Clinton Community College

Institutional Effectiveness Plan

February 2022

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Institutional Effectiveness Overview

The mission of Clinton Community College (CCC) asserts the purpose of the institution and guides all decision-making in support of this aim. The mission, vision, and core values of the College together form the framework for strategic planning, institutional assessment, enrollment management, and resource allocation.

College Mission
The mission of Clinton Community College is to provide educational opportunities in an inclusive and safe environment that empower individuals to create their own paths to personal and professional growth.

College Vision
As a result of our efforts in Clinton County and the North Country, Clinton Community College helps students bridge academic, economic, technological, and cultural divides, participate in local and global communities, and enhance their lives in practical and visionary ways.

Core Values
In order to provide the highest quality educational experiences and maintain a welcoming environment to all students, faculty and staff, Clinton Community College holds the following core values that we express in all that we do as a college community:

❖ Success/Quality
  The highly qualified faculty and staff at Clinton Community College continually deliver strong and diverse career- and transfer-relevant educational programs. Institutional engagement, small class size, and integrated student support provide for effective individualized attention to students which focuses on their personal goal attainment and culminating in their graduation.

❖ Respect
  Clinton Community College is dedicated to the respect of all community members by continually working to create a positive organizational atmosphere. Respecting diversity, maintaining a safe learning environment, and engaging in communication based on transparency and inclusiveness are hallmarks of the College's organizational culture.

❖ Access
  Clinton Community College offers opportunity for study to students from diverse demographic backgrounds in Clinton County and beyond. Access to academic programs, courses, and training is enhanced by the College's level of preparedness, dedicated technology for teaching and learning. and affordability of attendance.

❖ Region
  Clinton Community College has a strong partnership with its sponsor, Clinton County, and a plethora of local and regional businesses, agencies, and educational institutions. These strong community partnerships are essential for building and maintaining a strong workforce development capacity.

Strategic Planning

Strategic planning at Clinton Community College is a systematic process of establishing prioritized goals, strategies, and objectives for the College. It is a deliberate, inclusive, and ongoing process for building consensus on strategies needed and actions required to achieve the College's mission.

The College's Strategic Planning Committee oversees implementation of the strategic plan, which guides all levels of institutional assessment. A new strategic plan was developed to support the institutional priorities that were identified in fall 2019 at the start of the Middle States accreditation self-study process.

Institutional Priorities
❖ Teaching, Learning and Student Success
❖ New and Retained Student Enrollment
❖ Institutional Financial Sustainability
❖ Educational and Employment Pathways

The new strategic plan was developed in an inclusive and transparent manner, which involved the entire campus community. The 2020-2025 Strategic Plan was approved by the Clinton Community College Board of Trustees in fall 2020. To anchor the plan, four strategic goals were established to support the identified institutional priorities. These strategic goals are directly reflected within goal setting and decision making at all levels and within annual discussions of resource allocations.

Institutional Strategic Goals
❖ Strategic Goal 1: Provide dynamic and innovative learning experiences through quality teaching that lead to success of students in achieving educational, career and personal enrichment goals.

❖ Strategic Goal 2: Stabilize student enrollment by adapting to changing institutional environment, addressing critical resource needs, and implementing a highly integrated approach to student retention.

❖ Strategic Goal 3: Build and maintain effective and efficient operational systems with strategically guided resource allocation and data-informed decision making.

❖ Strategic Goal 4: Maintain and expand partnerships and collaborations with businesses, agencies, and educational institutions to diversify options for students for career placement or advancement.
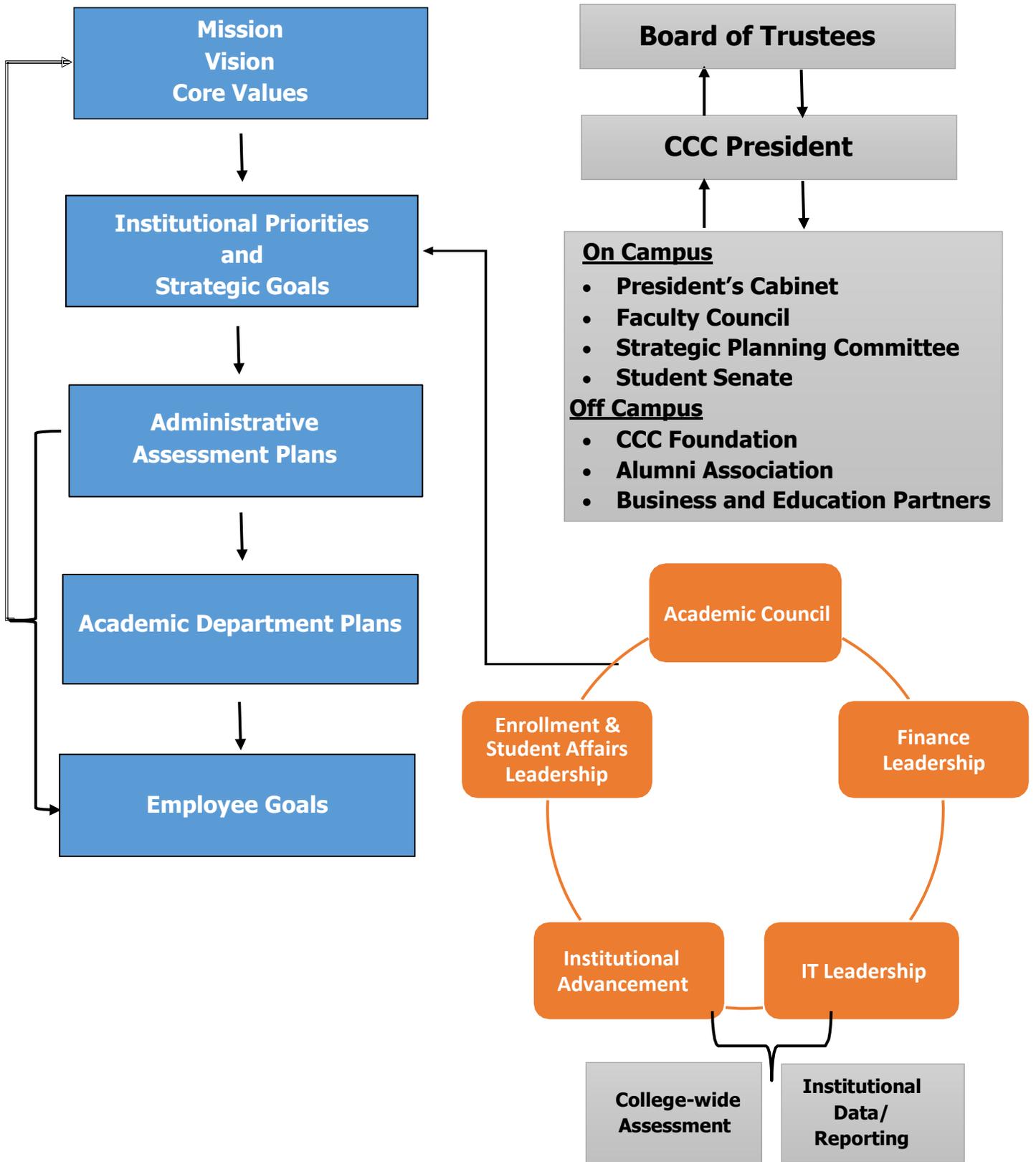
Progress on the fulfillment of the strategic goals is overseen by the Strategic Planning Committee which establishes the metrics for the performance indicators. The status of each of the key strategies identified in the 2020-2025 strategic plan are tracked in a progress chart maintained by the Strategic Planning Committee and shared annually with the campus community (Appendix A).

The College's Strategic Planning Procedure Manual (last revised in 2021) describes the composition of the Strategic Planning Committee and outlines the procedures and general timeline for strategic planning decisions. Guided by the Strategic Planning Procedure Manual, the Strategic Planning Committee reviews proposals for initiatives that directly align with operational and strategic priorities and which may require substantial college resources. The Committee provides recommendations to the President's Cabinet for endorsed initiatives that will require resources. The President makes the

final decision to approve or disapprove these recommendations. The Strategic Planning Committee also reviews major grant-funding opportunities such as the annual Perkins Grant and the Moore Academic Innovation Fund which is administered by the College Foundation.

The schematic on the following page depicts the strategic planning process at Clinton Community College.

