

2010-11 Student Satisfaction Survey Action Plans

Themes	Action Plans	Timeline	Responsible Persons	Barriers To Implementation	Linkage to Strategic plan	Board Approved goals	Status/Results
Student Activities Question 78. I have participated in CR activities outside the classroom. Goal: 55%-60%	<ul style="list-style-type: none"> Campus life and ASCR will collaborate with faculty to plan activities. Campus life and ASCR will work with Marketing and Communications department to improve awareness of campus activities. The community will be better informed about activities through radio and television public service announcements, press releases, channel 8, and print media. Refine survey instrument to gather more information on the needs of students in terms of campus engagement. 	Fall 2010 Fall 2010 Fall 2010	Nikiya McWilliams Nikiya McWilliams Nikiya McWilliams	Availability of faculty Funding	Goal 1: Enable student attainment of educational goals- Objective 1.1 – Reduce barriers to persistence	Maintain existing District FTES while increasing average “fill-rate” (productivity) to 75+%.	
Student Complaints Question 67. Channels for expressing student complaints are readily available. Goal: 50%-55%	<ul style="list-style-type: none"> Develop/refine system for addressing student complaints; include faculty, staff and students; communicate and implement plan. 	Spring 2011	Keith Snow-Flamer Utpal Goswami	Identification of process and staff	Goal 1: Enable student attainment of educational goals- Objective 1.1 – Reduce barriers to persistence	Improve completion/graduation rates	
LRC Question 42. The Equipment in the lab facilities is kept up-to-date. Target: 71% to 72% Question 34. Computer labs are adequate and accessible. Target: 79% to 80%	<ul style="list-style-type: none"> Focus group to assess meaning of “equipment and labs” and “accessible” to better determine appropriate response. 	Fall 2010	IR Deans	Funding	Goal 1: Enable student attainment of educational goals- Objective 1.1 – Reduce barriers to persistence	Improve completion/graduation rates	

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<p>Academic Advising</p> <p>Question 32 & 40. My academic advisor is knowledgeable about my program requirements and transfer requirements of other schools. Goal: 79%-85%</p> <p>Question 12. My academic advisor helps me set goals to work toward. Goal: 72% to 75%</p> <p>Question 52. This school does whatever it can to help me reach my educational goals. Goal: 77% to 80%</p> <p>Question 65. Students are notified early in the term if they are doing poorly in a class. Goal: 75%-77%</p>	<ul style="list-style-type: none"> Increase participation for faculty led workshops for career and technical educational program to advising staff Increase staff development opportunities for advisors that include topics on learning styles, advising strategies, transfer requirements, best practices Improve advisement services and early intervention programs for first year students, exploratory students, and at-risk students via a three pronged protocol that uses at risk profiling, faculty contact via Parature, and entering student survey data. Revise meetings/trainings schedules to ensure that students are not impacted during high traffic times. 	<p>Fall 2010</p> <p>Summer/Fall 2010</p> <p>Summer/Fall 2010</p> <p>Fall 2010</p>	<p>Prudence Ratliff</p> <p>Jennifer Bailey</p> <p>Melissa Green</p> <p>Jennifer Bailey</p>	<p>Participation</p> <p>Students to seek advising</p> <p>Staffing</p> <p>Faculty involvement</p> <p>Academic Support Services definition</p>	<p>Goal 1: Enable student attainment of educational goals- Objective 1.1 – Reduce barriers to persistence</p>	<p>Improve completion/ graduation rates</p>	

