IA 1. Understand the Clackamas student experience and make sure processes are user-friendly and user satisfaction levels are high.		
2010-2011 Targeted Tasks	**2010-2011 Progress Indicators**	**What changes result by June 30, 2011? How do we measure?**

Registration/Student Experience/Engagement
 	
Analyze and make recommendations upon CCSSE, SENSE student survey and qualitative process results.
 	
• A thorough review of available data is made to identify CCC applicable decision markers.
• Identified data element/markers are used for short-term and long decision making.
• Use Focus Groups/Case studies for targeted groups.
  • Pre-college to college (Cyndi)
  • First time student veterans (Phillip; Greg Myers)
  • Unemployed student accessing student benefits
  • OUS transfer students (Judy)
 	
The results will have been reviewed by end of spring 2011.
	Registration/Student Experience/Engagement
	
	Fall 2010 – Data elements defined for application CCC in analysis.
	
	Winter 2010 – Data is incorporated into decision making.
	
	Spring 2010 – CCC has developed long term plans for use of survey and qualitative data.
	
	A process for constituting focus groups will be in place by end of fall 2010.
	
	Survey instruments have been developed by end of winter 2011
	
	Review and analysis of previous focus group results will be finished by end of fall 2010.
		Registration/Student Experience/Engagement
		
		SENSE AND CCSSE data are regularly analyzed and reviewed and become part of a continuous decision making process at the institution.
		
		Info gathered will inform and refine our NSE, NSA and other retention activities.
		
		Committee is formed and staffed.
		
		Greater understanding gained of the student experience
		
		Term to term retention rates of –targeted groups – is stronger, academic performance is stable or rising.
		
		Increased retention rates.
		
		X%of deans, chairs trained to use available data tools.
		R25 implemented by Spring 2011.

2010-2011 Targeted Tasks	2010-2011 Progress Indicators	What changes result by June 30, 2011? How do we measure?

Ease of Registration
 	
Identify registration problems that students experience and investigate Datatel web solutions for registration (Phillip)
   Follow-up on 09-10 identification of
   webadvisor registration.
 	
Identify new options for registration.
Peer Review of Other Institution Processes
 	
Incorporating of recommended Datatel solutions and updates.
 	
Registration Glitch. Course pre-requisites. Can we coordinate a method to allow students to register for a course and authorize our dept. secretary to code in a "de-blocking" work around.
	Ease of Registration
	
	2009-10 survey data will have been used to identify student registration problems (by end of fall)
	
	Implementation of new or modified CougarTrax/Datatel systems (fall/winter/spring).
		Ease of Registration
		
		Student reports of registration processes indicate greater access, easier to find options, applicable on multiple systems, result in less late drops, result in fewer appeals for late registration and late payments.
		
		Students register easily
		
		Use surveys or focus groups to track improvements in registration process.

2010-2011 Targeted Tasks	2010-2011 Progress Indicators	What changes result by June 30, 2011? How do we measure?

Strategic Enrollment Management (SEM) ~~Identify~~ Review and prioritize ~~clear~~ SEM implementation plan with expected outcomes and associated components and timelines. (Phillip).
 	
• Implement modifications, evaluate, and continue to improve and expand New Student Experience (NSE). (Phillip)
• Targeted and projected FA packaging. (Phillip)
• Evaluate and align outreach and admissions process with enrollment plan.
• Review and analyze available CCC, Oregon, and National data for use in development of a comprehensive retention plan.
 	
Evaluate and align marketing and advertising efforts with enrollment plan (Shelly)
 	
• Analyze 2009-10 SEM pilot (returning veterans), improve, and identify at least one additional targeted group for pilot. (Phillip)
 	
NSE should be required for <u>all</u> students: GED, ESL etc.
	SEM (http://www2.clackamas.edu/sem/documents/ FinalImplementationPlan_000.pdf) SEM Steering committee has been reconstituted. (fall) SEM Steering committee has communicated a prioritized task list to the college community. (fall) Budget resources have been allocated to accomplish the following: Present recommendation regarding the possible use of an online orientation module (fall).
	     Identify CCC best successes in NSE (fall).
	     Identify workflow solutions for earlier FA packaging (fall).
	     New Outreach and Admissions plans identified (winter).
	     Develop and run winter and spring orientations for NSE (winter/spring).
	     Implement new FA packaging (winter).
	     New Outreach and Admissions practices in place (spring).
	
