

2013-2018 STRATEGIC PLAN



ESSEX
COUNTY
COLLEGE

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Strategic Planning Process Overview

The Essex County College strategic planning process commenced in January 2013 with a meeting of the President and Executive Team and the College's strategic planning process facilitator, James Davy from Rutgers University's Center for Applied Appreciative Inquiry. At that meeting, the Executive Team confirmed a strategic planning process designed to maximize collaboration among all key college internal and external stakeholders in crafting the 2013-2018 strategic plan. It was also determined that the strategic plan should be developed through a collaborative, strengths-based dialogue using an Appreciative Inquiry SOAR framework. SOAR refers to an environmental scanning methodology used to highlight and magnify an organizational system's strengths, opportunities, aspirations and results/resources.

Appreciative Inquiry and SOAR

Appreciative Inquiry (Ai) is a structured and disciplined method of asking questions designed to engage a system-wide dialogue about an organization's core strengths and assets and link them to collectively identified strategic possibilities. The SOAR framework uses Ai constructed questions to engage a large cross-section of an organization's internal and external stakeholders in identifying its core strengths when operating at its very best. It seeks to pinpoint key opportunities and trends on the short and long-term horizon, collectively expressing the highest hopes and aspirations for the future of the organization, and determining the key outcomes the organization most desires for its client's and the resources needed to support their attainment.

Key Milestones in the Essex County College Strategic Planning Process

January 2013: **The President and Executive Team orientation and kick-off meeting.** The Executive Team confirmed the use of Ai/SOAR as its strategic planning methodology and approved the formation of a Core Planning Team (CPT) representative of a cross-section of the College's key internal and external stakeholders. The Core Planning Team asked the Rutgers Newark Center for

Applied Appreciative Inquiry to design a highly collaborative strategic planning process to maximize the inclusion of the college's community of students, faculty, staff and external stakeholders representing strategic institutional partners, community based leaders and organizations and K-12 districts.

February 2013:

First Core Planning Team meeting. The CPT designed a SOAR interview guide, which would be used to gather information from the College's internal and external stakeholders about the College's strengths, aspirations, opportunities and results/resources. The CPT also identified the key College stakeholders who should be interviewed as part of the strategic planning process.

April 2013:

SOAR Forum and Interviews. In early April, the college hosted a SOAR Forum for the College's internal and external stakeholders. Approximately eighty SOAR interviews were conducted including CPT members, key stakeholders attending the SOAR forum and other individual interviews.

Second CPT meeting. The CPT was re-convened in mid-April to review the data from the SOAR interviews, confirm common and compelling themes and topics for framing the strategic planning dialogue at a college-wide strategic planning summit and to identify a wider cross-section of key internal and external stakeholders to invite to the summit.

May 2013:

The Essex County College Strategic Planning Summit. The College hosted a Summit of approximately 120 internal and external stakeholders in early May. The Summit produced an array of strategic initiative possibilities to guide the College's future, as well as preliminary action steps for accomplishing them.

June 2013: **Third CPT meeting.** The CPT convened in early June to review the results of the Summit and to clarify, refine and develop action steps and implementation plans for strategic initiatives (Appendix C).

July 2013: **Office of Planning, Research and Assessment.** Following the direction of the CPT, the Executive Dean and the Center for Applied Appreciative Inquiry developed the preliminary draft of the Essex County College Strategic Plan.

SOAR Highlights

Approximately eighty SOAR interviews were conducted of key internal and external College stakeholders. Upon review of the SOAR data, the CPT identified the following common themes emanating from the interviews:

Strengths

The diversity of its students and faculty is the predominant core strength of the institution. Additionally, community relationships and partnerships are also highly valued as a core strength and asset to be preserved and broadened.

Opportunities

The next five years hold great promise for the institution, its students, faculty, staff and the larger community it serves. Despite declining public resources, there is recognition that student success and completion must complement the College's unwavering commitment to the principle of open access. This focus on student success and completion requires the institution to design strategies to strengthen the quality of teaching and learning to enable students to achieve their educational goals. The results of the interviews suggest that all stakeholders of the College recognize the interconnectedness of elevating student retention and completion rates with high quality teaching and learning, the use of technology to enhance student experiences inside and outside the classroom, and greater community partnerships that serve to support experiential learning.

Students attending Essex County College and those who work at or with the institution see great opportunity to strengthen the organizational culture to promote collaboration, open communication, and evidence-based decision making for the purpose of assisting students to progress to the next level in their educational journey.

Aspirations

Student success and completion, as evidenced by higher retention and graduation rates, is clearly the primary aspiration of the internal and external stakeholders. Other hopes and aspirations expressed throughout the process include:

- Increasing in the number of full-time faculty teaching courses, as well as advancing an institutional focus on high-quality professional development to elevate and enhance teaching and learning.
- Upgrading technology for academic and non-academic applications.
- Expanding community partnerships to support the mutual interests of the community and to provide greater opportunities for student experiential learning.
- Modernizing facilities and physical space to promote the College as a welcoming and supportive environment for students.
- Developing a diversified portfolio of sustainable resources to support the mission and aspirations of the College community.

Results/Resources

The SOAR interviews reinforced the inextricable link between aspirations and success. The planning process highlighted the collective value of assessment and using data to make effective decisions. An institutional focus on student success and completion means that faculty, staff and administrators need to pay attention, monitor and track metrics of success and data in all areas of institutional operations, especially in the classroom.

Strategic Directions for Essex County College

From the SOAR interviewing process, the Core Planning Team identified the seven key strategic directions for the College over the next five years. The following collaboratively developed strategic directions were the focus of the planning summit held in May 2013:

A. Strategic Direction: Student Success and Completion is Job #1

ECC is dedicated to student learning, success and achievement. ECC provides an inclusive, diverse and welcoming environment in which all students are valued. The college provides the resources and opportunities to enable every student to complete their program of study and to achieve their academic goals in a timely manner. Student completion is supported by innovative and evidence-based teaching and learning strategies, as well as individualized ‘whole’ student support and advisement. All graduates are fully prepared, technologically, to navigate their way in the 21st century world.

B. Strategic Direction: Supporting High-Quality Faculty

ECC makes the hiring of full-time faculty to support student success and completion a high priority. The college is proactive in providing the necessary professional development to ensure that all full-time and adjunct faculty provide a 21st century, world-class teaching and learning environment for students.

C. Strategic Direction: State of the Art Technology and Support Services

ECC’s IT department provides and supports all hardware and software applications for all institutional academic and non-academic functions. Every classroom has Internet access, the library has Wi-Fi capacity and the technology used at ECC is ‘state of the art.’ The technology purchased by ECC is pedagogically driven. The use of technology to enhance teaching and learning is promoted and supported by the College. Students and staff are empowered with

access to databases to enable them to function efficiently and effectively.

D. Strategic Direction: Modernized Facilities

ECC's campuses provide a welcoming environment for all people. All students, faculty, and staff, including the differently-abled can access all areas of campus with equal convenience. The look and feel of the inside and outside of the campuses communicates a warm, and welcoming scholarly environment, diversity, and innovation. The formal and informal learning spaces make using technology effortless. The social and learning spaces are architecturally designed to encourage collaboration across diverse roles and functions.

E. Strategic Direction: Collaborative Partnerships with the Community

ECC's students benefit educationally from a network of mutually beneficial partnerships with internal and external stakeholders. The College is a resource for groups and agencies serving local and global communities. The College's strategic community-based partners benefit from the services of student interns, while the partners provide transformational experiences for students.

F. Strategic Direction: Organizational Culture

Drawing strength from its diversity, transparency and spirit of collaboration, ECC promotes a pervasive culture of student learning, success and completion in a timely manner, in which faculty, students, and staff thrive in a supportive environment. Data is used to inform all decisions, especially those related to student achievement. ECC is committed to performance management to continually improve institutional efficiency and effectiveness through the setting and attainment of strategic and operational goals.

G. Strategic Direction: Resource Development

In addition to traditional sources of financial support, the College is proactive in seeking creative, non-traditional sources of unrestricted funds and scholarship dollars, which contribute to ECC's culture of philanthropy and student-centered mission. The marketing of the College supports and reinforces resource development by telling ECC's stories of institutional and student success.

While the College's internal and external stakeholders collaboratively developed and designed key strategic initiatives to bring these seven strategic directions to fruition, the CPT met after the Summit to develop an implementation plan for each of the strategic initiatives and to review and to affirm and refine the college's mission, values and vision statements.