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Question 6. Advisors approachable. 81% to 84%							
Financial Aid Question 13. Financial Aid awards are announced to students in time to be helpful in college planning. Goal: 62% to 65% Question 20. Financial Aid counselors are helpful. Goal: 65% to 68% Question 17. Personnel in Veteran's Services are helpful. Goal: 48%-51%	<ul style="list-style-type: none"> Increase students' awareness of the financial aid application process and follow-through. Provide regular staff training, so that students receive consistent information, and customer service skills training related to financial aid Dedicate a person (permanent staff) in the Veteran's Services' Office. 	Fall 2010 Fall 2010 Fall 2010	Lynn Thiesen Lynn Thiesen Lynn Thiesen	Need centralized communication Lack of awareness of student email Staff funding for veterans position	Goal 1: Enable student attainment of educational goals- Objective 1.1 – Reduce barriers to persistence.	Maintain existing District FTES while increasing average "fill-rate" (productivity) to 75+%.	
Admissions & Records Question 43. Class change {Add/drop} policies are reasonable. Goal: 86% to 89%	<ul style="list-style-type: none"> Provide communication mechanisms to let students know the add/drop policies and dates: automated dialing system, arrow guy, LED marquee, traffic signs, banners, email alerts, TV cafeteria, LED wallboard in lobby, instructors list dates on syllabi. Continue to update staff and provide regular communications regarding college activities / policy changes / deadlines / new programs, etc. 	Fall 2010 Fall 2011	Kathy Goodlive Kathy Goodlive	Funding for purchase of automated dialing system, LED marquees, wallboards, banners. Scheduling/timing	Goal 1: Enable student attainment of educational goals-	Maintain existing District FTES while increasing average "fill-rate" (productivity) to 75+%.	

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<p>Question 5. The personnel involved in registration are helpful and knowledgeable. Goal: 81% to 84%</p>	<ul style="list-style-type: none"> Increase opportunities for communication between Admissions and other student services departments by more frequent division meetings and departments coming to Admissions/Records meetings 	Fall 2010	Kathy Goodlive		<p>Goal 2: Develop and manage human, physical and financial resources to effectively support the learning environment</p>		
<p>General "Support and Run Around"</p> <p>Question 63. I seldom get the "run around" when seeking information on this campus. Goal: 72%-75%</p>	<ul style="list-style-type: none"> Develop plans to promote a "customer service" culture on campus. Identify problems with focus groups of staff and students. Continue improvements and updates of the website. Convene a group of constituents to uncover ways to use the phones to ensure that students get the information they need. 	<p>Fall 2011</p> <p>Fall 2010</p> <p>Spring 2010</p>	<p>Paul DeMark</p> <p>Brian Van Pelt</p> <p>Maggie Lynch</p>		<p>Goal 1: Enable student attainment of educational goals-</p>	<p>Maintain existing District FTES while increasing average "fill-rate" (productivity) to 75+%.</p>	

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<p>Class Scheduling</p> <p>Question 8. Classes are scheduled at times that are convenient for students. Goal: 75-77%</p> <p>Question 15. I am able to register for classes I need with few conflicts. Goal: 79% to 81%</p> <p>Question 69. There is a good variety of courses provided and are offered at the locations that best fit students needs. Goal: 75-77%</p>	<ul style="list-style-type: none"> Ensure that courses in any given program are offered sequentially and regularly in order to facilitate degree and certificate completion. Coordinate scheduling of developmental education classes within math, English, reading so students can reach their academic goals in a timely and efficient manner Survey focus group to determine what appropriate time needs are and how unit values effect scheduling. 	<p>Fall 2011</p> <p>Spring 2011</p> <p>Spring 2011</p>	<p>Keith Snow-Flamer Utpal Goswami</p> <p>Keith Snow-Flamer Utpal Goswami</p> <p>Keith Snow-Flamer Utpal Goswami</p>	<p>Process to engage the Academic Senate in review of our courses/GE pattern.</p> <p>Low enrollment for "off-time" scheduling.</p> <p>Faculty buy in.</p>	<p>Goal 5: Ensure student access</p> <p>Objective 5.1 – Improve curriculum offerings in</p>	<p>Maintain existing District FTES while increasing average "fill-rate" (productivity) to 75+%.</p> <p>Improve completion/graduation rates</p>	

