IA AND PROPOSED REFRESHED TARGETED TASKS 2011-2013 FOR PC   11/1/11

IA 1	Understand the Clackamas student experience and make sure processes are user-friendly and user satisfaction levels are high.				
COLLEGE-WIDE TARGETED TASK	**11-12**	**12-13**	**OUTCOMES-WHAT RESULTS WOULD YOU EXPECT BY JUNE 30, 2012**	**OUTCOMES-WHAT RESULTS WOULD YOU EXPECT BY JUNE 30, 2013**	**INSTITUTIONAL METRICS INFLUENCED**
1-1 Use the Foundations of Excellence (FoE) platform as a tool to understand the experience of first year students and develop a plan of action to enhance student retention, completion, and persistence (SEM initiative) CONTACT(S): Phillip King, Brenda Marks	☑	☑	▪ Steering and Dimension committees established ▪ Student survey administered ▪ Faculty/Staff survey administered ▪ Current Practices Inventory (CPI) completed ▪ Dimension reports written ▪ Final Narrative Report and Report Card written ▪ Multi-year Implementation Plan developed. Plan will detail specific action items with an estimated timeline, allocation of responsibility and projected costs for each action item). (The FoE analysis encompasses all aspects of the student experience, including financial aid, registration processes and procedures, policies, retention, etc.)	▪ Year One Outcomes as developed in the Implementation Plan	3, 4, 9, 10, 27, 28, 31, 57 (new)
1-2 Increase High School to Clackamas CC transitions (SEM) CONTACT(S): Phillip King	☑	☑	▪ Clarus stage 2 and 3 research on local high school population completed, to include effective recruitment strategies, marketscan/image, and non-enrolling applicants. ▪ Key populations defined ▪ Baseline Established ▪ Target % identified ▪ Effective implementation plan developed using Clarus and FoE work	▪ Process developed to properly record and report information on student cohorts ▪ Action Plan implemented from Clarus/FoE ▪ First Year Target increases reached ▪ Future targets identified	1, 2, 3, 4
1-3 Implement career-support processes from CASE grant CONTACT(S): Cyndi Andrews	☑	☑	▪ 3 FTE career coaches hired and trained as CDF ▪ Streamlined, multi-entry point outreach, referral, enrollment, and support process for WIA/TAA and other targeted unemployed ▪ Increased number of TAA-eligible	▪ Portable, standardized approach and process for CPL developed and implemented ▪ Additional college credit pathways developed ▪ Increased number of students served from target populations	3, 4, 5, 6, 7, 8, 9, 10,11, 12,13, 14, 15, 28, 31

			• students enrolled in CTE Career Pathways ▪ Staff hired for outreach to TAA eligible companies and students ▪ Developed data-tracking plan and mechanisms, implemented plan		
1-4 Implement new area advising and counseling model CONTACT(S): Phillip King			• Established baseline and visible, recognized presence for area counselors and area-focused advisors. • Streamlined, multi-entry point for counseling assessment, treatment, or referral. • Firmly established counseling referrals. • Identified percent effort related to personal, career, or academic counseling needs. • Counseling/conduct software implemented. • Established baseline for community-center counseling needs. • Increased support and expanded use of counselors as a resource for faculty.	• Strengthened area-focused advisors • Enhanced area career coaching • New model assessed and modified/improved • Formal tracking of student cohorts for advising and counseling. • Robust faculty advising model developed. • Early alert/retention alert process initiated.	1 - 52
1-5 Evaluate and continue to improve and expand NSE and NSA CONTACT: Phillip King; Director of SASS			▪ Programs fully assessed using FoE ▪ Combined NSE and NSA action plan created	▪ Improved/expanded action plan for NSE and NSA each term implemented	3, 4, 5, 6, 7, 9
1-6 Develop strong supporting processes for degree partnership programs CONTACT(S): Cyndi Andrews			▪ Transferability and articulation analysis incorporated into the ISS blueprints ▪ Articulations inventoried and priority articulations identified and reviewed ▪ Institutional process to create and regularly renew articulations developed	▪ Institutional processes for articulation implemented ▪ Remaining articulations reviewed and revised	27, 33, 35