Mission Statement

Essex County College is an open access community college that serves the diverse needs of students through comprehensive educational programs, training, and continuing education. Essex County College is dedicated to academic excellence and the success of its students.

Values Statement

Essex County College affirms the following principles, values and beliefs:

Teaching and Learning: We affirm teaching and learning as our primary purpose. The College seeks to instill in students general and specialized knowledge, the ability to think critically, and a commitment to civic responsibility. We value academic freedom and support the open exchange of ideas and experiences.

Excellence and Accountability: We believe in creating a learning environment that fosters high expectations for achievement. The College is committed to rigorous academic standards, faculty excellence, and responsive support services that enable students to reach their full academic, professional and personal potential. We provide excellent programs that utilize technology, demonstrate innovation, and undergo evaluation to ensure consistent and outstanding performance.

Community and Engagement: We support programs that enhance the economic and social development of Essex County. We value our role as a vital community resource and are dedicated to forging effective partnerships with our many constituencies.

Diversity and Access: We embrace the rich diversity of our student population and our employees. We recognize the historical, intellectual, and artistic contributions of all cultures, and promote an atmosphere in which critical examination of perspectives is accepted and encouraged. We believe all people should have access to affordable, quality higher education that will prepare them to succeed in a dynamic world.

Legacy and Transformation: We honor our history and valued traditions of Essex County College, the City of Newark and the County of Essex. We also welcome transformative power of education to change lives. Building upon our past achievements, we eagerly embrace the future by pursuing innovations in teaching, administration, and student services.

Vision Statement

A Beacon for Education and Knowledge, Essex County College attracts people who seek a better life through education. We transform lives, broaden learning and empower students to achieve their full potential. Our college community and graduates are change agents and leaders who contribute to the health, vitality and advancement of society.

Strategic Directions and Strategic Initiative Goals

A. Strategic Direction: Student Success and Completion - Job #1

ECC is dedicated to student learning, success and achievement. ECC provides an inclusive, diverse and welcoming environment in which all students are valued. The college provides the resources and opportunities to enable every student to complete their program of study and to achieve their academic goals in a timely manner. Student completion is supported by innovative and evidence-based teaching and learning strategies, as well as individualized ‘whole’ student support and advisement. All graduates are fully prepared, technologically, to navigate and negotiate their way in the 21st century world.

A1. Strategic Initiative Goal: Increase the student completion rate by revamping developmental education in math and English.

Strategic Intent: ECC will revamp its developmental education program in math and English to reduce the amount of time students spend in remedial education in order to ensure higher retention rates and a greater number of students progressing to completion. The College will adopt and apply evidence-based practices to improve student success and completion.

Lead: Academic Affairs

Measures and Targets:

Measures	Targets
Success rates in ENG 101 for new students beginning at the AFE083 or ENG085 level	By 2014 cohort 40% within 2 years of entering Baseline: 30%
Success rates in ENG 101 for new students beginning at the ENG096 level	By 2014 cohort 60% within 2 years of entering Baseline: 50%
Success rates in MTH100 or MTH101 or MTH103 for students beginning at the AFM083 or MTH086 level	By 2014 cohort 25% within 2 years of entering Baseline: 10%
Success rates in MTH100 or MTH101 or MTH103 for students beginning at the MTH092 level	40% within 2 years of entering Baseline: 25%
Math Avoiders (FTDS new students placed into developmental mathematics who did not take a math course their first semester)	Reduce by 5% Baseline: 10%
FTFT Fall to Fall Retention Rate	60% by Fall 2013 cohort Baseline: 50%
FTFT 3-year Graduation Rate	10% by Fall 2012 cohort Baseline: 7.4%

A2. Strategic Initiative Goal: Increase the success rate of students taking their first college-level mathematics and English courses.

Strategic Intent: The College will ensure that students taking gateway math and English courses progress to the next step on their pathway to completion. National data suggest that students, who successfully complete their first college-level math and English courses, have a greater likelihood of completion. The College will evaluate teaching and learning best practices employed nationally to upgrade gateway courses in math and English, assess ECC specific data and adopt strategies for ensuring student success.

Lead: Academic Affairs

Measures and Targets:

Measures	Targets
Success Rate in English101	80% by Fall 2015 Baseline 70%
Success Rate in Math100 or 101 or 103	65% by Fall 2015 Baseline: 55%

A3. Strategic Initiative Goal: Create a Student Academic Advisement Center for supporting all students and develop a mandatory student orientation and advising program for every student.

Strategic Intent: The College will provide all students with coordinated and comprehensive orientation and advising to help them achieve their academic goals and to progress to completion. The Student Academic Advisement Center will be the vehicle for coordinating all student academic advising by faculty and staff. Every new student will be required to attend the college's orientation program and will receive consistently reliable information about accessing campus technology, registration, financial aid, payment options, academic policies and degree requirements, transfer requirements and information about academic support services, which are integral to a successful college experience.

Leads: Academic Affairs and Student Success

Measures and Targets:

Measures	Targets
The Student Academic Advisement Center Opening	By Fall 2014
% of new students advised through the Center	100% by Fall 2014
% of new students who attend	50% by Fall 2014

orientation	
% of new students responding very or somewhat satisfied to the SENSE question: How satisfied were you with academic advising/planning?	50% by Fall 2014 Baseline: 40%
Implement a system created to require returning students to confer with an advisor prior to registering.	By Fall 2015

A4. Strategic Initiative Goal: Implement an Early Warning System to provide developmental education and gateway course students with support intervention.

Strategic Intent: The College will utilize an Early Warning system to identify students in developmental education and gateway courses needing immediate and appropriate support in order to help them successfully complete their classes and progress to the next step in their pathway to completion.

Leads: Academic Affairs, Student Success and Information Technology

Measures and Targets:

Measures	Targets
Installation of an Early Alert System	By Spring 2014
Course withdrawals in developmental courses	5% reduction in withdrawals by Spring 2015 Baseline: AFM083/MTH086/MTH092 = 15% AFE083/ENG085/ENG095=10%

A5. Strategic Initiative Goal: Provide services and support to improve retention, completion and student success.

Strategic Intent: To provide departments throughout the College an opportunity to link activities supporting retention, completion, and student success to Strategic Direction A–Student Success and Completion. Responses will be specific to each unit with appropriate measures, targets and findings.

A6. Strategic Initiative Goal: Identify, attract, recruit and enroll students consistent with the enrollment management plan focusing on defined markets and emerging populations.

Strategic Intent: The College will redouble efforts to determine, achieve and maintain enrollment goals.

Lead: Student Success

Measures and Targets:

Measures	Targets
Applications	8000 by Fall 2013 Baseline: 7757
Application Yield – Accepted to Enrolled	56% by Fall 2015 Baseline: 50%
FTFT Students	Baseline Fall 2012: 3174
Transfer Students	Baseline Fall 2012: 411
Readmitted Students	Baseline Fall 2012: 339
Annual Billable Credit Hour Enrollment	Increase by 3% by FY 2014 Baseline AY2013: 279,724
Annual Audited Credit Hour Enrollment	Increase by 3% FY 2014 Baseline AY12: 312,055

B. Strategic Direction: Supporting High-Quality Faculty

ECC makes the hiring of full-time faculty to support student success and completion a high priority. The College is proactive in providing the necessary professional development to ensure that all full-time and

adjunct faculty provide a 21st century, world-class teaching and learning environment for students.

B1. Strategic Initiative Goal: Create a Teaching and Learning Center for faculty professional development.

Strategic Intent: The College will create a Teaching and Learning Center to elevate the quality of instruction. All full-time and adjunct faculty will receive professional development in best practice teaching and learning strategies, including the use of technology-based instruction through the Teaching and Learning Center.

Lead: Research and Assessment

Measures and Targets:

Measures	Targets
Teaching and Learning Center is launched	By Fall 2014
Participation in professional development is explicitly counted in the faculty review process	By Fall 2014

B2. Strategic Initiative Goal: Increase the ratio of courses taught by full time instructors.

Strategic Intent: The College highly values the use of full-time, high quality faculty to support the teaching and learning environment and will employ strategies to retain them. As vacancies occur the College will seek to fill those positions with full-time faculty. It is the intent of the College to identify where the need for new faculty is most acute and where the most students can be impacted. It is the intent of the College to increase number of full time faculty teaching in the core courses.

