Proposed Strategic Priorities 2013-2016

For College Discussion and Feedback between October 3-15th

Colleagues,

Presidents' Council considered the information provided by nearly 300 of you since last February to determine our 2013-2016 Strategic Priorities.

This document represents the deliberations to date. The first part identifies the timelines and activities that led to the four recommended strategic priorities, as well as a summary of the strategic priorities that did not make the top four. We are asking for your feedback by October 15th as indicated under Key Dates. Presidents' Council will take action to recommend 2013-2016 Strategic Priorities to the Board.

The second part reflects a compilation of input gained over the previous 10 months through a variety of college venues. Please note this feedback specifically reflects the top four strategic priorities that are under discussion for recommendation to the Board October 17th.

Process and Timeline

Fall Term 2011, the Budget Advisory Group and Presidents' Council created a plan that began with the State of the College Open House and culminates with the adoption of the 2013-2016 Strategic Priorities by the Clackamas Community College October 17, 2012.

Strategic priorities are areas that need sustained attention for 3-5 years to enable the college to better fulfill its mission. Strategic priorities involved broad sectors of the College. In order to provide focus, only 2 to 4 priorities are identified at any given time.

Strategic Priorities- KEY DATES
2013 – 2016

Fall Term Presidents' Council and Budget Advisory Group identified plan for determining strategic priorities.

February 10, 2012   State of the College Open House – Elizabeth Lundy described the process and timelines for determining strategic priorities and requested attendance at the Open House. Faculty and staff identified 19 potential strategic priorities.

March through early May   State Legislated Achievement Compact appeared rapidly. Presidents' Council attention was given to identify process for college wide input to meet deadline for board adoption.

May, 29, 2012   Expanded Presidents' Council – Reviewed definitions of strategic priorities and institutional activities and reaffirmed timeline and process.

August 29, 2012   Vice Presidents Meeting – Used materials regarding internal and external forces and identified 39 potential strategic priorities in addition to the 19 priorities from the Open House.

September 17, 2012   Vice Presidents Meeting – Reviewed the 58 total potential strategic priorities, focused and refined to identify the top 12 to be used for Inservice Speed Learning Activity on September 19, 2012.

September 19, 2012   Inservice - 197 participants used five key questions to choose their top five from the 12.

October 2, 2012   Presidents' Council – Reviewed the top 12 priorities used at Inservice and the feedback from the speed learning activity. Presidents' Council focused and refined to the proposed four listed below.

October 4-15, 2012   Presidents' Council Student and Assoc. Leadership is providing this information for feedback to their respective constituent groups.

October 5-15, 2012   College Council – Will review the same information to discuss and provide feedback.

October 5-15, 2012   FYI on the Portal – will have the same information for college feedback.

October 9, 2012   Presidents' Council will review feedback to date.

October 16, 2012   Presidents' Council will finalize recommendations to the CCC Board of Education

October 17, 2012   Board of Education will review, discuss and take action on the strategic priorities recommended.

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Proposed Strategic Priorities for 2013-2016

Strategic priorities are areas that need sustained attention for 3-5 years to enable the college to better fulfill its mission. Strategic priorities involved broad sectors of the College. In order to provide focus only 2 to 4 priorities are identified at any given time.

1. **Increase credential completion rates, transfers, and job placement**
   This strategic priority facilitates students achieving their goals, addresses 40/40/20 and the intentions of the achievement compact environment.

   College Values—Community, Students, Staff, Diversity, Decision-making, Instruction

2. **Persistence/Retention – Create a college-staying culture**
   This strategic priority facilitates students achieving their goals, responds to statewide student success efforts, addresses 40/40/20 vision, supports our Strategic Enrollment Management and Foundations of Excellence recommendations and supports our accreditation Core Theme Indicators of Lower Division Transfer, Career Technical Education, Essential Skills and Life Long Learning.

   College Values—Students, Staff, Diversity, Decision-making, Instruction

3. **Budget; Stabilize the college's fiscal health**
   This strategic priority anticipates and responds to the change in fiscal environment, protects the investment in the College and maintains high quality programs, services – learning environments.