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IA 2	Redevelop the CCC web site to be up-to-date, interesting, inviting, and easy to use for external constituents AND to provide internal constituents with stronger communication and easy access to information.				
COLLEGE-WIDE TARGETED TASK	**11-12**	**12-13**	**OUTCOMES-WHAT RESULTS WOULD YOU EXPECT BY JUNE 30, 2012**	**OUTCOMES-WHAT RESULTS WOULD YOU EXPECT BY JUNE 30, 2013**	**INSTITUTIONAL METRICS INFLUENCED**
2-1 Design and launch new CCC website • Hire a consultant to develop content, voice, and style guidelines for college website • Develop web policies and procedures for website • Assign and train department and/or division web shepherds • Create strategic communications plan to support and sustain new website CONTACT(S): Shelly Parini, Kim Carey, Steffen Moller	☑	☑	• Consultant hired and content and voice developed. • Style guides created and trainings completed • Web policies and procedures developed • Department/Division web shepherds assigned and trained using style guides and procedure documentation • An integrated approach to creating and maintaining online content (i.e. Moodle, Web, MyClackamas) implemented	• Ongoing support and training for web shepherds provided • Ongoing communication as needed as changes are identified for each of our own online components	3, 4, 5, 6, 7, 8, 21, 22, 23, 39, 41, 42
2-2 Ensure that we have the infrastructure to maintain consultant recommendations CONTACT(S): Shelly Parini, Kim Carey, Steffen Moller	☑		• Social Media Coordinator hired and trained		3, 4, 5, 6, 7, 8, 21, 22, 23, 39, 41, 42
2-3 Create an institutional standardized template	☑	☑	• Completion of institutional standardized template and migration of identified pilot group.	• Continued migration of dept/division websites into CMS	3, 4, 5, 6, 7, 8, 21, 22, 23, 39, 41, 42

for departments and divisions CONTACT: Shelly Parini, Kim Carey, Steffen Moller					
2-4 For current students, staff, and faculty, migrate existing information from Web to Portal and Moodle. CONTACT(S): Shelly Parini, Kim Carey, Steffen Moller				• Migration strategy for upgrade, Moodle created and implemented, • Internal information for current students, staff, and facuty migrated into Moodle and Portal.	3, 4, 5, 6, 7, 8, 21, 22, 23, 39, 41, 42

IA 3	**Analyze and refine the way we schedule, deliver, and assess instruction to provide maximum access and success, and to improve student experience, college internal and external processes, and community perception.**

COLLEGE-WIDE TARGETED TASK	11-12	12-13	OUTCOMES-WHAT RESULT WOULD YOU EXPECT BY JUNE 30, 2012	OUTCOMES-WHAT RESULT WOULD YOU EXPECT BY JUNE 30, 2013	INSTITUTIONAL METRICS INFLUENCED
3-1 Expand our assessment of student learning and update institutional assessment plan. CONTACT(S): Steffen Moller, Bill Briare	☑	☑	▪ Assessment task force reviewed and revised the institutional assessment plan. ▪ Assessment task force established participation goal for Gen Ed course assessment. ▪ Existing assessment at the program and course levels inventoried ▪ Perkins TSA's implemented in all affected programs. ▪ Plan for assessment of CTE courses and programs established. ▪ Assessment workshops/training offered by CLC.	▪ First year recommendations of updated institutional assessment plan implemented. ▪ First year recommendations for CTE course and program assessment have been implemented. ▪ Assessment workshops/training offered by CLC.	16-20, 28, 31, 36
3-2 Improve review of part-time faculty and support CLC's systematic efforts to cooperatively study and improve teaching. CONTACT(S): Associate Deans, Kate Gray, Steve Beining	☑	☑	▪ Par-time faculty evaluation system launched by associate deans and departments. ▪ Plan for increased participation in CLC activities developed by departments and CLC. ▪ CLC provided professional development events quarterly focused on quality teaching. Increased participation of full-time faculty in at least one CLC activity/event.	▪ Continued implementation of part-time faculty evaluation system; system reviewed and modified as needed. ▪ CLC provided professional development events quarterly focused on quality teaching. Increased participation of full-time faculty in at least one CLC activity/event.	16 – 20, 27, 30, 33, 35, 37, 31, 29, 32, 34, 36
3-3 Strengthen tools for students and staff to increase visibility of pathways and educational partnerships with OUS CONTACT(S): Steffen	☑	☑	▪ The college established at least 5 AS degree partnerships ▪ The Office of Educational Partnerships fully developed a web site to support transfer students ▪ The Office of Educational Partnerships published the inventory of current	▪ At least 5 additional AS degree partnerships have been established	1, 2, 4, 28, 31, 38