Leads: Academic Affairs and Human Resources

Measures and Targets:

Measures	Targets
% of course sections taught by adjunct faculty	Reduce by 5% by AY 2014-15 Baseline=70%

C. Strategic Direction: State of the Art Technology and Support Services

ECC’s IT department provides and supports all hardware and software applications for all institutional academic and non-academic functions. Every classroom has Internet access, the library has Wi-Fi capacity and the technology used at ECC is ‘state of the art.’ The technology purchased by ECC is pedagogically driven. The use of technology to enhance teaching and learning is promoted and supported by the college. Students and staff are empowered with access to databases for the information needed to enable them to function effectively and efficiently.

C1. Strategic Initiative Goal: Expand the Use of Technology at ECC for Academic and Non-Academic Functions.

Strategic Intent: The College will upgrade its technology platform to support evidence-based decision-making in academic and non-academic functions. Software will be available and used by administrators, staff and faculty to facilitate timely and informed data-driven decisions. The software functions will be tailored to increase efficiency and process transparency.

Lead: Information Technology

Measures and Targets:

Measures	Targets
Conduct a needs assessment	By Fall 2014
Implement new IT Master Plan*	By Spring 2015

***New measures will emerge from needs assessment and Master Plan.**

C2: Strategic Initiative Goal: Expand Wi-Fi capability.

Strategic Intent: The College will provide Wi-Fi capacity in all academic, non-academic and common areas of the institution

Lead: Information Technology

Measures and Targets:

Measures	Targets
Wi-Fi/Internet access	80% of rooms and common areas by Fall 2014 90% by Fall 2015 100% by Fall 2016

C3. Strategic Initiative Goal: Expand the use of technology for classroom instruction.

Strategic Intent: Through the Center for Teaching and Learning, the College will provide professional development for faculty to expand the use of technology in the classroom. In addition, the College will upgrade classroom technology to facilitate technology-based instruction.

Leads: Academic Affairs and Information Technology

Measures and Targets:

Measures	Targets
% of technology enhanced classrooms (minimum capability is PowerPoint and webpage projection).	100% by Spring 2016
% of faculty trained in the use of technology enhanced classrooms	75% of FT faculty by Spring 2016 50% of adjuncts by Spring 2016

C4. Strategic Initiative Goal: Develop online courses and degree programs.

Strategic Intent: The College will develop a comprehensive program of online and hybrid courses and degree programs.

Lead: Academic Affairs

Measures and Targets:

Measures	Targets
# of online and hybrid courses	22 by online courses by Spring 2014 Baseline: 12 online courses and 20 hybrid courses Fall 2013
Number of faculty offering online or hybrid courses	Increase by 10% by Fall 2014 Baseline: 30
Online degree programs	Develop 3 by Spring 2015 Baseline: 0

D. Strategic Direction: Modernized Facilities

ECC’s campuses provide a welcoming environment for all people. All students, faculty, and staff, including the differently-abled can access all areas of campus with equal convenience. The look and feel of the inside and outside of the campuses communicates a warm and welcoming scholarly environment, diversity, and innovation. The formal and informal learning spaces make using technology effortless. The social and learning spaces are architecturally designed to encourage collaboration across diverse roles and functions.

D1: Strategic Initiative Goal: Improve Campus Facilities to Accommodate People who are Differently-Abled.

Strategic Intent: The College will make all of its facilities accommodating for anyone who is differently-abled.

Lead: Administration and Finance

Measures and Targets:

Measures	Targets
Accessible bathrooms	5 by Spring 2014 All By Spring 2015 Baseline: 1

Conduct a Needs Assessment	By Spring 2014
Accessibility Improvement Plan*	By Spring 2015

***New measures will emerge from the Needs Assessment and Accessibility Improvement Plan.**

D2: Strategic Initiative Goal: Improve the campus to enhance its warmth and college-welcoming environment.

Strategic Intent: The College will endeavor to enhance the warmth and welcoming environment of its Main and West Essex campus facilities in an effort to promote student recruitment and retention and alumni engagement.

Leads: Research and Assessment

Measures and Targets:

Measures	Targets
Conduct a needs assessment	By Fall 2015
Campus Improvement Plan*	By Fall 2016

***New measures will emerge from the Needs Assessment and Improvement Plan.**

D3: Strategic Initiative Goal: Improve ECC’s classrooms to enhance the learning environment.

Strategic Intent: The College will improve classrooms to enhance the teaching and learning environment in an effort to elevate retention and graduation rates. All classrooms will be user-friendly incorporating flexible room layout design blending traditional and modular components. There will be an increase in the number of resource study rooms and all furniture will be modern, flexible, and capable of being used by differently-abled students.

Leads: Academic Affairs and Administration & Finance

Measures and Targets:

Measures	Targets
Conduct a needs assessment	By Fall 2014
Classroom Improvement Plan*	By Spring 2015

***New measures will emerge from the Needs Assessment and Improvement Plan.**

E. Strategic Direction: Collaborative Partnerships with the Community

ECC’s students benefit educationally from a network of mutually beneficial partnerships with internal and external stakeholders. The College is a resource for groups and agencies serving local and global communities. The College’s strategic community-based partners benefit from the services of student interns, while the partners provide transformational experiences for students

E1: Strategic Initiative Goal: Develop K-12 partnerships and programs to improve the college-readiness of incoming students.

Strategic Intent: The College will partner with K-12 districts to design and implement strategies to improve the college readiness of incoming students. This partnership will result in more students coming to the College ready for college-level courses and fewer students needing developmental education. The number of students needing developmental education will be reduced.

Leads: Academic Affairs and Student Success

Measures and Targets:

Measures	Targets
Number of students coming to ECC directly from our county high schools.	Increase by 15% Baseline: To be determined
% of students from county high schools testing directly into college-level courses	15% improvement in math and a 20%improvement in English by Spring 2016 Baseline: To be determined

E2: Strategic Initiative Goal: Create a Scholarship Office to increase the number of student internships within the community and abroad.

Strategic Intent: Based on available funding, the College will provide interested students with paid or unpaid opportunities for experiential learning through internships with local public, private or nonprofit organizations or with organizations abroad.

Leads: Academic Affairs, Student Success and Development

Measures and Targets:

Measures	Targets
Establishment of Scholarship Office	Fall 2014
Design internships and study abroad programs	Fall 2014
Funding Needs Assessment	By Fall 2014
Funds raised	Based on Needs Assessment
Scholarships awarded	Award 5 scholarships by Spring 2015

E3: Strategic Initiative Goal: Expand the capacity of ECC to deliver workforce development training for the business, non-profit and governmental sectors.

Strategic Intent: The College will expand opportunities for customized workforce development for area businesses, governments and nonprofit organizations. ECC will be the provider of choice for public, private and nonprofit training solutions.

Leads: Academic Affairs and Community and Continuing Education

Measures and Targets:

Measures	Targets
# of advisory boards meeting in the last 12 months	Improve by 5% Baseline:
# of new A.S. or A.A.S. advisory boards developed	5 by 2015

# of new or revitalized workforce programs developed with stackable credentials	5 by 2015
# of internships developed for students in degree and non-degree programs.	5 by 2015

E4: Strategic Initiative Goal: Improve ECC’s institutes to meet the needs of the community.

Strategic Intent: The College will elevate its Institutes of Africana and Urban Issues as community resources to support the management and capacity-building needs of local organizations.

Lead: Academic Affairs

Measures and Targets:

Measures	Targets
Development of Strategic Plans for both Institutes	By Fall 2014

E5: Strategic Initiative Goal: Increase the visibility of the College at large high-profile community events in Essex County.

Strategic Intent: The College will develop and implement a Community Events Strategy designed to engage staff in one-on-one marketing opportunities at large-scale events in and around Essex County. The plan will specifically target geographic sectors in as well as outside of Newark.

Lead: Marketing & Communications

Measures and Targets:

Measures	Targets
Development of a Community Events	By Spring 2014

Strategy	
Participation in large-scale community events	10 by 2014 15 by 2016 20 by 2017

F. Strategic Direction: Organizational Culture

Drawing strength from its diversity, transparency and spirit of collaboration, ECC promotes a pervasive culture of student learning, success and completion in a timely manner, in which faculty, students, and staff thrive in a supportive environment. Data is used to inform all decisions, especially those related to student achievement. ECC is committed to performance management to continually improve institutional efficiency and effectiveness through the setting and attainment of strategic and operational goals.

F1. Strategic Initiative Goal: Foster and sustain a culture of evidence-based decision making at ECC.

