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Planning Process

Purpose

The Plan reflects the College’s ongoing commitment to, and expanded understanding of, strategic planning. The Plan synthesizes thinking and dialogue about the strengths and the challenges and opportunities facing the College in the areas of: Student Success; Teaching and Learning Effectiveness; Access and Growth; Community, Economic and Workforce Development; and Organizational Effectiveness. By reflecting on past accomplishments, reviewing challenges and opportunities, and applying research findings and best practices, the College has defined goals and strategic directions that will help the College accomplish its mission, realize its vision, and embody its values. These goals and strategic directions provide a foundation for an integrated planning structure at the College and establish a framework for the College’s other planning efforts at the program, unit, and shared governance levels. This process and structure, which reflects the College’s commitment to strategic planning, will ensure that our programs, practices and processes respond to the needs of the student population and the community we serve.

2014 Update

In 2014, the College Planning Committee implemented the Strategic Plan Update Process outlined on page 9 of the College’s Planning Guide to revise the College’s 2009-2015 Strategic Plan. The College Planning Committee undertook this review for the following two reasons:

• The first reason related to the magnitude of changes in the environment that have occurred since the plan was last updated in 2011.
• The second reason was the recent modification of the College and District Planning Timelines. In particular, in order to integrate the planning components related to accreditation, the District will not be undergoing its next strategic planning process until spring 2016. Since the district plan establishes the framework for our plan, the college will not be able to undertake its next planning process until the fall of 2016, which means that our current plan will have expired.

The updating process included the following steps:

• The committee conducted an audit of changes and factors in our external environment.
• These changes were mapped to goals, strategies and initiative areas in the current plan.
• A subcommittee met to review and draft modification (as needed) in the scope but not the intent of the related areas in the Strategic Plan to ensure they were responsive to and inclusive of the changes in the environment we had noted.
• The College Planning Committee reviewed each of the proposed changes and suggested further modifications.
• The resulting revised Strategic Plan (including a proposed extension date of 2017) was then reviewed and approved by the committee electronically.
• The Committee then forwarded the new draft plan along with the table of listing the environmental changes (see Appendix V) cross-referenced to the related areas in the Strategic Plan to the College President for constituency review and approval.
OVERVIEW OF THE 2011 UPDATING PROCESS

The Goals, Strategies and Initiative Areas in the 2011 Updated Strategic Plan were developed by the College Planning Committee (CPC) through an audit that compared the college’s 2009 Plan with the District’s 2011 Strategic Plan. The priorities and new initiative examples were developed by the 60 participants who attended the Spring 2011 Planning Summit and were informed by the 126 members of the college community who participated in a college-wide survey.
HISTORY OF THE 2009 STRATEGIC PLANNING PROCESS

The College’s 2009 Strategic Plan was developed with input from the different college constituencies. In addition, data from various sources informed the identification of strategies and initiative areas.

Over the 2007-2008 and 2008-2009 academic year, faculty, staff, students and administrators from across the College provided input in a number of ways through the following activities:

College Planning Committee
The College Planning Committee (CPC) is composed of faculty, classified staff, students, and administrators. The CPC met regularly during the 2007-2008 and 2008-2009 academic years to plan, frame and synthesize the work accomplished during the Spring 2008 and Fall 2008 Leadership and Planning summits.

College Leadership and Planning summits
Over 100 individuals involved in leadership activities at the College were invited to participate in two Leadership and Planning summits. Invitees included academic senate members, classified senate and classified staff members, associated student government leaders, department chairs, and administrators.

The Spring 2008 summit facilitated dialogue that supported the development of the College’s new Mission & Vision Statement. Attendees reviewed data about our students, our previous Mission and Vision Statement, the College-wide SLOs, accreditation requirements and a new draft mission statement during this summit.

The Fall 2008 summit facilitated dialogue that contributed to the development of the College’s new Strategic Plan. Groups corresponding to each of the goal areas in the District’s Strategic Plan reviewed data about our students, our new Mission & Vision Statement, and the College’s accomplishments. They then identified important issues and challenges in their goal area.

Constituency Review
The College Planning Committee used the input from the planning summit to develop initial goals and strategies in the areas of student success, teaching and learning, access and growth, community and economic development, and organizational effectiveness. Further input from the planning summit groups was solicited during this process. Drafts were then distributed to the constituency groups for initial review and comment during the early part of the Spring 2009 semester. These comments informed the completion of the final plan, which was formally submitted for approval to the Executive Committee in April, 2009.

Strategic Planning Tools & Resources
The updated Strategic Plan integrates data from a number of sources, including the District’s 2008 Environmental Scan, the 2005-2007 American Community Survey estimates for Sacramento and Elk Grove, the Sacramento Regional Research Institute’s Quarterly Economic Reports, a comprehensive summary of accomplishments from the 2004 Strategic Plan, institutional data about enrollment and student success, and data about our surrounding community.
Website
The website for the development of the College’s 2009 Strategic Plan (located at http://www.crc.losrios.edu/facstaff/sharedgov/cp/crc%27s_2008_strategic_planning_process) provided participants and the general public with information about the planning process and products.

Surveys
The 2009 Strategic Plan was also informed by data from the Noel-Levitz survey, a student satisfaction questionnaire conducted at colleges and universities throughout the United States, a student perception survey (which included the assessment of several College-wide SLOs), an employee satisfaction survey conducted in Spring 2008, and an accreditation employee survey provided additional information.
The Strategic Plan was developed with input from the different constituencies in the College’s community. More than 100 faculty, staff, and students participated in Leadership and Planning summits, which were planned and hosted by the College Planning Committee. The Spring 2008 summit facilitated dialogue that supported the development of the College’s new Mission Statement. The Fall 2008 summit facilitated dialogue that contributed to the development of the College’s new Strategic Plan. The College Planning Committee (CPC), which is composed of faculty, classified staff, students, and administrators, met regularly during the 2007-2008 and 2008-2009 academic years to plan, frame, and synthesize the work accomplished during, the Spring 2008 and Fall 2008 Leadership and Planning summits. Drafts of the goals, strategies and initiative areas were then disseminated to the planning summit participants and the constituency groups for review and comment during the Spring 2009 semester. These comments informed the completion of the final Plan, which was formally submitted for approval to the Executive Council in April, 2009.
Trends that Informed the 2011 Update

The trends in the external environment that informed the modifications in the 2011 Updated Strategic Plan included: decreasing state support, increasing demand for accountability, leveling off of high school graduates, increasing competition in the educational marketplace, accelerating rates of change, high unemployment, and high poverty rates. Trends in the internal environment that informed the modifications in the 2011 Updated Strategic Plan included: an aging workforce, demographic and employment sector changes, relatively low and differential outcome measures increased numbers of students who are struggling with college, challenges for building a college community, perceptions of declining trust and collegiality and of declining support for teaching and learning among some members of the College community.

Trends that Informed the 2009 Strategic Plan

The 2009 Strategic Plan responded to the trends, challenges, and opportunities identified by data from various sources, including the District’s 2008 Environmental Scan, the 2005-2007 American Community Survey estimates for Sacramento and Elk Grove, the Sacramento Regional Research Institute’s Quarterly Economic Reports, a comprehensive summary of accomplishments from the 2004 Strategic Plan, institutional data about enrollment and student success, and data about our surrounding community. The Strategic Plan was also informed by data from the Noel-Levitz survey, a student satisfaction questionnaire conducted at colleges and universities throughout the United States. A student perception survey, which included the assessment of several College-wide SLOs, an employee satisfaction survey conducted in spring 2008, and an accreditation employee survey provided additional information. These sources indicated that population growth, ethnic and racial diversity, academic preparation and workforce needs will shape the District’s and College’s growth and the community’s needs in the coming years.