Clinton Community College Strategic Planning Process

Mission
Vision
Core Values

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Institutional Priorities and Strategic Goals

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Administrative Assessment Plans

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Academic Department Plans

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Employee Goals

Board of Trustees

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CCC President

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On Campus
- **President's Cabinet**
- **Faculty Council**
- **Strategic Planning Committee**
- **Student Senate**

Off Campus
- **CCC Foundation**
- **Alumni Association**
- **Business and Education Partners**

Academic Council

Finance Leadership

Enrollment & Student Affairs Leadership

Institutional Advancement

IT Leadership

College-wide Assessment

Institutional Data/ Reporting

Institutional Assessment

All areas of the College complete thoughtful assessment on a planned schedule, with regular discussion taking place within each operational area. The results of these assessments are shared with the Strategic Planning Committee, as appropriate, to support mission-driven initiatives. The narrative below summarizes the ways by which assessment results are gathered and used to improve college–wide instructional and administrative activities.

Academic Assessment

Clinton Community College offers 24 Associate degree and eight certificate programs. The Vice President for Academic Affairs (VPAA) oversees 10 academic departments (Business and Accounting, Criminal Justice, English, History and Political Science, Humanities, Mathematics, Nursing, Science, Social and Behavioral Sciences, and Technology). Each of the academic departments participates in assessment through several means: annual department plans, five-year cycle of program reviews, and assessment of programmatic and general education student learning outcomes.

Needs identified as high priority as informed by one or more of these assessment processes are presented to the VPAA and Academic Council to discuss their alignment to the mission and priorities, campus and community needs, and the feasibility of resource allocation. If the initiative has the support of the VPAA, it is presented to the Strategic Planning Committee and follows the Procedures for Annual Planning Decisions as outlined in the Strategic Planning Procedure Manual.
A description of the types of assessment conducted within the Academic Affairs division are provided below.

Annual Department Plans

Each academic department annually drafts formalized goals and objectives as part of their department plans. The annual process begins at the start of the fall semester, when the VPAA shares the academic affairs goals with the chairs of the academic discipline departments and the staff of the academic support areas. In turn, each academic department develops a plan, which includes department goals, measurable objectives, tasks, responsible party, target date, and status and specifies the alignment of each department goal with the academic affairs goals and the College's strategic goals (Appendix B). Department chairs submit their plans to the Office of the Vice President for Academic Affairs in September. The VPAA reviews the department plans and provides feedback as appropriate.

The department plans are reviewed at the close of each academic year to measure progress and to reevaluate program planning and budgeting. Completed department plans are submitted to the VPAA and are posted in the Academic Affairs site in the College's Information Repository.

Academic Program Reviews

The academic program review process is a periodic, peer-reviewed evaluation of each of the College's registered academic programs that seeks to inform opportunities for improvement and maintain program relevancy through the collection and analysis of program and student outcomes data. The Faculty Council Assessment Committee is responsible for coordinating and facilitating the academic program review timeline and process.

In 2017, Clinton Community College adopted a [five-year cycle for academic degree program reviews](). The plan calls for a formal review of all associate degree and certificate programs once every five years. A [Program Review Guide]() developed by the Assessment Committee provides detailed information to program faculty about the comprehensive self-study process and timeline. The five phases of the program review process are 1) data collection, 2) self-study process, 3) internal review, 4) external review, and 5) compilation of program review. During the self-study writing phase, the Assessment Committee, in conjunction with the Vice President for Academic Affairs and the Student Learning Outcomes Assessment Coordinator, works closely with the reviewing departments to guide the process and provide feedback. The self-study report may include but is not limited to the following content areas.

1. College overview
2. Program overview, to include the program mission and goals and their connection to the institution's mission
3. Progress made since previous review
4. Program administration and operations
5. Program curriculum, to include the rationales for changes made to the curriculum since last review, mode of delivery and frequency of course offerings, and general education coursework
6. Program faculty, to include qualifications, responsibilities, and service to the College and community
7. Program students, to include demographics, need for remediation, and student satisfaction
8. Student outcomes, to include persistence, graduation, and transfer data
9. Learning outcomes assessment, to include program learning outcomes and general education learning outcomes
10. Recruitment and retention initiatives
11. Recommendations

The final phases of the peer-reviewed evaluation are the internal and external review processes. The internal review process includes review and approval of the self-study document by the hosting department(s), review by the designated members of the Assessment Committee, and review and approval by the VPAA. The program review process culminates with an external review by a panel of professionals in the field. At minimum, the review team includes one member of Clinton Community College from outside the reviewing department and two professionals from outside the College working in the same discipline or a related field. In addition to reviewing the program review document, the external team conducts interviews with program faculty and students, and with administrators; makes recommendations to the reviewing department(s); and submits a final report to the Office of the Vice President for Academic Affairs. Program review reports are posted in the Assessment Committee site in the Information Repository.

The recommendations of the program faculty and the external review team are incorporated into the annual department goals assessment. Program review recommendations are discussed in department

meetings and joint meetings of departments held explicitly for this purpose. Substantive findings are shared in meetings of the Academic Council.

Program Learning Outcomes Assessment

The program learning outcomes assessment mission is to improve and support student learning by systematically evaluating student performance using agreed upon program-specific learning outcomes. Program learning outcomes assessment focuses on the learning experiences that lead to the success of program graduates in achieving educational and career goals in accordance with the College mission. The Student Learning Outcomes Assessment Coordinator (SLOAC), staffed by a full-time faculty member who receives a load reduction, oversees program learning outcomes assessment. Program learning outcomes assessment is cyclical with three phases: 1) planning, 2) implementing, and 3) reflecting and making improvements.

In the initial planning stage, the SLOAC works with the program faculty to create a program learning outcomes assessment plan using a standardized template. The first step of this process is to develop (for new programs) or modify (as needed for existing programs) the program learning outcomes that describe the core competencies that graduates of the academic program are expected to achieve. These outcomes are aligned with the program mission and goals, which are posted for each degree program on the College website. The targeted learning outcomes are integrated with the list of required program courses by means of a curriculum map to help determine the course(s) in which the learning outcomes can best be measured. The program learning outcomes are also mapped to the institutional learning outcomes to identify any gaps in core competencies. After solidifying the program learning outcomes, faculty develop an assessment matrix which aligns objectives to be measured with the established program learning outcomes and indicates the assessment measure to be used, the criteria for assignment to each of the achievement levels, the person responsible, and the semester in which the learning outcomes will be assessed. In subsequent cycles, the information is reviewed and updated as needed.

The implementation phase is ongoing and involves the collection and analysis of student learning outcomes data. The target is to assess every program learning outcome at least once in a three-year cycle. The number of students who have exceeded, met, or failed to meet the standard set by the program faculty is recorded for each objective. Faculty indicate the actions, if any, that will be taken as a result of the assessment.

Program learning outcomes assessment plans are housed in the Program Learning Outcomes Assessment site in SharePoint. The SLOAC, department chairs, program coordinators, and key faculty members may edit the documents associated with their programs. Program learning outcomes assessment results are discussed in department meetings and occasional joint meetings of multiple departments. After a cycle is completed, a new assessment plan is developed based on what was learned from the previous cycle. Any proposed actions that involve a significant curricular change are vetted through the established governance processes.

