

ROGUE COMMUNITY COLLEGE
2008-09 ANNUAL
ASSESSMENT REPORT
OF
INSTITUTIONAL GOALS AND OBJECTIVES FROM THE
2008-2012 STRATEGIC PLAN

August 31, 2009

2009 ASSESSMENT TEAM

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Assessment Sponsored by the
INSTITUTIONAL PLANNING AND EFFECTIVENESS COUNCIL

Process and Scope

In the *Annual Institutional Goals and Objectives Assessment Report*, the College reviews how well it has accomplished its goals and objectives as stated in the *2008-12 Strategic Plan*. The *Assessment Report* is also an important tool when addressing “Standard 5: Mission Fulfillment, Sustainability, and Adaptation” of the Northwest Commission on Colleges and Universities’ *Revised NWCCU Standards for Accreditation*. RCC engages in regular, systematic, and participatory self-reflective assessments of its accomplishments. Through ongoing self-evaluation, the College sets new directions and adjusts plans to meet challenges and changing conditions.

The *Annual Institutional Goals and Objectives Assessment Report* is one of many assessment efforts conducted by the College. Examples of other efforts include—but are not limited to—the following:

- Student Evaluation of Instruction
- Noel-Levitz Student Satisfaction Inventory
- Community College Survey of Student Engagement
- Survey of Entering Student Engagement
- Faculty evaluations (full- and part-time)
- Classified evaluations (full- and part-time)
- Administrative evaluations
- Outside accrediting agency evaluations college-wide
- Outside accrediting agency evaluations in several departments
- Annual fiscal audit by an outside agency
- OSHA inspections

The assessment, sponsored by RCC’s Institutional Planning and Effectiveness Council (IPEC), takes place each summer and is conducted by a team of faculty, staff, and managers. Representatives from main reporting areas discuss and score each goal and objective. Where information is scant, it is supplemented by the knowledge base present at the discussion or through follow-up as needed. Assessment is an open process for anyone interested in participating.

Members of the Assessment Team were provided with several documents for reference:

1. Agenda
2. Champions’ Summative Reports for 2008-09
3. Institutional Data Sets
4. Departmental Objectives and Assessments
5. Comments and Recommendations for Change from Goal Champions concerning the goals and objectives
6. Marketing Review
7. Strategic Planning Assessment Survey
8. Summary of Goals and Grading Chart

Assessment for 2008-09 was a bit unusual, as this was a “transition year” between the former *2004-08 Keys and Key Objectives* and the new *2008-12 Strategic Plan*. Since the new plan was adopted by the Board of Education on June 17, 2008, the college community essentially planned and assessed 2008-09 AND planned for 2009-10 during the same year. In addition, the 2008-09

budget cycle was not synchronized with the planning cycle, so action plans reflected currently available funds. **This was a year of catch-up, change, and adjustment.**

Since input from departments is a vital component of the institutional assessment, each department was asked to write objectives and to tie them to the Strategic Plan where possible. However, if the six sets of institutional goals and objectives did not “fit” what the department planned, a seventh category “Other” was developed. Some ongoing, yearly departmental objectives fit into that seventh category. These fell into several groups of intent, including such areas as:

- Content development for courses, e.g., new videos
- Curriculum development, curricular standards, curricular research
- Departmental accreditation work for an outside agency other than Northwest Commission on Colleges and Universities (NWCCU)
- FTE growth and development
- Government Finance Officers’ Association (GFOA) award criteria
- Instructional Student Learning Outcomes
- Pricing for courses in Community Education
- Processes and procedures internal to a department, but district-wide in nature
- Student tracking and retention
- Title III and other grant applications, criteria, and responses

Results of the annual report are publicized by IPEC to the institution and are used as a basis for institutional planning in the following year. The report of this team will be presented to the Rogue Community College Board of Education on September 22, 2009.

Development, Use, and Assessment of the Strategic Plan, Its Goals, and Its Objectives

During 2007-08, cross-institutional teams evaluated former strategic plans and examined samples from other institutions, as well as consulting literature on such planning. The teams reviewed the operating environment, considered changes in the service district, and asked for input from the communities served by the College. From this environmental scan information and a series of facilitated meetings came draft goals and objectives. These were fine-tuned, adjusted, and then presented to the institution for consideration. Once revisions were incorporated, goals and objectives were reviewed and approved by the RCC Board and adopted in June 2008.

