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| CCC 2013-16 Strategic Priority 1:**Increase retention and persistence.**College Values: Students, Staff, Diversity, Decision-making, Instruction |
| **Institutional Activities 2014-15** | **College-Wide Targeted Tasks 2014-15** |
| 1. **Enhance foundational instruction and student services.**
 | * Target the efforts of Team Clackamas to specific cohort-appropriate first year experiences, such as early alert, NSE, and NSO.
* Review, apply for funding, and implement at least one recommendation from the State Developmental Education Redesign work group.
* Create, vet and implement proven policies that increase students success, including eliminating late registration, requiring application for admission and orientation, and dropping for non-payment.
* Implement CASE management strategies for ESL and GED populations, including appropriate orientation
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| 1. **Enhance and expand credit for prior learning processes and student participation.**
 | * Review andunderstand final adopted HECC guidelines for CPL and participate in statewide pilot.
* Participate in Grant-funded activities regarding transcription of outcomes as well as credits*.*
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| 1. **Continue to enhance and develop the learning center to support instruction and student success.**
 | * Identify and implement best practices in tutor training.
* Solidify the relationship between classroom instruction and learning center student support services.
* Use data on learning center usage patterns to inform instructional departments.
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| 1. **Eliminate barriers to student access, persistence, and retention in targeted areas.**
 | * Reduce non-completion rates by implementing effective strategies to address high enrollment courses with high rates of non-completion grades (D, W, F, I, NP).
* Develop methods for identifying and anticipating first-year student course needs and ensure course availability and scheduling facilitate student progress.
* Encourage and support development of a college-wide diversity committee; continue exploration of internalization and the results of the self-study.
* Enhance partnerships with district high schools to increase access to college-level coursework that supports progression of college-ready high schools students.
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| 1. **Explore and implement at least one instructional innovation or instructional excellence focus area.**
 | * Based on discussions at CAP, identify at least one key area for college-wide focus, such as online learning, STEM education, iBest, accelerated learning and completion models, etc.
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