Growth and Demographic Changes

During the past three fall terms, CRC has experienced a 24.8 percent increase in enrollment, a growth rate that exceeds the projections in the District’s 2005 environmental scan. Increased demand is expected to continue due to the current economic climate. However, this growth has not been uniform across the different age groups. In particular, over the past six years, enrollment for students between 18 and 24 grew 13 percent, while enrollment for students over 30 decreased by 18 percent. This trend toward a younger student population is expected to continue due to the fact that by 2012, the number of high school graduates in the region is projected to increase by 17.2 percent from its 2004 level of 16,728.

CRC is one of the most ethnically diverse Colleges within the Los Rios district. There is no majority population at the College. During the past five years, the College has experienced significant growth in the Asian/Pacific Islander and Latino student populations, a trend that is expected to continue due to the demographic trends in south Sacramento and Elk Grove. According to the 2005 Environmental Scan, in 2005, nearly 40 percent of the population in the Sacramento region was nonwhite. By 2020, 61 percent of the population in Sacramento is projected to be nonwhite. The fact that the student population in the K-12 system, which is the fastest growing segment of our student population, is even more diverse (in 2005 over half of all K-12 students in the
region were nonwhite and 45.5 percent of 2004 high school graduates were students of color) provides evidence that the College will become even more ethnically diverse in the future.

Fall 2008 data showed that more than 90 first languages were spoken by CRC students. The 2005-2007 American Community Survey indicated that over 35 percent of Sacramento spoke a language other than English at home, an increase from 32.6 percent in 2000. Given the increasing number of English language learners in the lower elementary grades in the Elk Grove District, this trend of language diversity is expected to increase at the College in the future.

Although the percentages of individuals and families living below poverty appears to be decreasing in Sacramento, close to 30 percent of our students remain in this category, and slightly over 20 percent of more are classified as low-income. The current economic condition combined with the increased costs of the CSU and UC schools indicates that the College will continue to serve an increasing proportion of impoverished or low income students in the future.

Regional Economic Trends

Until the most recent economic downturn, the greater Sacramento region had experienced strong employment growth for close to ten years. From 2000 to 2005, although some industries, such as farming, natural resources and mining, and manufacturing, had declined, job creation had grown at a rate of 11.2 percent overall, twice the statewide average rate. This type of growth continued through the beginning of 2008. However, a significant portion of this job growth was related to housing, including construction, finance, insurance, and real estate. The other growth sectors (education and health services; leisure and hospitality services; and retail trade) reflected population growth in the area fueled by the relatively low cost of housing at that time. This has caused a significant downturn in the region’s economy.

According to the Sacramento Regional Research Institute’s 2008 Fourth Quarter Economic Report, the region lost almost 26,000 jobs (a 2.7 percent decrease) between December 2007 and December 2008. Only one economic sector, educational and health services, showed some minimal growth. This overall job loss, combined with the increasing rate of job losses during that timeframe, and the dramatic increase in unemployment suggests that the region will continue to experience poor economic health and weak job growth for an extended period of time.

The Sacramento Regional Research Institute reports that 48 percent of all companies that are considering locating or relocating in the region are in the area of manufacturing; 31 percent of these are in the area of clean technology manufacturing. The upward trend in these statistics indicates that the interest and future potential for clean technology industries in the region is strong.

Educational Challenges

College data, combined with K-12 data, indicates that over the next several years, an increased number of incoming students will need basic skills instruction. The significance of this is augmented by the recent increases in the math and English graduation requirements for California Community Colleges. In addition, the changing demographics noted previously indicate more of our incoming students may need additional support acquiring English.
Although K-12 performance indicators continue to show improvement and education levels for adults ages 25 and older have increased, there are some indicators that identify potential challenges for Los Rios faculty and staff. During Fall 2007, close to 30 percent of incoming students who completed an English writing assessment test placed into basic skills writing and close to 40 percent of incoming students who completed a Math assessment test placed into basic skills mathematics. In addition, performance on these indicators reveal educational inequities based on ethnicity, socio-economics, English language learner status, and gender; achievement gaps that persist at the College.

Physical Environment and Resources
The College has grown both physically and programmatically since the 2004 Strategic Plan update. In particular, since 2004 close to 25,000 square feet of instructional space, 525 new parking spaces, and 12,580 square feet of office and administrative support space have been added to the campus. This growth is expected to continue due to the passage of Measure M. The design and construction of phase one of the Elk Grove Center is also scheduled to be completed in the next several years.

Distance education is also enhancing the College’s ability to serve students. During Spring 2008, CRC offered 137 online classes, compared with only 38 sections in Fall 2002 (an increase of 260 percent). In addition, by Spring 2008, over 50 percent of the requirements for 20 degree programs and 47 certificate programs were available online. The District and College will need to continue to invest in the infrastructure and training needed to support an even more expanded utilization of technology in the future.

Student Success
Student success is critically important for the College. Over the past five years, average GPA and Course Success rates have remained relatively static. However, certain student groups consistently experience below average academic success. Groups whose outcomes need to be strengthened include African American students, Pacific Islander students, vocational students, students between the ages of 18 and 24, poverty level students, students who are working half time or more, first-time new students, and students who are enrolled in 6 to 11.99 units.

The College’s persistence rates are relatively high and continue to increase. In addition, there has been an increase in the number of degrees and certificates awarded each year. Although the number of transfers from CRC to UC or CSU has not increased significantly, the College recently learned that a significant percentage of its students transfer to in-state private or out-of-state public institutions. In particular, in 2005-2006, although 509 CRC students transferred to CSU or UC, a relatively high number of CRC students (346) transferred to other institutions. It will be important to learn more about, and to track, this greater transfer function as the College considers how to facilitate the success of this important segment of our student population.
College-wide dialogue and the College’s Mission Statement are foundational to the Strategic Plan. The College’s Plan is structured into goals, strategies, and initiative areas in Student Success, Teaching and Learning Effectiveness, Access and Growth, Community and Economic Development, and Organizational Effectiveness. This framework is illustrated below.
**Vision Statement**

Cosumnes River College is an innovative educational and community center that prepares and empowers students to realize their unique potential to transform their lives and contribute to a just and democratic society as global citizens. CRC strengthens the cultural, social, and economic well-being of the region through its development of an educated and engaged citizenry whose decisions are informed by intellectual inquiry and scholarship, a pluralistic world view, and respect for humanity and the environment.

**Mission Statement**

Cosumnes River College is an open access, student-centered, comprehensive community college that prepares students to realize their educational and career aspirations through exemplary transfer, general, and career education in an academically rigorous and inclusive environment. CRC also offers exceptional instruction in basic skills and English for non-native speakers, as well as a broad array of life-long learning, community service, and workforce development programs.

**Values Statement**

As a community of scholars and practitioners with a deep commitment to equity and social justice, CRC values teaching and learning excellence and high academic standards sustained by academic integrity, fairness and mutual respect, and an ethic of care. The College’s core values of cultural competence and diversity, continuous learning and assessment, exceptional student services, and innovation are central to our collegial and environmentally responsible academic setting.
College Goals

A. Student Success
As an institution that serves a diverse community, CRC strives to support student success, promote educational equity, and offer programs that empower students to achieve their educational goals and contribute to a just and democratic society as global citizens. CRC provides students with access to high-quality services that support their success and facilitate their transition to work or further educational opportunities. CRC also offers instructional programs designed to meet the changing needs of industry and our global economy and programs that enhance student learning and promote educational equity. Finally, CRC supports and provides opportunities for student learning outside the classroom.