Each goal and objective is guided and overseen by an appointed “Champion” whose job is to develop action plans, estimate budget needs, and monitor and report on the success of the efforts. These Champions report to Executive Team and the Board of Education on a quarterly basis in written form and report in person to IPEC on a quarterly and yearly cycle. At the end of the year (June 2, 2009, for this cycle), the Champions presented a summative assessment of success with recommendations for changes to the goals and objectives to IPEC. Their assessment would have ideally included input from departments on departmental objectives that relate to each Champion’s goals and objectives. During 2008-09, departmental objective assessments were not available on the planned timeline, so they were incorporated into the scoring during the assessment on July 21, 2009.

The report that follows is part of the annual cycle of information for interested institutional and community members. It is available on the Strategic Planning Web page of the RCC Web site at www.roguecc.edu/StrategicPlanningannualreports.asp

**2008-2012 STRATEGIC PLAN
2008-2009 GOALS AND OBJECTIVES**

Goal A: CULTURE – Develop and sustain an agile and inclusive culture that values teaching and learning, unifies and inspires staff, faculty and community members, spotlights campus strengths, and utilizes resources effectively.

Objectives:

- A.1 Conduct an institutional study by an outside group to identify and implement ways to revitalize the RCC culture to:
 - A.1.1 Support broader leadership development;
 - A.1.2 Inspire, support, and recognize staff;
 - A.1.3 Make RCC processes more inclusive;
 - A.1.4 Assert teaching and learning as the college’s main goal;
 - A.1.5 Improve communication flow at all levels;
 - A.1.6 Promote formation of a faculty senate;
 - A.1.7 Invests in adequate staffing and professional development.

Goal B: STUDENT ACCESS AND COMPLETION – Expand alternative class delivery options, and seek employer input to improve access and completion.

Objectives:

- B.1 Allocate appropriate resources to support more staff teaching online, and improve the quality and number of distributed learning offerings.
 - B.1.1 Research, select, and implement a new Course Management System (CMS) to replace the current Web CT 4.1 system. (Change necessary due to software no longer being supported by the vendor.)
 - B.1.2 Work with Instructional Leadership Group to identify appropriate mix of course delivery options.
- B.2 Develop effective evening and weekend programming.
 - B.2.1 Identify and group appropriate courses for evening and weekend delivery into clusters so students may take them contiguously.
 - B.2.2 Support such class delivery methods as team teaching, blended classes, and cohort instruction for these courses.
- B.3 Create a proficiency-based review protocol for prerequisites and encourage students to challenge core prerequisite courses on a proficiency basis including:
 - B.3.1 Create an institutional definition of a core course.
 - B.3.2 Evaluate and publish outcomes for these courses.
 - B.3.3 Review pre-requisites in terms of barriers to class participation such as secondary prerequisites and discuss the implications of reducing them.
 - B.3.4 Use student input to assist in making classes more available.
- B.4 Anticipate and plan for maximum enrollment levels in the seven most commonly required courses in a firm, year-long schedule with sufficient sections.
- B.5 Support a more robust and comprehensive instructional advisory committee evaluation process.

- B.5.1 Ask advisory committees to select specific courses to develop course outcomes.
- B.5.2 Seek their input about the “what, when, where, and how” of courses to be offered.
- B.6 Develop a comprehensive facility master plan that:
 - B.6.1 Analyzes current and future facility needs;
 - B.6.2 Features areas of focus for each campus;
 - B.6.3 Identifies sustainable practices in selected operational and curriculum areas.

Goal C: CAREER PATHWAYS – Enhance students’ ability to move into the workforce using state-approved Career Pathway Certificates.

Objectives:

- C.1 Identify RCC programs that work well with the career pathway concept, and engage with faculty and employer representatives to develop pathway certificates based on industry needs and standards.
 - C.1.1 Extend career pathway development to other educational institutions such as creating Programs of Study with high schools, and increasing program/degree articulations with OUS schools.
 - C.1.2 Develop advising materials and pathway maps for students, staff, counselors, parents, high school and university stakeholders.
 - C.1.3 Strengthen efforts to disseminate regional workforce data, trends, and information to design effective pathways that better guide students into employment.
 - C.1.4 Develop education/training delivery adaptable to employer needs.

Goal D: DATA DRIVEN DECISION-MAKING – Strengthen RCC’s research and data processes to inform decision-making and improve the college’s effectiveness to better serve both its internal and external communities.