   College Values—Community, Students, Staff, Environment, Decision-making, Instruction

4. **Improve Community Connections; The institution of first choice for CTE and transfer programs; Connect community, jobs and responsiveness to business and industry**
   This strategic priority addresses our adaptability to community needs (mission) and our Core Theme objectives.

   College Values—Community, Students, Staff, Diversity, Environment, Decision-making, Instruction

Summary of discussion of proposed strategic priorities that did not make the final list:

Each of the 'finalists' for strategic priorities is an important area for the College to address. Some overlap can even be subsumed by other priorities being recommended. Also, recall that the strategic priorities are collective focuses areas; they do not encompass all that we do. A great many things will continue to be done separate from the strategic priorities, including some of the activities identified under the areas not chosen.

Refine and define our Use of Data Systems; Access to data and good information; Create a college culture of evidence.

This proposed priority is still very important to the College and we are making great progress in this area. Some of the success indicators and suggested activities should be incorporated in targeted ways into each of the adopted strategic priorities. We should specifically identify activities and expectations around easy access and use of good data for decision-making into each of the strategic priorities adopted by the Board. These will allow us to be leaders and innovators as we respond to the Oregon Education Investment Board.

Capital Planning/Preparation for Bond campaign.

Although this is clearly critical, and could stand alone as its own strategic priority, the primary purpose of this priority is to ensure stable fiscal health of the College and maintain high quality programs and services. The rational, success indicators, and suggested activities have been folded in under the proposed priority: **Stabilize the College's Fiscal Health.**

Create a College-level paradigm shift regarding outreach and recruiting.

This activity is important as evidenced by FoE, SEM, and Clarus recommendations and should be folded into our day-to-day work on effective outreach and recruiting. Some of the success indicators and suggested activities should be incorporated in targeted ways into each of the adopted strategic priorities. For example, increasing enrollment levels for recent district high school graduates and increasing the conversion rate from applicant to enrolled student are activities that support **Stabilize the College's Fiscal Health**. Other specific activities could be associated with **Improve Community Connections**.

Assessment of student learning at the institution, program, and course level.

This activity is not only important but required of us for Accreditation. This is an area of identified weakness from our previous Accreditation Evaluation. In the new process, the requirements go beyond assessment of student learning. In fact, we must identify data-informed evaluation and improvement processes that are used for continuous improvement for all of our programs and services as part of the next phases of our Accreditation Reporting. In addition, we must identify data-informed evaluation and improvement processes with respect to mission fulfillment as defined by our Core Theme success indicators. Although these activities are required and could be made into a strategic priority, the new accreditation process asks that these be fully integrated into our day-to-day and year-to-year operations. We have already gotten a great start on

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this over the last few years. If this is looked at as documenting and incorporating this practice into our everyday work then this would not need to be identified as a strategic priority. It is "just 'the way we do business."

Support and Accelerate Developmental Education and Transition.

This is an area that is receiving a lot of attention within the state and also nationally because developmental education is seen as an expensive venture and often is a roadblock to student retention, persistence, and completion. This has been incorporated as an activity under the **Persistence/Retention – Create a College-Staying Culture.**

Clarify and Redefine Shared Governance; Adapt our governance model to an engagement model; review and implement continuous improvement of decision-making model in Visions to Reality.

This is a process that we have begun and that is addressed in our current strategic priorities and institutional activities. Much attention will be given to this during 2012-2013 to improve communication and ensure a common understanding of the concept. As part of our accreditation cycle, we will be continuously reviewing and validating or improving the decision-making model in Visions to Reality. The success indicators and suggested activities are incorporated in targeted ways into each of the recommended Strategic Priorities. This provides a strong and essential foundation for all aspects of our operations.

Build a Culture of Innovation; Encourage and support a rich/innovative learning environment.

This is an area that touches many of the most highly rated suggested strategic priorities. Some of the success indicators and suggested activities should be incorporated in targeted ways into each of the adopted strategic priorities. For example, diverse CLC offerings, professional development, and instructional innovation are important ways to address retention, persistence and completion goals.

