

DIVISION: Academic Affairs	FISCAL YEAR: 2009
Department 1:	NECC Strategic Direction: 3
Department 2:	Achieving the Dream Goal: 1,2,5
Department 3:	NECC Key Performance Indicator (KPI): 2, 4
Note: there may be no "Department 1 or 2"	

<u>Strategic Initiative</u>	<u>Indicator (the specific)</u>	<u>Baseline</u>	<u>Outcome Measure / Target</u>	<u>Results</u>
Define the core academic skills that should be characteristic of Northern Essex graduates.	<ol style="list-style-type: none"> 1. Review current Degree Competencies and refine as needed 2. Consider the need to define levels of core academic skills for students that do not graduate with an associates degree 3. Explore the potential of a common General Education academic experience as a means to strengthen core skills 	<ol style="list-style-type: none"> 1. The college has three Degree Competencies that are not adequately applied and assessed 2. New initiative 3. New initiative 	<p>This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011.</p> <p>During Spring 2008, the charter for work on this goal will be written and a committee will be formed and begin meeting.</p> <p>During Fall 2008, the committee will finish its work, presenting recommendations for revisions/additions to the current degree competencies and a vision for general education and core skills at the college.</p> <p>It is likely that the issue of defining levels of core</p>	<p>A new "Vision for Core Academic Skills at Northern Essex Community College" was unanimously approved by the All College Assembly in February 2009. The new Core Academic Skills areas are: Communication, Global Awareness, Information Literacy, Quantitative Reasoning, and Science and Technology.</p> <p>These Core Academic Skills will inform General Education Assessment (a required activity by NEASC), as well as the development of a stronger common General Education experience for NECC students.</p>

			academic skills will need to continue to be discussed by the committee that is working on assessment of core academic skills.	
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KPI's: 1 – Transition and Developmental Course Completion Rate, 2 – Gatekeeper Course Completion Rate, 3 – Student Retention, 4 – Degrees and Certificates Conferred and 5 - Diversity of Faculty & Staff

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Develop tools and resources for the continuous assessment of core skills at various points on the learning continuum, from entrance - level assessments to exit skills evaluation.	<ol style="list-style-type: none"> Review both standardized core skills/general education assessment exams and institutionally-developed programs at other colleges and determine which instrument is best suited to assessing the core skills at Northern Essex. Develop strategies to implement that assessment. 	<ol style="list-style-type: none"> New initiative— NECC does not have a general education assessment instrument/program (and will be required to provide evidence of work in this area for our 2010 NEASC Self-Study). 	<p>This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011.</p> <p>During Spring 2008, the charter for work on this goal will be written and a committee will be formed and begin meeting.</p>	<p>Following the adoption of NECC’s new Core Academic Skills in February 2009, a separate committee drafted a proposal for assessing the skills at the institutional level, using sampled student work in a “portfolio” environment.</p> <p>The proposal will be presented to the faculty as a whole early in the Fall 2009 semester, with the intent of piloting the process in Spring 2010.</p>

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<u>Strategic Initiative</u>	<u>Indicator (the specific)</u>	<u>Baseline</u>	<u>Outcome Measure / Target</u>	<u>Results</u>
Continue to develop and expand Learning Communities, including new and alternative Learning Communities applications and models.	Develop a Learning Communities model that includes the: <ul style="list-style-type: none"> o <i>Structure</i> NECC will use to manage/support LCs o Process for resource allocation to support LCs o <i>Types</i> of LCs we will support o Process for determining which model will be used for a proposed LC o Process for determining the number of LCs that can be run in a semester o Assessment tools to continually monitor and improve the 	The college has had a Learning Communities Committee and offered approximately six LCs each semester for the last six years. While some management guidelines have been developed by the committee, they must be reviewed and revised in order to adequately support expanded Learning Community offerings.	<p>This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011.</p> <p>During Spring 2008, the charter for work on this goal will be written and a committee will be formed and begin meeting.</p>	<p>The Learning Community Steering Committee maintained the status quo of Learning Community offerings through 2008-09, pending the start-up of the Achieving the Dream First Year Experience Strategy Team.</p> <p>Tom Fallon and the ATD Data Committee provided the initial report on the effectiveness of LCs at NECC. While the study was on a relatively small number of students (262 in six integrated LCs) it provided some interesting results. Females were 10% more successful than males, and Hispanic students were 18% more successful than majority students, who were 7% more successful in non-LC courses.</p>

