SPC APPROVED STRATEGIC DIRECTIONS AND ISSUES
APRIL 28, 2017

ALL RESPONSES ARE VERBATIM. RESPONSES IN ITALICS WERE DEVELOPED BY THE PLANNING CONSULTANT AND REPHRASES THE ORIGINAL STATEMENT IN THE FORM OF A QUESTION

Strategic Direction:

Enhancing Student Success and Completion:

1) How do we support teaching and learning excellence?
2) What are some of the resources that can be used to graduate more students from CCRI on time?
3) How do we ensure equity of success for our students?
4) What can be done to graduate more students from CCRI on time?
5) How can the college better utilize the student wait list to facilitate course enrollment & to gather data on student demand for courses?
6) What CCRI teaches needs to match what skills help get jobs (and/or other benefits for the students. *How can what CCRI teaches match what skills help get jobs (and/or other benefits) for the students?*
7) How can we dramatically increase student progression to goal completion?
8) How do we close performance gaps among students from under-represented backgrounds?
9) How do we strengthen the CCRI student experience?
10) How can we preserve the integrity of the academic experience in light of the focus on student success and completion?
11) How can we make Disability Services a wider known department?
12) How can we better serve and provide services for night students?
13) What student services processes are required to assure student success?
14) San Jose CC runs 50 tech courses that CCRI doesn't have. Proactively, if Rhode Islanders were to gain these skills we might in time have some of the vibrant economy that Silicon Valley has. Studio 38 proved that all such skills had to be imported to Rhode Island, and then all of these specialized personnel evacuated Rhode Island as soon as the money was gone. Providence wants to be "The Creative Capital." Why not have the skills to go with the title? *Should CCRI offer high tech programs to stimulate a vibrant economy similar to what has been done in other parts of the country?*
15) How do we encourage and value diversity and student-centric engagement?
16) How can CCRI better accommodate students with disabilities?
17) How do we support student success with limited and decreasing funding and resources?
18) How do we leverage the strength of small class sizes to support the success of students?
19) How do we create a level playing field for all students?
20) How can we ensure all students get the support they need?
21) How do we scale up our successful initiatives for all students?
22) How do we create an inclusive environment of respect and mattering for all the issues our students face?
23) How does the College serve students effectively with so few enrollment/student services counselors?
24) How can student services be improved at CCRI?
25) Listen to the students and faculty, for instance, bring Math Lab back or tweak it. *What opportunities exist to bring the Math Lab back or tweak it?*
26) How do we ensure equity matters in all student's success decision making?

27) The U.S. is currently last among developed nations in mathematics proficiency. *Why is the U.S. currently last among developed nations in mathematics proficiency?*
28) Perhaps our courses are too insensitive to individual math needs and shortcomings inherited from high school. We seem to be steamrolling half of our students to the failure category in the name of "keeping up academic standards," but almost all of CCRI's students seem to be basically smart enough to handle the subject. *Are the math courses at CCRI too insensitive to individual math needs and shortcomings inherited from high school?*
29) The Zen Koan system of teaching mathematics has students staring at challenging homework problems for hours, looking for the secret way to solve each problem. We can teach mathematics without Koan problems, and we may find that our students are the brighter for it. I advocate teaching the easiest possible preludes to new material, then testing the dead easy parts, then trying more advanced tests on those students (90% of them) that have already passed the easy tests. *Are there better ways to teach mathematics at CCRI than what is currently being offered?*
30) What can be done to have students more prepared for college by the time they matriculate at CCRI?
31) What are some of the resources that can be used to have students more prepared for college by the time they matriculate at CCRI?
32) What supports are needed to help students (especially those lacking in basic skills) advance more smoothly through their programs?
33) We must better serve those students who need remediation in English. *How can CCRI better serve those students who need remediation in English?*
34) How can remedial courses be modified to better serve students?
35) How do we address remediation needs of our student population?
36) What do we do with underprepared students?