Strategic Intent: The College will foster an institutional culture in which data and evidence are used for decision-making and improved outcomes. Everyone at ECC understands that data and evidence is required for all decisions and are capable in conducting the necessary research and in analyzing data for effective decision-making.

Lead: Research & Assessment

Measures and Targets:

Measures	Targets
College wide Data Summit to engage college constituencies in evidence based decision making	Conduct the Summit in Spring 2014
Publicize the use of data	Produce annual report card for Strategic Plan outcomes beginning in 2013-14

F2. Strategic Initiative Goal: Continue to maintain the WEAVE system for establishing and tracking progress of operational goals.

Strategic Intent: The College will continue to have all units of the institution set annual operational goals and track progress in attaining them through the WEAVE system.

Lead: Research & Assessment

Measures and Targets:

Measures	Targets
WEAVE Implementation and Training calendar	To be developed and distributed throughout the college by August of each year
Unit participation in WEAVE	Full participation for all administrative and selected Academic Units in 2013-14 including Unit Assessment component
WEAVE reports	Track compliance beginning in 2013-14 and produce summary reports for College executives

F3. Strategic Initiative Goal: Continue to maintain the SLOAT system for measuring student learning.

Strategic Intent: The College will continue to have all academic units of the institution use the SLOAT system for measuring student learning.

Lead: Research & Assessment

Measures and Targets:

Measures	Targets
# of courses using the Faculty Assessment Center	Increase to 250 in Spring 2015 Baseline: 130
# courses using blueprinted exams	Increase to 150 in Spring 2015 Baseline: 30

F4. Strategic Initiative Goal: Continue to advance and monitor progress in implementing the goals of the institution’s ancillary master plans, including enrollment management, facilities, institutional assessment and the information technology plans.

Strategic Intent: The College will continue striving to implement and update the ancillary master plans.

Leads: Student Success, Information Technology, Research and Assessment and Administration & Finance

Measures and Targets:

Measures	Targets
Enrollment Management Plan	Annual report to be included in WEAVE Baseline: 2013-15
Information Technology Plan	Annual report to be included in WEAVE Baseline: 2012-2015
Facilities Master Plan	Annual report to be included in WEAVE Baseline: 2013-2018
Institutional Assessment Plan	Annual report to be included in WEAVE Baseline: 2009-12

F5: Strategic Initiative Goal: Incorporate the college brand and key marketing messages into all college communications and activities.

Strategic Intent: Consistent and unilateral support and use of the elements of the branding initiative (logo, key messaging, excellent customer service) will dynamically enhance the entire student experience, resulting in improved brand equity in the minds of our customers.

Lead: Marketing & Communications

Measures and Targets:

Measures	Targets
New logo and key marketing messages launch as part of branding initiative	April 2014
Departments integrate brand promise into every interaction and transaction	June 2015
Improved brand equity	Test marketing of key messages in SENSE and Employee Satisfaction surveys April 2017

G. Strategic Direction: Resource Development

In addition to traditional sources of financial support, the College is proactive in seeking creative, non-traditional sources of unrestricted funds and scholarship dollars, which contribute to ECC’s culture of philanthropy and student-centered mission. The marketing of the College supports and reinforces resource development by telling ECC’s stories of institutional and student success.

G1. Strategic Initiative Goal: Raise the profile of ECC within the community to increase the College’s external funding support from foundations and other philanthropic organizations.

Strategic Intent: The College continuously seeks to increase fundraising from the private sector, foundations, other philanthropic organizations and alumni. The College uses increased external fundraising dollars to make more scholarships available to students.

Lead: Development Office

Measures and Targets:

Measures	Targets
Dollars Raised Number of Donors Attendees at fundraising events	Increases in dollars raised, the number of donors and attendees at fundraising events will be noted beginning in 2014. Baseline: Restrictive and Unrestricted giving: \$40,000 Golf: \$50,000 Donors: 139 Attendees: 140
# of Scholarships	Number of scholarships will increase by 10% by Fall 2014 Baseline: 43 current and returning students, 22 graduating students

G2: Strategic Initiative Goal: Increasingly share the college’s “good news” stories with the greater community through various marketing and communications channels.

Strategic Intent: Funders and donors will be motivated to contribute to ECC’s academic and student success programs, as well as to ECC Foundation scholarships by hearing the impressive stories of our students.

Lead: Marketing & Communications

Measures and Targets:

Measures	Targets
Create a new website and integrate new college logo	April 2014
Highlight students’ academic, athletic other achievements in PR/Communication outreach	75% of all PR/Communications include a student’s name/story
Highlight alumni achievements in marketing materials (advertising/	25% of all Marketing materials include an alumni’s name/story

OPTIONS)	
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Appendix A

Core Strategic Planning Team



Core Strategic Planning Team April 2013

<u>Member</u>	<u>Affiliation</u>
Jocelyn Allen	ECC staff
Edna Baugh	ECC Foundation
Karolina Campos	ECC student
Carlos Castillo	ECC faculty
Mitra Choudhury	ECC administrator
Dr. Patrice Davis	ECC faculty
Dr. Scott Drakulich	ECC administrator
Ines Figueiras	ECC faculty
Marie Genelus	ECC Student
Dr. Gale E. Gibson	ECC Interim President
Doris Gonzalez	ECC alumna
Dr. Joyce Harley	ECC administrator
Marcia Hospedales	ECC administrator
Karlene Hyman	ECC administrator
Marshey Kerznian	ECC student
Keith Kirkland	ECC administrator
Dr. Edwin Knox	ECC administrator
Ezra Lawrence	ECC administrator
Dr. Phil Linfante	ECC administrator
Charles Lovallo	ECC administrator
Marva Mack	ECC administrator
Casto Maldonado	FOCUS
Ravi Manimaran	ECC administrator
Marsha McCarthy	ECC administrator
Sofia Medina	ECC student
Dr. Susan Mulligan	ECC administrator
Dr. Jinsoo Park	ECC administrator
Coleen Porcher	ECC administrator
Justin Rogers	ECC student
Elizabeth Santiago	ECC alumna
Mohamed Seddiki	ECC administrator
Patricia Slade	ECC administrator
Constance Smith	ECC staff
Dr. Robert Spellman	ECC faculty
Dr. S. Aisha Steplight-Johnson	ECC administrator
Sandra Tavares	Berkeley College
Vincent Vega-Hall	ECC staff
Dr. Elvira Vieira	ECC administrator

Dr. Douglas Walcerz	ECC administrator
Phyllis Walker	ECC staff
Lynn Wilson	ECC faculty
Dr. Ned Wilson	ECC faculty

Appendix B

Participants in the Strategic Planning Process

Participants in the Strategic Planning Process

Aboelnaga	Eman	Instructor: Math & Physics	ECC
Abu-Joudeh	Mahmoud	Chairperson: Mathematics and Physics	ECC
Akiwowo	Lola	Associate Director of Development	ECC
Allen	Jocelyn	Web & Graphic Designer	ECC
Baugh	Edna	Executive Director ECC Foundation	ECC
Bello-DeCastro	Leigh	Assistant Dean: Academic Foundations	ECC
Bernstein	Harry	ECC Professor of Business	ECC
Bogart	Richard	Professor: Humanities	ECC
Campos	Karolina	ECC Student	ECC
Carpenter	Mary Ellen	Instructor: Nursing & Allied Health	ECC
Choudhury	Mita	Director: Training Inc.	ECC
Cooper	Tracey	Resource Specialist: Student Development	ECC
Cortez	Lourdes	Clerk Typist: IT	ECC
Cromartie	Anthony	Director of Public Safety	ECC
Dami	Salah	Assistant Director of Technical Services: IT	ECC
Davis	Patrice	Associate Professor: Social Sciences	ECC
Drakulich	Scott	Associate Dean: Research & Planning	ECC
Estrada	Juan	Assistant Director of Telecommunications	ECC
Familia	Yafrainy	ECC Student	ECC
Figueiras	Ines	Chair: Institutional Computing Advisory Council	ECC
Foster	Betty	Director: Special Programs	ECC
Genelus	Marie	ECC Student	ECC
Gibson	Gale	Interim President	ECC
Gilligan	Betsy	Assistant	ECC
Girault	Marie	Chairperson: Bilingual Studies	ECC
Gonzalez	Doris	ECC Alumna	ECC
Harley	Joyce	Acting Vice President: Administration & Finance	ECC
Harp	Davion	ECC Student	ECC
Harvest	Linda	Professor: Social Sciences	ECC
Hordge	Shadiquah	Assistant to the Dean: Liberal Arts & Science	ECC
Hospedales	Marcia	Associate Director: Human Resources	ECC
Hyman	Karlene	Acting Comptroller	ECC
Jackson	Bishop Reginald	ECC Board of Trustees	ECC
Johnson	James	Counselor	ECC
Kerznian	Marshey	ECC Student	ECC
Khalfani	Akil	Director: Africana Institute	ECC
Kirkland	Keith	Associate Dean: Community & Extensions Programs	ECC
Knight	Melvin	Director: Athletics	ECC
Knox	Edwin	Acting Vice President of Academic Affairs	ECC