B. Teaching & Learning Effectiveness
CRC strives to provide the highest quality instructional programs in transfer, career technical education, basic skills, and general education by using the best current and emerging instructional methods and technology. CRC promotes collegiality, data-driven decision making, continuous improvement, innovation, and flexibility to support teaching excellence, facilitate educational equity, and promote the success of its diverse student population.

C. Access & Growth
As a community-centered institution, CRC strives to be responsive to the needs of its growing and changing community. To meet the challenges of a highly competitive postsecondary educational market, CRC pursues every opportunity to enhance the student experience and increase community awareness of our teaching excellence, student success, and educational leadership. To respond to the challenges of population growth, CRC is committed to expanding capacity through outstanding facilities management, the development of new facilities, the implementation of new instructional technologies, and the development of programs and services that improve student success. To facilitate educational equity, CRC assures access by reducing barriers, promoting diversity, and offering programs and services that provide equal opportunity for all of our students.

D. Community, Economic & Workforce Development
CRC seeks to promote the health and economic vitality of the region. As a community resource, CRC contributes to community life through partnerships, involvement in civic affairs, and programs that serve the community. CRC also supports economic development through career technical programs and partnerships with business, labor, and industry.

E. Organizational Effectiveness
CRC endeavors to be responsive to its changing and increasingly complex environment and enhance institutional effectiveness by continually assessing and improving its organizational processes. CRC also implements practices that are consistent with its values of collegiality, sustainability, fairness and mutual respect, innovation, participatory decision-making, fiscal responsibility and continuous learning.
### Overview of Strategies and Initiative Areas

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGY</th>
</tr>
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<tbody>
<tr>
<td><strong>Student Success</strong></td>
<td>S1: Excellent instructional programs and support services ensure timely goal completion (PRIORITY 1)</td>
</tr>
<tr>
<td></td>
<td>S2: Improve, expand, and enhance student services to respond to needs of students (PRIORITY 2)</td>
</tr>
<tr>
<td></td>
<td>S3: Support learning outside the classroom</td>
</tr>
<tr>
<td><strong>Teaching and Learning Effectiveness</strong></td>
<td>T1: Improve support for teaching and learning (PRIORITY 5)</td>
</tr>
<tr>
<td></td>
<td>T2: Support the assessment and improvement of teaching and learning</td>
</tr>
<tr>
<td></td>
<td>T3: Enhance collaboration</td>
</tr>
<tr>
<td><strong>Access and Growth</strong></td>
<td>A1: Ensure access to quality programs (PRIORITY 3)</td>
</tr>
<tr>
<td></td>
<td>A2: Integrated and coordinated communication and outreach</td>
</tr>
<tr>
<td></td>
<td>A3: Expand physical and technological resources</td>
</tr>
<tr>
<td><strong>Community and Economic Development</strong></td>
<td>C1: Expand understanding of community needs</td>
</tr>
<tr>
<td></td>
<td>C2: Enhance responsiveness to community needs</td>
</tr>
<tr>
<td></td>
<td>C3: Increase resource development</td>
</tr>
<tr>
<td><strong>Organizational Effectiveness</strong></td>
<td>O1: Ensure values reflected by processes and practices</td>
</tr>
<tr>
<td></td>
<td>O2: Improve organizational processes and communication</td>
</tr>
<tr>
<td></td>
<td>O3: Enhanced organizational efficiency and employee satisfaction and participation (PRIORITY 4)</td>
</tr>
</tbody>
</table>
The following table presents a condensed view of the strategies and related initiative areas in the Strategic Plan in support of the College’s five major goals. These strategies and initiative areas provide the foundation for the linkages between the Strategic Plan and other College planning processes. More detail about these strategies, initiative areas, and example activities that could be done in support of the strategic plan are available online at [https://www.crc.losrios.edu/files/planning/updatedFull_StrategicPlan_2.pdf](https://www.crc.losrios.edu/files/planning/updatedFull_StrategicPlan_2.pdf)

### INITIATIVE AREAS

| S1: | (a) Integration of instruction and student services and implementation of best practices, (b) Twenty-first century skills, (c) Process improvement, (d) Support services for distance education students |
| S2: | (a) Service-orientation, (b) Streamline and co-locate services, (c) Expand awareness of support programs, (d) Data-driven program improvement, (e) Expanded use of best practices |
| S3: | (a) Spaces that support learning outside the classroom, (b) Access to activities, (c) enhanced outside-of-class learning opportunities, (d) Improve communication |
| T1: | (a) Resources and facilities, (b) Support for instructional activities, (c) Assess and modify practices, (d) Enhance professional development |
| T2: | (a) Research and assessment, (b) Alternative delivery methods, (c) Expanded use of best teaching practices, (d) Changes to better support the needs of basic skills students |
| T3: | (a) Collaboration among employee groups and disciplines, (b) Enhanced discipline and interdisciplinary collaboration, (c) Enhanced collective understanding of students, (d) Increased participation of faculty and staff in events, (e) Enhanced pathways |
| A1: | (a) Understand and adapt to changing student needs, (b) Effective enrollment management, (c) Timely completion of programs, (d) Access to financial support for students, (e) Cost savings for students, (f) Assess and improve enrollment experience |
| A2: | (a) Partnerships with community, (b) Optimal student enrollment, (c) Increased persistence & retention, (d) Data security, (e) Enhance career development & educational planning |
| A3: | (a) Facilities improvement, (b) Elk Grove Center development, (c) Educational technologies |
| C1: | (a) Dialogue with community about educational needs, (b) Communication with community-based organizations, (c) Enhanced understanding of environment |
| C2: | (a) Responsive programs, services and delivery methods, (b) Reciprocal relationships with community |
| C3: | (a) Foundation development, (b) New partnerships, (c) Grants and contract development, (d) Governmental relations and advocacy |
| O1: | (a) Support for college and community service, (b) Recognition of service, (c) Participatory and collegial decision-making, (d) Sustainable and environmentally sensitive practices, (e) Ethical and culturally competent practices |
| O2: | (a) Change management, (b) Enhanced understanding of changing environment, (c) Communication, (d) Integration of planning, budget and decision-making |
| O3: | (a) Processes and systems, (b) Resource development and equitable workload distribution, (c) Role clarification, (d) Employee development, (e) Workplace health and safety, (f) Innovation, (g) Financial stability |
Goals, Strategic and Initiative Areas

STUDENT SUCCESS

As an institution that serves a diverse community, CRC strives to support student success, promote educational equity, and offer programs that empower students to achieve their educational goals and contribute to a just and democratic society as global citizens. CRC provides students with access to high quality services that support their success and facilitate their transition to work or further educational opportunities. CRC also offers instructional programs designed to meet the changing needs of industry and our global economy and programs that enhance student learning and promote educational equity. Finally, CRC supports and provides opportunities for student learning outside the classroom.

Strategy 1: Enhance educational quality by extending our ability to offer excellent instructional programs and support services and ensuring that students seeking degrees, certificates, transfer and other educational objectives complete their goals in a timely manner. (PRIORITY ONE)

Initiative Areas:

a. Expand the implementation and integration of instructional and student support programs to enhance student success, retention and persistence.
   i. Enhance CRC’s professional development program to ensure it supports faculty and staff efforts to assess and adapt their practices to enhance student learning and success.
   ii. Continue to implement best practices, considering all factors such as age, culture, preparedness, and other factors.
   iii. Assess practices based on student outcomes.

b. Ensure programs support skill acquisition to meet the needs of students, the business community and the global economy in the 21st century.

c. Assess and modify College processes to better support student success goal achievement and student equity.

d. Strengthen and enhance support services for, and the learning environments of, our distance education students.