Rebrand our college in a way that leverages our strengths and differentiates our unique value to Clackamas citizens and Oregon as a whole.

This is another area that overlaps with and can be folded into some of the more highly rated strategic priorities. The success indicators and activities are incorporated in targeted ways into **Persistence/Retention – Create a college-staying culture, Community Connectedness,** and **Stabilizing the College's Fiscal Health** (note that increased enrollment is identified as a purpose and one of the success indicators).

(Additional suggested priority from the Inservice Activity) Utilize the input of departments and faculty.

This connects into shared governance and the way we address all of our strategic priorities. It is a validation of the shared governance process and subsumed under the previous discussions.

	Proposed Strategic Priority and why this should be a campus-wide focus area for the next 3 to 5 years.	What indicators could be used as measures of success?
1.	**Increase credential completion rates, transfers, and job placement** 1. To help students achieve their goals 2. To address 40/40/20 3. To address the achievement compact environment College Values – Community, Students, Staff, Diversity, Decision-making, Instruction	Increased number of degrees, certificates awarded Transfer #s, Number of industry certifications earned Increased number of career pathway certificates available to students/incremental awards Increased prof development, Increased use of Harmony campus # of students who complete on time. Program completion rates; Decreased time to completion High level of staff and student involvement Job placement rates Exiting student surveys Increased involvement in alumni activities Post CCC Alumni surveys reflect satisfaction with CCC services and experiences Increased connections and alumni support

Activities that have been suggested   (These will be refined during fall term and over the next 3 years.)
- Analyze and improve communication-engagement and connectedness with students
- Decrease completion time through improvements in advising, testing, scheduling (including increased DL offerings)
- Gets feedback on causes for students withdrawing/not being successful.
- Accelerated programs; Increase capacity for CPL credit
- Good advising; Offer career placement and other services
- Articulate the interconnectivity among activities and the roles of all areas of the campus community
- Increase lines of communication within campus to increase campus-wide energy and engagement
- Survey students to find out what they need to succeed and whether or not they achieved what they set out to accomplish
- Help our students get what they want quicker and less expensively
- Get Harmony campus accredited as CEU entity
- Strengthen transfer connections with other schools
- Scan databases for credential-eligible students and pre-complete petitions for them or auto-award degrees
- Work on reverse-transfer from partner 4-year institutions
- Focus on creating programs for careers in market-ready areas, ICD-IO/medical office , medical records, community health worker
- Use post-implementation surveys to assess results of new tools and systems

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	Proposed Strategic Priority and why this should be a campus-wide focus area for the next 3 to 5 years.	What indicators could be used as measures of success?
2.	**Persistence/Retention – Create a college-staying culture** • To help students attain their goals • To respond to statewide student success efforts and 40/40/20 • To address our SEM and FoE recommendations • To address elements in the achievement compact • To address Core Theme Indicators College Values– Students, Staff, Diversity, Decision-making, Instruction	SENSE 6 benchmarks; CCSSE five benchmarks # of students retained term to term, year to year # of students advised First year student progress indicators Rate of academic progress Improved first year experience/student feedback Greater transition rates from pre-college and developmental to transfer-level coursework. High level of staff and student involvement Fewer withdrawals and failing grades Target populations tracked through time Exit interviews (quantitative and qualitative) Create a college readiness for success set of outcomes, and map what we do to strengthen that readiness, and then routinely assess readiness in tandem with progress and success.

Activities that have been suggested (These will be refined during fall term and over the next 3 years.)