Moller, Cyndi Andrews			articulation agreements on its website.		
3-4 Continue to review and analyze efficiency and effectiveness of scheduling and classroom utilization policies/practices/tools CONTACT(S): Steffen Moller	✅	✅	▪ Process for scheduling classes in Datatel has improved ▪ S-25 for room scheduling is implemented ▪ Printed schedule analyzed and a plan for improvement developed	▪ Process for scheduling is reviewed and enhanced ▪ Implementation of S-25 is reviewed and enhanced ▪ Plan for improvement of printed schedule was implemented	New metrics
3-5 Continue to look at time-of-day and day of week scheduling to find ways to maximize student access CONTACT(S): Steffen Moller	✅	✅	▪ Reports created to help departments effectively schedule classes for the greatest student benefit.	▪ Reports to help departments effectively schedule classs for the greatest student benefit reviewed and refined	

3-6 Consolidate instruction and student services reporting and planning efforts into ISS Blueprints at the department and division levels. CONTACT(S): Phillip King, Bill Briare, Scott Giltz, Steffen Moller, Associate Deans	✅	✅	Divisions/Departments/IR have:
			▪ Defined cohorts
			▪ Defined working metrics for retention within cohorts/programs
			▪ Identifed and listed important programs, course sequences, and transition paths into and out of those programs and sequences
			▪ Developed common reports for:
			  o Enrollment
			  o Scheduling efficiencies and room utilization
			  o Departmental staffing and use of resources
			▪ Crafted and documented strategic instructional plans for each department that take the above into account.
				▪ Department blueprints refined into second-year drafts
				▪ Completes first draft of "rolled up" division-level blueprints
					1, 2, 3, 4. 5, 7, 8, 9. 10, 11, 14, 15, 16-20, 27-38

3-7 Implement CASE grant components to support seamless pathways and credit for alternate learning CONTACT(S): Cyndi Andrews	✅	✅	▪ Designed and expanded CPL options, including transcription of veteran training and experience ▪ Designed and implemented employer involvement strategies	▪ Portable e-portfolio system developed ▪ Further expanded CPL options, including transcription of veteran training and experience	24, 28, 31, 42

IA 4	Improve the way we understand and utilize Datatel systems to enable CCC staff to access information that connects student and instructional data with human resource, budget and expenditure data.				
COLLEGE-WIDE TARGETED TASK	**11-12**	**12-13**	**OUTCOMES-WHAT RESULTS WOULD YOU EXPECT BY JUNE 30, 2012**	**OUTCOMES-WHAT RESULTS WOULD YOU EXPECT BY JUNE 30, 2013**	**INSTITUTIONAL METRICS INFLUENCED**
4-1 Implement LEAN practices and better utilize human capital by continued integration, improvement, and training on Datatel systems CONTACT(S): Kim Carey, Jim Martineau			• Financial Aid and at least 3 other specific departments/units have undergone LEAN process review and implemented associated changes..	• Departments that have undergone LEAN review have analyzed effects of new processes and reinforced or modified as needed.	46
4-2 Fully implement People Admin to include an interface with Datatel HR module CONTACT(S): Marsha Edwards	☑	☑	▪ Payroll interface implemented	▪ Onboarding interface implemented	46

4-3 Expand use of electronic routing and approvals CONTACT(S): Kim Carey, Marsha Edwards	☑	☑	▪ Vendor for performance management software selected.
			▪ Electronic routing and approvals established for Assignment Contracts, Financial Aid
			▪ AP/Purchasing
			  o Email PO's
			  o ACH payments to vendors
				▪ Performance MGT software implemented
				▪ Financial Aid
				▪ AP/Purchasing
				  o Web RFP's
				  o Web receiving
					46

4-4 Implement Datatel Reporting and Analytics to support effective budgeting and strategic planning CONTACT(S): Steffen Moller, Kim Carey	☑	☑	▪ Datatel Reporting and Analytics (DROA) pilot group trained and utilizing DROA	▪ DROA implemented and rolled out across campus	46
4.5 Create and implement one-time and ongoing Datatel	☑		▪ Students accounts training completed ▪ AR archiving training completed		46