Strategy 2: Strengthen CRC’s ability to respond to the needs of our student population (first generation, basic skills, full-time students under the age of 25, low socio-economic status students, traditionally underrepresented, veterans, etc.) by improving, expanding and enhancing student services. (PRIORITY TWO)

Initiative Areas:

a. Ensure that existing and future student-service facilities are welcoming and service-oriented.

b. Assess needs and implement changes to streamline, improve, coordinate, co-locate and/or integrate services in support of enhanced program quality and accessibility and the successful implementation of the Student Success Support Program and Equity Plans.

c. Enhance student and staff awareness of and access to support programs.

d. Expand the use of institutional and program-based qualitative and quantitative data, including the assessment of student learning outcomes, to improve program effectiveness student success and student equity.

e. Continue and expand the use of best practices to meet the needs of full-time students under the age of 25 and encourage use of innovative and culturally responsive practices.

f. Strengthen our ability to support students’ mental wellness.
Goals, Strategies and Initiative Areas

STUDENT SUCCESS (CONTINUED)

Strategy 3: Enhance the student experience by improving support for learning outside the classroom.

Initiative Areas:

a. Increase access to spaces that support learning outside the classroom, such as the creation of dedicated spaces for study, campus meetings and events, and community events.

b. Investigate options, such as the creation of a College hour and modifications in the academic calendar, and implement changes to enhance access to activities and programs.

c. Enhance and diversify the on-campus and community-based outside-of-class learning opportunities for students.

d. Improve the communication system to employees and students about outside-of-class learning opportunities.

TEACHING AND LEARNING EFFECTIVENESS

CRC strives to provide the highest quality instructional programs in transfer, career technical education, basic skills, and general education, using the best current and emerging instructional methods and technology. CRC promotes collegiality, data-driven decision making, continuous improvement, innovation, and flexibility to support teaching excellence, facilitate educational equity, and promote the success of its diverse student population.

Strategy 1: Enhance teaching excellence by expanding and improving support for teaching and learning. (PRIORITY FIVE)

Initiative Areas:

a. Expand access to resources and facilities that support exemplary teaching and learning.

b. Provide enhanced support for activities that support instruction, including curriculum and program development, SLO development and assessment, and classroom-based research.

c. Assess and modify practices, processes and resource allocations in response to the changing internal and external environments (such as increased workload, decreased resources, legislative changes, increased competition, new learning resources and paradigms, etc.)

d. Assess and enhance CRC’s professional development program, including the Center for the Advancement of Staff and Student Learning to ensure it is supporting faculty and staff efforts to assess and adapt their practices to enhance student learning and success, particularly in the areas of basic skills and online education.

Strategy 2: Expand CRC’s role as an innovative educational and community center by supporting the assessment and improvement of teaching and learning.

Initiative Areas:

a. Broaden the collection, dissemination and use of student and institutional data, program and course/activity outcomes assessment, and classroom-based research to assess and improve teaching and learning.

b. Increase the utilization and effectiveness of alternative delivery methods such as modularization, learning communities, distance education, and hybrid courses.
c. Expand the utilization of teaching methodologies, culturally responsive practices, feedback mechanisms, classroom management strategies, student support practices, and communication methods that enhance student success, retention, persistence and goal accomplishment, particularly for groups that are not performing as well as others.

d. Enhance teaching styles and methods for students enrolled in basic skills and online classes to enhance their learning and better support their success.

Strategy 3: Strengthen CRC’s role as an educational leader by enhancing collaboration.

Initiative Areas:

a. Improve collaboration, cooperation and collegiality among the different employee groups and between instructional and student services areas.

b. Enhance inter and intra discipline collaboration and cooperation in a variety of ways, including the full implementation of the outcomes assessment cycle.

c. Identify and implement activities that develop a collective understanding of our students and our College community.

d. Expand the participation of faculty and staff in campus events and activities.

e. Strengthen the College’s collaboration with K-12, transfer institutions and the business and external community to ensure we are providing clear and effective pathways for students, particularly for CTE and transfer students.

ACCESS AND GROWTH

As a community-centered institution, the College strives to be responsive to the needs of its growing and changing community. To meet the challenges of a highly competitive postsecondary educational market, the College pursues every opportunity to enhance the student experience and increase community awareness of our teaching excellence, student success, and educational leadership. To respond to the challenges of population growth, the College is committed to expanding capacity through outstanding facilities management, the development of new facilities, the implementation of new instructional technologies, and the development of programs and services that improve student success. To facilitate educational equity, the College assures access by reducing barriers, promoting diversity, and offering programs and services that provide equal opportunity for all of our students.

Strategy 1: Extend our role as an open access, student-centered, comprehensive community College by ensuring access to quality programs that meet the needs of our diverse students and the community we serve. (PRIORITY THREE)

Initiative Areas:

a. Strengthen the College’s ability to understand and adapt to changing student needs and interests.

b. Implement effective enrollment management strategies (including schedule development, registration priorities, program development processes and alternative delivery methods) to maximize our ability to provide access during these challenging fiscal times.
ACCESS AND GROWTH (CONTINUED)

- Ensure students can complete programs in a timely manner.
- Increase student access to financial support and develop and implement cost saving strategies for students.
- Assess and improve the enrollment experience, including registration, assessment, orientation and placement, to ensure that programs and services can be easily accessed and used by all students.

Strategy 2: Expand the College’s role as an innovative educational and community center by developing an integrated and coordinated communication and outreach strategy.

Initiative Areas

- Broaden relationships and partnerships with the community, including feeder high schools to increase awareness of the breadth and scope of opportunities at the College.
- Ensure optimal student enrollment by increasing outreach activities, particularly to underserved populations in our service area.
- Enhance internal communications to students to increase persistence and retention and to ensure students understand the impact of relevant legislative changes (e.g. repeatability; enrollment priority, unit caps, and financial aid changes, etc.).

Strategy 3: Support exemplary educational programs and exceptional student services by improving and expanding physical and technological resources.

Initiative Areas:

- Design, fund and systematically modernize facilities (including the Elk Grove Center) to accommodate program and service growth and quality.
- Provide the resources needed to ensure the Elk Grove Center obtains center status by Fall 2015.
- Continue to assess and further implement the educational technologies necessary for program and service quality and growth.
- Assess and modify practices and technology to meet the increasing challenges with regard to data security.
- Investigate the implementation of technologies to assist students with their career development and educational planning processes and provide real time data to inform schedule development.

COMMUNITY AND ECONOMIC DEVELOPMENT

CRC seeks to promote the health and economic vitality of the region. As a community resource, CRC contributes to community life through partnerships, involvement in civic affairs, and programs that serve the community. CRC also supports economic development through career technical programs and partnerships with business, labor and industry.

Strategy 1: Enhance our ability to contribute to the cultural, social and economic well-being of the region by expanding our understanding of community needs.
COMMUNITY AND ECONOMIC DEVELOPMENT (CONTINUED)

Initiative Areas:
- Strengthen dialogue with the community about their economic, workforce and community development needs.
- Continue to increase communication with community-based organizations (civic, non-profit, business, governmental, etc.).
- Broaden our understanding of the changing demographic, economic, cultural, technological, educational and public policy environment.

Strategy 2: Expand CRC's role as an educational and community center by improving our responsiveness to community needs.