General Education Assessment

Clinton Community College's General Education Program mirrors the State University of New York General Education Requirement (SUNY-GER) adopted by the SUNY Board of Trustees in 1998 and
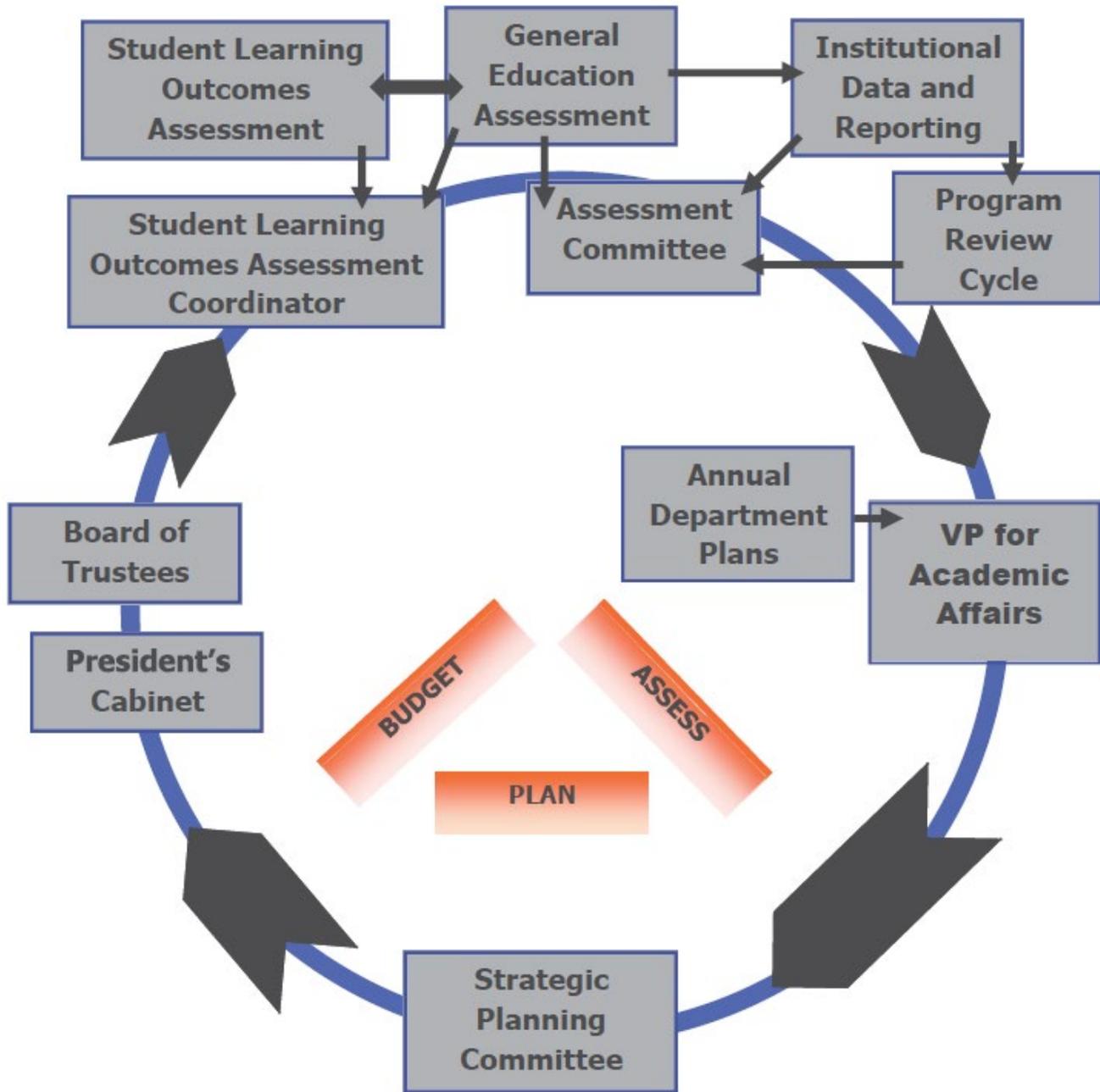
revised in 2010. In accordance with the guidelines set by SUNY, Clinton Community College developed a comprehensive plan for assessing general education student learning outcomes. The learning outcomes established by SUNY for each of the ten subject areas and two competencies are assessed following a three-year cycle. The College's plan embraces a course-embedded approach to assessment, as these assessments are most closely aligned with teaching and learning. Student learning is measured directly using a post-test methodology that employs the use of quiz and test questions, portfolios, presentations, projects, or papers. When a general education course is assessed, all sections of that course are included in the assessment, regardless of the format in which they are delivered (in-person, asynchronous online, or hybrid) or by whom (full-time College faculty, adjunct College faculty, or high school teachers in the College Advancement Program).

The Student Learning Outcomes Assessment Coordinator is responsible for facilitating the general education assessment process at the College. These responsibilities include providing documentation and guidance to faculty assessors, assisting with data compilation and presentation, distributing assessment surveys, collecting assessment results and survey responses, posting assessment documents in the General Education Learning Outcomes Assessment Repository, and preparing annual general education assessment reports for the VPAA. Guidance for faculty assessors is also provided in the General Education Assessment Handbook.

General education learning outcomes assessment is cyclical and consists of three phases: 1) planning, 2) implementation, and 3) reflecting and making recommendations. If a course is being assessed for the first time, the SLOAC works directly with the faculty involved to provide guidance during the development of the assessment planning grid and instruments. If a general education course is taught as part of the College Advancement Program, the discipline-specific liaison, who is a full-time Clinton Community College faculty member, assists the high school partners in the implementation of the learning outcomes assessment. During the planning stage of subsequent cycles, faculty assessors review and update the assessment documents used in the previous cycle. This process includes reviewing the assessment planning grid to verify that the course objectives are aligned to the SUNY learning outcomes and that the achievement levels for each learning outcome are clearly defined. Assessment instruments are also reviewed and updated per the results of the previous assessment cycle. The implementation stage involves delivering the assessment instrument(s) to the students in the course, scoring the students' work, tallying the data, assigning students to the appropriate achievement categories, and recording the results. During the reflecting stage, all faculty assessors review the results and note any major findings as well as specific challenges faced during the process. This information is used to make recommendations for improvement. Finally, faculty assessors comment on the impact, if any, the changes made as a result of the previous assessment had on the results of the current assessment. This information is submitted to the SLOAC via the General Education Assessment Survey (see Appendix E of the General Education Assessment Handbook), and the responses are summarized in the annual General Education Campus Report (see Appendix F of the General Education Assessment Handbook).

The following schematic illustrates the academic assessment cycle.

Clinton Community College
Academic Assessment Cycle

Student Learning Outcomes Assessment

General Education Assessment

Institutional Data and Reporting

Student Learning Outcomes Assessment Coordinator

Assessment Committee

Program Review Cycle

Board of Trustees

President's Cabinet

Annual Department Plans

VP for Academic Affairs

BUDGET

ASSESS

PLAN

Strategic Planning Committee

Administrative Unit Assessment

Administrative assessment plans are developed within the ten major divisions of campus operations:

- Academic Affairs
- Buildings and Grounds
- Center for Community and Workforce Development
- Enrollment Management
- Finance
- Human Resources
- Information Technology
- Institutional Advancement
- Institutional Research and Planning
- Student Affairs

Unit leaders, in collaboration with their respective department members, identify measurable objectives, which are aligned to the Middle States Standards for Accreditation and the College strategic goals. For each objective an associated task, measurement, and target date is established. Members of the President's Cabinet provide the President with regular updates on progress being made in their respective divisions toward meeting their identified goals. These updates provide evidence of how each division is contributing to the achievement of the strategic goals. Goal accomplishments are included in monthly reports shared with the Board of Trustees. The unit goals are used to inform budgeting requests for the following year. Members of the President's Cabinet collaborate on setting priorities for fiscal and human resources based on the College's strategic goals.

At the end of the academic year, each division reviews its assessment plan and documents the status of task completion. Administrative reports to the Board of Trustees and completed division assessment plans are accessible to the campus via the SharePoint Information Repository.

The following schematic illustrates the administrative assessment cycle.