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<p>DSPS</p> <p>Question 34: Increase adequacy and accessibility of computer labs from 83% satisfaction District wide to meet the National Average of 90%.</p> <p>Question 86: Increase student satisfaction regarding the college's commitment to students with disabilities from 80% to 85%.</p>	<ul style="list-style-type: none"> Increase the accessibility of the GO PRINT stations on the Eureka Campus. Purchase 7 computers sufficient to run both GO PRINT and JAWS at the same time. Purchase 7 22 inch monitors - \$7500 Purchase 7 hand held magnifiers - \$ 84.00 	<p>As the fact that these stations are currently not accessible by students who are blind or low vision, we are out of ADA compliance. This change should occur as soon as possible.</p>	<p>DSPS/IT</p> <p>Maggie Lynch</p> <p>DSPS</p>	<p>The cost of the initial of hardware.</p> <p>Knowledge of adaptive software and enhancements in programs.</p>	<p>Goal 1: Enable student attainment of educational goals-</p> <p>Objective 1.1 – Reduce barriers to persistence</p>	<p>Improve completion/ graduation rates</p>	

2010-11 Employee Satisfaction Survey Action Plans

Themes	Action Plans	Timeline	Responsible Persons	Barriers To Implementation	Linkage to Strategic plan	Board Approved goals	Status/Results
Administration should focus on collaborative planning using open, two-way communication.	<ul style="list-style-type: none"> Maintain inside redwoods as a one-stop-shop for communication 	Summer/Fall 2010	Jeff Marsee	Lack of identified leadership to assure communication distribution. (tied to action plan – should be identified over summer) Management team is not meeting regularly Classified Senate has not been developed (if not a Classified Senate, how will information and input be generated by this group.) Not enough time for employees to review a theme before President's Q & A Will require schedule change Financial support (budget analysis) Student interest (student survey) Faculty support (faculty survey)	Goal 2: Develop and manage human, physical and financial resources to effectively support the learning environment	Use relevant, accurate data to make decisions and share the reasoning behind those decisions.	
	<ul style="list-style-type: none"> Educate/encourage employees to provide input to their representative on College Council. 	Fall 2010	Jeff Marsee				
	<ul style="list-style-type: none"> Evaluate reinstating college hour 	Fall 2010	College Council				
	<ul style="list-style-type: none"> Archive all video feed for 60 days then move to permanent archive file or burn to disk. 	Spring 2011	Maggie Lynch				

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Resources should be directed towards enabling student learning, not directed towards increasing FTES.	<ul style="list-style-type: none"> Provide year round, centralized in-person support in a staffed area with computer access available for a large number of students 	Fall 2010	Mary Grace Barrick	Need staffing to create tutorials; staffing to provide support in-person and over the phone (Student Workers may be able to provide some of the needed staffing)	Goal 1: Enable student attainment of educational goals- Objective 1.1 – Reduce barriers to persistence	Maintain existing District FTES while increasing average “fill-rate” (productivity) to 75+%. Improve completion/graduation rates	
	<ul style="list-style-type: none"> Develop strategies for tutors, advisors, and assessment staff to promote student retention and to identify student needs 	Fall 2011	Melissa Green Mary Grace Barrick	Need support of curriculum committee			
	<ul style="list-style-type: none"> Enhance college readiness curriculum (basic skills) to attract developmental students 	Fall 2011	Keith Snow-Flamer Utpal Goswami Rachel Anderson	Need funding/IT staff availability Need cooperation from other colleges to share their ideas/methods for success			
We need to use relevant, accurate data to make decisions and we need to share the reasoning behind those decisions	<ul style="list-style-type: none"> Identify the roles of the President, Cabinet, Deans, and expanded management 	Summer/Fall 2010	Cabinet	Culture Past practice Constructive discourse	Goal 3: Build a culture of assessment Objective 3.4 – Increase data-informed decision-making	Improve completion/graduation rates	
	<ul style="list-style-type: none"> Educate employees on how to provide input on particular planning issues 	Summer/Fall 2010					