Initiative Areas:
- Develop effective, innovative and responsive programs, services and delivery methods.
- Expand reciprocal relationships and collaborative efforts with community-based organizations, the business community, labor organizations, public agencies, and other sectors of the educational community to ensure we are providing clear and effective pathways for students, particularly for CTE and transfer students.

Strategy 3: Improve the effectiveness of programs and services by expanding capacity through resource development.

Initiative Areas:
- Expand the capacity and utilization of the CRC Foundation.
- Develop new and expanded partnerships to support growth for existing and developing programs.
- Develop the infrastructure to increase the college’s capacity to develop, utilize and manage grants and contracts.
- Enhance governmental relations and advocacy efforts.

ORGANIZATIONAL EFFECTIVENESS

CRC endeavors to be responsive to its changing and increasingly complex environment and enhance institutional effectiveness by continually assessing and improving its organizational processes. CRC also implements practices that are consistent with its values of collegiality, sustainability, fairness and mutual respect, innovation, participatory decision-making, fiscal responsibility and continuous learning.

Strategy 1: Further CRC's culture by ensuring that our values are reflected by our processes and practices.

Initiative Areas:
- Improve support for College and community service, such as scholarly endeavors and community/academic events.
- Enhance the assessment and recognition of College service and contributions to the community or one's discipline.
c. Ensure participatory and collegial decision-making while continuing to strengthen trust and collegiality among and between employee groups.

d. Increase the implementation of sustainable and environmentally sensitive practices and processes in the College’s business procedures, operations, programs, and decision-making systems.

e. Implement ethical and culturally competent practices and processes.

**Strategy 2: Promote continued excellence amidst external and internal changes and increasing complexity by strengthening organizational processes and communication.**

Initiative Areas:

a. Enhance our ability to understand and respond effectively to changing internal and external environmental factors (e.g. enrollment challenges, pressures for increased centralization/coordination, educational policy, etc.)

b. Implement strategies to support effective change management strategies and fully institutionalize the Elk Grove Center.

c. Improve the effectiveness of communication across the organization to respond to changes in the organization, growth of the College, and the inception of the Elk Grove Center.

d. Strengthen the effectiveness of CRC’s planning processes by expanding the integration of its various components, including the assessment of student learning outcomes and the college’s decision-making and budgetary processes.

e. Strengthen the college’s leadership development capacity to facilitate organizational effectiveness and promote leadership succession.

**Strategy 3: Improve our ability to serve students by enhancing organizational efficiency, cultural competence, employee satisfaction and participation. (PRIORITY FOUR)**

Initiative Areas:

a. Assess and modify processes and systems to improve effectiveness and increase organizational flexibility and agility, particularly given the recent reductions in state support and staffing levels.

b. Increase capacity through enhanced resource development and utilization and by ensuring equitable and effective workload distribution.

c. Ensure an effective organizational structure by clarifying the roles and responsibilities of all employees.

d. Provide the support needed, such as professional development, and effective orientations, training and mentoring, to maximize the potential of each employee and enable them to work effectively with our diverse student and employee population.

e. Enhance policies, activities and professional development that promote workplace health, wellness and safety for employees, students and visitors.

f. Strengthen our ability to support the innovation and institutionalization of new programs, processes and practices.

g. Continue to exercise the prudent approach that has helped the College maintain its current financial stability.
## District and College Strategies Cross-Reference

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### Notes:
- Some of the cross-referencing is more apparent by looking at the initiatives and/or future directions in the CRC and District plans respectively.
- Some of the future directions identified in the District’s plans that refer to district functions are not reflected in the College’s plan.

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Implementing the Strategic Plan

The Strategic Plan will be implemented through its integration with CRC’s other planning processes and structures in a manner that respects the autonomy of the College’s operational and shared governance roles, structures and processes. In addition, although the Strategic Planning process is formally undertaken every six years, the ongoing assessment of progress towards meeting the goals in the Plan, the generation of new research and data about our students, including the assessment of student learning outcomes, and the identification of new information about the community we serve will continue to be integrated and reflected into the formation and assessment of the specific activities and objectives undertaken in support of the Plan. In this way, as the College’s programs and operating units identify, implement and assess their plans, the collective results will assess how well the College is achieving the goals of the College’s 2009 Strategic Plan. This is illustrated in the following diagram.
The Strategic Plan will be implemented by academic, student services and student support/administrative service programs through the PrOF and Unit Planning Processes, which are structured around the goal areas of student success, teaching and learning effectiveness, access and growth, community and economic development and organizational effectiveness. In addition, the Plan will be implemented through the Administrative Goals and Objectives process, which is also structured around the five strategic goal areas. The Plan will also be implemented through the shared governance process by its integration into their charges and planning and goal setting processes. Finally, the Strategic Plan will be implemented by the various College-wide plans, such as the educational master plan and the resource allocation plans, derived from these primary planning processes. This is illustrated in the following diagram.
Program Planning

Each of the College’s planning processes incorporate the three states of the planning cycle, which include assessment, goal setting, and implementation. The following diagrams illustrate this cycle for Program, Shared Governance and Administrative Planning.

The program planning loop occurs on a four year cycle with a midterm review.
**Shared Governance Planning**

The shared governance planning loop occurs annually.
The administrative planning loop occurs annually.
Assessment of the Strategic Plan

The assessment of the Strategic Plan is integrated into many of the College’s processes and structures. These assessments, which are conducted annually or biannually, will inform the College about the impact of activities being done in support of the strategies and initiative areas in the Strategic Plan. These assessments will guide the College’s efforts during the next six years and will also inform the development of the next Strategic Plan. The various components of this assessment process are illustrated in the following diagram.
CRC’s 2009 Strategic Plan comprises goals, strategies and initiative areas that support and further the District’s five primary goals: Student Success; Teaching and Learning Effectiveness; Access and Growth; Community, Economic and Workforce Development; and Organizational Effectiveness.

A. Student Success
Our primary goal is to promote student success. This success is reflected in students’ performance at our colleges as well as in their later achievements in education and the workplace. We also look at the intellectual skills that students develop while at Los Rios, such as critical thinking and the ability and desire to engage in lifelong learning. Student success also measures the education of the whole person for engaging in an increasingly complex and interconnected world.

B. Teaching & Learning Effectiveness
We are committed to providing the highest quality instructional programs in transfer, vocational and general education, using the best current and emerging instructional methods and technologies. The District promotes flexible teaching and learning methods to support the success of its diverse student population.

C. Access & Growth
As a community-based institution, the District strives to be responsive to the growing communities of the Greater Sacramento region. To meet the challenges of population growth, we pursue new delivery approaches to provide a high level of access to education. We also provide comprehensive support services to assure access by reducing or eliminating significant barriers and by promoting diversity. We are committed to ensuring that students from a wide variety of backgrounds have an equal chance to achieve their educational goals.

D. Community, Economic & Workforce Development
We seek to promote the health and economic vitality of the region. As a community resource, the District and its Colleges contribute to community life through partnerships, staff involvement in civic affairs, and programs that are open to the public. The District and Colleges also support economic development through their occupational programs and partnerships with business, labor, and industry.

E. Organizational Effectiveness
Our organizational processes play a critical role in student success and overall institutional effectiveness. Los Rios will continually improve its organizational processes in order to enhance its institutional effectiveness and ensure its fiscal accountability and integrity.
Appendix II - Sample Initiatives
(Generated during the Fall 2008 Planning Summit)

This section presents examples of initiatives that could be done in support of the Strategic Plan. These ideas, which reflect the dialogue at the Planning Summit, are included to provide additional context and to help individuals, programs and committees as they design, implement and assess specific initiatives they will undertake in support of the Strategic Plan.