Clinton Community College
Administrative Assessment Cycle

Strategic Plan

VPs and Deans

Annual Department Plans

Institutional Data and Reporting

Board of Trustees

BUDGET

ASSESS

PLAN

Strategic Planning Committee

President's Cabinet
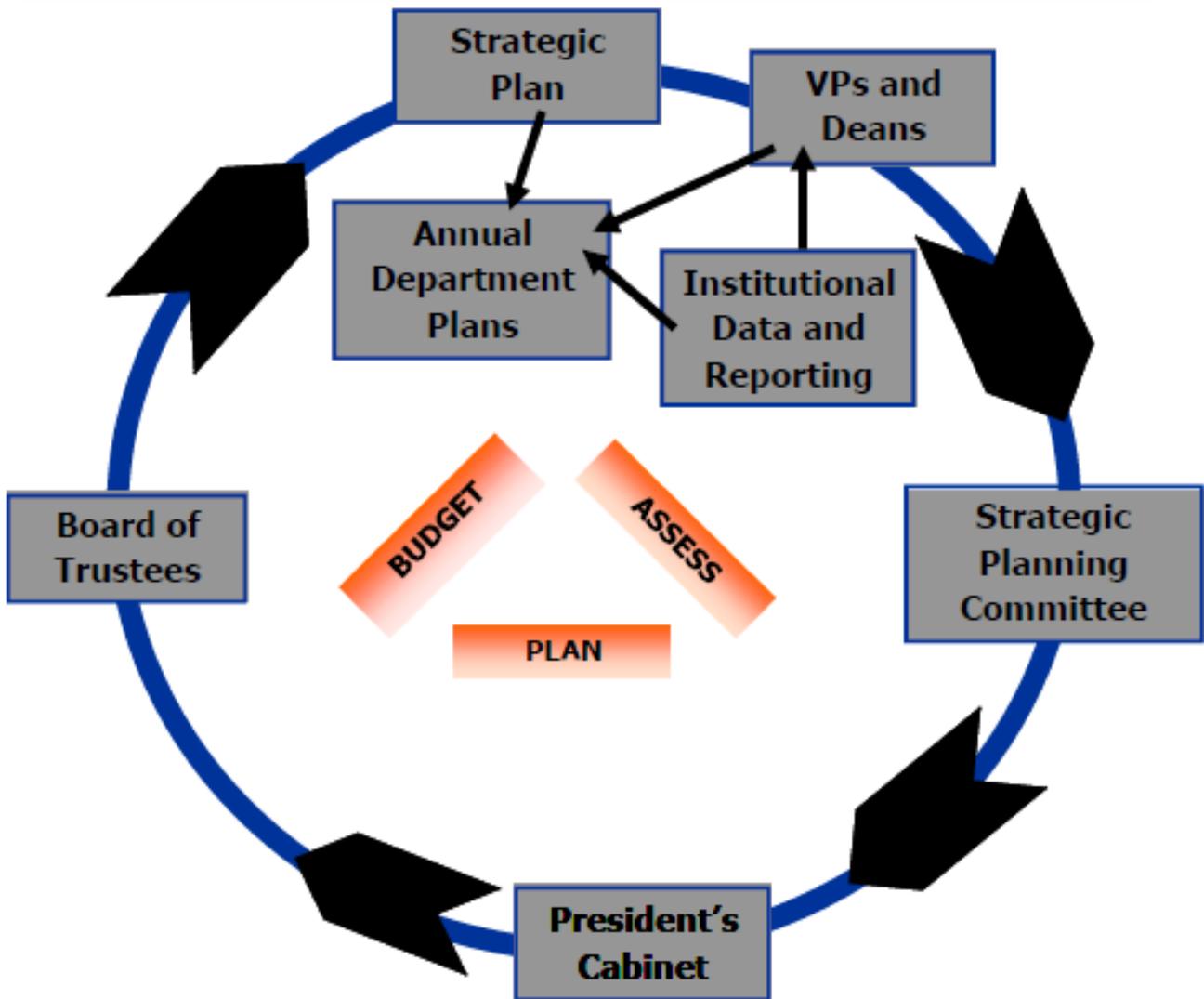
Enrollment Management

The College's Enrollment Management Report informs and determines steps for enrollment related planning efforts for the College. The Enrollment Management Committee (EMC), chaired by the Dean of Enrollment Management, includes representatives from both Academic and Student Services. Due to austerity measures and loss of staff, in 2021, the EMC with its two subcommittees for Recruitment and Retention became one Enrollment Management subcommittee of the Strategic Planning Committee where most of the enrollment conversations take place. The work of the subcommittee is reviewed by the whole committee for recommendations aligned with the strategic and institutional effectiveness plans.

The Dean of Enrollment Management works with members of the Strategic Planning Committee, Enrollment Department members, and the Institutional Research and Planning (IRP) office to annually update the Enrollment Management Report, which includes a review of enrollment data, trends in the areas of retention, admission and recruitment, and helps identify enrollment department goals and initiatives that align with the Strategic Plan. By May 15, the group begins drafting the Enrollment Management Report and analyzes the data to inform the following year's initiatives. The report is finalized by September 30 and is shared with the campus and community via the Information Repository and College website. The newest Enrollment Management Report will span two years, 2021-2023, since the COVID-19 pandemic and the vacancy in the IRP office interrupted the annual process, and the Report was not updated in time for the full 2021-22 academic year.

The Enrollment Management Report not only guides departments in their planning for the subsequent year but informs the Strategic Planning Committee with regard to estimated enrollments in program areas as they consider prioritization of resources.

Campus Climate Survey

Every three years, a survey is conducted to assess the campus-wide internal climate. In 2016, a task force led by the Director of Human Resources developed a set of questions that fell into seven categories: Equity, Fairness and Respect, Decision Making, Communication, Work Environment, Leadership, Professional Development, and Student Service. A similar set of questions was included in the 2019 campus climate survey. A summary of the results of the climate survey was shared with the campus via email and at a town hall meeting. The Climate Survey Task Force developed campus wide goals that were garnered from the results, and a tracking document was created to record the progress toward fulfilling the goals inspired by the survey results (Appendix C). This document is reviewed and updated by the Communication Council each semester and shared with the campus via email and the Information Repository. The next internal Clinton Community College Climate Survey is scheduled for Fall 2022. The same process of survey development, delivery, analysis, and reporting will be applied.

Institutional Research and Planning

The Office of Institutional Research and Planning (IRP) was created in 2004 to establish a dedicated position for institutional data collection and analysis. The position also increased the quality of reporting and serves as a centralized, internal resource for campus-wide assessment activities. Unfortunately, the Associate Dean of IRP left the College in 2015, and the office has

been vacant since March 2020 following the departure of the Data Analyst. A search for an Associate Dean of Institutional Research and Planning is ongoing until a qualified individual is hired. During this period, the work normally performed by the Office of IRP has been distributed among various departments and individuals including the Office of the President, Office of the Vice President for Academic Affairs, Information Technology Department, Dean of Enrollment Management, and Student Learning Outcomes Assessment Coordinator.

When staffed, the Office of IRP works closely with the VPAA, President's Cabinet, Assessment Committee Chair, Dean of Enrollment Management, and Student Learning Outcomes Assessment Coordinator to convey institution-wide assessment results which are used for timely decision-making. The office provides direct support to the Strategic Planning Committee, ensuring that the Committee is informed of institutional assessment data as it considers priorities for future resource allocations. The Office of Institutional Research and Planning is also responsible for recording progress made toward fulfilling MSCHE recommendations (Appendix D).

Clinton Community College broadened its assessment and planning activities over the last decade to include a deeper reflection of its mission. Assessment efforts were greatly expanded to include regularly reporting metrics that directly assess how successful the College is in achieving its mission. A measure of our mission-centric performance was compiled at an institutional level through regular publication of the Institutional Effectiveness Report, and since Fall 2016 is contained in the Enrollment Management Report (EMR). The EMR is completed annually and is directly aligned with the strategic plan. The College uses a number of external benchmarking and comparison sources to reflect on institutional performance. These sources include:

- Community College Survey on Student Engagement (CCSSE)
- SUNY Student Opinion Survey (SOS)
- SUNY and NYSED reporting and data
- IPEDS reporting and data

In addition, the College regularly uses internal data sources to remain cognizant of our continuously evolving climate. During 2010-2012 the College implemented a new student information and course management system (CAMS Enterprise) in an effort to improve student data storage and reporting. The CAMS and SUNY Business Intelligence applications serve as internal reporting resources that significantly aid in the College's ability to compile and review data as desired. Data elements from these sources are utilized to compile the following:

- Enrollment/Admissions data
- Student success data
- Enrollment Management Report
- Campus Climate Survey
- Facilities Master Plan

Resource Allocation

Clinton Community College utilizes a zero-based budgeting approach, which helps align the College's spending with its strategic goals. This approach helps to verify that all components of the annual budget are cost-effective and relevant. The College begins work on the subsequent year budget early in the spring semester. A series of meetings is held to discuss the current year budget, make projections through the end of the fiscal year, and start gathering information for the preparation of the new budget. Members of the President's Cabinet meet with their departments to discuss the resources needed to achieve their goals as informed by their departmental plans and endorsed strategic planning initiatives. They use this information to assist in making budgeting decisions that will meet the needs of their areas and the students they serve. To help achieve financial sustainability, which is an identified institutional priority, all expenditures must be justified within the framework of the strategic plan. The President and Controller meet with cabinet members to discuss divisional budgets which are reviewed within the context of actual enrollment, enrollment projections, collected and anticipated tuition revenues, and spending patterns to determine if any modifications to the financial plan need to be made.

