DIVISION: **Academic Affairs**	FISCAL YEAR: 2010
Department 1:	NECC Strategic Direction: 2
Department 2:	Achieving the Dream Goal: 1,2,5
Department 3:	NECC Key Performance Indicator (KPI): 1, 4
Note: there may be no "Department 1 or 2"	

Strategic Initiative	Indicator	Baseline	Outcome Measure / Target	Results
Career Pathways: Develop a continuum of programs and services to better integrate Adult Basic Education, GED, Developmental Education, degree and certificate programs, and the needs of the workforce.	1. Document (map) current program linkages and career pathways currently available to ABE, GED, and developmental education students. 2. Identify gaps in curriculum and services and recommend improvements. 3. Determine strategies to absorb more ABE and Transitions students into degree and certificate programs that lead to job advancement. 4. Recommend additional career pathways based on industry needs and program offerings at	1. New initiative	This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011. During Fall 2009, the charter for work on this goal will be written and a committee will be formed. Committee will begin meeting in Spring 2010.	

	NECC.			
	5. Outline the process for identifying new pathways in order to facilitate the development of additional models.			

Strategic Directions: (1) Engage Students as Active Learners; (2) Be the First and Best Resource for the Community; (3) Support Leadership at Every Level; (4) Embrace Diversity; and (5) Strive for Educational Excellence.

Achieving the Dream Goals: (1) successfully complete developmental courses; (2) enroll in and successfully complete gatekeeper courses; (3) complete the credit hours they enroll in; (4) re-enroll from one semester to the next; and (5) earn certificates and degrees.

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

DIVISION: **Academic Affairs**	FISCAL YEAR: 2010
Department 1:	NECC Strategic Direction: 5
Department 2:	Achieving the Dream Goal: 1, 2, 3
Department 3:	NECC Key Performance Indicator (KPI): 2, 4
Note: there may be no "Department 1 or 2"	

Strategic Initiative	Indicator	Baseline	Outcome Measure / Target	Results
Core Academic Skills Assessment: 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.	1. 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. 2. Develop strategies to implement that assessment.	1. Following the adoption of NECC's new Core Academic Skills in February 2009, this committee drafted a proposal for assessing the skills at the institutional level, using sampled student work in a "portfolio" environment.	This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011. A 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.	

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DIVISION: **Academic Affairs**	FISCAL YEAR: 2010
Department 1:	NECC Strategic Direction: 1
Department 2:	Achieving the Dream Goal: 1, 2, 3, 4
Department 3:	NECC Key Performance Indicator (KPI): 1, 2, 3
Note: there may be no "Department 1 or 2"	

Strategic Initiative	Indicator	Baseline	Outcome Measure / Target	Results
Learning Communities: Continue to develop and expand Learning Communities, including new and alternative Learning Communities applications and models.	Develop a Learning Communities model that includes the: o *Structure* NECC will use to manage/support LCs o Process for resource allocation to support LCs o *Types* 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.	This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011. During the fall of 2009, the LC Steering committee will revise the application forms and process for Integrated LCs to reflect the new emphasis on having these LCs represent new or cutting edge or other special purpose partnerships. The LC Steering committee will work with the Achieving the Dream First Year Experience committee to design First Year LCs to be implemented in the fall of 2010	

	effectiveness of LCs o Specific strategies that will support effective student transitions (e.g., ABE to Developmental coursework, Developmental to College Level)			

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DIVISION: **Academic Affairs**	FISCAL YEAR: 2010
Department 1:	NECC Strategic Direction: 1, 5
Department 2:	Achieving the Dream Goal: 3, 4, 5
Department 3:	NECC Key Performance Indicator (KPI): 3, 4
Note: there may be no "Department 1 or 2"	

Strategic Initiative	Indicator	Baseline	Outcome Measure / Target	Results
EPortfolio: 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.	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.	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.	This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011. Pilot testing of the new academic planning tool will begin with selected advisors in November, for the Spring 2010 semester.	

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DIVISION: **Academic Affairs**	FISCAL YEAR: 2010
Department 1:	NECC Strategic Direction: 1, 2, 3, 4, 5
Department 2:	Achieving the Dream Goal: 2, 3, 4, 5
Department 3:	NECC Key Performance Indicator (KPI):
Note: there may be no "Department 1 or 2"	

Strategic Initiative	Indicator	Baseline	Outcome Measure / Target	Results
Distance Learning: Expand Distance Learning opportunities and improve services to online students.	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. 6. Examine how the college can provide tutoring options for all disciplines offered online. 7. Lead the effort to meet the student support needs cited in the 2007 NEASC Distance	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). 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.	This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011. During Fall 2009, the charter for work on this goal will be written and a committee will be formed and begin meeting. Recommendations will be provided by May 2010.	

	Learning Report.			

