

<b>DIVISION: Academic Affairs</b>	<b>FISCAL YEAR: 2011</b>
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"	

<u>Strategic Initiative</u>	<u>Indicator</u>	<u>Baseline</u>	<u>Outcome Measure / Target</u>	<u>Results</u>
<p><b><i>Career Pathways:</i></b></p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. Document (map) current program linkages and career pathways currently available to ABE, GED, and developmental education students.</li> <li>2. Identify gaps in curriculum and services and recommend improvements.</li> <li>3. Determine strategies to absorb more ABE and Transitions students into degree and certificate programs that lead to job advancement.</li> <li>4. Recommend additional career pathways based on industry needs and</li> </ol>	<ol style="list-style-type: none"> <li>1. Career Pathways maps for Dental Assisting and Nursing completed and presented to Merrimack Valley Workforce Investment Board and NECC Occupational Advisory Board.</li> <li>2. Committee gathered information on top workforce needs in our area with help from the MVWIB and the NECC Workforce Development Committee. Targeting: Biotechnology, IT Services, Hospitality, and Green Technology.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete an interactive career pathways map focusing on the Lab Science degree by spring 2011; post it on the NECC website, with hyperlinks to extra modules &amp; information for ABE/GED, Transition to College and Academic ESL students.</li> <li>2. Create a usable template to map additional career pathways that are accessible to adult learners.</li> <li>3. Market/Outreach (using completed maps) to identified community-based ESOL, ABE -</li> </ol>	

	<p>program offerings at NECC.</p> <p>5. Outline the process for identifying new pathways in order to facilitate the development of additional models.</p>	<p>3. Noemi Custodia-Lora consulting with committee to help map pathways to careers in lab sciences with a focus on ESL/ESOL and adult learners and to collaborate on an NSF grant-funded support module for this pathway.</p>	<p>GED, occupational and training programs to increase awareness of and opportunities for pre-college adults who would like to pursue postsecondary education</p>	
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<p><b><i>Core Academic Skills Assessment:</i></b></p> <p>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.</p>	<ol style="list-style-type: none"> <li>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.</li> <li>Develop strategies to implement that assessment.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>With leadership from Ellen Wentland and Suzanne Van Wert, piloted institutional level assessment of “Communication” (Writing) Core Academic Skill.</li> </ol>	<ol style="list-style-type: none"> <li>Office of Program Review, Outcomes Assessment, and Educational Effectiveness planning for rollout of institutional level assessment of Global Awareness, Quantitative Reasoning, Information Literacy, and Science and Technology Core Academic Skills.</li> <li>New “Core Academic Skills: Engagement Across the Curriculum” team forming for 2010-2011 to develop framework for integrating Core Academic Skills across the curriculum, and possibly begin joint</li> </ol>	

			<p>planning for out-of-classroom learning outcomes assessment.</p>	
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<u>Strategic Initiative</u>	<u>Indicator</u>	<u>Baseline</u>	<u>Outcome Measure / Target</u>	<u>Results</u>
<p><b><i>Learning Communities:</i></b></p> <p>Continue to develop and expand Learning Communities, including new and alternative Learning Communities applications and models.</p>	<p>Develop a Learning Communities model that includes the:</p> <ul style="list-style-type: none"> <li>o <i>Structure</i> NECC will use to manage/support LCs</li> <li>o Process for resource allocation to support LCs</li> <li>o <i>Types</i> of LCs we will support</li> <li>o Process for determining which model will be used for a proposed LC</li> <li>o Process for determining the number of LCs that can be run in a semester</li> <li>o Assessment tools to continually monitor and improve the</li> </ul>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Learning Communities Committee members attended Evergreen Institute in Summer 2010 and returned with large-scale plan for 1) Promoting "linked" LCs; 2) integrating Core</li> </ol>	<ol style="list-style-type: none"> <li>1. In Fall 2011 Learning Communities will be offered as paired or linked cohorts with College Success Skills, using several specially targeted classes agreed to by the LC Committee and Dean of Advising Grace Young.</li> <li>2. LC Committee will be encouraging faculty developing new LCs to incorporate Core Academic Skills and a collegewide "What is Your Footprint?" green theme.</li> <li>3. Professional development for creating and managing linked LCs will be</li> </ol>	