Lawrence	Ezra	President Support Staff Association	ECC
Lee	Jeffrey	Associate Professor: Biology	ECC
Linfante	Phil	Executive Dean: Student Success	ECC
Lovallo	Charles	Executive Dean: Comm. & Cont. Edu.	ECC
Lyudmilova	Yelena	Instructional Designer: Faculty Resource Center	ECC
Mack	Marva	Assistant Dean: Recruitment & Retention	ECC
Manimaran	Ravi	Chairperson: Engineering Tech., & Computer Science	ECC
Maynard	Pamela	Director: Student Development	ECC
McCarthy	Marsha	Director: Marketing & Communications	ECC
Medina	Sofia	ECC student	ECC
Medina	Jose	Alumnus	ECC
Miller	Darlene	Bursar	ECC
Mulligan	Susan	Executive Dean: Institutional Advancement	ECC
Newton-Banks	Cheryl	Director: Enrollment Service: W.E.C.	ECC
O'Connell	Sean	Instructor: Humanities	ECC
Orosz	Brooke	Instructor: Math & Physics	ECC
Park	Jinsoo	Director of Research & Planning	ECC
Persaud	June	Executive Director of Special Projects	ECC
Porcher	Coleen	Director of Development	ECC
Rivera	Carlos	Acting Dean: Engineering, Tech. & Workforce	ECC
Rogers	Justin	ECC Student	ECC
Rudder	Marva	Director: Bookstore	ECC
Salgado	Luis	Professor: Bilingual Studies	ECC
Santiago	Elizabeth	ECC Alumna	ECC
Seddiki	Mohamed	Executive Dean: Information Technology	ECC
Slade	Patt	President of the Administrative Association	ECC
Smith	Constance	President Security Association	ECC
Spellman	Robert	Professor: Humanities	ECC
Stein	Jill	Chairperson of Biology & Chemistry	ECC
Steplight	Stephanie	Dean: Liberal Art & Sciences	ECC
Johnson	Stephanie	Dean: Liberal Art & Sciences	ECC
Stevens	Margaret	Director: Urban Issues Institute	ECC
Taylor	Alexis	ECC Student	ECC
Vaden	Patricia	Adm. Assistant: Inst. Advancement	ECC
Vieira	Elvy	Associate Dean: W.E.C.	ECC
Walcerz	Douglas	Director: Academic Assessment	ECC
Walker	Phyllis	President of the Professional Association	ECC
Wilson	Ned	President of the Faculty Association	ECC
Wilson	Danielle	Current Student	ECC
			ECC

Zarra	Joseph	ECC Board of Trustees/Essex County Superintendent of Schools
Bramhall	Michael	West Caldwell Township
Caldwell	Toni	Tri-City People's Corporation
Corea	Christina	Brick City Development Corp.
Danis	Ross	President: Newark Trust for Education
Davy	James	Rutgers-Newark Center for Appreciative Inquiry (consultant)
Gambro	John	Leo Foundation
Hallock	Chip	President & CEO: Newark Regional Part.
Hand	Jason	Rutgers-Newark Admissions
Hartleb	David	Achieving the Dream (consultant)
Hayes	Brian	Program Officer Woodrow Wilson Found.
LaSalle	Louis	St. Barnabas Medical Center
Lewis	Rhonda	Local Initiatives Support Corp.
Livengood	James	Urban Farms
Maldonado	Casto	President and CEO: FOCUS
Munro	Darwin	Neighborhood Assistance Corp.
Newell	Kevin	Brick City Development Corp.
Ocasio	Raymond	Executive Director: La Casa De Don Pedro
Pattwell	Paul	Newark Public Library
Ragovin	Richard	UMDNJ
Ramautar	Leonard	Neighborhood Assistance Corp.
Santos	Mario	Principal: East Side H.S.
Schnall	Stephen	Board member: ECC Foundation
Sciarra	David	Educational Law Center
Sealey	Desiree	Greater Newark Enterprise Corp.
Singleton	Allen	Retired Professor
Spear	William	Newark One Stop
Steinbacher	Arlene	City of Newark Division of Employment & Training
Tavares	Sandra	Director of Admissions: Berkley
Titone	Al	Small Business Administration
Wall	Mike	Executive Director: Greater Newark Enterprise Corp.
Weaver	Kathy	Vice President of Programs: Newark Alliance
West	Michael	East Side High School
White	Kimberly	Wells Fargo
Wilson	Shanequa	United Airlines
Zalkind	Cecilia	Advocates for Children

Appendix C
Verbatim Action Steps from the Core Planning Team

A.1 Strategic Initiative Goal: Increase the student completion rate by revamping developmental education in math and English.

Strategic Intent: ECC will revamp its developmental education program in math and English to reduce the amount of time students spend in remedial education in order to ensure higher retention rates and a greater number of students progressing to completion. The college will adopt and apply evidence based practices to improve student success and completion.

Project Innovation Team: A project innovation team, led by the Vice President for Academic Affairs, will be formed comprising the math and English chairpersons and faculty members. The purpose of this team is to evaluate national best practices for transforming developmental education and to design a program that best meets the needs of ECC and its students.

Action Steps:

1. Research best practices for transforming math and English developmental education to determine the approaches that meets the needs of ECC and its students (Complete by December 31, 2013).
2. Design and implement pilots for new math and English programs and approaches to developmental education. (Implement pilots in the Spring semester 2014).
3. Assess the effectiveness of the pilot programs, adjust them as needed and develop a plan to scale-up the implementation of the new program and approach (Fall semester 2014).

Indicators of Success:

1. Within three years, the time to completion of first college credit math and English courses will increase ten (10) percent.
2. Within three years, the percentage of math avoiders will decrease by fifty (50) percent.
3. Within three years, the attendance rate of students will increase by _____%

A.2 Strategic Initiative Goal: Increase the number of students taking freshman math and English courses who progress to completion.

Strategic Intent: The College will ensure that students placed in freshman math and English courses progress to the next step on their pathway to completion. National data suggest that students, who successfully complete freshman math and English, have a greater likelihood of completion. The college will evaluate teaching and learning best practices employed nationally to upgrade freshman math and English, assess ECC specific data and adopt strategies for ensuring student success.

Action Steps:

1. Assess the effectiveness of ECC's freshman credit level math and English courses and identify the conditions that contribute to student success and completion (Fall 2013 and Spring 2014)
2. Research best practices for college level math and English courses (Fall 2013 and Spring 2014).
3. Design and implement pilot programs for improving the student success rate for those taking freshman math and English courses (Fall 2014).
4. Assess the effectiveness of the pilot programs, make adjustments as needed and scale-up the programs for all students (Spring 2015).

Indicators of Success:

1. The semester-to-semester retention rate will increase _____% by (Date).
2. The graduation rate will increase by three (3) percent in two (2) years.

A.3 Strategic Initiative Goal: Proactively use a student-centered progress tracking system.

Strategic Intent: The College will use student cohort tracking for a college-wide, deliberative approach to student success and completion. Administrators, staff and faculty will proactively use student cohort tracking to inform student progress

decisions. The tracking system will be used to target and apply appropriate student support services.

Project Innovation Team: A project innovation team comprising one faculty member from each division, student counselors, the Chairpersons of SAAC, PDAC, and ICAC, and members of the Information Technology and Institutional Research offices will be formed to 1) research best practices for how model colleges integrate student-centered cohort progress tracking into its institutional culture; 2) design and implement a professional development program to expand the use of student cohort progress tracking for decision making.

Action Steps:

1. Research best practice practices for how model colleges use student cohort tracking for improved institutional decision making for student success and completion. (Fall 2013 and Spring 2014).
2. Design and implement a professional development program, such as a college-wide data summit for student cohort progress tracking (Fall 2014).
3. Assess and adjust the professional development program as needed to order to continue expanding the widespread use of student cohort tracking for decision-making. (Spring 2015)

Indicators of Success:

1. The broad use of student cohort progress tracking in all decisions affecting student success and completion.
2. A clear understanding of the student cohort progress metrics among all college administrators, staff and faculty.