The President approves the draft budget which is then submitted to the finance committee of the Board of Trustees in May or June for review and discussion. The Board of Trustees considers the budget in June, and upon approval it is forwarded to the Clinton County Legislature (County Sponsor) in July. After receiving County legislative approval, the budget is sent to SUNY System Administration for final approval in August.

Due to the lack of discretionary funds available in recent years, a situation which was intensified by the pandemic, an austerity budgeting process has been followed to help increase the financial stability of the College. As a result, some budgeting processes were consolidated since most non-essential funding was suspended. It is anticipated that the College will return to its full budgeting process in 2021-2022 for the development of the following year's budget.

Timeline for Strategic Planning and Institutional Assessment Processes

WHO	WHAT	WHEN
President, Board of Trustees	Work with Board of Trustees to establish President's goals for upcoming academic year	August
President, Chair of Strategic Planning Committee	Update the College community on assessment, strategic planning progress, and budget status	Opening Day-August
Administrative Unit Department or Division Heads	Develop administrative unit assessment plans for current academic year with input from department members and submit to President's Office	August
Academic Dept Chairs	Develop academic department plans with input from department members and submit to the VPAA's Office	September
Dean of Enrollment Management	Share Enrollment Management Report with President's Cabinet and provide a copy to campus via the Information Repository and College website	September
Office of Institutional Research and Planning (IRP)	Update Institutional Effectiveness Plan and share with President's Cabinet; provide a copy to campus via the Information Repository	September
VPAA/Office of IRP	Share major institutional assessment results to President's Cabinet, followed by Strategic Planning Committee and Faculty Council (e.g., CCSSE and SOS analysis)	September-October
Student Learning Outcomes Assessment Coordinator (SLOAC)	Submit General Education Campus Report from previous academic year to VPAA and provide a copy to the campus via the General Education Assessment Repository and the Information Repository	October
Strategic Planning Committee	Review, discuss, and prioritize initiatives for following year; provide recommendations to President's Cabinet	February-April
Assessment Committee	Notify VPAA and academic department heads of degree programs that are scheduled to be reviewed the following academic year	April
Strategic Planning Committee	Update progress chart for strategic goals fulfillment and provide a copy for the campus in the Information Repository	May
Student Learning Outcomes Assessment Coordinator (SLOAC)	Work with academic program faculty to record results of learning outcomes assessment conducted during the current academic year and notify them of learning outcomes to be assessed the following year	May
Academic Dept Chairs	Submit report on academic department plans to the Office of the VPAA	May
Administrative Unit Dept. or Division Heads	Submit completed Administrative Unit Assessments to the Office of the President	July

Appendices

State University of New York
CLINTON
Community College

2020-2025 Strategic Goals Progress

Institutional Priority: Teaching, Learning and Student Success

Strategic Goal 1: *Provide dynamic and innovative learning experiences through quality teaching that lead to success of students in achieving educational, career and personal enrichment goals.*

Key Strategy 1.1: Strengthen institutional commitment to professional development

Core Objectives:
- **1.1.1.** Seek and secure grants and other alternative funding to support professional development
- **1.1.2.** Review the duties and responsibilities of the Faculty Council Professional Development Committee for goal alignment
- **1.1.3.** Support totally inclusive campus participation in professional development opportunities
- **1.1.4.** Establish practice of sharing key professional development outcomes and applications with the full college community
- **1.1.5.** Align professional development initiatives to specific College Institutional Priorities

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Example: *Annual participation in professional development (1.1.3, 1.1.4, 1.1.5)*	*1.1.3 - Track participation in PD by employee; ensure diversity of opportunities* *1.1.4 - timely, frequent communication of PD opportunities* *1.1.5 – specify which College IP is addressed by each PD opportunity when announcing*	*FA-22 forward*	*HR/Prof Dev Committee* *Same as above* *Same as above*	*75% employee participation (need plan to increase to 100%); develop plan to track types of opportunities presented* *Develop specific plan for communicating opportunities, including timeline* *Provides documentation of addressing IPs; include IP in PD tracking plan and PD opportunity communications*	Choose an item.	Choose an item.

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Annual participation in professional development					Choose an item.	Choose an item.
Level of funding support for professional development					Choose an item.	Choose an item.
Employee satisfaction with professional development					Choose an item.	Choose an item.
Climate survey outcomes					Choose an item.	Choose an item.

Key Strategy 1.2: Demonstrate excellence in teaching

Core Objectives:

1.2.1 Advance subject matter and teaching expertise by enhancing pedagogical and discipline-specific knowledge and methods

1.2.2 Increase use of innovative and effective teaching methods that promote student learning

1.2.3 Optimize utilization of flexible curriculum delivery methods including remote, online, flex and hybrid approaches

1.2.4 Continue to increase adoption of open educational resources across all academic programs as informed by best practices

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Student satisfaction with learning experiences on student opinion survey					Choose an item.	Choose an item.
Types of pedagogical innovations adopted					Choose an item.	Choose an item.
Diversity of instructional delivery modes including remote, online, flex and hybrid					Choose an item.	Choose an item.
Number of courses taught with OER					Choose an item.	Choose an item.

Key Strategy 1.3: Provide positive and meaningful student learning experiences

Core Objectives:
- **1.3.1** Broaden use of relevant applied learning experiences such as internships, field experiences, and job shadowing
- **1.3.2** Develop and implement consistent internship standards of practice across all academic programs excluding those with unique program requirements such as nursing or human services
- **1.3.3** Promote student engagement beyond the classroom environment
- **1.3.4** Provide opportunities for students to learn from practitioners in the field as course enhancements

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Student satisfaction with learning experiences on student opinion survey					Choose an item.	Choose an item.
Internship site/employer satisfaction feedback					Choose an item.	Choose an item.
Number and type of applied learning experiences offered by semester					Choose an item.	Choose an item.
State of implementation of standardized internship practices					Choose an item.	Choose an item.

Key Strategy 1.4: Create an inclusive and welcoming student-centered learning environment

Core Objectives:
1.4.1 Improve student understanding of and respect for inclusivity as suggested by the outcomes of the student opinion survey
1.4.2 Modify the College course syllabus template to include a uniform statement on inclusivity and its meaning
1.4.3 Create a robust policy on student behavior/conduct in online settings with clear articulation of ramifications of inappropriate conduct
1.4.4 Develop online tutoring capability for subject matter areas with identified need

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Student opinion survey outcomes					Choose an item.	Choose an item.
Student satisfaction with online learning and tutoring experiences					Choose an item.	Choose an item.
State of implementation of policy on student conduct/behavior in online settings					Choose an item.	Choose an item.

Institutional Priority: New and Retained Student Enrollment

Strategic Goal 2: Stabilize student enrollment by adapting to changing institutional environment, addressing critical resource needs, and implementing a highly integrated approach to student retention.

Key Strategy 2.1: Refine the College's identity as an educational institution of choice for local and regional communities

Core Objectives:
- **2.1.1** Highlight and promote student-driven successes in recruitment and marketing initiatives
- **2.1.2** Identify what opportunities exist for offering novel and unique programs that serve an identified need or trend
- **2.1.3** Create customizable educational pathways to academic success

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Alumni survey outcomes					Choose an item.	Choose an item.
Retention and graduation rates					Choose an item.	Choose an item.
Employer satisfaction feedback					Choose an item.	Choose an item.

Key Strategy 2.2: Enhance recruitment by identifying and pursuing viable markets

Core Objectives:
- **2.2.1** Review practices for engaging with students who have struggled academically at Clinton CC and at other colleges
- **2.2.2** Expand promotion of athletics as a viable option for students
- **2.2.3** Explore financial incentives for out-of-state students
- **2.2.4** Increase yield of program enrollments from College Advancement Program

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Student satisfaction with onboarding advisement					Choose an item.	Choose an item.
CAP yield to program matriculation					Choose an item.	Choose an item.
Athletic recruitment yield					Choose an item.	Choose an item.
Out-of-state recruitment outcomes					Choose an item.	Choose an item.

Key Strategy 2.3: Commit financial support to strategic marketing

Core Objectives:

2.3.1 Ascertain financial cost to implement strategic marketing

2.3.2 Allocate resources to Admissions Department to engage in strategic marketing

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Level of funding support for strategic marketing					Choose an item.	Choose an item.