Reviewing and coordinating data about students term to term	Analyzing why students leave
Articulation agreements	Improved and effective placement
Understand achievement gaps	Bilingual peer assistants
Faculty involvement in advising	Simplify and improve student processes
Streamline processes/systems	Eliminate bottlenecks and barriers
4 easy steps to get enrolled/registered	Online roadmaps, career paths
More and more effective personalized advising	Accelerated programs, increase capacity for CPL

Examine supply and demand of classes to see if supply matches what students are here to accomplish
Strengthen intentional communication and engagement throughout the learning continuum
Better serve newly entering students (FoE recommendations, enforced prerequisites and placement)
Articulate the interconnectivity among activities and the roles of all areas of the campus community
Increase lines of communication within campus to increase campus-wide energy and engagement
Develop strategies to better prepare students for success in college culture such as college coaches, cohorts, mentors
Increase accessibility for all residents of Clackamas County by researching geography/transportation/economic/logistical barriers
Survey students about their communication experiences with the college
Adopt CRM (constituent/customer relationship management) approach to facilitate the student experience and increase connectedness
Smart and efficient use of technology to automate data capture, informal students advising and registration and reduce need for staff intensive interactions (focus staff time where most needed)
Use post-implementation surveys to assess results of new tools and systems

	Proposed Strategic Priority and why this should be a campus-wide focus area for the next 3 to 5 years.	What indicators could be used as measures of success?
3.	**Budget; Stabilize the college's fiscal health** • To respond to changes in fiscal environment • To protect the investment in the College • To maintain high quality programs and services College Values – Community, Students, Staff, Environment, Decision-making, Instruction	Balanced budget with least amount of harm/effect to staff and students High percent of staff and student involvement Pass a bond measure that • Refinances the 2006 debt • Funds critical needs for educational technology and facility infrastructure • Funds deferred maintenance needs

Activities that have been suggested   (These will be refined during fall term and over the next 3 years.)

Increase revenue by reducing student account receivables.

Examine student drop policy and its ramifications on student debt.

Address the funding gap by increasing persistence

Use outreach and recruitment strategies to maintain enrollments

Completed facility assessment

Identify critical needs for: Educational equipment, Technological Enhancements, Facilities

Adopt a comprehensive business plan embracing change, innovation, and reasoned experimentation.

Articulate the interconnectivity among activities and the roles of all areas of the campus community

Increase lines of communication within campus to increase campus-wide energy and engagement

Bring down the high receivables at CCC

Show where college input was implemented demonstrating ownership

Continue BAG research and recommendations of College budget reduction suggestions.

Use research, feedback and creativity of college community to identify new and innovative ways to operate.

Use post-implementation surveys to assess results of new tools and systems

	Proposed Strategic Priority and why this should be a campus-wide focus area for the next 3 to 5 years.	What indicators could be used as measures of success?
4.	**Improve Community Connections; The institution of first choice for CTE and transfer programs; Connect community, jobs and responsiveness to business and industry** • To address adaptability to community needs (mission) • To address Core Theme objectives College Values – Community, Students, Staff, Diversity, Decision-making, Environment Instruction	Programs respond to regional workforce needs Partnerships with community educational partners Awareness of community needs High level of staff and student involvement Increase college value to community We are the referral education institution for all Clackamas Co. citizens for all education opportunities (use our resources even if they plan to go to lane, U of O. Stanford, etc.)

Activities that have been suggested   (These will be refined during fall term and over the next 3 years.)

Recognize and service the community's educational needs in all ways

Communicate that we provide value to the community; Increase presence in the community

Increase data quality and the layperson's ability to access it

Create courses/programs to keep our economy and businesses strong; Increase relevant, high value courses

Use community and employer engagement and outreach system (across the institution, not just CTE)

Develop customer relationship managements (CRM)

Develop a process for awareness of community needs; community engagement campaign

Change how we decide what to offer based on real-time data. Be flexible to change faster than we are now.

Connect with K-12 systems; Engage community leaders and business owners

Center for Business and Industry!

Develop/deliver a comprehensive employer outreach/engagement

Articulate the interconnectivity among activities and the roles of all areas of the campus community

Increase lines of communication within campus to increase campus-wide energy and engagement

Program advising Board to review curriculum, to recommend new teaching/learning plans

Partner with business and social service agencies to offer courses on-site and modularized customized courses

Ease movement from CCC to universities and jobs in metro area

Professional development for faculty – learn how to work with adult learners and to prepare them for transition

Bring students and student work out into the community as well as brining non-CCC affiliated community
 members to our campus facilities

Use post-implementation surveys to assess results of new tools and systems