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The administration has created a culture of mistrust and hostility. Challenging or questioning administrative actions is discouraged. The lack of consideration of faculty and staff has had a demoralizing effect on the entire campus. Morale is low.	<ul style="list-style-type: none"> Require all committees to develop agreed upon ground rules on communication and decision making to eliminate hostility and mistrust 	Fall 2010	College Council		Goal 2: Develop and manage human, physical and financial resources to effectively support the learning environment	Use relevant, accurate data to make decisions and share the reasoning behind those decisions.	
	<ul style="list-style-type: none"> Identify a problem solving/communication dialogue model to use during meetings, forums and negotiations. 	Spring 2011	College Council				
	<ul style="list-style-type: none"> Explore using Appreciative Inquiry and Interest Based decision making model in small and large group dialogue. 	Spring 2011	Cabinet				
	<ul style="list-style-type: none"> Establish the process to forward comments and concerns 	Fall 2010	College Council				
	<ul style="list-style-type: none"> Develop a code of ethics based on Interest Based Problem Solving 	Spring 2011	College Council				
The work environment for Associate Faculty is poor.	<ul style="list-style-type: none"> Update/Publish Faculty Handbook 	Fall 2010	Utpal Goswami		Goal 2: Develop and manage human, physical and financial resources to effectively support the learning environment	Maintain existing District FTES while increasing average "fill-rate" (productivity) to 75+%. Improve completion/graduation rates	
	<ul style="list-style-type: none"> Conduct faculty training to improve integrity/usefulness of associate faculty evaluations. 	Spring 2011	Utpal Goswami				
	<ul style="list-style-type: none"> Work in with Academic Senate to create an associate faculty staff development program. 	Fall 2010	Utpal Goswami				

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<p>Policies and Procedures are not clear, current, and/or are not followed.</p>	<ul style="list-style-type: none"> • Complete the process of converting 3-digit policies/procedures to the new 4-digit format • Develop an administrative procedure that outlines the process for developing and updating policies and procedures • Develop departmental procedure manuals • Establish administrative responsibility of monitoring adherence to policies and procedures as part of the last two action items. 	<p>Summer 2011</p> <p>Spring 2011</p> <p>Spring 2011</p> <p>Spring 2011</p>	<p>Doug Edgmon</p>	<p>Absence of full time staff Need comprehensive understanding and application resource Many other changes occurring tandem development i.e., mission /vision Observe external policies rules, oversight by outside agencies</p> <p>Action plan to discuss best approach establish timelines</p>	<p>Goal 2: Develop and manage human, physical and financial resources to effectively support the learning environment</p>	<p>Improve completion/ graduation rates</p>	

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The district's goals are on target/my work environment is satisfactory.	<ul style="list-style-type: none"> Make all Integrated Planning reports widely available to inform employees and the community of current plans for improvement and of the outcomes of the reports 	Fall 2010	Cabinet	College Council having time to review the reports.	Goal 2: Develop & Manage human, physical, financial resources to effectively support the learning environment .	Improve completion/ graduation rates	
	<ul style="list-style-type: none"> Show connection between program review process and link to results. 	Summer 2010	Vice Presidents	Reports not getting to the Council in a timely manner. Clarifying the purpose of the College Council and gaining acceptance by everyone of that role.			
	<ul style="list-style-type: none"> Solicit employees to determine what makes us feel satisfied with our work place. 	Spring 2011	Cabinet	Getting the FMP prioritization made available on the website – who will do this?			
	<ul style="list-style-type: none"> Add workplace satisfaction to the Strategic Plan 	Spring 2011	Cabinet	Generating interest and facilitating involvement from the community. Determining how ideas will be solicited.			
	<ul style="list-style-type: none"> Provide information so that people know that there are positive things taking place on campus. 	Fall 2010	Vice Presidents	Making change to the strategic plan. Committing time or perception that this is a poor use of time. Funding for a web person			