A4. Create a Student Academic Advisement Center for supporting all students

Strategic Intent: The College will provide all students with coordinated and comprehensive support to help them achieve their academic goals and to progress

to completion. The Student Academic Advisement Center will be the vehicle for coordinating all student academic advising by faculty and staff.

Project Innovation Team: Led by the Executive Dean of Student Success a team comprised of the Director of Student Development and Counseling from the main and West Essex campuses, the transfer coordinator, faculty members and Chairs, Assistant Dean of Recruitment and Retention, counselors and students will be formed to design and implement the new Student Academic Advisement Center.

Action Steps:

1. Review national and state best practice models for student advisement centers and student advising (Fall 2013)
2. Design the structure, policies and practices of the new student advisement center (Spring 2014)
3. Open the Student Advisement Center (Fall 2014)

Indicators of Success:

1. All student advisement will be provided through the new Center for Student Advisement by the Fall 2014.
2. Conduct a student and faculty satisfaction survey in the Spring 2015.
3. Increase the fall retention rate by 10 percent by Spring 2015.

A5. Develop an “inescapable” student orientation and advising program for every student

Strategic Intent: Through the new Center for Academic Advisement, ECC will provide all enrolled students with academic advising. Every student will be required to attend the college’s orientation program and will receive consistently reliable information about registration, financial aid, payment options, academic policies and degree requirements, transfer requirements and other information

integral to a successful college experience. Struggling students will receive specific support to enable them to progress to completion.

Project Innovation Team: A project team led by the Vice President for Student Affairs and comprised of academic advisement staff from the main and West Essex campuses, faculty, students and other student support personnel will design a comprehensive student advisement and support program.

Action Steps:

1. Conduct a review of national and state best practices for student advising and support (Fall 2013 and Spring 2014)
2. Develop a comprehensive plan for improving student advising and support for all ECC students (Spring 2014 – Summer 2014)
3. Implement the student advisement plan for all students (Fall 2014)
4. Assess the effectiveness of the new student-advising program and make needed adjustments (Spring 2015)

Indicators of Success:

1. Identify student and faculty satisfaction of the quality and effectiveness of the student advising practices through a survey tool.
2. Ensure that 75 percent of all new students attend CSS class (Fall 2014).
3. Improve Fall to Spring retention by 85 percent (Spring 2015).

A6. Implement an Early Warning System to provide struggling students with “inescapable” support intervention

Strategic Intent: The College will employ an Early Warning system to identify struggling students and to provide immediate and appropriate support to help them successfully complete their classes and progress to the next step in their pathway to completion.

Project Innovation Team: A project team led by the Dean for Academic Affairs and comprised of the academic Chairs, IT, the Learning Center, faculty and students will be formed to design and recommend the implementation of an Early Warning system.

Action Plan:

1. Conduct a review of model Early Warning systems on the market and used by other community colleges (Fall 2013 and Spring 2014)
2. Pilot the Early Warning system (Spring 2014).
3. Select the model that best meets the needs of ECC. (Summer 2014).
4. Make a recommendation to the President and Board of Trustees for the procurement of the system. (Fall 2014).
5. Procure and implement the new system. (Spring 2015).
6. Operationalize the Early Warning System (Fall 2015)

Indicators of Success:

1. Ninety (90) percent of all faculty utilize the system by _____
2. Fifty (50) percent of students identified as struggling by the Early Warning System and who received targeted advisement intervention successfully completed the course and progressed to the next step in their college experience.

B. Strategic Direction: Supporting High Quality Faculty

ECC makes the hiring of full-time faculty to support student success and completion a high priority. The college is proactive in providing the necessary professional development to ensure that all faculty provide a 21st century, world-class teaching and learning environment for students.

B.1. Strategic Initiative Goal: Create a Teaching and Learning Center for faculty professional development

Strategic Intent: The College will create a Teaching and Learning Center to elevate the quality of instruction. All full-time and adjunct faculty will receive professional development in best practice teaching and learning strategies, including the use of technology-based instruction through the Teaching and Learning Center.

Project Innovation Team: A project innovation team, led by the Vice President for Academic Affairs, and comprised of assessment staff, faculty members from all disciplines, representation from the professional development advisory committee, the online course coordinator and members of the information technology office will be formed to 1) research best practices of model community college teaching and learning centers and 2) to design and implement a teaching and learning center for ECC.

Action Steps:

1. Research the best practices of model teaching and learning centers. (Fall 2013 and Spring 2014).
2. Design and implement a teaching and learning center for ECC. (Fall 2014).
3. Assess the effectiveness of the teaching and learning center and make adjustments as appropriate. (Spring 2015).

Indicators of Success:

1. Implementation of a fully functional teaching and learning center.
2. Assessment of the impact on learning.
3. Assessment of instructors' change in instructional methods.
4. Increase in student success rate.

B.2. Strategic Initiative Goal: The hiring and retention of high quality full time faculty and to increase the ratio of courses taught by full time instructors.

Strategic Intent: The College highly values the use of full-time, high quality faculty to support the teaching and learning environment and will employ strategies to retain them. As vacancies occur the College will seek to fill those positions with full-time faculty. It is the intent of the College to identify where the need for new faculty is most acute and where the most students can be impacted. It is the intent of the College to increase number of full time faculty teaching in the core courses.

Project Innovation Team: A project team led by the Vice President and Chief Academic Officer and comprised of faculty teaching in the core program, the Director of the Honors Program, the Chairs of the appropriate divisions, Deans and the CAO will be formed to design and implement strategies and steps to bring this initiative to fruition.

Action Steps:

1. Get the commitment of the College for the funding of this initiative. (Fall 2013).
2. Convene the Project Team and determine hiring priorities for this five-year initiative. (Fall 2013).
3. Begin the hiring process for the first year. (Fall 2013).
4. Review the process and areas of hiring for each successive year. (Fall 2014, 2015, 2016, 2017)

Indicators of Success:

1. In first year, the College will have hired 6 new faculty members in the core programs and increase by approximately 1800¹ the numbers of students who are taught at least one course by full time faculty and increase by at least 30 hours per week time available for students to consult with faculty.

¹ Numbers are calculated on the full time teaching load of faculty teaching in the core program. The contact is for 30 contact hours. The three credit courses taught average 30-35 students. One faculty member will teach about 150 students per semester or 300 per year. Six new faculty would thus reach about 1800 new students per year. Each faculty must maintain one office hour per week for each three hours of instruction and one office hour by appointment for each five hours of instruction.

2. In second year, the College will hire an additional 8 new faculty members in the core programs and increase by approximately 2100 the numbers of students who are taught at least one course by full time faculty and increase by at least 40 hours per week time available for students to consult with faculty.
3. In third year, the College will hire an additional 10 new faculty members in the core programs and increase by approximately 2400 the numbers of students who are taught at least one course by full time faculty and increase by at least 50 hours per week time available for students to consult with faculty.
4. In fourth year, we will hire an additional 12 new faculty members in the core programs and increase by about 2700 the numbers of students who are taught at least one course by full time faculty and increase by at least 60 hours per week time available for students to consult with faculty.
5. In fifth year, the College will hire an additional 14 new faculty members in the core programs and increase by approximately 3000 the numbers of students who are taught at least one course by full time faculty and increase by at least 70 hours per week time available for students to consult with faculty.
6. At the end of this initiative, the College will have added approximately 50 new faculty members and significantly increased student contact with full time faculty.

C. Strategic Direction: State of the Art Technology and Support Services

ECC's IT department provides and supports all hardware and software applications for all institutional academic and non-academic functions. Every classroom has Internet access, the library has Wi-Fi capacity and the technology used at ECC is 'state of the art.' All students are fully prepared, technologically, to navigate and negotiate their way in the 21st century. The technology purchased by ECC is pedagogically driven. The use of technology to enhance teaching and learning is promoted and supported by the college. Users are

empowered with access to the live databases for the information needed to make ECC soar educationally and financially.

C1: Strategic Initiative Goal: Expand the Use of Technology at ECC for Academic and Non-Academic Functions

Strategic Intent: It is the intent of the College to upgrade its technology platform to support evidence-based decision-making in academic and non-academic functions. Software will be available and used by administrators, staff and faculty to facilitate timely and informed data-driven decisions. The software functions will be tailored to increase efficiency and process transparency.