	<p>effectiveness of LCs</p> <ul style="list-style-type: none"> o Specific strategies that will support effective student transitions (e.g., ABE to Developmental coursework, Developmental to College Level) 			
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Develop an EPortfolio system that provides tools for continuous electronic access for students, faculty and staff for: developmental academic and career advising; academic portfolio; career preparation; learning assessments; and possibly social networking.	<ol style="list-style-type: none"> 1. A survey of faculty and staff will be conducted to determine the elements of an EPortfolio system the college requires. 2. Commercial and institutionally-created EPortfolio systems will be reviewed to determine the system needed by NECC. 3. A pilot project will be conducted with one or more EPortfolio systems. 	Some elements of an EPortfolio system are accessible through Banner Self-Service. The Advising Center is piloting online advising software. There is currently not a single developmental advising model at NECC; nor is there a central repository for student advising and academic materials.	<p>This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011.</p> <p>During Spring 2008, the charter for work on this goal will be written and a committee will be formed and begin meeting.</p>	An advising rubric has been developed and initial training provided to all full-time faculty. A software product (ELumen) has been identified and the development of an online academic planning tool is underway. Pilot testing of the new academic planning tool will begin with selected advisors in November, for the Spring 2010 semester.

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<u>Strategic Initiative</u>	<u>Indicator (the specific)</u>	<u>Baseline</u>	<u>Outcome Measure / Target</u>	<u>Results</u>
Expand Distance Learning opportunities and improve services to online students.	<ol style="list-style-type: none"> 1. Review current online course offerings to determine existing programs that can be offered online by NECC or in collaboration with other colleges through MCO. 2. Encourage and support appropriate new online programs. 4. Examine how the college can provide tutoring options for all disciplines offered online. 5. Lead the effort to meet the student support needs cited in the 2007 NEASC Distance 	<p>The college offers an average of 80 sections online each semester. Officially, we have one complete program available online (Criminal Justice) with several others working toward complete online offerings (e.g., Hospitality, Early Childhood Education, Business).</p> <p>Several areas of need were identified during the writing of our NEASC Distance Learning report, including the need for additional online tutoring and advising, expanded opportunities for online registration and payment, and improved technical assistance.</p>	<p>This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011.</p> <p>During Spring 2008, the charter for work on this goal will be written and a committee will be formed and begin meeting.</p> <p>Recommendations will be provided by October 2008.</p>	<p>This initiative was postponed to 2009-2010.</p>

	Learning Report.			
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Increase Service Learning opportunities for faculty, staff, and students.	<ol style="list-style-type: none"> 1. Provide Service Learning professional development opportunities for faculty and staff. 2. Encourage and support Service Learning curriculum development. 3. Develop policies and procedures that encourage and effectively manage the growth of Service Learning at the college. 4. Develop assessment tools to continually monitor and improve the effectiveness of Service Learning. 	<ol style="list-style-type: none"> 1. New initiative. 2. New initiative. 3. Some information and guidelines have been offered through Career Placement. Need to connect to faculty and courses. 4. New initiative. 	<p>This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011.</p> <p>During Spring 2008:</p> <p>The charter for work on this goal will be written and the Service Learning Committee will meet.</p> <p>Two professional development workshops will be offered.</p> <p>We will apply to renew our Massachusetts Campus Compact VISTA grant.</p>	<p>Two professional development workshops were held.</p> <p>The college wrote a proposal and successfully secured an Americorps VISTA staff member.</p> <p>A Service Learning partners database expansion project was launched.</p> <p>The second annual Service Learning Awards ceremony was held.</p>

	5. Create appropriate staffing structure to support Service Learning activities.	5. Some staff time allocated to Service Learning through Career Placement. New in 2007—08: NECC has a full-time VISTA staff person devoted to assisting with Service Learning at the college.		
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Expand outreach programs to local high schools to promote Northern Essex as a pathway for higher education and career development.	<ol style="list-style-type: none"> Promote early placement testing of high school students in NECC service area to improve college preparation. Explore dual enrollment opportunities (articulation agreements, contract courses, early college, career pathways, etc.) Collaborate with EMSS staff to offer "one-stop" on-site application, registration and advising services for high school students. 	<ol style="list-style-type: none"> Early placement tests were piloted several years ago, but have not been repeated since. While dual enrollment was an active feature at the college several years ago, it has all but disappeared due to lack of funding. This is essentially a new initiative. EMSS staff offer many on-site outreach programs and services, sometimes in collaboration with academic advising. 	<p>This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011.</p> <p>During Spring 2008:</p> <p>The charter for work on this goal will be written and a committee will be formed and begin meeting.</p> <p>A pilot project involving early placement testing will be conducted with Methuen High School.</p> <p>A dual enrollment/early college pilot program will be planned with Amesbury High School.</p> <p>Research into summer Bridge</p>	<p>We launched the Amesbury High School Early College Program in Fall 2009. 31 sophomores are enrolled, and will have the opportunity to earn up to 45 college credits by the time they graduate from high school.</p> <p>We have expanded our early placement testing efforts, providing EPT to the entire junior class (450 students) at Methuen High School, and to students at Amesbury, Whittier, Shawsheen, and Greater Lawrence VoTech.</p>