Key Strategy 2.4: Evaluate, improve, and implement campus-wide retention efforts

Core Objectives:

2.4.1 Monitor off-campus concerns for students such as food security and childcare

2.4.2 Assess the College's support for students' off-campus needs

2.4.3 Enhance capacity for providing student support services in diverse modes of delivery including remote in an integrated, seamless manner

2.4.4 Work towards a more holistic and integrated student support experience involving tutoring, counseling and advisement, accommodative services, and career services

2.4.5 Enhance collaboration between academic programs and academic support for students

2.4.6 Explore possibility of developing an E-Sports program

2.4.7 Improve student engagement with campus events

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Student satisfaction with support services on student opinion survey					Choose an item.	Choose an item.
Student satisfaction with academic advisement					Choose an item.	Choose an item.
Student retention and graduation outcomes					Choose an item.	Choose an item.
Level of student participation in student activities and events					Choose an item.	Choose an item.

Key Strategy 2.5: Promote campus-wide diversity, inclusivity, and acceptance

Core Objectives:
>   **2.5.1**   Enhance offerings of diversity-related events on campus
>   **2.5.2**   Analyze the College's methods for addressing needs of non-local students

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Annual number of diversity-related events on campus					Choose an item.	Choose an item.
Student and employee participation in diversity-related events					Choose an item.	Choose an item.

Institutional Priority: Institutional Financial Sustainability

Strategic Goal 3: Build and maintain effective and efficient operational systems with strategically guided resource allocation and data-informed decision making.

Key Strategy 3.1: Diversify and strengthen revenue streams

Core Objectives:
3.1.1   Explore grants and other alternative funding sources
3.1.2   Evaluate concept of renting campus facilities for events hosted by external organizations
3.1.3   Promote the establishment of booster clubs to support athletics and student activities
3.1.4   Strengthen relationships with businesses and transfer institutions

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Type and level of alternate sources of funding secured					Choose an item.	Choose an item.
Status of renting campus facilities for external use					Choose an item.	Choose an item.
Number of new booster clubs established					Choose an item.	Choose an item.
Enrollment in programs that are part of partnerships with businesses and transfer institutions					Choose an item.	Choose an item.

Key Strategy 3.2: Improve and streamline process efficiencies

Core Objectives:

3.2.1 Conduct review of organizational structure in academic and non-academic sectors

3.2.2 Identify opportunities for increasing process efficiencies

3.2.3 Integrate student information systems for students in credit and non-credit programs and courses

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Recommendations for structural change based on review					Choose an item.	Choose an item.
Identified process efficiency priorities					Choose an item.	Choose an item.
Status of integration of student information systems					Choose an item.	Choose an item.

Key Strategy 3.3: Employ data-driven decision making

Core Objectives:

3.3.1   Evaluate resource utilization for efficiency assessment

3.3.2   Utilize market and institutional data to inform decision making

3.3.3   Develop and utilize a process for tracking goals from internal climate survey

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Identified opportunities and measures for efficiency improvements					Choose an item.	Choose an item.
Goal achievement based on climate survey					Choose an item.	Choose an item.

Key Strategy 3.4: Align allocation of financial resources to strategic plan initiatives

Core Objectives:

3.4.1 **Determine degree of current alignment between resource utilization and strategic initiatives**

3.4.2 **Develop framework and protocol to ensure that allocation of resources is driven by the strategic planning process**

3.4.3 **Utilize strategic planning manual to operationalize alignment of resource utilization with strategic plan goals**

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Status of process for aligning resource allocation to strategic planning					Choose an item.	Choose an item.

Institutional Priority: Educational and Employment Pathways

Strategic Goal 4: Maintain and expand partnerships and collaborations with businesses, agencies, and educational institutions to diversify options for students for career placement or advancement.

Key Strategy 4.1: Define student as any individual seeking an educational experience

Core Objectives:
4.1.1   Enhance recruitment of students not seeking a degree
4.1.2   Promote availability and use of student services by students in non-credit programs

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Recruitment yield of non-degree students					Choose an item.	Choose an item.
Non-credit student satisfaction with support services					Choose an item.	Choose an item.
Level of student services use, by students in non-credit programs					Choose an item.	Choose an item.

Key Strategy 4.2: Create customized and responsive approach to market need

Core Objectives:
4.2.1   Build information sets for all students focused on their individual goals
4.2.2   Review and strengthen program offerings based on local and regional opportunities and needs

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Student satisfaction with customized academic planning and advisement					Choose an item.	Choose an item.
Employer satisfaction with program outcomes					Choose an item.	Choose an item.

Key Strategy 4.3: Optimize partnerships that advance the college strategic initiatives

Core Objectives:
4.3.1 Improve engagement with existing program advisory boards and committees
4.3.2 Create advisory boards for all academic programs for enhancement of program review process
4.3.3 Enhance partnerships with local high schools and colleges

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Outcomes of enhanced engagement with advisory boards and committees					Choose an item.	Choose an item.
Number and type of new advisory boards established					Choose an item.	Choose an item.
High school satisfaction with partnership enhancements					Choose an item.	Choose an item.

Key Strategy 4.4: Create synergistic and flexible pathways across college offerings

Core Objectives:

4.4.1 Engage campus in professional development focused on educational and career pathways

4.4.2 Provide members of all departments and offices with knowledge and resources to support CCWD programming

4.4.3 Synergize credit and non-credit programs and initiatives

PERFORMANCE INDICATOR(S) Indicate applicable Core Objective addressed by each Performance Indicator	MEASUREMENT(S)	TARGET DATE	RESPONSIBLE PARTY(IES)	RESULTS /ACTION PLAN	END OF YEAR ANALYSIS	BUDGET STATUS
Employee satisfaction with professional development on pathways					Choose an item.	Choose an item.
Number and type of fully aligned non-credit and credit programs					Choose an item.	Choose an item.

State University of New York
CLINTON
Community College

CLINTON COMMUNITY COLLEGE
MATH DEPARTMENT GOALS
2020-2021

CLINTON COMMUNITY COLLEGE INSTITUTIONAL PRIORITIES
1. Teaching, Learning and Student Success
2. New and Retained Student Enrollment
3. Institutional Financial Sustainability
4. Educational and Employment Pathways

CCC STRATEGIC GOALS 2020-2025
1. Provide dynamic and innovative learning experiences through quality teaching that lead to success of students in achieving educational, career and personal enrichment goals
2. Stabilize student enrollment by adapting to changing institutional environment, addressing critical resource needs, and implementing a highly integrated approach to student retention
3. Build and maintain effective and efficient operational systems with strategically guided resource allocation and data-informed decision making
4. Maintain and expand partnerships and collaborations with businesses, agencies, and educational institutions to diversify options for students for career placement or advancement

ACADEMIC AFFAIRS GOALS 2020-2021
1. Deliver exceptional academic programs in diverse modes, utilizing learner-centered instructional approaches *(aligned with IP 1 and SG 1)*
2. Modify, expand, or consolidate existing academic programs in response to market need and enrollment trends *(aligned with IP 2 and SG 2)*
3. Support a highly integrated approach to student retention involving academic affairs, student support services, and academic advisors *(aligned with IP 2 and SG 2)*
4. Develop and enhance educational pathways to College academic programs and beyond *(aligned with IP 4 and SG 4)*

MATH DEPARTMENT GOALS 2020-2021
1. Achieve academic excellence by demonstrating our commitment to teaching and advising *(aligned with IP 1, SG 1, and AAG 1)*
2. Provide students with relevant pathways to four-year degree programs in math and science fields *(aligned with IP 2, SG 2, and AAG 2)*
3. Foster student retention and success in their math coursework and provide targeted support *(aligned with IP 2, SG 2, and AAG 3)*
4. Support and enhance the relationship with area high schools by providing opportunities and pathways for both college-ready students and those striving to be college-ready *(aligned with IP 4, SG 4, and AAG 4)*

Note:

