

DIVISION: President's Office	<b>FISCAL YEAR: 2010</b>
<p>Department 1: Office of Faculty &amp; Staff Development &amp; the Teaching &amp; Learning Center</p> <p>Department 2:</p> <p>Department 3:</p> <p>Note: there may be no "Department 1 or 2"</p>	<p>NECC Strategic Direction: 1, 2, 3, 4, 5</p> <p>Achieving the Dream Goal:</p> <p>NECC Key Performance Indicator (KPI): 5</p>

<u>Strategic Initiative</u>	<u>Indicator (the specific)</u>	<u>Baseline</u>	<u>Outcome Measure/Target</u>	<u>Results</u>
NEASC 2010 Self-Study	NEASC	Continuing Initiative	<p>Judith Kamber and NEASC Co-Chair, Jim Murphy, will facilitate the following:</p> <p>Research and data collecting of standards continues</p> <p>Standard draft reports are written by standard teams</p> <p>Provide physical space for resource room to collect hard copies of standard(s) materials</p> <p>Drafts posted via public venues (i.e. blog, All College Assembly meeting) for college community to provide feedback</p> <p>Final draft reports of standards collected</p> <p>Review of standard drafts by editing/writing team</p> <p>Additional review and editing by President, V.P. of Academic Affairs, Standard Co-chairs</p> <p>Design and layout of final report to site team</p> <p>Final draft sent to NEASC for review and comments</p> <p>Preparations begin for self-study site team visit in November 2010</p>	<p>Outcomes Reached/Completed:</p> <p>The co-chairs and teams completed the research and writing of the standards in early fall 2009.</p> <p>The drafts of standards were posted on a blog for feedback from the college community. There was also an All College Assembly meeting held to hear feedback and comments of the draft self-study report.</p> <p>Faculty editors worked on the documents in January and additional editing was done by the President, VP, co-chairs and others.</p> <p>The draft was submitted to NEASC for feedback and preparations began for the team visit.</p> <p>Lance Hidy and Maggie Lucey began formatting and the checking of URLs. The</p>

				<p>document was completed and made ready for publication in August 2010.</p> <p>Timeline was as follows:</p> <ul style="list-style-type: none"> <li>• 9/09: Final draft reports due to NEASC Co-Chairs</li> <li>• 9/18/09 &amp; 10/26/09: Meetings for NEASC Self-Study Co-Coordinator and Co-Chairs</li> <li>• 10/16-12/1/09: Reports are posted on the blog and information was provided to the college community about using the blog</li> <li>• 11/09: Provide space and access for physical documents and repository for electronic documents</li> <li>• 11/16/09: Open discussion for comments at All College Assembly meeting</li> <li>• 1/10: Writing/Editing Team and President Hartleb review final draft of self-study report</li> <li>• 2/10: Additional editing was done by the President, VP, co-chairs and others</li> <li>• 3/10: Self-study is submitted to NEASC Team for feedback</li> <li>• 4/10: Planning begins for self-study visit in 11/10</li> </ul>
--	--	--	--	--

**Strategic Initiative:**

The Office of Faculty and Staff Development and the Teaching & Learning Center will implement several initiatives and continue established efforts to engage students as active learners, support leadership at every level and embrace diversity.

	<b><u>Baseline</u></b>	<b><u>Outcome Measure/Target</u></b>	<b><u>Results</u></b>
Staff & Faculty Inquiry Groups (SFIGs):	New Initiative	<p>Faculty inquiry is a form of professional development by which faculty (and staff) identify and investigate questions about students' learning. The inquiry process is ongoing, informed by evidence of student learning, and undertaken in an interdisciplinary collaborative setting. Findings from the process come back to the classroom in the form of new curricula, new assessment, and new pedagogies, which in turn become subjects for future inquiry.</p> <p>Like the Scholarship of Teaching and Learning, SFIGs will include, as part of its practice, research questions, and an examination of the literature, implementation and experimentation of approaches and the work will be shared with the college community. Participants will also be provided with opportunities for consultations and training.</p> <p>Participants will not only benefit from the expertise of colleagues, but we will insure that student voices are part of the work. Student conversations, focus groups and surveys will contribute to the body of evidence and understanding.</p> <p>Three SFIGs are planned for fall 2009 – spring 2010 and each will be lead by a faculty or professional staff member and include a</p>	<p>Three SFIGs were launched in fall 2009. Each was chaired by faculty with the exception of Universal Design which was co-chaired by a faculty and staff member. Each SFIG engaged in ongoing research and design for development of new pedagogies and assessment. Two SFIG groups (Reading for Understanding and UCD) made presentations at the 2010 NECC Professional Day conference and the Engaging Students/Collaborative Learning SFIG is offering a Symposium in September 2010.</p> <p>Additional training:</p> <ul style="list-style-type: none"><li>• Four faculty were trained at the Reading Apprenticeship program in California</li><li>• Barbara Millis presented a two-day seminar on Cooperative Learning in June 2010</li><li>• Kirsten Behling offered ongoing consultation to the UCD SFIG in the fall 2009.</li></ul> <p>A fourth SFIG was added in the spring 2010 and will be chaired by Jorge Santiago and Charles Diggs. It is heavily research based and will focus on Hispanic/Male Students in Foundation Courses at NECC.</p> <p>This proposed plan describes the</p>