SWOT-C Themes: Student Services/Activities, Insufficient Structures to Serve Current Student Population, Internal Processes, Diversity, Student Related, Affordability/Accessibility, Diversity, Academic Components, New Programs/Partnerships, College Readiness/Dual Enrollment

Strategic Direction:

Expanding Partnerships and Programs/ Certificates & Degrees

1) How can we be a more responsive, adaptive and powerful partner with industry in Rhode Island?
2) How do we enhance the social and economic impact in Rhode Island?
3) Smooth articulation with the other state post-secondary institutions. *How can CCRI contribute to a smooth articulation with the other state postsecondary institutions?*
4) How do we ensure programming is relevant and impactful to prepare students to thrive in an ever-changing global environment?
5) How can we create better articulation programs with other state colleges?
6) How do we create and sustain a continuous culture of community engagement?
7) How can CCRI better serve its community - students, staff, faculty?
8) How can CCRI learn about labor market opportunities and build programs to meet those demands?
9) What opportunities can CCRI capitalize on to the betterment of the entire college?

10) JAA program/opportunity to transfer to RIC/URI. *How can the JAA program and the opportunities to transfer to RIC/URI be expanded?*
11) How can CCRI better serve an increasingly diverse pool of applicants/state residents?
12) How do we develop a comprehensive set of offerings in terms of associate's and certificate programs that are beneficial to industry and community stakeholders as well as students?
13) How can CCRI raise its percent of students earning certificates, associate's degrees and transferring to other institutions?
14) How can we expand collaboration with our sister institutions for student success?
15) Can we offer renewable energy and other innovative programs?
16) How do you make a student's pathways more efficient through better course selection?
17) What are the resources/processes needed for new program development?
18) Who in the college is charged with projecting, designing and implementing new academic and career options for future CCRI students?
19) How can CCRI emphasize the importance and value of a Certificate and/or Associates Degree?
20) How can CCRI build stronger partnerships with local industry, high schools, and other higher education institutions?
21) How can CCRI develop its programming to better meet the needs of current and future employers? Programming includes credit and non-credit, certificates and workforce training programs.
22) What can we do to fulfill the needs of the business community and employers to expand the workforce?
23) How do we create a system that allows us to quickly respond to employer needs?
24) How do we instill the soft skills that industry needs?
25) How to respond to and anticipate employer demands?
26) How do we determine the demand for employment for graduates?
27) Can opportunities be created for students to participate in internships with growing businesses?
28) How can we maintain the strong Liberal Arts base while strengthening career education?
29) How do we elevate the appeal /demand of an associate's degree to prevent students from transferring prior to this achievement?
30) Why are so many students transferring to a four-year institution without completing a two-year degree?
31) How does CCRI plan to compete with growing online course/degree competition while promoting and conducting quality education?
32) What does CCRI need to do to build, grow and support an excellent online learning program?
33) How do we enhance online/technology enabled learning?
34) How can we expand our online offerings in a more thoughtful was, such as totally online degree or certificate programs?
SWOT-C Themes: Academic Components, Lack of Viable Programs/Course Availability, New Programs/Partnerships, Delivery/Technology

Strategic Direction:

Ensuring Financial Strength and Robust Systems

FINANCIAL

1) How do we optimize resources to ensure a sustainable institution?
2) How do we promote greater transparency, efficiency and accountability in institutional processes and systems?
3) How do we maintain our status of affordability accessibility and quality of education?
4) How do we make CCRI a student's first choice?
5) How can college resources be used more efficiently at CCRI?
6) What can we do to position ourselves in the best way for all stakeholders to benefit from the free tuition proposal?
7) How does institution establish a 3 to 5-year resource allocation plan to accompany strategic initiatives?
8) How do we position ourselves toward increased financial stability and be in a better competitive position in terms of performance-based funding?
9) How can CCRI better use its strengths to increase enrollment?
10) How can we create more affordability for CCRI students?
11) How do we sustain affordability and provide enhanced services and excellence?
12) Can off-peak course pricing for the shoulder hours and days and full price for peak hours be considered?
13) How can we create more financial stability for both full and part time faculty?