	<p>effectiveness of LCs</p> <ul style="list-style-type: none"> <li>o Specific strategies that will support effective student transitions (e.g., ABE to Developmental coursework, Developmental to College Level)</li> </ul>	<p>Academic Skills into LCs; and 3) prioritizing the approval of LCs based on student demand for courses.</p>	<p>provided to faculty.</p>	
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Department 2:	Achieving the Dream Goal: 3, 4, 5
Department 3:	NECC Key Performance Indicator (KPI): 3, 4
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<b><u>Strategic Initiative</u></b>	<b><u>Indicator</u></b>	<b><u>Baseline</u></b>	<b><u>Outcome Measure / Target</u></b>	<b><u>Results</u></b>
<p><b><i>EPortfolio:</i></b></p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. A survey of faculty and staff will be conducted to determine the elements of an EPortfolio system the college requires.</li> <li>2. Commercial and institutionally-created EPortfolio systems will be reviewed to determine the system needed by NECC.</li> <li>3. A pilot project will be conducted with one or more EPortfolio systems.</li> </ol>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. New software selected: DegreeWorks provides comprehensive advising services with several additional features (financial aid, academic master course scheduling, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete installation, "scribing" of data, and training of expert users in fall 2010.</li> <li>2. Train all faculty and staff advisors January – March 2011.</li> <li>3. Begin using DegreeWorks for all academic advising in April 2011 (for Fall 2011 registration).</li> <li>4. Develop policy addressing requirement for academic plans (e.g., all matriculated students must have two-year academic plan approved by second semester.)</li> </ol>	

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<p><b><i>Distance Learning:</i></b></p> <p>Expand Distance Learning opportunities and improve services to online students.</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Encourage and support appropriate new online programs.</li> <li>6. Examine how the college can provide tutoring options for all disciplines offered online.</li> <li>7. Lead the effort to meet the student support needs cited in the 2007 NEASC Distance</li> </ol>	<ol style="list-style-type: none"> <li>1. 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).</li> <li>2. 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</li> </ol>	<ol style="list-style-type: none"> <li>1. Full set of recommendations will be provided by committee in Fall 2010, to include: courses/programs to expand; online services to provide/improve; a list of "Great Online Course Expectations" for students.</li> <li>2. Review/refresh of online and hybrid student success will be completed and recommendations made.</li> </ol>	

	Learning Report.	<p>online registration and payment, and improved technical assistance.</p> <p>3. Inventory of existing online courses and programs completed.</p> <p>4. Online student services (admissions, payment, advising, tutoring, technical assistance) reviewed.</p> <p>5. Student success in online and hybrid courses under review (refresh of 2007 “Student Success Online” Process Management Team).</p>		
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<p><i>Service Learning:</i></p> <p>Increase Service Learning opportunities for faculty, staff, and students.</p>	<ol style="list-style-type: none"> <li>1. Provide Service Learning professional development opportunities for faculty and staff.</li> <li>2. Encourage and support Service Learning curriculum development.</li> <li>3. Develop policies and procedures that encourage and effectively manage the growth of Service Learning at the college.</li> <li>4. Develop assessment tools to continually monitor and improve the effectiveness of Service Learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. SL workshop offered in 2009.</li> <li>2. Added three new Advisory board members, including Emmaus representatives</li> <li>3. Four classes worked with Emmaus clients – including honors, photography, early childhood education</li> <li>4. Databases and reporting processes are in development.</li> <li>5. Faculty members of the SL committee mentor colleagues who are potential SL course facilitators.</li> </ol>		