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DIVISION: **Academic Affairs**	FISCAL YEAR: 2010
Department 1:	NECC Strategic Direction: 1, 2, 3, 4
Department 2:	Achieving the Dream Goal: 1, 2, 3
Department 3:	NECC Key Performance Indicator (KPI): 2, 3
Note: there may be no "Department 1 or 2"	

Strategic Initiative	Indicator	Baseline	Outcome Measure / Target	Results
Service Learning: Increase Service Learning opportunities for faculty, staff, and students.	1. Provide Service Learning professional development opportunities for faculty and staff.	1. New initiative.	This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011.	
	2. Encourage and support Service Learning curriculum development.	2. New initiative.	The SL Advisory Board will be expanded to include Emmaus, so that it better reflects existing partnerships.	
	3. Develop polices and procedures that encourage and effectively manage the growth of Service Learning at the college.	3. Some information and guidelines have been offered through Career Placement. Need to connect to faculty and courses.	The first courses with SL components focused on an aspect of homelessness will be offered in the fall of '09. Databases and reporting processes will be introduced so we are better able to track courses that offer SL components.	
	4. Develop assessment tools to continually monitor and improve the effectiveness of Service Learning.	4. New initiative.	Faculty and student involvement in the design and implementation of the Peace Poetry project will expand.	

	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.	With no VISTA, staffing needs for SL/CE will be assessed in the fall of '09.	

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DIVISION: **Academic Affairs**	FISCAL YEAR: 2010
Department 1:	NECC Strategic Direction: 2, 3
Department 2:	Achieving the Dream Goal: 1, 2
Department 3:	NECC Key Performance Indicator (KPI): 1, 4
Note: there may be no "Department 1 or 2"	

Strategic Initiative	Indicator	Baseline	Outcome Measure / Target	Results
School-to-College Transitions: Expand outreach programs to local high schools to promote Northern Essex as a pathway for higher education and career development.	1. Promote early placement testing of high school students in NECC service area to improve college preparation. 2. Explore dual enrollment opportunities (articulation agreements, contract courses, early college, career pathways, etc.) 3. Collaborate with EMSS staff to offer "one-stop" on-site application, registration and advising services for high school students.	1. 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. 2. 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. 3. As a follow-up to EPT, we are providing more	This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011. Additional high schools will participate in Early Placement Testing (1500 additional students will be tested). Two new high schools will join NECC in offering some form of Early College experience. At least three school districts will participate in shared professional development activities with NECC.	

	4. Explore targeted academic outreach initiatives (e.g. STEM programs). 5. Investigate the possibility of summer "Bridge" programs (e.g., Mathematics, low-income students, etc.) 6. Create shared professional development opportunities with area school districts.	intervention courses (e.g., developmental Math) on site at area high schools. 4. With state dual enrollment funding, we have worked with EMSS staff to deliver courses on site at several area high schools. 5. 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. 6. 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." 7. In September 2009 we convened a meeting of area principals and superintendents to discuss ways to increase the level of our partnership activities.		

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DIVISION: **Academic Affairs**	FISCAL YEAR: 2010

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

Strategic Initiative	Indicator	Baseline	Outcome Measure / Target	Results
Workforce Development: Develop internal structure to review and improve the coordination of workforce development activities.	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.	1. The Cabinet approved the charter of the new Workforce Development Committee, which began meeting in Fall 2008. 2. 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. 3. In March 2009, Workforce Development and Community Education was reorganized as a	1. The OAB will agree on a "Workforce Development Dashboard" that provides new and expanded measurements of success for occupational/workforce programming. 2. The college will secure new leased space in Lawrence for co-locating WFD&CE, ABE, and Business, Hospitality and Computer Science programs.	

		division within Academic Affairs. 4. As part of the effort to 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.		

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DIVISION: **Academic Affairs**	FISCAL YEAR: 2010
Department 1:	NECC Strategic Direction: 1, 2, 3, 4, 5
Department 2:	Achieving the Dream Goal: 1, 2, 3, 4, 5
Department 3:	NECC Key Performance Indicator (KPI): 1, 2, 5
Note: there may be no "Department 1 or 2"	

Strategic Initiative	Indicator	Baseline	Outcome Measure / Target	Results
Full-Time Faculty: Increase the percentage of courses taught by full-time faculty.	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.	1. 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%). 2. 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.	1. By end of FY10 we will have 113 full-time faculty and 65% of day courses (D and B sections) will be taught by full-time faculty. 2. We will increase the percentage of minority faculty to 12%.	

		3. We are still not making significant progress in hiring more minority faculty.		

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Department 2:	Achieving the Dream Goal: 1, 2, 3, 4, 5
Department 3:	NECC Key Performance Indicator (KPI): 1, 2, 3, 4
Note: there may be no "Department 1 or 2"	

Strategic Initiative	Indicator	Baseline	Outcome Measure / Target	Results
Flexible Course Scheduling: Develop flexible course scheduling options.	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. 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.	This goal is part of the Academic Master Plan, which is designed for implementation from 2008-2011. The committee is considering a schedule of "Late Start" classes to accommodate late registering students.	