2010-11 Enrollment Management Plan

Themes	Action Plans	Timeline	Responsible Persons	Linkage to Strategic plan	Board Approved goals	Status/Results
Prepare faculty, staff, and administrators to teach and support underprepared students.	Provide ongoing staff development opportunities related to pedagogy, classroom practice, and current and new research in the remedial education field and teaching innovations.	Spring 2011	Utpal Goswami	Goal 1: Enable student attainment of educational goals	Improve College Preparation	
	Provide adequate compensation for faculty to pursue training in developmental education.	Spring 2011	Mike Wells		Work towards a more proactive advising program with early intervention and quantifiable results for “at risk” students	
Prepare underprepared students to be successful.	Use diagnostic assessments and at-risk profiles in academic readiness, personal development, social integration, and life challenges.	In progress for Fall 2010	Keith-Snow-Flamer		Improve completion/graduation rates	
	Partner with K-12 initiatives and Hoopa, South Fork, Ferndale, Eureka, Fort Bragg, and Del Norte high schools to offer basic skills and/or Guidance 112 classes in the summer or spring.	Summer 2011	Keith Snow-Flamer		Maintain existing District FTES while increasing average “fill-rate” (productivity) to 75+%.	
	Use a diagnostic tool to test for high school sophomores/juniors to determine college readiness and enrollment in the appropriate summer credit or non-credit class.	Spring 2011	Keith Snow-Flamer			
	Work with faculty to discuss developing possible “non-credit” basic skills classes for summer 2011 availability.	Fall 2010	Utpal Goswami			
	Bring faculty into the identification of at-risk students.	Fall 2010	Keith Snow-Flamer			
Align academic and student support programs for basic skills.	Assess and identify improvements to new services via program review process	Spring 2011	Keith Snow-Flamer			
	Engage faculty and staff in reassessing multiple measures.	Fall 2010	Keith Snow-Flamer			
	Continue to develop “homegrown” math assessments, EAP, and multiple measures—as alternative placement instruments.	Fall 2010	Utpal Goswami			
	Continue to track and report program review	In progress	Melissa Green			

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Improve and further develop first-year experience programs, including community learning groups for freshman, at-risk students, athletes, residence hall students, honors, and first generation students.	data on Basic Skills students' retention and success rates in all disciplines and programs.		Rachel Anderson			
	Institutionalize discussion of basic skills/remedial education in the college's planning committees.	Fall 2010	Zach DeLoach			
	Develop a First-Year Experience program that integrates not only curriculum but also co-curricular activities, advising support, mentoring, tutoring, and study skills.	In progress for Fall 2010	Keith Snow-Flamer Utpal Goswami			
	Develop Learning Community "menu of options" that links basic skills courses with two or three courses	In progress for Spring 2011	Keith Snow-Flamer Utpal Goswami			
	Implement systematic early intervention strategies for counselor/advisor contact with at-risk/poor performing students.	In progress Fall 2010	Rachel Anderson			
	Offer stand-alone academic skills development and freshman seminar courses in the First-Year Experience program.	In progress Fall 2010	Melissa Green			
	Encourage development of learning community blocks with the focus of not creating a perception that LCs are only for underprepared students.	In progress for Fall 2010	Melissa Green			
	Measure student achievement and outcomes upon completion of the FYE.	Spring 2011	Keith Snow-Flamer Utpal Goswami			
	Foster a stronger campus connection via student activities that increase students' enthusiasm and sense of belonging.	In progress for Fall 2010	Melissa Green			
	Identify the skills and characteristics of successful college students and use these as goals for underprepared students.	In progress for Summer 2010	Keith Snow-Flamer			
Expand the definition of student success to "integrate both intellectual and social	Fall 2010	Keith Snow-Flamer				