	<p>5. Create appropriate staffing structure to support Service Learning activities.</p>			
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<p><b><i>School-to-College Transitions:</i></b></p> <p>Expand outreach programs to local high schools to promote Northern Essex as a pathway for higher education and career development.</p>	<ol style="list-style-type: none"> <li>Promote early placement testing of high school students in NECC service area to improve college preparation.</li> <li>Explore dual enrollment opportunities (articulation agreements, contract courses, early college, career pathways, etc.)</li> <li>Collaborate with EMSS staff to offer “one-stop” on-site application, registration and advising services for high school students.</li> </ol>	<ol style="list-style-type: none"> <li>We launched the Amesbury High School Early College Program in Fall 2009. 31 sophomores and 30 juniors are enrolled, and will have the opportunity to earn up to 45 college credits by the time they graduate from high school.</li> <li>We have expanded our early placement testing efforts, providing EPT to approximately 1,000 high school students at more than ten area high schools in FY10.</li> <li>As a follow-up to EPT, we are providing more intervention courses (e.g., developmental Math) on</li> </ol>	<p>Additional high schools will participate in Early Placement Testing (1500 students will be tested).</p> <p>Two new high schools will join NECC in offering some form of Early College experience.</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>6. Create shared professional development opportunities with area school districts.</p>	<p>site at area high schools.</p> <p>4. With state dual enrollment funding, we have worked with EMSS staff to deliver courses on site at several area high schools.</p> <p>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.</p> <p>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.”</p> <p>7. For three years in the fall we have convened a meeting of area principals and superintendents to discuss ways to increase the level of our partnership activities.</p>		
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<p><b>Workforce Development:</b></p> <p>Develop internal structure to review and improve the coordination of workforce development activities.</p>	<ol style="list-style-type: none"> <li>Restructure the focus and purpose of the current college Occupational Advisory Board (OAB).</li> <li>Create a Workforce Development Committee that includes credit and non-credit representation.</li> </ol>	<ol style="list-style-type: none"> <li>The Cabinet approved the charter of the new Workforce Development Committee, which began meeting in Fall 2008.</li> <li>Workforce Development and Community Education organized as part of Academic Affairs.</li> <li>New Workforce Development Dashboard presented to OAB in September 2010.</li> <li>NECC Riverwalk site opened in September 2010.</li> </ol>	<ol style="list-style-type: none"> <li>WFD&amp;CE revenue will exceed operating expenses.</li> <li>Workforce Development Dashboard will be used as a tool to drive programming for both credit and non-credit WFD activities.</li> </ol>	

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<p><b><i>Full-Time Faculty:</i></b></p> <p>Increase the percentage of courses taught by full-time faculty.</p>	<ol style="list-style-type: none"> <li>1. Develop annual process for prioritizing full-time faculty needs within Academic Affairs.</li> <li>2. Replace full-time faculty retirements/resignations/non-reappointments.</li> <li>3. Hire additional faculty from reallocated resources. Target: 65% of daytime courses taught by full-time faculty by spring 2010.</li> <li>4. Develop tools for minority faculty recruitment and retention.</li> </ol>	<ol style="list-style-type: none"> <li>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%).</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. We will maintain 110 full-time faculty and 60+% of courses (D and B) sections taught by full-time faculty.</li> <li>2. We will increase the percentage of minority faculty to 12%.</li> </ol>	

		<p>3. In Spring 2010 reached 110 full-time faculty and 63% of courses (D and B sections) taught by full-time faculty.</p> <p>4. Minority faculty percentage 10.5% in spring 2010.</p>		
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<p><b><i>Flexible Course Scheduling:</i></b></p> <p>Develop flexible course scheduling options.</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Review and recommend software to assist with efficient and effective course scheduling.</li> <li>3. Pilot new flexible offerings.</li> </ol>	<p>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> <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>Four late start classes ran in fall '10 and four are scheduled for spring '11. All late start classes filled.</p>	<p>The committee is currently researching intersession classes, full program offerings in the summer, and self-paced on-line classes.</p>	

		The number of hybrid classes and student interest in them has increased, but the “block” concept was not a success.		
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