	<p>4. Explore targeted academic outreach initiatives (e.g. STEM programs).</p> <p>5. Investigate the possibility of summer “Bridge” programs (e.g., Mathematics, low-income students, etc.)</p>	<p>4. Some pilot efforts have been conducted as part of grant projects.</p> <p>5. Previous summer program (MEOP) suspended in 2007. This is a new initiative.</p>	<p>programs will be conducted.</p>	<p>As a follow-up to EPT, we are providing more intervention courses (e.g., developmental Math) on site at area high schools.</p> <p>With state dual enrollment funding, we have worked with EMSS staff to deliver courses on site at several area high schools.</p> <p>We piloted two forms of Math prep/bridge programs: a summer experience offered in the College Math Lab, and an online prep, facilitated by a DCE faculty member.</p> <p>We have launched an effort to share professional development with area school districts, and helped write a proposal, with Salem State and other area colleges, to the state DESE for a regional “Readiness Center.”</p> <p>In September 2009 we convened a meeting of area principals and</p>
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				superintendents to discuss ways to increase the level of our partnership activities.
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Develop internal structure to review and improve the coordination of workforce development activities.	<ol style="list-style-type: none"> 1. Restructure the focus and purpose of the current college Occupational Advisory Board (OAB). 2. Create a Workforce Development Committee that includes credit and non-credit representation. 	<ol style="list-style-type: none"> 1. The college's OAB has meet for several years with the primary purpose of providing feedback on NECC's Perkins Grant application. 2. New initiative. 	<ol style="list-style-type: none"> 1. The OAB will agree on a "Workforce Development Dashboard" that provides new and expanded measurements of success for occupational/workforce programming. 2. This group will not begin meeting until 2008-09. 	<p>The Cabinet approved the charter of the new Workforce Development Committee, which began meeting in Fall 2008.</p> <p>One of the first tasks of the WFD Committee has been the development of a Workforce Development "Dashboard." A final draft is nearly complete, and will be presented to the OAB at their next meeting.</p> <p>In March 2009, Workforce Development and Community Education was reorganized as a division within Academic Affairs.</p> <p>As part of the effort to</p>

				<p>make the best use of WFD resources, the college is seeking to co-locate Workforce Development and Community Education, Adult Basic Education, and selected credit programs from Business, Hospitality, and Computer Science in a new leased space in Lawrence.</p>
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Increase the percentage of courses taught by full-time faculty.	<ol style="list-style-type: none"> 1. Develop annual process for prioritizing full-time faculty needs within Academic Affairs. 2. Replace full-time faculty retirements/resignations/non-reappointments. 3. Hire additional faculty from reallocated resources. Target: 65% of daytime courses taught by full-time faculty by spring 2010. 4. Develop tools for minority faculty recruitment and retention. 	<ol style="list-style-type: none"> 1. New initiative. 2. and 3. The college ended the 2006-07 academic year with 96 full-time faculty teaching 53% of daytime courses. 4. New initiative. 	<ol style="list-style-type: none"> 1. Process will be developed and piloted. 2. and 3. We will increase our percentage of daytime courses taught by full-time faculty to 57%. 4. We will develop minority recruitment materials, a web site, and a strategy for conferences and publications promotion. 	<p>At the end of the 2008-09 academic year, we had increased the number of full-time faculty to 109 (the three-year goal is 113), and the percentage of courses taught by full-time faculty to 61% (the three-year goal is 65%).</p> <p>Minority recruitment materials have been developed, and advertising for faculty positions in minority-targeted publications has increased. Academic Affairs staff are working with HR to screen applicant pools for strength of diversity prior to conducting interviews.</p> <p>We are still not making significant progress in hiring more minority faculty.</p>

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Develop flexible course scheduling options.	<ol style="list-style-type: none"> 1. Research effective flexible scheduling models at other colleges and recommend an expanded scheduling matrix for NECC that may include accelerated programs, modularized curriculum, increased hybrid offerings, and other flexible offerings. 2. Review and recommend software to assist with efficient and effective course scheduling. 3. Pilot new flexible offerings. 	For the most part, the college has a traditional MWF, TTh scheduling matrix, with some experimentation in accelerated courses, hybrid courses and weekend courses.	<p>This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011.</p> <p>During Spring 2008, the charter for work on this goal will be written and a committee will be formed and begin meeting.</p>	<p>The Flexible Course Scheduling Committee organized a pilot offering of two blocks (one day and one evening) of 4 hybrid courses each for the Fall 2009 semester. Enrollment was low—the committee is reviewing this experiment.</p> <p>The committee is considering a schedule of "Late Start" classes to accommodate late registering students.</p>