Objectives:

- D.1 Conduct cross-departmental assessment of data needs and implement best practices to solve the gaps in our current informational capacities.
 - D.1.1 Train staff about data research methods and provide the tools they will need to capture and use the data/research in their work.
 - D.1.2 Make data more accessible to and interactive for staff so that they may use data to improve college effectiveness in serving internal and external communities.

Goal E: STUDENT ENROLLMENT GROWTH – Build student enrollment using marketing, targeted services, and strategic partnerships to attract students and/or employers.

Objectives:

- E.1 Develop and implement a marketing plan that targets and attracts prospective learners.
 - E.1.1 Use an independent third party’s comprehensive marketing analysis to develop the plan.
 - E.1.2 Develop the attitude that everyone has a role in attracting learners.
- E.2 Intensify the college’s response to advisory committee and employer requests for educational services, initially focusing on health care and customized training.

- E.3 Research best practices in community partnering to develop partnership selection and prioritization criteria.
E.3.1 Develop a plan using the criteria to engage with community partners.
- E.4 Reduce student educational expenses by supporting development of regional resources such as public transportation, child care assistance, scholarships, and other areas.
- E.5 Increase enrollment of new students representing identified RCC target markets.

GOAL F: RCC/SOU PARTNERSHIP - Strengthen the RCC/SOU partnership.

Objectives:

- F.1 Identify opportunities to maximize resources for students, faculty, operations, and programming at the Higher Education Center.
- F.2 Explore other areas where the two institutions can effectively partner to enhance services to the region.

GOAL G: OTHER

Structure of the Report

Each Institutional Goal or Institutional Objective is stated in its entirety. Following the statement is the scoring pattern—Met, Partially Met, Not Met—along with a 1-10 score, with 10 being the highest. This is followed by a list of Signature Events (notable activities conducted) and Recommendations, Commendations, Comments, and Considerations as appropriate.

Scoring, Values, Procedures, and Summary of Results

Using data and discussion in reports received from RCC goal champions and departments, institutional goals and objectives were scored as follows:

- 10 = Fully accomplished
- 5 = Partly accomplished on the basis of ongoing work.
- 0 = Status Quo—maintenance; no new implementation efforts recorded.

After all were individually assessed on a numeric scale of 1 to 10, each Institutional Goal was assessed as being Met, Partially Met, or Not Met and was also scored on the same scale.

2008 – 09 SUMMARY CHART

Goal or Objective	Short Content Identifier	SCORING		
Goal A	CULTURE	2009-10	2010-11	2011-12
	Score: 6—Partially Met			
A.1	Conduct study by outside group to identify and implement ways to revitalize the RCC culture to:	6		
A.1.1	Support leadership development	3		
A.1.2	Inspire, support, and recognize staff	5		
A.1.3	Make RCC processes more inclusive	5		
A.1.4	Assert teaching and learning as main goal	6		
A.1.5	Improve communication flow	6		
A.1.6	Promote formation of a faculty senate	9		
A.1.7	Invest in adequate staffing and professional development. Note: Scoring was divided because the topics, while related, were not handled the same way.	Adequate staffing – 8		
		Professional Development -- 6		
Goal B	STUDENT ACCESS AND COMPLETION	2009-10	2010-11	2011-12
	Score: 7—Partially Met			
B.1	Allocate resources for online staff and improved distributed learning options	9		
B.1.1	Select new CMS to replace Web CT 4.1	10		
B.1.2	Identify appropriate mix of course delivery options	7		
B.2	Evening/weekend programming	7		
B.2.1	ID courses and group into clusters	7		
B.2.2	Support team teaching, cohorts, and blended classes	6		
B.3	Review prerequisites and proficiencies	9		
B.3.1	Define core course	10		
B.3.2	Publish core course outcomes	8		
B.3.3	Review prerequisites to eliminate access barriers	NA		
B.3.4	Use student input to make classes more available	8		
B.4	Develop yearly schedule to provide for maximum enrollment in seven most commonly required courses	7		
B.5	Support instructional advisory committee evaluation process.	0		
B.5.1	Ask advisory committees to select specific courses to develop course outcomes.	0		
B.5.2	Seek committee input about the “what, when, where, and how” of courses	0		
B.6	Develop a comprehensive facility master plan	3		
B.6.1	Analyze current and future facility needs;	NA		