STUDENT SUCCESS

Strategy 1 – Excellent instructional and support programs

Sample Initiatives:
1. Implement the Basic Skills Initiative.
2. Strengthen and increase access to freshmen seminar.
3. Increase access to supportive learning communities such as MESA, Diop, and Puente.
4. Expand and enhance the implementation of the student learning outcomes assessment cycle.
5. Provide increased support to CASSL and the Scholarship of Teaching and Learning.
6. Conduct a CASSL Institute on 21st century skills.

Strategies 2 – Improve, expand and enhance student services

Sample Initiatives:
1. Identify the strategic needs that should be met, and services that should be included, in an expanded student center.
2. Increase the services available to support student success, such as childcare, advising, mental health services, crisis counseling, wellness, and veteran’s services.
3. Provide professional development about recognizing and responding to student needs, including issues related to wellness and mental health.
4. Assess, enhance and expand services that help students transition, including the transfer center, the career center, work experience, and articulation.
5. Enhance the College’s awareness of, and articulation with, community resources such as chemical/substance abuse programs.
6. Enhance the no drop zone/center.

Strategy 3 - Support learning outside the classroom

Sample Initiatives:
1. Identify and disseminate relevant research about student needs and the potential benefits of engagement outside the classroom.
2. Create a room dedicated to club meetings.
3. Enhance access to study rooms.
4. Investigate the feasibility of imbedding one or more FLEX days in the academic calendar.
5. Provide enhanced support for cultural events, guest speakers outside the classroom, and ASG.
6. Create a College hour.
TEACHING AND LEARNING EFFECTIVENESS

Strategy 1 – Support for teaching and learning
Sample Initiatives:
1. Consider implementing more advisory prerequisites.
2. Create discipline-based orientations.
3. Enhance the pool of qualified tutors (retired community members, transfer students, etc.).
4. Provide release time for curriculum and program development.
5. Increase access to multi-media in classrooms.
6. Increase support for ELL students (translation services, materials).

Strategy 2 – Assessment and improvement of teaching and learning
Sample Initiatives:
1. Expand the capacity of the research office.
2. Expand the utilization of technology mediated instruction.
3. Increase the understanding and use of formal and informal assessments in the teaching and learning process.
4. Increase the flexibility in our offerings and class schedule.
5. Increase the utilization of diverse teaching methodologies, such as inquiry and project-based learning.
6. Increase our ability to host guest speakers in classes.

Strategy 3 – Enhanced collaboration
Sample Initiatives:
1. Increase College participation in statewide leadership projects and community activities.
2. Provide enhanced support for conference presentations by CRC faculty, staff and students.
3. Provide enhanced support for faculty driven projects related to teaching and learning.
4. Implement more social events that build relationships between members of the different constituency groups.

ACCESS AND GROWTH

Strategy 1 – Access to quality programs
Sample Initiatives:
1. Diversify and increase the course and program offerings at the College.
2. Improve access to computer labs.
3. Create more cohort opportunities for students.
4. Improve accessibility of buildings and labs for disabled students.
5. Implement teaching methods that build connections in the classroom.
ACCESS AND GROWTH (CONTINUED)

Strategy 2 – Integrated and coordinated communication and outreach

Sample Initiatives:
1. Develop new marketing materials and strategies (TV ads, web based, pre nursing flyer, GE flyer, program/student spots on ITFS).
2. Increase the number of events that bring people to the campus (preview days, etc.).
3. Enhance the website.

Strategy 3 – Physical and technological resources

Sample Initiatives:
1. Increase access to multimedia in classrooms.
2. Create a facility that can support large lectures/community events.
3. Provide increased support for distance education students and instructors.
4. Provide increased access to computer labs.
5. Provide wireless access everywhere on campus.
6. Enhance our ability to ensure the safety of our students and employees.

COMMUNITY AND ECONOMIC DEVELOPMENT

Strategy 1 – Understanding community needs

Sample Initiatives:
1. Increase the participation of the community in advisory committees.
2. Increase participation of employees in relevant community organizations.
3. Conduct an environmental scan of south Sacramento and Elk Grove.
4. Expand employee participation in statewide and regional policy-making organizations.

Strategy 2 – Responsiveness to community needs

Sample Initiatives:
1. Improve our ability to quickly modify and develop curriculum.
2. Increase the number of offerings held off-campus.
3. Increase the number of short term classes.
4. Develop a Saturday College.
5. Host more conferences that are mutually beneficial to students and the community.

Strategy 3 – Resource development

Sample Initiatives:
1. Increase the annual fund participants.
2. Increase grant development.
3. Increase CRC’s participation in and contributions to community organizations.
4. Increase opportunities to bring the community to the campus.
ORGANIZATIONAL EFFECTIVENESS

Strategy 1 – Values reflected in processes and practices
Sample Initiatives:
1. Make decision-making processes more transparent.
2. Ensure future facilities incorporate solar and other green technologies.
3. Enhance support for scholarly endeavors such as the philosophy conference.
4. Improve and expand the honors and awards recognition program.
5. Conduct professional development to improve communication.

Strategy 2 – Strengthen organizational processes and communication
Sample Initiatives:
1. Conduct professional development about effectively managing change.
2. Integrate the strategic planning, program review, unit planning, administrative goals and objectives, shared governance planning processes, and other institutional planning processes.
3. Assess and enhance the effectiveness of existing communication structures and processes.
4. Schedule regular meetings that facilitate dialogue about issues that are important to the institution (similar to the planning summit).

Strategy 3 – Enhance efficiency and employee satisfaction
Sample Initiatives:
1. Strengthen employee orientation processes and materials.
2. Clarify the role of administrators and department chairs.
3. Assess current workload and workload distribution.
4. Ensure College-wide participation in governance.
Appendix III - Sample Initiatives
(Generated during the spring 2011 Planning Summit)

This section presents examples of initiatives that could be done in support of the Strategic Plan. These ideas, which reflect the dialogue at the Planning Summit, are included to provide additional context and to help individuals, programs and committees as they design, implement and assess specific initiatives they will undertake in support of the strategic plan. Strategies presented are the amended condensed versions presented above.

**STUDENT SUCCESS**

**Strategy 1 – Excellent instructional and support programs to ensure timely goal completion**

Sample Initiatives:

1. We need to better inform students of the time commitments, level of reading, writing, or math skills, and other requirement in order to succeed in a particular course. People’s ideas to do this were:
   a. Post syllabus on the web so students can see the requirements of a specific course
   b. Post examples of A,B,C level work for students to see what the standards of the faculty are.
   c. Post example of readings for the class so students understand what reading level will be required of them.
2. Assess incoming preparedness for individual classes.
3. Pilot short-time certificate/degree program.
4. E-portfolios to help students w/ job search.
5. On campus study center for Distance Education Students.
6. Provide the photos taken for the student ID to instructors with the course roster and inside Desire 2 Learn.
7. Use Friday’s better—do a Friday Compressed Academy for example or go back to MWF classes.
8. Start Cohort model and pilot it to address differential course success rates.
9. Student Survey needed to compare their issues vs. our own.
10. Students need to know prerequisites skills for success in a class (for example reading skills needed in Nutrition). Develop department website for students to assess their preparedness for a course.
11. Need to pilot accelerated learning and expand learning communities.
12. Create Cohort/learning community for all students even if each is less comprehensive that what exists.

