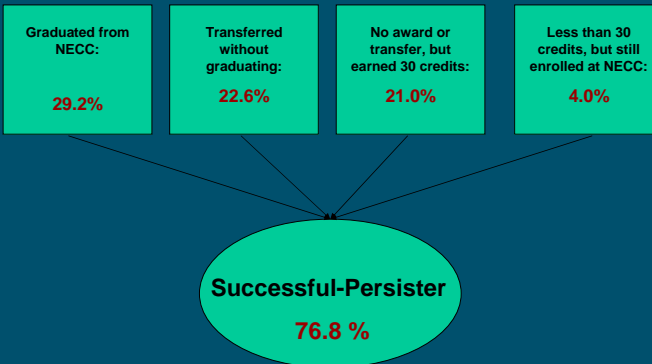
## Degree Progress of NECC Students Fall 2002 First-Time Cohort after Four Years

	Number	Percent
Attempted 18 hours during first two years (study cohort)	699	100.0
Graduated from NECC	204	29.2
No award, but transferred to another college	158	22.6
No award or transfer, but earned 30+ credits with 2.0+ GPA	148	21.0
Still enrolled after four years (no grad/transfer/<30 credits)	27	4.0
Graduated/transferred/30+ credits/still enrolled	537	76.8

“Successful-Persister Rate”

## Successful-Persister Rate Calculation

Fall 2002 First-time Cohort after Four Years



## Summary: Degree Progress Measures

Federal three-year Student Right-to-Know (SRK) graduation rate	16%
Graduated/Transfer Rate – three year	39%
Graduated/Transfer/Still Enrolled Rate – three year	52%
“Maryland Model” successful-persister rate	77%
Successful-persister rate/developmental completers	82%
Successful-persister rate/college-ready students	84%

Not bad, but 48% still haven't graduated or transferred after four years—

What are they doing?

## *Achieving the Dream*

- 15 States
- 83 Colleges and Universities



### 4 Colleges in Massachusetts

- Bunker Hill Community College
- Roxbury Community College
- Northern Essex Community College
- Springfield Technical and Community College



## *Achieving the Dream Goals*

- Successfully complete developmental courses and progress to credit-bearing courses;
- Enroll in and successfully complete gatekeeper courses;
- Complete the courses they take, with a grade of C or higher;
- Re-enroll from one semester to the next, and
- Earn certificates and degrees.



## NECC Goals

**Goal One: Mathematics:** Improve outcomes for all students in all cohorts in Developmental Mathematics and College Level Mathematics.

### **Rationale:**

- Students struggle more with Developmental and College Level Mathematics than with any other single discipline.
- Course completion rate in Basic Algebra II, the second highest enrolled course at the college, is 54%.
- Of those students who successfully complete Developmental Mathematics and attempt College Algebra, only 44% complete the course with a C or higher.
- Even students who do not progress through developmental coursework only successfully complete College Algebra at a rate of 53%.



## NECC Goals

**Goal Two: College Composition:** Improve outcomes for all students in all cohorts in English Composition I.

**Rationale:**

- Like Mathematics, College Level English Composition serves as a “gatekeeper” course, preventing many students from taking additional courses, completing degrees/certificates, and/or transferring.
- Only 56% of students across all cohorts successfully complete English Composition I.



## NECC Goals

**Goal Three: Males in Developmental Reading and Writing:** Improve outcomes for male students in Developmental Reading and Developmental Writing.

**Rationale:**

- Across academic disciplines and cohort categories, male students consistently succeed at a lower rate than female students at NECC.
- This difference is particularly striking in Developmental Reading, where only 49% of males successfully complete versus 66% of females; and in Developmental Writing, where only 48% of males successfully complete versus 59% of females.



## NECC Goals

**Goal Four: Under 25 in Developmental Reading and Writing:** Improve outcomes for students under 25 years old in Developmental Reading and Developmental Writing.

**Rationale:**

- Younger students (those 25 and under) succeed at a rate lower than older students (26 and older) across academic disciplines and cohort categories.
- Particularly in Developmental Reading, where only 46% of younger students successfully complete versus 69% of older students
- And in Developmental Writing, where 49% of younger students successfully complete versus 66% of older students.



## NECC Goals

**Goal Five: Hispanic Students in Writing Courses:** Improve outcomes for Hispanic students in Developmental Writing, and in the transition into and through English Composition I.

**Rationale:**

- The success of Hispanic students at NECC varies by course and by cohort category. In some areas Hispanic students are as successful, or even marginally more successful, than majority students.
- They are noticeably less successful in Developmental Writing, where 48% successfully complete compared to 59% of majority students;
- And in the transition into and through College Composition, where 55% successfully complete compared to 64% of majority students.



## What Works?

### PACE

(Pathways to Academic & Career Excellence)

- U.S. DoE TRiO Grant
- Focus on first generation, low income students
- Early Alert System
- “Case Management” Advising
- Student Success Workshops
- Scholarships & Cash Grants
- Transfer Trips
- Cultural Visits
- Career Preparation Workshops
- Alumni Mentoring

## What Works?

### PACE

(Pathways to Academic & Career Excellence)

- 79% of PACE students persist year-to-year
- 79% achieve 2.5 or higher GPA
- 58% graduate or transfer after *two years*

## The Price Tag

250 Students = \$330,000

7000 Students = \$9,240,000

(Anyone know Henry Paulson’s direct line?)



## NECC Strategies

**Strategy 1:** Expand the scope and accessibility of tutoring resources and instructional support for Developmental and college level Math courses.

- Math Lab
- Modular Curriculum
- Supplemental Instruction
- Language Barrier Training for Instructors and Tutors

## NECC Strategies

**Strategy 2:** Develop a holistic, developmental, case management approach to advising.

- Policies and Practices
- Advising “Road Map”
- EPortfolio
- Early Alert System
- Online Advising Systems
- Peer Support Groups



## NECC Strategies

**Strategy 3:** Enhance the *first year experience* for *targeted student cohorts* through Orientation and College Success Skills strategies.

- College Success Course
- Integrated Success Modules
- Faculty and Staff Professional Development
- Freshman Year Experience
- Learning Communities (Developmental – College Level)



“Give me a lever long enough and a place to stand and I shall move the world.”

--Archimedes