Training and Consulting CONTACt(S) Kim Carey					

IA 5		Align and implement coordinated strategic planning and budgeting processes through clarifying decision-making processes and strengthening communication networks.			
COLLEGE-WIDE TARGETED TASK	**11-12**	**12-13**	**OUTCOMES-WHAT RESULTS WOULD YOU EXPECT BY JUNE 30, 2012**	**OUTCOMES-WHAT RESULTS WOULD YOU EXPECT BY JUNE 30, 2013**	**INSTITUTIONAL METRICS INFLUENCED**
5-1 Refine and communicate the Knowledge Network Model and its institutional research component CONTACT(S): Steffen Moller, Phillip King, Kim Carey	☑	☑	• Knowledge Network model is communicated and understood across campus. • Knowledge Network provide useful information for completion of Blueprints	• Knowledge Network has re-established confidence in the integrity of data and data systems • Staffing needs reviewed • Datatel Analytics implementation and utilization shepherded by Knowledge Network • Effectiveness of Knowledge Network model analyzed	1-52
5-2 Develop and disseminate clear information that explains and strengthens communication and decision-making processes CONTACT(S): Joanne Truesdell	☑	☑	• Communication matrix and schedule developed to show people when/what/where/how to be involved, e.g. budget forums, strategic planning processes, etc.	• Information is easy to fins and use. Decision-making processes are well understood. • Recommendations from Turtle self-study analyzed and implemented as capacity allows.	1-52
5-3 Develop and institute regular feedback on effective governance and communication that includes the climate survey CONTACT(S): Joanne Truesdell	☑	☑	• Climate survey administered Feb/Mar2012. Results shared broadly and PC leads review of adjustments • Updated board policy, shared governance • Review results of Accreditation Turtles 1 & 2 • Establish three year climate survey cycle	• Adjustments/responses to Climate Survey implemented	New metrics
5-4 Implement practices that align strategic planning and budgeting processes CONTACT(S): Elizabeth Lundy, Courtney Wilton	☑	☑	• Knowledge Network provides timely and meaningful data for decision-making at all levels. • ISS Blueprints are substantially completed and regular revision processes established • Timelines for integration of planning,	• ISS Blueprints are completed and regular revision processes implemented • Strategic Priorities adopted for the following 3-5 years • New Institutional Activities and Targeted Tasks adopted for 2013-	1-52

		resource allocation, and accountability developed and implemented • Targeted tasks for 11-12 & 12-13 finalized and resource allocations incorporated into budget planning	2014 in alignment with budget planning timelines • Implementation of integration of planning, resource allocation, and accountability reviewed and refined	
5-5 Ensure broad-based participation on college committees and regular communication and report-outs between committee representatives and department and division colleagues CONTACT(S): Joanne Truesdell	☑ ☑	• Current committees reviewed and modified as appropriate-sunset some sunsetted, some revised. • Members of revised committee structure recruited	• Updated committee structure implemented and reviewed • Committee connections to mission fulfillment are clear	1-52

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IA 6	Continue our work on creating a long-term capital plan that incorporates redevelopment and new development to support sustainability, economic stability, and future educational needs.				

COLLEGE-WIDE TARGETED TASK	11-12	12-13	OUTCOMES-WHAT RESULTS WOULD YOU EXPECT BY JUNE 30, 2012	OUTCOMES-WHAT RESULTS WOULD YOU EXPECT BY JUNE 30, 2013	INSTITUTIONAL METRICS INFLUENCED
6-1 Using existing campus-wide assessments, develop a plan for achieving reductions in college resources CONTACT(S): Bob Cochran	☑	☑	• Completed Review of Heery Energy Audit, Sparling Electrical System Study, and The Sustainability Assessment and Plan and cost and rate of return calculated. • All measures ranked by ROR	• Based upon the 11/12 report results, funding secured (e.g., budget, grant, bond, etc.) and top projects implemented.	46, 47
6-2 Identify, quantify, and prioritize deferred maintenance items CONTACT(S): Bob Cochran	☑	☑	• 2010 Deferred Maintenance List (Bond) reviewed for completeness and accuracy. List prioritized and taken to BOE for approval/information. • Accreditation Turtle #9, Physical Infrastructure; 2.G.1 "…the institution creates and maintains physical facilities that are accessible, safe, and sufficient in quantity and quality…" addressed and self-study insights utilized in planning.	• Highest prioritized projects implemented based on funding (e.g., budget, grant, bond, etc.)	39, 42, 48, 53
6-3 Develop and quantify a multi-year plan identifying college-wide infrastructure in support of current and future educational needs CONTACT(S): Bob Cochran		☑		• Analytical review of current and future facility utilization/needs conducted, resulting in a Needs Assessment Report. • Insights from Accreditation Turtle #9, Physical Infrastructure 2.G.3 "…develop and implement and review master plan…" utilized in planning .	38, 39, 41, 42, 46
6-4 Prepare and launch community engagement campaign which will include: ▪ Online Research ▪ Grassroots CCC Outreach		☑		• Identified what students, staff, stakeholders, and communities value most about Clackamas Community College • Renewed vision for CCC (3-5 years) • Improved communication with community; ensured it is two-way	

▪ Board Outreach CONTACT(S): Shelly Parini				• Strengthened relationships with students and community members • Supported student enrollment and retention efforts • Made CCC more accessible to more residents in a way that's meaningful to them • Created a unified brand for promoting and differentiating CCC	