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	dimensions" of student development.					
	EMC: reexamine whether students should be allowed to register late, since late registration cause students to begin their studies at a disadvantage.	Spring 2011	Keith Snow-Flamer			
	Hire faculty eager to teach underprepared students and skilled in doing so.	Fall 2011	Cabinet			
	Strongly encourage underprepared students begin developmental math and English coursework in the first semester of enrollment.	Spring 2011	Melissa Green			
	Increase funding for at-risk student programs and high risk courses	Fall 2010	Cabinet			
	Develop supplemental instruction program that supports content learning and academic skills development	Fall 2010	Keith Snow-Flamer Mary Grace Barrick			
Effectively use financial aid in the outreach/retention process.	Continue Financial Aid staff at High School Parent night	Fall 2010	Lynn Thiesen			
	Continue imbedding financial literacy in GS 1 and 6 and GUID 112 courses	Fall 2010	Melissa Green			
	Continue implementing and tracking threshold notification (30, 60, 90 units)	Fall 2010	Melissa Green			
	Implement debit card refund management process	Spring 2011	Lynn Thiesen			
	Provide more comprehensive Rights & Responsibilities information to financial aid recipients	Spring 2011	Lynn Thiesen			
Work towards a more proactive advising program	Identify at-risk students list and implement early advising to highest weighted at-risk students	Fall 2010	Melissa Green			

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with early intervention and quantifiable results for “at risk” students. Develop and implement plans to increase non-resident (out-of-state) enrollment.	Research other CCCs at-risk programs and early alert systems; adjust our program accordingly	Fall 2010	Melissa Green			
	Create an advisor rubric that includes learning barriers	Fall 2010	Melissa Green			
	Develop student athlete retention program	Fall 2010	Joe Hash Mary Grace Barrick			
	Develop campus support to include residence halls, advising, and student life	Fall 2010	Keith Snow-Flamer			
	Identify foster youth and provide focused attention on encouraging/motivating foster youth to attain college education	Fall 2010	Keith Snow-Flamer Marcy Foster Kelly Remington			
	Have foster youth meet individual with the President to encourage them to attain college education.	Fall 2010/Spring 2011	Keith Snow-Flamer			
Encourage student usage and support campus Job Market Center.	Create flowchart of Career and Transfer Center and Job Market functions	Fall 2010	Michael Regan	Goal 2: Develop and manage human, physical and financial resources to effectively support the learning environment		
	Include Job Market services in Orientations and GS 6 and Guidance 8 courses	Spring 2011	Melissa Green Michael Regan			
Assess outcomes of the First Year Experience Program and Marketing.	Create and measure viable program learning outcomes for the FYE program.	In progress for Fall 2010	Melissa Green	Goal 3: Build a culture of assessment	Use relevant, accurate data to make decisions and share the reasoning behind those decisions.	
	Continue to measure success of underprepared students in regular courses following their developmental courses and share results with CR community and larger community.	In progress for fall 2010	Zach DeLoach			
	Identify the skills and characteristics of successful college students and use these as goals for underprepared students.	Spring 2011	Zach DeLoach			

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Assess needs of transfer/non-traditional students.	Assess impact on enrollment of not having printed schedules at all locations in the summer—to help in determining if this should be continued (on site and at specific drop-off points—i.e. post office, public library, City Hall, etc.)	Spring 2011	Paul DeMark			
	Use the Entering Student Survey to identify students' reasons for choosing to attend CR.	Fall 2011	Zach DeLoach			
	Research five-year trend for penetration rates at all CR locations. How have they changed?	Spring 2011	Zach DeLoach			
	Evaluate tutor services and tutor.com with satisfaction surveys for program review.	Spring 2011	Zach DeLoach			
	Develop tracking methodology for assessing the needs of transfer students. Work with IR to develop survey methods.	Spring 2011	Zach DeLoach			
	Use focus groups and surveys to assess and identify service improvements.	In progress summer 2010 & fall 2010	Keith Snow- Flamer Zach DeLoach			
	Define and identify non-traditional student population of CR (by area Eureka, Mendo, and Del Norte)	Spring 2011	Zach DeLoach			
	Survey student population to determine services needed: <ul style="list-style-type: none"> • Class times • Program options • Class locations/modalities 	Spring 2011	Zach DeLoach			
Create ongoing process for evaluation of placement instruments including multiple measures	Fall 2010	Mary Grace Barrick Melissa Green				