TECHNOLOGY

14) How can CCRI, and the college's faculty, better adapt, standardize and utilize digital tools and resources to improve teaching and learning; whether it is within the classroom, online, or for accessibility purposes?
15) How do we embrace new technology and delivery methods while maintaining a balance and preserving the integrity of the academic programs and wrap-around services?
16) How does CCRI improve technology facilities to meet the needs of the economy while remaining affordable?
17) How can we better design our classrooms/facilities and better/adapt utilize digital tools for accessibility?

PHYSICAL

18) Closing the Shepard Building campus is problematic. *What consequences are there in closing the Shephard Building campus?*
19) How can we make it easier for student transportation to and from other campuses?
20) Get maximum use out of the existing buildings. *How can CCRI get maximum use out of the existing buildings?*
SWOT-C Themes: Affordability/Accessibility, Facilities/Safety/Infrastructure, Funding/Compensation, Resources, Delivery/Technology, Funding/Debt/State Procedures, Competition, Technology

Strategic Direction:

Improving College Image and Perceptions

1) How do we become recognized as an outstanding community college in the region?
2) How do we promote spirit, community, and collaboration to our many campus constituencies and externally across the state?
3) How do we strengthen CCRI's reputation and institution building with all stakeholder groups?
4) How do we enhance the perception and visibility of the college in terms of engaging the local industries and community stakeholders?
5) How can CCRI best position itself to be the first choice for students?
6) How do we increase the profile of our brand, reputation and external perception?
7) How can we build on strengths of affordability and accessibility to build-up enrollment in non-credit programs?
8) How to enhance perception of CCRI internally and externally?
9) How do we become a viable choice in Rhode Island?
10) How can CCRI use marketing and communications to position itself as the first choice for potential students? How can we change the perception of CCRI as being a weaker school-13 grade, second rate college, RIJC?
11) How do we improve the perception of the College internally and externally?
12) How can the positive reputation of the CCRI be articulated inside and outside the walls of CCRI?

SWOT-C Themes: Marketing/Recruiting, Lack of Internal/External Communication, Marketing/ Communication, Competition, Marketing/Communication/Image

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Strategic Direction:

Building an Effective Organizational Culture Through Collaboration & Engagement

1) How do we enhance a climate of collaboration, equity, and inclusion for all constituencies?
2) How should CCRI define leadership?
3) How can communication be improved at CCRI?
4) How can we increase inclusion at CCRI?
5) How can we create a more diverse and inclusive faculty at CCRI?
6) Why have so many employees and members of management become complacent with the "status-quo" and content that has been done for the last 20-30 years?
7) How do we address lack of communication within and between departments, alumni and external groups?
8) How do we foster trust, communication, and accountability among faculty, staff and administration?
9) How can we develop true shared Governance, when President Hughes and her Senior Leadership have deliberately taken steps to undermine and destroy shared Governance?
10) How can an environment of shared Governance be developed at CCRI?
11) Can progress be equitably distributed among all groups?
12) How can we develop a more cohesive and collaborative environment within the college?
13) How do we move to a more collaborative culture and embrace openness and change with several different stakeholders in a large organization?