IP – Institutional Priority

SG – Strategic Goal

AAG – Academic Affairs Goal

SLOAC – Student Learning Outcomes Assessment Coordinator

STEM SRC – STEM Success & Retention Coordinator

IR – Information Repository

	Continue to offer the Quantway courses; attend pertinent Quantway training; transition from Mobius to RealizeIt Platform	Dec 2020		
	Update departmental exams for remote delivery	Nov 2020		
1E. Support online degree programs and offer math courses online based on the needs of the students	Continue to offer MAT103 and MAT161 online during fall, spring, and summer semesters	Each semester	Math Dept Chair, Math Dept, DL Coordinator	
	Offer MAT105 online at least once every two years; consult the Technology Department	Ongoing		
	Offer MAT215 online at least once every two years; consult the Business Department	Ongoing		
	Offer MAT100 online; determine which semesters is best to offer	Each semester		
1F. Explore more cost-effective options for student course materials in math courses	Continue using OER materials for MAT103, MAT104, MAT161, MAT204, and MAT215	Ongoing	Math Dept	
	Explore cost-effective options for MAT100 and other math courses	Ongoing		
1G. Review best practices in the area of math (developmental and college-level); share professional development materials to all department members	Send at least one faculty member to a national math conference (in person or remotely) and one faculty member to a regional math conference (in person or remotely); faculty member shares new information	Ongoing	Math Dept	
1H. Review and address items in the M/S Program Assessment Plan	Update status on action items involving math in the M/S Program Assessment Plan	Ongoing	Math Dept, Math Dept Chair, SLOAC	
	Develop the next cycle 2020-2023 M/S Program Assessment Plan	Spring 2021		
1I. Review the math Gen Ed assessment follow-up survey responses and reflect on the assessment results	Review results in department; reflect on results; make improvements for the next cycle	June 2021	Math Dept	
1J. Complete the math related year 2 tasks described in the Strong Start to Finish (SSTF) Grant; attend any workshops offered by SUNY that are pertinent to the SSTF initiatives	Complete tasks; attend any pertinent webinars and workshops offered by SUNY	June 2021	Math Dept and English Dept	

Strategic Goal 2: Stabilize student enrollment by adapting to changing institutional environment, addressing critical resource needs, and implementing a highly integrated approach to student retention

Academic Affairs Goal 2: Modify, expand, or consolidate existing academic programs in response to market need and enrollment trends

Math Department Goal 2: Provide students with relevant pathways to four-year degree programs in math and science fields

OBJECTIVES	TASKS	TARGET DATE	RESPONSIBILITY	STATUS
2A. Implement the biology track in the Liberal Arts: Mathematics and Science, A.S. degree	Advertise the biology track; inform academic advisors of the changes; advise students interested in biology to consider the pathway; work with the Registrar on degree audits	Implement Fall 2020	Math and Science Depts	
2B. In collaboration with the science department, continue addressing the internal and external recommendations outlined in the 2017-2018 M/S program review	Update status and continue to address internal and external recommendations	Spring 2021	Math and Science Depts	

Institutional Priority 2: New and Retained Student Enrollment

Strategic Goal 2: Stabilize student enrollment by adapting to changing institutional environment, addressing critical resource needs, and implementing a highly integrated approach to student retention

Academic Affairs Goal 3: Support a highly integrated approach to student retention involving academic affairs, student support services and academic advisors

Math Department Goal 3: Foster student retention and success in their math coursework and provide targeted support

OBJECTIVES	TASKS	TARGET DATE	RESPONSIBILITY	STATUS
3A. Update and make available via website math advisement information for students and advisors; communicate how to access this information to all academic advisors via email	Keep math information for students on the website updated and available	Prior to fall and spring registration	Math Dept Chair	
	Email academic advisors each semester and include math course flowchart, course information sheets, and course FAQs; upload advisement documents to the IR			
3B. Ensure proper placement into math courses	Revise CCC Math Placement Criteria being used in lieu of ACCUPLACER during the COVID-19 pandemic	ongoing	Math Dept, Math Dept Chair,	

	Run course verification reports and contact misplaced students		Learning Skills Coordinator	
	Communicate to advisors and instructors how to access math placement information in CAMS reports			
	Make math placement recommendations on an as needed basis throughout the academic year			
3C. Maintain the calculator loan program through the library	Notify students of the opportunity; replace calculators when funds are available	ongoing	Math Dept Chair, Library	
3D. Support the STEM Success and Retention Coordinator (STEM SRC) with projects designed to increase student success in math coursework and math related coursework	Implement success and retention programs with activities to include math workshops and review sessions, classroom visits, enhanced tutor support	ongoing	STEM SRC, Math Dept Chair	

Institutional Priority 4: Educational and Employment Pathways

 Strategic Goal 4: Maintain and expand partnerships and collaborations with businesses, agencies, and educational institutions to diversify options for students for career placement or advancement

  Academic Affairs Goal 4: Develop and enhance educational pathways to College academic programs and beyond

Math Department Goal 4: Support and enhance the relationship with area high schools by providing opportunities and pathways for both college-ready students and those striving to be college-ready

OBJECTIVES	TASKS	TARGET DATE	RESPONSIBILITY	STATUS
4A. Continue to work on CAP course consistency/equivalency	Review CAP syllabi, conduct site visits, monitor placement of students	ongoing	Math CAP Liaison, VPAA	
4B. Support projects designed to better prepare individuals for college-level math coursework	Continue work on a non-credit bearing bridge course, equivalent to MAT100, for high schools to offer	ongoing	Math Dept, STEM SRC	
	Work with Center for Community & Workforce Development (CCWD) to help properly place students into math courses after completing certain credentials	ongoing	Math Dept	

Clinton Community College
Fall 2019 Climate Survey Goals Tracking
Document(Based on recommendations)

CCC Institutional Priorities 2020	CCC Strategic Goals 2020-2025
1. Student Success, Teaching and Student Success 2. New and Retained Student Enrollment 3. Institutional Financial Sustainability 4. Educational and Employment Pathways	1. Provide dynamic and innovative learning experiences through quality teaching that lead to success of students in achieving educational, career and personal enrichment goals. 2. Stabilize student enrollment by adapting to changing institutional environment, addressing critical resource needs, and implementing a highly integrated approach to student retention. 3. Build and maintain effective and efficient operational systems with strategically guided resource allocation and data-informed decision making. 4. Maintain and expand partnerships and collaborations with businesses, agencies, and educational institutions to diversify options for students for career placement or advancement.

CLIMATE SURVEY GOALS	TASKS	TARGET DATE	RESPONSIBILITY	STATUS
Goal 1: Fill HR Director position				
Post advertisement and Hire a ~~Part Time~~ Full Time HR Director	Form search committee. Collect applications. Conduct interviews. Bring successful candidate on board. Form a search committee for the HR Associate position and bring a successful candidate on board. Develop a clear communication plan for campus that delineates the roles of the HR Associate and the Interim HR Director.	~~Jan 2021~~ May 2021	President's Office HR Office/ President's Cabinet	**February 2021** Job Description and Title currently being finalized. Job posting and search committee will be listed and formed by March/April 2021. Onboarding by May 2021. **December 2021** A job description for a FT Human Resources Associate has been developed, and the position has been posted. A search committee is being formed to review applications

CLIMATE SURVEY GOALS	TASKS	TARGET DATE	RESPONSIBILITY	STATUS
				and conduct interviews. A request will be presented to the BOT this month to continue funding a PT Interim HR Director.
Goal 2: Fill Career Services Coordinator position				
Offer comprehensive career services to our students, including resume creation, interview prep, and connections to companies.	Partner with ETS services to offer part time career services on campus.	Jan 2020	Student Services	**November 2019** Completed **February 2021** Partnership is still active. Services are currently being offered virtually. **December 2021** Partnership is still active. Will contact ETS to determine the types of services being used by CCC students and usage statistics. Communicate the availability of the service to advisors and students on a regular basis (each semester).
Goal 3: Review evaluation process for positions in leadership				
Review and revise current evaluation process for positions in leadership	Form taskforce to review and revise process. Gather current evaluation process information. Create a new 360 evaluation process of leadership that incorporates the ability of employees to evaluate their supervisors on a regular basis.	~~Aug 2021~~ Fall 2022	Human Resources Office, Taskforce	Discussions happening in Cabinet. More will develop after the onboarding of an HR Director. **December 2021** Interim HR Director will work with the Communication

CLIMATE SURVEY GOALS	TASKS	TARGET DATE	RESPONSIBILITY	STATUS
				Council and senior leadership to identify a task force to review and revise current evaluation processes for positions in leadership. The task force will be in place by February 2022. The evaluation process will be implemented in the 2022-23 academic year.
Goal 4: Improve Exit Interview Process				
Ensure exit interview process is thorough, informative, and timely	Develop Exit Interview Timeline. Update Exit Interview Procedures.	Aug 2021 Spring 2022	Human Resources Office	Exit Interviews are currently being done on campus. A more formal process will be outlined once an HR Director is brought onboard. **December 2021** Interim HR Director will research existing categories in Dynamics GP that may be used to collect and organize information regarding the reasons employees leave CCC, as identified during the exit interview process. The IHRD will also research best practices related to exit interview processes and will report back findings to the Communication Council at the Jan 2022 meeting. Modify HR Director job description to include exit interview process responsibilities.