	Analyze related data (fall). New SEM pilot group has been identified (fall). Implement targeted retention strategies for specialized populations (winter). Analyze winter data and make recommendations for 2011-2012 (spring).
		SEM
		
		College community understands SEM
		
		Better ways of identifying student cohorts. Base line data for each identified cohort. Improved retention
		
		(NSE) Students develop a more thorough understanding of CCC policies, practices, and individual readiness resulting term-to-term and 2nd year retention; as well improved time-to-degree.
		
		(FA) Financial aid packaging is completed in a shorter timeline and students have greater knowledge about financial aid options. Students have greater access to information to make informed financial choices about their education.
		
		In overall, students have greater long-term connections to institution, identify a major and career earlier, connect to research opportunities, have an earlier defined educational plan, have greater/easier time transferring to another institution (retention).
		
		Applicable SEM strategies that larger/campus wide applicability are applied to institutional processes – improved access, retention, time-to-degree, greater connection to the institution, earlier declaration of major.
		
		Strategies can be used in further pilots to assist with targeted populations.

2010-2011 Targeted Tasks	2010-2011 Progress Indicators	What changes result by June 30, 2011? How do we measure?
Education Partnerships Develop strong supporting processes for existing dual enrollment programs (OIT,OSU, Marylhurst, and PSU). Institutionalize and provide common understanding and definition to educational partnerships (Theresa T) • Review all existing dual enrollment programs. • Disseminate information to college community. • Update all processes and channels of faculty, staff, and student communication mediums to reflect changes to agreements. Explore degree partnership programs and articulation agreements with existing partners with OIT and OSU (should include all) that keep students fully informed of all available options (Steffen). • Review all existing dual enrollment programs. • Disseminate information to college community. • Update all processes and channels of faculty, staff, and student communication mediums to reflect	**Education Partnerships** Existing data relevant to agreements is incorporated into college systems (fall). Agreements are clearly communicated to all constituents of college community (winter). Collect and publish the transfer rates of 2009-10 CCC students to OUS schools (Steffen) Establish processes for expanding degree partnerships. Identification of key tasks and positions for transition (fall) Reintegration of work and new flow (winter).	**Education Partnerships** **Office of ed. Partnerships established by 6/30** **Transition rates from ACC, HSP, SINT are known and baseline established**. **After transfer & graduation what is the job placement rate?**

changes to agreements.		
2010-2011 Targeted Tasks	**2010-2011 Progress Indicators**	**What changes result by June 30, 2011? How do we measure?**
Lean Lean Process implementation continued in registrar and financial aid office. (Phillip) Lean process review and implementation for service aspects associated with LEAN 14 recommendations for curriculum and scheduling. (see IA5). (Steffen)	**Lean** Coordinated scheduling office has been established. The recommendations for lean scheduling have been implemented (Steffen). Communication of new scheduling processes has been completed. Appropriate training related to new scheduling processes has been implemented with all affected constituencies.	**Lean**
Phone System Analyze, evaluate, and maximize telephone system improvements and central call center. (Phillip; Bill Waters) Student focus groups and surveys of quality of service. **The college needs a bilingual speaker to handle calls incoming from Spanish speakers. This should not be dumped on the ESL Staff.** **I second above! Klaudia spends countless hours being the colleges Spanish call center.**	Evaluate call center operation and implement for student services (fall). Integrate enrollment and student service operations (winter). Analyze call center and phone system statistics for improvements in 11-12 **Ease of finding names and phone # to send to people.** **Compute is slow/cumbersome & need a faster way to find numbers by dept. or by name.** **Web "call center"** **Web directory lists only ext. numbers. An**	**More than ESL Dept. Secretary to Respond to student questions.** **To assist Latino students with/info about GED and Computer Skills information.**

	outside caller does not know to use 503 594 and the ext. number. Easy fix add a line of text.	
	Data Source	**Contact:**