14) How can we develop an engaging organizational culture to thrive in the future while establishing a climate of trust, responsibility, accountability and collaboration?
15) What does a culture of engagement and trust look like?
16) How can Hughes/Senior Leadership Team build collaboration with faculty?
17) How do we value and respect the role of faculty?
18) How can we develop a viable faculty assessment system?
19) How can the College increase engagement of the majority of staff and faculty?
20) How do we overcome faculty apathy and distrust and resentment of administration?
21) How can we use faculty to help accomplish goals?
22) How can part-time faculty have a stronger voice in the decision making at CCRI?
23) How can job security for adjunct faculty be improved?
24) Why do adjunct faculty have no benefits?
25) Can medical insurance be offered for adjunct faculty?
26) Can retirement benefits be made available for adjunct faculty?
27) Why is morale low in some departments?
28) What can be done to create more trust between CCRI faculty and President Hughes and her leadership team?
29) How do we improve communication and trust between President Hughes/Senior Leadership Team with the faculty?
30) How do Hughes/Senior Leadership team run our College lacking the basic qualifications to do so?
31) How can the College move forward with a President and much of her Senior Leadership team who lack the education, experience, demeanor, leadership and "people skills" to do their job(s)?
32) How will CCRI build trust among faculty, staff and administrators? Until there is open dialogue among all constituents, the institution will never clearly define the problems that exist. And until those problems are defined, they cannot be solved. To build trust, there must be respect. It is critical that all members of the faculty, staff, and administration understand their role as professionals. First, they must be able to define their profession. For instance, faculty are not simply classroom administrators. Their responsibility includes academic content and pedagogy development. This means they must dedicate time outside the classroom to remain current in their academic discipline. If they continue to supplement their income with overload, they cannot possibly address these professional responsibilities. Otherwise, they have sacrificed their professional rights to define curriculum. Until this strategic issue is addressed and resolved, every other "issue" is meaningless institutional rhetoric.

SWOT-C Themes: Culture and Environment, Lack of Internal/External Communication, Lack of Staffing and Training, Lack of Organizational Effectiveness, Funding/Compensation, Internal Processes, Lacking Sufficient Collaboration, Engagement & Trust

Strategic Direction:

Expanding Opportunities for Professional Development with Clear Pathways and Processes Toward Advancement

1) How do we invest in each other to ensure faculty and staff success and excellence?
2) How does the college plan to encourage and challenge new ideas and "beat the status-quo"?
3) What are enhanced opportunities and pathways for advancement?
4) What processes are most effecting for hiring the best full-time and adjunct faculty?
5) The college needs to work towards creating a more diverse (culturally), younger/innovative, and active (engaged in the success of the college) faculty. *How can the college work towards creating a more diverse (culturally), younger/innovative, and active (engaged in the success of the college) faculty?*
6) How can we maintain a high level of quality amongst staff, including promoting and developing colleagues within the organization (faculty, administration and staff)?
7) How do we sensitize or train people to accept all students?
8) How can CCRI reward excellence, innovation, and the creativity needed to move forward?
9) The student body is a diverse community, yet the faculty and staff are much less diverse. A more diverse administration, faculty, and staff would create and present more scenarios of "what is possible for me" for the students. *Would a more diverse administration, faculty, and staff create and present more scenarios of "what is possible for me" for the students?*
10) A younger, more innovative and engaged faculty can go a long way in redefining the culture of the culture. While there are a great number of excellent faculty at CCRI, there is also a (too) large contingent of I will always do what I always did. That attitude does not serve the students or the college. *Would a younger and more innovative and engaged faculty help redefine the culture of the college?*
11) How can we get administration to fully understand the types of students that select CCRI?
12) How can we provide and encourage training for faculty and staff, especially student oriented departments, on the accessibility?
13) Limited opportunities for faculty and staff to advance professionally and economically (8). *How can opportunities for faculty and staff to advance professionally and economically be expanded?*
14) What can be provided to support faculty and staff to continue offering quality education?
15) With new and younger employees being hired; how does the college foster their growth and job training?
16) Limited opportunity for advancement for part time faculty. *Can opportunities be created for part-time faculty and staff to advance professionally and economically?*
17) How can we increase opportunities for faculty to advance professionally and for the College to gain from their experiences and insights?
18) Why are opportunities for adjunct faculty to advance professionally and economically so very limited at CCRI?