**Strategy 2 – Improve, expand and enhance student services to respond to needs of students**

Sample Initiatives:

1. Enhanced orientation for students.
2. “CONVOCATION” for students—Develop a ritual at the beginning of each semester that includes students.
3. Put “stop signs” in place so students have to slow down, before enrolling in courses they don’t have the skills to complete successfully—e.g. limit enrollment in courses unless students complete mandatory orientation & assessment & counseling.
4. We need to record and acknowledge all the student success stories and outcomes that don’t hit the criteria of graduation (Degree or Cert.) / transfer/ — Balance out the Stats’.
5. Reduce enrollment priority for students who are degree eligible.
6. Better matriculation—“forcing” students to go through a prescribed progress/orientation so they can make informed decisions (e.g. declare “transf.” or “AA” or other goals)—especially since we (CRC) are being measured against these (as a measure of success).

Strategy 3 – Support learning outside the classroom

Sample Initiatives:
1. We need the hour between classes to enrich our campus life experience!
2. OneBook CRC addresses several strategies. Please consider this as an initiative that focuses on multiplicity.
3. Develop rituals and set context: Start each semester with all in classes teaching faculty in full regalia on campus and in class.
4. Use a salesforce.com model for all students to access, so that we can all help/collaborate/etc. This creates an online repository/portfolio about students that might help student success. This can create a sort of virtual cohort.
5. Add college hour one or two hours per week—this will enhance student and staff access to events. More interaction between employees will improve the sense of community and support of each other in serving our students.
6. Invite community to on-campus activities like Women’s History, Black History, Earth Day, etc. Advertise these events more effectively.
7. Emergency Preparedness Training is a good way to bring different groups together.
8. Resource Availability (people, place & things, time).
9. All Campus Flex (Faculty, Admin, Staff).
   a. Close the Campus.
   b. Interesting Speaker/Activity.

TEACHING AND LEARNING EFFECTIVENESS

Strategy 1 – Support for teaching and learning

Sample Initiatives:
1. Vocational areas—Make full-time Faculty focused on coordination/how to teach and have part-time as demands for specific areas change.
2. Change focus of Flex to be Instructional Improvement tied to a specific timeframe. e.g. in fall planning for the spring Semester, in spring plan for summer and fall—or have a meeting at the beginning and end of academic year, not beginning of semester.
3. More programs to teach teachers excellent teaching practices.
4. Focus more on what’s working well and see how to replicate this rather than focusing on negatives.
5. More evaluation of faculty by students and identify models to help training & develop faculty.
6. All staff needs training on teaching basic skills.
Sample Initiatives

TEACHING AND LEARNING EFFECTIVENESS (CONTINUED)

Strategy 2 – Support the assessment and improvement of teaching and learning
No new sample initiatives were generated in this area during the 2011 planning summit.

Strategy 3 – Expand physical and technological resources
Sample Initiatives:
1. Add College Hour one or two hours per week - While we are in a time with fewer course sections. Give faculty & Staff a Place and Time to meet, promote effective teaching & learning, collegiality, shared governance, etc. This will help to create a teaching community as well as it will provide time for departments to get together. More interaction between employees will improve the sense of community and support of each other in serving our students. This will also enhance staff access to professional development.
2. We need to identify something that would excite and bring people together. What interests us?
3. Faculty cohorts for 2 academic years.

ACCESS AND GROWTH

Strategy 1 – Ensure access to quality programs
Sample Initiatives:
1. Address success rates for various groups.
   a. Broadly implement student orientation.
      i. Make it useful, captivating mandatory, taught for many folks (counselors/faculty/staff).
2. Encourage cost-free text books.
3. Better matriculation—“forcing” students to go through a prescribed progress orientation so they can make informed decisions (e.g. declare “transf.” or “AA” or other goals)—especially since we (CRC) are being measured against these (as a measure of success).
4. Make the campus more accessible to students at night, and find other ways to meet needs of all students (rather than our own convenience).
5. Improve signage and /or provide outdoor maps to help students to navigate our campus.
6. Stop chasing growth for growth sake; need a more rational reason to expand & grow.
7. Use convocation for organized student orientation.

Strategy 2 – Integrated and coordinated communication and outreach
No new sample initiatives were generated in this area during the 2011 planning summit.

Strategy 3 – Physical and technological resources
No new sample initiatives were generated in this area during the 2011 planning summit.
COMMUNITY AND ECONOMIC DEVELOPMENT

No new sample initiatives in this goal area were generated at the 2011 planning summit in this area.

ORGANIZATIONAL EFFECTIVENESS

Strategy 1 – Ensure values reflected in processes and practices

No new sample initiatives were generated in this area during the 2011 planning summit.

Strategy 2 – Strengthen organizational processes and communication

Sample Initiatives:

1. Lack of dialogue during various processes (e.g. Budget/resource allocations).
   a. Encourage/require (?) more dialogue collaboration and take into consideration overall college strategies/initiatives in the budget and other decision-making processes.
2. Close The loop in Budget.
   a. Committee looks at unit plans and links to Strategic Plan Strategies.
   b. The Committee should then build its list AND note why/how the Strategies INFORMED the decision Ranking—Close the Loop.
3. Cross-training (Start with managers) to prepare for leadership transition and to plan for passing the torch.
4. Communicate the college’s actions using the rationale used in deciding implementation.
5. Recognize the need to shift from an “in-principle” and “wish list” approach to planning to an approach that recognizes the values of cross pollination and favorable cost benefit ratios.—Shift from “resource abundant” to “resource scarce” planning model.

Strategy 3 – Enhance efficiency and employee satisfaction

Sample Initiatives:

1. In current economic times and as we reduce and constrict programs, is there any opportunity or merit to adopting a 4 - 10’s work week and save on facilities costs with a Fri/Sat/Sun Shutdown? Can our Offerings “FIT” into 4—Full Days?
2. Committee processes need to have a shorter turnaround time. It’s tough for an organization to be responsive if it takes 2 years to change anything. (especially curriculum & budget).
3. Need to address Mental Health Issues of staff/faculty and students.
Appendix IV - Outcome Measures

Assessing our success will be done using both quantitative and qualitative measures and will occur at the institutional and program/operational-unit levels. The following institutional measures will be utilized to facilitate an ongoing College-wide dialogue about our accomplishments and opportunities.

**QUANTITATIVE MEASURES**

**Student Success**
- Average GPA, Course Success rates, persistence rates, retention rates for all students and disaggregated by ethnicity, first-time freshmen, socioeconomic status, first generation status, age, gender, employment status, and educational goal.
- Student Progress and Achievement Rate (ARCC).
- VTEA Core Indicators.
- Vocational course completion rates (ARCC).
- Basic Skills and ESL course completion (ARCC).
- Number of certificates and degrees awarded.
- Number of students who transfer to 4-year institutions.
- Number of transfer-prepared and transfer-ready students.
- Data related to cultural events and other outside-of-class learning opportunities (ASG/Honors, etc.).
- Number of new student support programs.
- Number of participants in existing student support programs.
- Special studies as appropriate.

**Teaching and Learning Effectiveness**
- Outcomes assessment data.
- Data about participation in and allocations for professional development.
- Basic Skills and ESL Improvement Rate (ARCC).
- Progression from basic skills to College level.
- Utilization of tutorial centers.
- Special studies as appropriate.

**Access and Growth**
- Student to counselor ratio.
- Financial aid recipient rate.
- Number of marketing and Public Relations events.
- Enrollment data (aggregated and disaggregated) and mapping.
- Growth in distance education offerings.
- Facilities development/utilization.
Outcome Measures

Organizational Effectiveness
- SLO development data.
- Campus safety data.
- Productivity.
- Number of new and/or revised processes.
- Data about participation in and allocations for professional development.

