

DIVISION: Academic Affairs	FISCAL YEAR: 2008
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>Charter completed and published on AMP web site.</p> <p>Committee of 12 faculty, staff and administrators created and met formally twice. The committee is working on all three of the indicators.</p> <p>During the summer a sub-group of this committee attended the AAC&U General Education Institute to study models for improving and assessing the General Education curriculum.</p>

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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>Charter complete and published on AMP web site.</p> <p>Committee formed and held initial meeting.</p> <p>During the summer a sub-group of this committee attended the AAC&U General Education Institute to study models for improving and assessing the General Education curriculum.</p> <p>Preliminary discussions held regarding portfolio model of General Education Assessment.</p>

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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 LC committee has been convened and met twice during the spring '08 semester. We will meet again in August.</p> <p>The committee is currently reviewing the LC application process, a budget for '08-'09, models for a FYE LC, and designing an oversight process for managing LCs.</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>	<p>1. The nucleus of the e-Portfolio committee has been formed and as we move forward faculty and others will be invited to join or serve as resources to the committee.</p> <p>1a. The Charter has been written and an official Task and Timeline has been established.</p> <p>1c. Drafts of faculty and student surveys question have been completed.</p> <p>1d. A meeting with the college's CIO has taken place to inform him of the scope of the project and get a sense of the tools that will be available i.e Portal system.</p> <p>2. The Director of Program and Assessment will be attending a conference in Utah to get some ideas on products</p>

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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>Although a charter was drafted, work on this initiative was postponed until 2008-2009.</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>We have renewed our contract with MA Campus Compact and have a VISTA for '08 – '09.</p> <p>We are planning for our '09-'10 SL project.</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>	<ol style="list-style-type: none"> Three high schools were provided with early placement tests (total of 600 students) A contract for dual enrollment was signed with Methuen High School and discussions have begun on the creation of an Early College Program at Amesbury High School (Music, Early Childhood Ed, Applied Science) Additionally, a summer breakfast for high school

	<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>principals and superintendents drew representatives from eight area schools. Follow up reports on student placement and transfer results were sent to school administrators and subsequent meetings are being scheduled.</p>
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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. 	Delayed until 2008-09

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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. 	<ol style="list-style-type: none"> 1. An ad hoc committee of department chairs and deans prioritizes new faculty position needs using a data framework that includes enrollment trends, workforce needs, etc. 2. Seven new faculty joined us during 2007-08 as replacements for retirements/resignations 3. Six new faculty were hired from additional resources (improved from 53% to 58% of daytime courses taught by FT faculty) 4. New marketing materials, job postings, recruitment strategies and hiring committee processes implemented with aim of improving minority candidate recruitment and

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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>	The committee has met several times and is currently reviewing potential courses for inclusion in a "hybrid block"

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