CLIMATE SURVEY GOALS	TASKS	TARGET DATE	RESPONSIBILITY	STATUS
Goal 5: Develop a procedure for succession planning				
Ensure there is access to appropriate documents.	Develop internal information repository.	Fall 2020	College-wide Responsibility	In progress Initial Repository Launched March 2020. New Information Repository launched in Fall 2020. Trainings held in Fall 2020 and Spring 2021. **December 2021** Interim HR Director will review existing SOP templates and will draft a universal campus template. AIC will discuss succession planning in President's Cabinet meeting. Will ask unit leaders to evaluate status of succession planning documentation and cross-training. Set priorities.
Goal 6: Utilize Professional Development Committee to showcase professional development opportunities				
Regularly share professional development opportunities with the entire campus in a timely manner.	Identify Professional Development Chair Identify the Professional Development Committee asthe body who will regularly share professional development opportunities Create a mechanism for submitting and collecting professional development opportunities that could beshared once a month	Spring 2021	Professional Dev. Committee / Faculty Council Chair	In progress

CLIMATE SURVEY GOALS	TASKS	TARGET DATE	RESPONSIBILITY	STATUS
	HR Office will ensure that professional development opportunities are available via the College intranet site once that platform has been established/publicized.			**December 2021** AIC will discuss this modification to the role of the FC Professional Development Committee with the FC Chair.
Goal 7: Improve overall campus communication				
Standardize Communication Practices	Develop Official Means of Communication Policy Continue to encourage use of Email Guidelines	Fall 2019	Communication Council	Completed – Fall 2019
	Create Taskforce to begin development of College Operational Master Calendar.	~~Spring 2021~~ Fall 2022	Information Repository Taskforce	**December 2021** Information Repository will meet before start of SP22 semester to discuss progress on master operational calendar and activity calendar. Will report back to the Communication Council.
	Distribute Climate Survey every 2 years.	Ongoing		In Progress **December 2021** Communication Council agreed to postpone the development/deployment of the next campus climate survey until Fall 2022 due to pandemic.
	Create a tracking document of Climate Survey Goals that are developed from the results of the survey	Spring 2020		Completed Fall 2020

CLIMATE SURVEY GOALS	TASKS	TARGET DATE	RESPONSIBILITY	STATUS
Continue to be transparent	Continue to provide information readily with sharing of monthly Board of Trustees Reports, Administrative Reports and Cabinet Notes	Ongoing	President's Office	Ongoing **December 2021** Communication Council acknowledged that the dissemination of the Cabinet Talking Points implemented as a result of the 2016 climate survey. Will look into sending the BOT packet to Everybody instead of sending to union leaders (after BOT has reviewed).
Goal 8: Encourage Respect and Professionalism				
Revise Employee Code of Conduct Policy that details employee conduct as it relates to professionalism, ethics and compliance.	Form a taskforce to begin researching best practices in creation of an employee code of conduct. Revise current policy in the policies and procedure manual. Create and distribute a new reference document that contains the updated Employee Code of Conduct Policy.	Spring 2021	Human Resources Office and Taskforce	Taskforce formed in Fall 2020. Spring 2021 – Draft of Code of Ethics has been completed. Adopt revised Code of Ethics by Fall 2021 **January 2022** The revised Code of Conduct was approved by the Board of Trustees in May 2021 (Resolution No. 75, 2020-2021) and the CCC Policy and Procedure Manual was updated to include the new policy.

2022 MSCHE Recommendations Progress Chart

STANDARD 1- MISSION AND GOALS		
MSCHE Team Recommendations	**MSCHE Team Suggestions**	**CCC Self Study Recommendations**
		Establish metrics for key performance indicators and operationalize a process for monitoring and reporting progress on strategic goals and core objectives of the 2020-2025 Strategic Plan.
		Communicate the College mission and goals more effectively and extensively to the College community and beyond.
STANDARD 2- ETHICS AND INTEGRITY		
MSCHE Team Recommendations	**MSCHE Team Suggestions**	**CCC Self Study Recommendations**
		Create an effective system for updating and publicizing changes in staffing, policies, and procedures.
		Review, revise, and reinstate compliance training administered by the Office of Human Resources.
		Formalize a succession planning procedure for all areas of the College to ensure functional sustainability.
		Consistently conduct employee exit interviews through the Office of Human Resources for enhancement of its work environment.
		Improve the process for tracking student conduct and academic violations and the promptness with which cases are reviewed to ensure the implementation of timely and appropriate actions.
		Enhance diverse perspectives on campus though continued collaboration and by seeking funding to maintain and expand diversity-related initiatives.

STANDARD 3- DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE		
MSCHE Team Recommendations	MSCHE Team Suggestions	CCC Self Study Recommendations
		Reinstate funding to the Professional Development Committee to encourage and support faculty and staff in professional development opportunities.
		Develop a Values, Ethics, and Diverse Perspectives campus-level general education requirement for all A.A. and A.S. degrees.
		Offer and enhance campus classes, events, and community-based learning contracts for Honors Program participants after pandemic restrictions are lifted.
		Dedicate college resources to support the work needed to maintain and grow the College Advancement Program.
		Prioritize promotions of faculty when finances allow.
		Develop a standardized peer evaluation form to be used for the renewal and tenure process for faculty.
STANDARD 4- SUPPORT OF THE STUDENT EXPERIENCE		
MSCHE Team Recommendations	MSCHE Team Suggestions	CCC Self Study Recommendations
		Align staffing priorities with student needs for services and support.
		Promote greater consistency in advisor availability and outreach to students.
		Develop a support process for students on probation for safeguarding their path to graduation.
		Modernize the processes by which the Accommodative Services Office provides information to promote accessibility and a safe environment for students with disabilities.

		Promote the Individual Studies programs as degree completion options for students who temporarily withdraw from the College.
		Expand the assessment of athletic programs to include student feedback and a coach evaluation.
		Establish a standardized method for reviewing and documenting third-party provider contracts.
		Increase student awareness of available relief services such as the food pantry and emergency scholarships provided by the Foundation.

STANDARD 5- EDUCATIONAL EFFECTIVENESS ASSESSMENT

MSCHE Team Recommendations	MSCHE Team Suggestions	CCC Self Study Recommendations
		Fill the vacancy in the Institutional Research and Planning Office.
		Store all institutional assessment information internally in one easily accessible location.
		Clearly and regularly publish assessment deadlines and dates.
		Streamline the learning outcomes assessment processes.
		Increase clerical assistance available for assessment.
		Develop a system for tracking student success in obtaining employment after graduation.

STANDARD 6- PLANNING, RESOURCES, AND EDUCATIONAL IMPROVEMENT

MSCHE Team Recommendations	MSCHE Team Suggestions	CCC Self Study Recommendations
		Identify, prioritize, and fill key vacancies through the application of the strategic planning processes.
		Diversify and strengthen revenue streams to enhance the financial condition of the College.
		Utilize findings of the Enrollment Management Report to reverse the trend of declining enrollment.

		Create a budget advisory subcommittee in the Strategic Planning Committee to review revenue source allocations and to make recommendations on resource utilization.
		Update the Technology Plan to identify technological limitations and to determine the resources needed in this area to support College operations.
STANDARD 7- GOVERNANCE, LEADERSHIP, AND ADMINISTRATION		
MSCHE Team Recommendations	**MSCHE Team Suggestions**	**CCC Self Study Recommendations**
		Fill current administrative vacancies that are crucial for College operations as identified through the strategic planning process.
		Prepare for and communicate succession planning for vacancies.
		Review and revise current evaluation processes for positions in leadership.
		Strengthen campus-wide communication about decision-making processes.
		Establish a planning and budgeting committee to facilitate input from all campus constituencies.