Community and Economic Development
- Grant Development data.
- Foundation data.
- Collaborative partnerships formed.
- Advisory Committee data.
- Active High School articulation agreements.

STUDENT PERCEPTION AND QUALITATIVE MEASURES

Annual reports from the shared governance committees and administrators, Program Reviews, employee and student surveys, and program level outcomes assessment will provide valuable qualitative data about the impact of the strategic plan. This information will be augmented by the following institutional assessments:

Student Success
- Student Perception data (Noel-Levitz, other).
- College-wide outcomes assessment data (qualitative).

Teaching and Learning Effectiveness
- Student Perception data (Noel-Levitz, other).
- College-wide outcomes assessment data (qualitative).
- Student follow-up studies.

Access and Growth
- Outreach activities qualitative assessment.
- Student Perception data (Noel-Levitz, other).

Organizational Effectiveness
- Employee survey data.
- Assessment of cultural congruity among employees.

Community and Economic Development
- Employee survey data.
- Environmental scan data.
- Audit of community/professional organization activities.
### Appendix V

**2014 ENVIRONMENTAL CHANGES CONSIDERED**

*(in no particular order)*

<table>
<thead>
<tr>
<th>ENVIRONMENTAL CHANGE</th>
<th>WHERE ADDRESSED (GOAL)</th>
<th>WHERE ADDRESSED (STRATEGY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Requirements for substantive interaction in Distance Education courses</td>
<td>Teaching and Learning Effectiveness</td>
<td>Strategy 1, initiative d</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategy 2, initiatives c and d</td>
</tr>
<tr>
<td>2. Regulatory/legislative changes (gainful employment, adult education, financial</td>
<td>Teaching and Learning Effectiveness</td>
<td>Strategy 1, Initiative c</td>
</tr>
<tr>
<td>aid, repeatability, enrollment priorities, unit caps, accreditation, etc.)</td>
<td></td>
<td>Strategy 2, Initiative c</td>
</tr>
<tr>
<td>3. Changes in the external environment (e.g. Common Core, open source educational</td>
<td>Teaching and Learning Effectiveness</td>
<td>Strategy 1, Initiative c</td>
</tr>
<tr>
<td>materials and opportunities, enhanced competition, performance based funding,</td>
<td></td>
<td>Strategy 1, Initiative a, b</td>
</tr>
<tr>
<td>modification of our mission)</td>
<td>Access and Growth</td>
<td>Strategy 2, Initiative a and b</td>
</tr>
<tr>
<td>• Enhanced industry certification requirements</td>
<td></td>
<td>Strategy 2, Initiative b</td>
</tr>
<tr>
<td>• Enhanced expectations from industry and legislature</td>
<td>Community and Economic Development</td>
<td></td>
</tr>
<tr>
<td>• Enhanced need for responsiveness and customization to meet employer needs</td>
<td></td>
<td></td>
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<tr>
<td>• Enhanced expectations regarding employment/employability</td>
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<tr>
<td>• Increased regionalization</td>
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<tr>
<td>• Increased focus on pathways and linked learning</td>
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<tr>
<td>• Career pathway programs and initiatives</td>
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<td></td>
</tr>
<tr>
<td>5. Increased competition</td>
<td>Teaching and Learning Effectiveness</td>
<td>Strategy 1, Initiative c</td>
</tr>
<tr>
<td></td>
<td>Access and Growth</td>
<td>Strategy 1, Initiative a and b</td>
</tr>
<tr>
<td>6. Student Success Act</td>
<td>Student Success</td>
<td>Strategy 2, Initiative b</td>
</tr>
</tbody>
</table>
### Environmental Changes

<table>
<thead>
<tr>
<th>ENVIRONMENTAL CHANGE</th>
<th>WHERE ADDRESSED (GOAL)</th>
<th>WHERE ADDRESSED (STRATEGY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Student Equity Plan</td>
<td>Student Success</td>
<td>Strategy 2, All initiatives</td>
</tr>
<tr>
<td>8. Continued scrutiny and expectations regarding basic skills – access, success and completion</td>
<td>Student Success</td>
<td>Strategy 2, Initiatives c and d</td>
</tr>
<tr>
<td>9. Decreased availability of county resources</td>
<td>Student Success</td>
<td>Strategy 2, Initiative f</td>
</tr>
<tr>
<td>10. Student Population Changes (veterans, underprepared, mental health needs, increased DE enrollment, early prison release, poverty and related issues)</td>
<td>Student Success</td>
<td>Strategy 2</td>
</tr>
<tr>
<td>11. Enhanced accountability and increased expectations and the need to collect and use data (including outcomes assessment)</td>
<td>Student Success</td>
<td>Strategy 2, Initiative d</td>
</tr>
<tr>
<td>12. Requirements for integrated planning and budget and data-driven decision-making</td>
<td>Student Success</td>
<td>Strategy 2, Initiative d</td>
</tr>
<tr>
<td>13. Change in focus of professional development (focus on teaching not discipline expertise)</td>
<td>Student Success</td>
<td>Strategy 1, Initiative a</td>
</tr>
<tr>
<td>14. Increased focus on sustainability</td>
<td>Organizational Effectiveness</td>
<td>Strategy 1, Initiative d</td>
</tr>
<tr>
<td>15. Leadership success gaps and challenges</td>
<td>Organizational Effectiveness</td>
<td>Strategy 3, Initiative a, c, d</td>
</tr>
<tr>
<td>16. Organizational growth/strain/change</td>
<td>Organizational Effectiveness</td>
<td>Strategy 1, Initiative c</td>
</tr>
</tbody>
</table>

- **Strategic Plan**
- **Student Success**
- **Teaching and Learning Effectiveness**
- **Organizational Effectiveness**
Environmental Changes

<table>
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<th>WHERE ADDRESSED (STRATEGY)</th>
</tr>
</thead>
</table>
| • Change from small to big college  
• Strain on infrastructure (communication, etc.)  
• Enhanced need for expertise in change management  
• Increased movement to centralization in district and state | | |
| 17. Change in District Office leadership | Organizational Effectiveness | Strategy 2, Initiative c |
| 18. Economic uncertainty | Organizational Effectiveness | Strategy 2, Initiative c  
Strategy 3, Initiative f |
| 19. Structural and ongoing funding gaps and need for increased revenue streams. | Community and Economic Development | Strategy 3, Initiatives a, b and c |
| 20. Barriers to student transfer/goal completion including unit caps | Access and Growth | Strategy 2, Initiative c |
| 21. Enrollment challenges | Access and Growth | Strategy 2, Initiative b |
| 22. Civitas | Access and Growth | Strategy 3, Initiative c, e |
| 23. Data Security | Access and Growth | Strategy 3, Initiative d |
| 24. New/aging facilities | Access and Growth | Strategy 3, Initiative a |
| 25. Development and Center Status for Elk Grove Center | Access and Growth  
Organizational Effectiveness | Strategy 3, Initiative a  
Strategy 2, Initiative a |
| 26. Increased technology use and expectations (students and employees) | Access and Growth | Strategy 3, Initiative c |
| 27. Not addressed at this time...  
• BA program development  
• Increase in reverse transfer/swirling  
• Retroactive awarding of degrees and contacting student who are close  
• Regulatory/legislative changes (pension reform, affordable care act) (District issue) | | |
The document was made possible because of the contributions of Planning Summit participants and the work of the College Planning Committee.

CRC’s Strategic Plan is available at http://crc.losrios.edu/facstaff/planning/district_and_college_strategic_plans