		<p>team of staff and faculty. Topics will include:</p> <ul style="list-style-type: none"> <li>• Universal Course Design (UCD) and Teaching Visual Learners</li> <li>• Reading for Understanding</li> <li>• Engaging Students/Collaborative Learning</li> </ul>	<p>development and outline of a Staff Faculty Inquiry Group (SFIG) at Northern Essex Community College (NECC), Haverhill, MA. Unlike usual faculty committees within a community college, where participants get together periodically to discuss a particular issue, this SFIG is designed to pull together key interested staff and faculty (and at times students) willing to discuss specific learning issues of a targeted population. Through data collection and analysis, the SFIG then determines what the specific problem areas are, and develops strategic remedies to improve learning and academic success within the student group. Working with key administrators, faculty, and staff, the SFIG then helps implement specific strategies within the college community to better serve the targeted group of students to improve their academic success.</p> <p>The proposed fourth NECC SFIG is designed to target particular academic issues, concerning the level of success in foundational courses, among Hispanic male students.</p> <p>SFIGs are supported by the NECC Teaching and Learning Center and grew out of earlier Scholarship of Teaching and Learning Cluster.</p>
--	--	--	--

NECC Leadership Academy	Continuing Initiative	In its second year, it began with a retreat in September 2009. The projects' curriculum includes: workshops, presentations, interactive workshops, panel presentations, conference attendance, reflective practice, keeping of journals, two book reading requirements, participation on the Leadership Academy blog and a final presentation.	Eight faculty and staff completed the NECC Leadership Academy program. Seven participants completed an associated project.
Appreciative Inquiry (AI) and StrengthsQuest (SQ)	Continuing Initiative	<p>We will continue to work with departments and teams to encourage people to consider using these tools to create more collaborative working environments and classrooms.</p> <p>As the number of people using these tools in various ways with different populations grows, so too will our ability to create more positive ways of working together. Mary Chatigny and I have purchased a significant number of SQ survey codes to distribute to faculty, staff and students as needed. This will continue to make our efforts of using these tools a reality.</p>	<p>Approximately 101 faculty, staff and others attended StrengthsQuest workshops that were offered through out FY2010. <b>Please see Addendum A for details.</b></p> <p>Approximately 32 faculty and staff attended Appreciative Inquiry workshops through out FY2010. <b>Please see Addendum B for details.</b></p>
Faculty Fellow	Continuing Initiative	Provide consultation, coaching, classroom visits and workshops for full- and part-time faculty through the Teaching & Learning Center. Additional topics will include orientation for new full-time faculty, head-up the new Engaging Students/Collaborative Learning S/FIG, and provide focus groups for classrooms.	Barbara Stachniewicz served as faculty fellow. She played an active role in leading a SFIG, coaching faculty, running focus groups, orientation for new faculty and planning (along with Judith) the many workshops, activities and special events for faculty and staff.

National Coalition Building Institute (NCBI)	Continuing Initiative	<p>NECC will continue to offer NCBI workshops and training opportunities to students, faculty and staff. We will also continue to support the efforts of the Massachusetts NCBI Consortium. Facilitator training opportunities will be available.</p> <p>NECC has been asked by NCBI International to present its website and blog at the NCBI Campus Program in November 2009.</p>	<p>NCBI team members provided workshops to 512 students, 33 employees, and 80 consortium members. Judith and Mary presented a session at the National NCBI Campus Conference. The Consortium hosted a two-day mediation training workshop and two one-day retreats for NCBI members.</p>
--	-----------------------	---	--

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

**Addendum A**

<b>StrengthsQuest Workshop Requests</b>				
<b>FY 2010</b>				
				<b># of</b>
<u>Department</u>	<u>Facilitator</u>	<u>Date(s)</u>	<u>Time(s)</u>	<u>People</u>
Center for Adult Education (CAPE)	Judith Kamber	8/20/2009		25
Process Management	Judith Kamber	8/12/2009	2:00-3:30	
Deaf & Hard-of-Hearing	Judith Kamber	8/27/2009	10:00-1:00	6
Living Our Vision of Excellence	Judith Kamber	9/25/2009	9:00-11:00	12
Living Our Vision of Excellence	Judith Kamber	10/9/2009	9:00-11:00	12
Living Our Vision of Excellence	Judith Kamber	2/5/2010	9:00-11:00	11
Community College Leadership Academy	Judith Kamber	2/12/2010	9:00-4:00	35
			<b>Total</b>	<b>101</b>

**Addendum B**

<b>Appreciative Inquiry Workshops</b>				
<b>FY2010</b>				
				<b># of</b>
<u>Department</u>	<u>Facilitator</u>	<u>Date(s)</u>	<u>Time(s)</u>	<u>People</u>
Living Our Vision of Excellence	E. Grondine	10/2/2010	9:00-11:00	10
PACE	Judith Kamber	11/12/2009		10
Living Our Vision of Excellence	M. Chatigny & J. Kamber	2/19/2010	9:00-11:00	12
			<b>Total</b>	<b>32</b>