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Evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases. Base planning and decision making on regular institutional research that includes analysis and use of student and community satisfaction, under enrolled program needs, enrollment trends, etc.	Review current instrument, Accuplacer, and multiple measures being utilized for placement	Fall 2010	Mary Grace Barrick Melissa Green Rachel Anderson			
	Create and implement plan for improvement to include validated cut scores and standardized uses of multiple measures	Spring 2011	Mary Grace Barrick Melissa Green Rachel Anderson			
	Systematically assess and use data from student and employee perception and satisfaction.	Fall 2010	Keith Snow-Flamer (EMC)			
	Systematically assess and use data from program and service quality and needs through program review.	Spring 2011	Keith Snow-Flamer (EMC)			
	Systematically assess and use data from enrollment trends including student characteristics.	Spring 2011	Keith Snow-Flamer (EMC)			
Examine waitlist process	Fall 2010	Keith Snow-Flamer (EMC)				
Enhance the college's career counseling services.	Continue career "decidedness" determined as part of the Accuplacer and application.	Fall 2010	Mary Grace Barrick	Goal 5: Ensure student access	Improve completion/graduation rates	
	Fully imbed career inventories in GS/GUID	In Progress Fall 2010	Melissa Green		Maintain existing District FTES while increasing average "fill-rate" (productivity) to 75+%.	
	Continue "Undecided" Learning Community (GS 6 and Guid 8)	In Progress fall 2010	Melissa Green			
	Make sure campus signage is current	Spring 2011	Paul DeMark			
	Implement document imaging to reduce	Spring 2011	Cabinet			

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<p>Provide a process friendly environment.</p> <p>Continue Improving Marketing and Outreach/Recruitment.</p>	duplication of efforts and increase process efficiencies					
	Provide year-round centralized in-person support, in a staffed area, with computer access available for a large number of students	Fall 2011	Keith Snow-Flamer			
	Continue working toward 95% online enrollment	Fall 2010	Keith Snow-Flamer			
	Continue to communicate that the existing brochures are available (brought to outreach activities, LRC, taken to corridor sites, too)	Fall 2010	Paul DeMark			
	Develop distance learning brochure and include on-line class orientation, etc.	Fall 2010	Paul DeMark			
	Create bookmark-sized piece to promote the college's website	Fall 2010	Paul DeMark			
	Add brochures/brochure content to the web page.	Spring 2011	Paul DeMark			
	Determine how to make catalogs available at Centers/sites	Fall 2010	Paul DeMark			
	Make recruiting materials relevant to CRMC & CRDN available to the counselors/advisors at those locations.	Spring 2011	Paul DeMark			
	Fully implement electronic inquiries and develop an electronic follow-up process to gauge each student's interest in enrolling and readiness level.	Spring 2011	Kathy Goodlive Maggie Lynch Paul DeMark			
Ensure that CRMC & CRDN counselors/advisors know how to use SARS to track data	Spring 2011	Melissa Green				
Develop a list of basic information prospective students need to know that might represent	Spring 2011	Melissa Green Anita Janis				

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Increase student participation in campus life and connectivity to the college.	obstacles to them coming to CR. For example, offer to make an appointment for them to register and/or take placement tests, identify when the orientation is held and invite them to see what it is like, tell them when books will be sold, etc.		Geisce Ly			
	Make connection to remind students to attend orientation.	In Progress for Fall 2010	Melissa Green			
	Redesign orientation to have social aspect first—students can be grouped by their planned fields of study and enjoy some food, then provide the orientation. This starts a cohort-like feeling from the beginning.	Spring 2011	Melissa Green			
	Explore using alumni in recruiting efforts—testimonials and expand to them being actively involved in other aspects of the college that link CR to the community	Spring 2011	Keith Snow-Flamer Paul DeMark			
	Clearly define and widely communicate to college constituencies the desired annual enrollment for the college	Fall 2010	Keith Snow-Flamer			
	Campus life and ASCR will collaborate with faculty to plan activities.	Fall 2010	Nikiya McWilliams			
	Campus life and ASCR will work with Marketing and Communications department to improve awareness of campus activities. The community will be better informed about activities through radio and television public service announcements, press releases, channel 8, and print media.	Fall 2010	Nikiya McWilliams			
	Refine survey instrument to gather more information on the needs of students in terms of	Spring 2011	Zach DeLoach			