Project Innovation Team: A project team comprised of Information Technology staff, institutional research personnel, the Vice President of Administration and Finance, and the Vice President for Academic Affairs to assess the software needed for evidence-based decision-making throughout the institution.

Action Steps:

1. Conduct a review of software and institutional workflow functions, tasks, and deliverables. (Fall 2013 and Spring 2014).
2. Research and select the software product that best fits the needs of the college. (Spring and Summer 2014).
3. Implement and deploy software improvement. (Fall 2014).

Indicators of Success:

1. An institutional culture of evidence-based decision-making with metrics that include, but are not limited to, implementation and deployment of decision-making software.
2. A reduction in the amount of time needed for decision-making and process time delays.

C2: Strategic Initiative Goal: Develop a Technology-based Student Navigation System

Strategic Intent: It is the intent of the college to enable students to use a navigation system to access relevant and reliable information about all college programs, services and requirements.

Project Innovation Team: A project team comprised of personnel from Student and Academic Affairs and the Information Technology Offices will research and adopt software that includes full integration with Banner and provides real-time resources to advise and counsel students. The software will be used by students, faculty and advisors to make data-driven decisions regarding student progress. The function of the software will be tailored to the college's retention goals, including: three-year degree completion, reduction of transfer prior to completion; and continual enrollment.

Action Steps:

1. Conduct review of software and advising workflow. (Fall 2013 and Spring 2014).
2. Select and purchase the software product that best fits the needs of the college. (Fall 2014).
3. Implement and deploy the student navigation system software. (Spring 2015).

Indicators of Success:

1. High usage of the navigation system by students.
2. Reduction in time of advising.
3. Increase in retention rates.

C3: Strategic Initiative Goal: Expand WI-Fi capability

Strategic Intent: It is the intent of the College to provide Wi-Fi capacity in academic, non-academic and common areas of the institution

Project Innovation Team: A project team led by the Office of Information Technology and comprised of I.C.A.C., Information Technology, Student Affairs and Facilities personnel.

Action Steps:

1. Conduct a priority review and deployment plan. (Fall 2013).
2. Develop an operations budget and staffing plan. (Spring 2014).
3. Acquire and implement hardware equipment and software. (Summer and Fall 2014).

Indicators of Success:

1. Completion of project.

C4. Strategic Initiative Goal: Expand the use of technology for classroom instruction

Strategic Intent: Through the Center for Teaching and Learning, the College will provide professional development for faculty to expand the use of technology instruction.

Project Innovation Team: A project team led by the Academic Learning Technology Coordinator, and comprised of personnel from Information Technology, MPT, Facilities, the Committee for Assessment of Distance Learning, and representation from the new Center for Teaching and Learning.

Action Steps:

1. Acquire necessary equipment (DATE).
2. Determine items and needs (DATE).
3. Train instructors (DATE).

Indicators of Success:

1. By Spring 2014, 25% of all classrooms are technology-enhanced, and 25% increase each semester thereafter until all classrooms are technology-enhanced.
2. By Spring 2014, 25% of faculty are trained in the use of technology-enhanced classrooms and a 25% increase each semester thereafter until all classrooms are technology-enhanced.

C5. Strategic Initiative Goal: Develop online courses and degree programs

Strategic Intent: The College will develop a comprehensive program of online and hybrid courses and degree programs.

Project Innovation Team: A project team led by the Associate Dean of Learning Technology and comprised of representatives of IT, MPT, department chairs and faculty will be formed to design this strategic initiative.

Action Steps:

1. Provide professional development program about online and hybrid course design and pedagogy for faculty (DATE).
2. Work with faculty in the design of online and hybrid courses (DATE).
3. Conduct student orientation about online and hybrid course teaching and learning (DATE).
4. Complete the installation of a new learning management system (DATE).
5. Assess, adjust and continue to expand the use of online and hybrid courses based on data (DATE).

Indicators of Success:

1. Increase the number of online and hybrid courses offered by the college with 12 courses offered during the Fall semester 2013 and 22 courses offered in the Spring semester 2014.
2. Increase the number of faculty offering online and hybrid courses by 10 percent.

3. Develop 3-degree programs, which are 100 percent online by Spring 2015.

D. Strategic Direction: Modernized Facilities

ECC's campuses provide a welcoming environment for all people. All students, faculty, and staff, including the differently-abled can access all areas of campus with equal convenience. The look and feel of the inside and outside of the campuses communicates a warm, and welcoming environment, diversity, innovation, and academia. The formal and informal learning spaces make using technology effortless. The social and learning spaces are architecturally designed to encourage collaboration across diverse roles and functions.

D1: Strategic Initiative Goal: Improve Campus Facilities to Accommodate People who are Differently-Abled

Strategic Goal Vision: It is the intent of the College to make all of its facilities accommodating for anyone who is differently-abled.

Project Innovation Team: A project team comprised of personnel from Legal Affairs, Information Technology, local non-profit community disability advocacy groups, disability counselors, WEC representative and differently-abled student representatives, student success or student life representation.

Action Steps:

1. Assess the legal requirements governing special accommodations (DATE).
2. Survey students and faculty as well as shadow differently-abled students (DATE).
3. Develop and implement and action plan based on the results of surveys and interviews (DATE).

Indicators of Success:

1. All classrooms have facilities and layouts that are conducive to all students' learning.
2. Accessibility improvements are visible.
3. Survey of student satisfaction is high.

D2: Strategic Initiative Goal: Improve the campus to enhance its warmth and college-welcoming environment

Purpose: To enhance the college's warmth and welcoming environment, in an effort to promote student recruitment and retention and alumni engagement.

Strategic Intent: The College will endeavor to enhance the warmth and welcoming environment of its Main and West Essex campus facilities in an effort to promote student recruitment and retention and alumni engagement. All front-line college personnel will receive customer service training designed to elevate the welcoming environment of the College.

Project Innovation Team: A project team led by SLAO and facilities management and comprised of student representation, student success representatives, continued education personnel, NPT and IT, and representation from the marketing staff, finance office, legal office, WEC, SLAO and facilities management.

Action Steps:

1. Training key people – front line security and help desk – with customer service skills and knowledge about building and programs (DATE).
2. Signs to support infrastructure (electronic, technology, direction) (DATE).
3. Implement design synergy within Chapter 12 funding (DATE).

Indicators of Success:

1. Pre- and post-survey to gauge student and visitor satisfaction.
2. Increased level of student engagement.
3. Improved enrollment and retention rates.

D3: Strategic Initiative Goal: Improve ECC's classrooms to enhance the learning environment

Strategic Intent: It is the intent of the College to improve classrooms to enhance the teaching and learning environment in an effort to elevate retention and graduation rates. Classroom improvements will include the use of technology in the classroom including clickers and charging stations, as well as the use of web-cam, Skype, videos to communicate with other students across the world, and for guest lecturers. Classrooms will be user-friendly, SMART classrooms incorporating flexible room layout design, blending traditional and modular components. There will be an increase in the number of resource study rooms and all furniture will be modern, flexible, and capable of being used by differently-abled students.

Project Innovation Team: A project team led by the Vice Presidents of Academic Affairs and Student Success, and comprised of Information Technology, MPT, Academic Affairs, Student Success, Facilities Management and students.

Action Steps:

1. Integrate the student-focused design team into the existing BOF and Chapter 12 funding projects (DATE).
2. Training and orientation for students and faculty (DATE).

Indicators of Success:

1. Increased retention and graduation rates.
2. Positive faculty and student survey feedback.
3. Collaborative learning communities.

E. Strategic Direction: Collaborative Partnerships with the Community

ECC's students benefit educationally from a network of mutually beneficial partnerships with internal and external stakeholders. The

college is a major resource for providing reciprocal social services and economic development to the community. The college's strategic community-based partners benefit from the services of student interns, while the partners provide transformational experiences for students

E1: Strategic Initiative Goal: Develop K-12 partnerships and programs to improve the college-readiness of incoming students

Strategic Intent: The College will partner with K-12 districts to design and implement strategies to improve the college readiness of incoming students. This partnership will result in more students coming to the College ready for credit-level courses. The number of students needing developmental education will be reduced.

Project Innovation Team: A project team comprised of the Vice President of Academic Affairs, Recruitment and Retention staff, financial aid staff, enrollment services, EOF staff, the Essex County Superintendent of Schools, and representatives from the K-12 districts' Superintendents' roundtable.

Action Steps:

1. Early remediation program in high schools
2. Develop a plan of action.
3. Involve the chairs from basic skills areas.

Indicators of Success:

1. Pre-and post-testing Accuplacer for 10th graders with application of workshops/courses to address areas of weakness.
2. ECC/high school partnerships to improve high school readiness to teach remedial classes in high school
3. Completion of pre-college application and tracking for enrollment and persistence.
4. Track percentage of high school students testing in college level math and English.

E2: Strategic Initiative Goal: Create a Scholarship Office to increase the number of student internships within the community and abroad

Strategic Intent: It is the intent of the College to provide all interested students with opportunities for experiential learning through internships with local public, private or nonprofit organizations or with organizations abroad. The College will explore the viability of providing paid internships in a professional environment and/or an opportunity to study abroad. Students should have completed 50% of their degree requirements with a current GPA of 3.0 and will earn college credits towards a degree.

Project Innovation Team: The project team leaders are the Director of Development and Assistant Dean SLA, and the is comprised of the ECC Foundation Chair, Director of Development, Vice President of Academic Affairs, Dean of Student Success, Dean of Institutional Advancement and Assistant Dean of Student Life and Activities.

Action Steps:

1. Schedule meetings/workshop with corporate partner and identify foundations and grants that support goals.
2. Establish scholarship office and determine resources needed for success by Fall 2013.
3. Design educational content of the internship and study-abroad experience.
4. Secure funding with an implementation of the scholarships and internships by Fall 2014.

Indicators of Success:

1. The scholarship office will be established by Fall 2014.
2. 5% of students that meet criteria will participate in the program.

3. Students will evaluate the program as an important program of graduating success.

E3: Strategic Initiative Goal: Expand the capacity of ECC to deliver workforce development training for the business, non-profit and governmental sectors

Strategic Intent: The College intends to expand opportunities for customized workforce development for area businesses, governments and nonprofit organizations. ECC will be the provider of choice for public, private and nonprofit training solutions.

Project Innovation Team: A project team led by the Executive Dean and comprised of department chairs of A.S. and A.S.S. programs and relevant directors of student success, workforce training and customized programs.

Action Steps:

1. Coordinate with the marketing department for branding and to profile flagship programs. (Spring 2014).
2. Identify and recruit stakeholders relevant to the programs to create viable advisory boards. (DATE).
3. Determine course offerings and align with current evolving business needs (DATE).
4. Use advisory board to create relevant internships for students in degree and non-degree offerings (DATE).

Indicators of Success:

1. Level of new program development and program revitalization.
2. Establishment of comprehensive and dynamic A.S. and A.S.S. advisory board.
3. Development of internships for A.S. and A.S.S. students.
4. Job placement outcomes of corporate customized training for A.S. and A.S.S. students.

E4: Strategic Initiative Goal: Improve ECC's institutes to meet the needs of the community

Strategic Intent: The College will elevate its Institutes of Africana and Urban Issues as community resources to support the management and capacity-building needs of local organizations.

Project Innovation Team: A project team led by the Dean of Liberal Arts and comprised of representatives of the Para-legal/Criminal Justice External Advisory Committee, urban issues experts, urban policy and other public policy faculty, and business faculty will be formed.

Action Steps:

1. Develop a strategic plan complete with a clear mission, vision, goals and an implementation plan.
2. Form an external advisory committee.
3. Promote the institutes internally and externally as resources for the community.

Indicators of Success:

1. Increase the number of visitors and students.
2. Increase the number of relevant programs offered by the institutes.
3. Increase the number of attendees for programs offered by the institutes.
4. Increase the number of student internships offered through the institutes.
5. Increase internal and external (community) awareness of the mission and purpose of the institutes.

F. Strategic Direction: Organizational Culture

Drawing strength from its diversity, transparency and spirit of collaboration, ECC promotes a pervasive culture of student success and completion. Faculty, students, and staff thrive in a supportive environment. The use of data is used to inform all decisions, especially those related to student achievement. ECC is committed to performance management to continually improve institutional efficiency and effectiveness through the setting and attainment of operational goals.

F1. Strategic Initiative Goal: Foster and sustain a culture of evidence-based decision making at ECC

Strategic Intent: The College will use evidence-based decision making to:

- Enhance the quality of decision-making and improved outcomes.
- Create a culture where decisions are subject to scrutiny and analysis.
- Promote departments defining and adhering to goals and outcomes.
- Track student cohorts each year to inform decision-making.
- Strengthen and support faculty and staff professional development relative to evidence based-decision-making.
- Frame annual assessment of technology skills to inform the professional development program.
- Develop continuous performance management of faculty and staff through individualized development plans.
- Foster a culture in which everyone has ownership and accountability for outcomes.

Project Innovation Team: A project team led by the Vice President for Academic Affairs and comprised of the Institutional Research Office, department chairs, a Human Resources representative, and union leaders will be formed to design specific strategies to promote and advance the use of data for all institutional decisions.

Action Steps:

1. Research best practices for ways model community colleges promote and use evidence-based decision-making (Fall 2013).
2. Design strategies for inculcating evidence-based decision making into the institutional culture (Fall 2013).
3. Create an institutional assessment plan. (Fall 2014).
4. Design a professional development program for all college leaders, administrators, and staff about evidence based decision-making. (Spring 2014).
5. Design and implement a College-wide Data Summit (Spring 2014).

Indicators of Success:

1. All college-wide decisions relate to the strategic plan and master plan and are justified with data.
2. By January 2014, the WEAVE software is fully implemented for use throughout the college.
3. All college personnel will have received professional development relative to data interpretation and use in decision-making and planning.
4. An institutional assessment plan will be created and implemented.

F2. Strategic Initiative Goal: Continue to maintain the WEAVE system for establishing and tracking progress of operational goals

Strategic Intent: The College will continue to have all departments and operational units of the institution set annual operational goals and track progress in attaining them through the WEAVE system.

Project Innovation Team: The Office of Planning, Assessment and Institutional Research will continue to manage the process of annual goal setting and tracking progress through the WEAVE system.

Action Steps:

1. Set annual operational goals for all departments and units of the institution.
2. Track progress using the WEAVE system.
3. Provide timely and relevant feedback concerning goal progress.

Indicators of Success:

1. Establish operational goals for all departments and units of the College by_____.
2. Track and monitor goal progress each quarter and provide reliable feedback.

F3. Strategic Initiative Goal: Continue to advance and monitor progress in implementing the goals of the ancillary institutional master plans, particularly the enrollment management, facilities and informational technology plans.

Strategic Intent: The College will continue striving to implement the ancillary master plans.

Project Innovation Teams: Those with assigned responsibility for implementing the various institutional master plans will continue to provide necessary oversight.

Action Steps:

1. Those with assigned responsibility for the institutional master plans will provide an annual report of progress, as well as quarterly project tracking reports.
2. Those with assigned responsibility will provide update the master plans as needed.

Indicators of Success:

1. Implementation and completion of plan requirements on time.
2. Submission of annual and quarterly reports on time.

G. Strategic Direction: Resource Development

A diversified portfolio of traditional and alternative sources, unrestricted capital and scholarship dollars contribute to ECC's culture of philanthropy and supports its student-centered mission. Marketing communications supports and reinforces the college's resource development by telling ECC's stories of institutional and student success.

G-1. Strategic Initiative Goal: Raise the profile of ECC within the community to increase the College's external funding support from foundations and other philanthropic organizations

Strategic Intent: The College intends to develop strategies to increase fundraising to support from the private sector, foundations and other philanthropic organizations. With increased external fundraising dollars, the College will make more scholarships available students.

Project Innovation Team: A project team led by the Director of Development will be formed to lead this strategic initiative. The team will comprise representation from the President's Office, Development Office, Alumni Affairs, Grants Office, Scholarship Office, Department of Marketing and Communications, a representative from the Board of Trustees, Foundation Board and the Alumni Board.

Action Steps:

1. Develop the infrastructure for staffing and budget.
2. Develop a compelling case for support

3. Develop a comprehensive communications plan featuring the faces and stories of students.
4. Launch campaign.

Indicators of Success:

1. Increase in external funding support as indicated by the amount of dollars, the number of donors and attendees at events.
2. Increase in the number of scholarships.
3. An increase in awareness and engagement as measured by a current baseline survey and contrasted with a five-year survey.
4. A sustainable structure with a budget, staffing and professional collateral material positioned for the endowment fund.