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Improve Class Scheduling.	campus engagement.					
	Imbed campus life activities in FYE Program/learning communities.	Fall 2010	Melissa Green			
	Work with Honor's Coordinator to enhance the co-curricular Honor's experience	Fall 2010	Nikiya McWilliams			
	Ensure that courses in any given program are offered sequentially and regularly in order to facilitate degree and certificate completion.	Spring 2011	Utpal Goswami			
	Coordinate scheduling of developmental education classes within math, English, reading so students can reach their academic goals in a timely and efficient manner	In Progress for Spring 2011	Rachel Anderson			
	Survey focus group to determine what appropriate time needs are and how unit values effect scheduling.	Spring 2011	Zach DeLoach			
	Provide historical trend data by section for each division to review prior to development of the next semester schedule.	In Progress for Spring 2011	Zach DeLoach			
	Develop a master two-year schedule outlining which semester classes will be offered over two years.	Fall 2011	Utpal Goswami			
	Develop a formal signature approval system for making changes to a "final" schedule after it has been entered into Datatel.	In Progress for Fall 2010	Keith Snow-Flamer			
	Create a formal student notification process as to cancellations of sections administered by student services.	In Progress for Fall 2010	Keith Snow-Flamer			
Develop a pre-schedule conference that would provide input for the academic coordinators about issues seen by student services personnel regarding the schedule of classes the previous	In Progress for Fall 2010	Keith Snow-Flamer				

2010-11 Enrollment Management Plan

Themes	Action Plans	Timeline	Responsible Persons	Linkage to Strategic plan	Board Approved goals	Status/Results
	semester when they were registering students for classes.					
	Set a goal of less than 10 percent cancellation rate for credit programming	In Progress for Fall 2010	Keith Snow-Flamer Utpal Goswami			
	Develop an initial schedule based on the sections that made the previous semester and will not include or add the sections that were deleted the previous semester.	In Progress for Fall 2010	VPs and Deans			
	Review the courses in their area with cancellation rates over 50 percent and determine if fewer courses are needed in the upcoming schedule, and make adjustments as needed.	In Progress for Fall 2010	VPs and Deans			
	Review courses with a fill rate of less than 70 percent and offer them less often – not every semester.	In Progress for Fall 2010	VPs and Deans			
	Develop more online sections of the most popular courses (10-15%).	Fall 2011	Utpal Goswami Maggie Lynch			
	Assign personnel at the College to conduct a physical room inventory for every room in every building at the College.	In Progress for Summer 2010	Keith Snow-Flamer			
	Designate a campus scheduler to assign rooms for sections scheduled. The campus scheduler should have the final authority for the room assignments for the class schedule.	In Progress for Summer 2010	Keith Snow-Flamer			
	Examine the feasibility of moving to a five day a week schedule	Fall 2010	Utpal Goswami Keith Snow-Flamer			
	Review the maximum class enrollment caps against the maximum physical seat capacity across the disciplines by room to see if rooms are under-utilized and if classes need to be moved to	Fall 2010	Keith Snow-Flamer Utpal Goswami			

2010-11 Enrollment Management Plan

Themes	Action Plans	Timeline	Responsible Persons	Linkage to Strategic plan	Board Approved goals	Status/Results
	other classrooms.					
	Appoint a faculty committee to examine all the general education courses being offered for the CSU and UC transfer and a determination made if too many general education courses are being offered	Fall 2010	Utpal Goswami			
	Determine what the actual programming for the off-site locations should be.	Spring 2011	Utpal Goswami			
	Create as schedule master and examine curriculum offerings to ensure that programs can be completed and classes are offered at least once a year, if not every other year.	Spring 2011	Utpal Goswami			
	Define specific complete academic programs for evening, day, and online delivery. Market these programs to the appropriate markets in the advertising campaigns for the College.	Fall 2011	Utpal Goswami			
	Explore reinstituting College Hour	Spring 2011	Utpal Goswami			