Goal or Objective	Short Content Identifier	SCORING		
B.6.2	Feature areas of focus for each campus	NA		
B.6.3	Identifies sustainable practices in selected operational and curriculum areas.	8		
Goal C	CAREER PATHWAYS	2009-10	2010-11	2011-12
	Score: 9—Met			
C.1	Identify RCC programs; engage with faculty and employer representatives to develop pathway certificates based on industry needs and standards.	9		
C.1.1	Extend career pathway development to other institutions	9		
C.1.2	Develop advising materials and pathway maps	10		
C.1.3	Strengthen efforts to disseminate regional workforce data,	8		
C.1.4	Develop education/training delivery adaptable to employer needs	10		
Goal D	DATA DRIVEN DECISION-MAKING	2009-10	2010-11	2011-12
	Score: 4—Partially Met			
D.1	Conduct assessment of data needs; implement best practices to fill data gaps	5		
D.1.1	Train staff; provide tools to capture data/research	3		
D.1.2	Make data more accessible and interactive so staff may improve effectiveness. Note: Scoring was divided because categories were handled differently in practice.	Accessible data – 8 Interactivity/ Effectiveness-- 1		
Goal E	STUDENT ENROLLMENT GROWTH	2009-10	2010-11	2011-12
	Score: 8—Mostly Met			
E.1	Develop and implement a marketing plan	10		
E.1.1	Use an independent third party's analysis to develop the plan	10		
E.1.2	Develop attitude that all have roles in attracting learners	6		
E.2	Improve response to advisory committee and employer requests	9		
E.3	Research best practices in community partnering	8		
E.3.1	Develop a plan to engage with community partners	8		
E.4	Reduce student educational expenses by supporting development of regional resources	7		
E.5	Increase enrollment of new students representing RCC target markets	9		

Goal or Objective	Short Content Identifier	SCORING		
GOAL F	RCC/SOU PARTNERSHIP	2009-10	2010-11	2011-12
	Score: 7—Partially Met			
F.1	Maximize resource use at the Higher Education Ctr.	7		
F.2	Explore areas for RCC/SOU to partner for enhanced regional services	7		
GOAL G	OTHER	2009-10	2010-11	2011-12
	Score: 7—Partially Met			

Of special note: Every goal and objective in the assessment below has been severely impacted by the economy. With the College heavily affected by the most severe recession since the 1930s, budgeting suffered. The Assessment Team viewed maintaining the status quo as a success in this economic climate.

Institutional Goal A: CULTURE – Develop and sustain an agile and inclusive culture that values teaching and learning, unifies and inspires staff, faculty and community members, spotlights campus strengths, and utilizes resources effectively.

Institutional Goal Score: 6

Partially Met

Institutional Objectives:

A.1 Conduct an institutional study by an outside group to identify and implement ways to revitalize the RCC culture to:

Objective Score: 6--Partially Met

Signature Events

- The climate survey was e-mailed to all of RCC on June 8, 2009. As of June 30, 2009, 107 people had responded. Analysis is to be completed during Summer 2009.

A.1.1 Support broader leadership development;

Objective Score: 3--Partially Met

Signature Events

- There was internal professional development for leaders from all levels. RCC supports and recognizes leadership outside RCC such as in local service clubs.
- The Management Forum met twice and did discuss leadership issues.
- A Management Forum Survey was sent to poll members on leadership topics that should be presented.
- Faculty Senate has been meeting monthly.
- A good conscience effort was made to manage this goal. Shaping or changing the culture of an institution is a monumental task to be accomplished over the term of this strategic plan; progress has been slowed this year by influences not under control of the College.

Concerns

- It is unclear if internal communication on leadership development opportunities is effective. One person in attendance at the assessment meeting had not attended “The Emperor’s New Clothes” due to a misunderstanding of its intended uses and content.
- It was unclear how much professional development funding was spent on a leadership use. That information would be useful for 2009-10.
- Due to the amount of time and effort needed to deal with current financial situation, work on establishing a leadership academy will be postponed until after July 2009 and will be based on the results of the climate survey.

A.1.2 Inspire, support, and recognize staff;

Objective Score: 5--Partially Met

Signature Events

- Good reviews received on campus “Staff Appreciation” events: these were considered a nice boost to *esprit de corps* and were small enough to chat with others.
- Presidential Innovators’ Awards.
- Christmas (Holiday) celebrations on each campus
- ABE/GED: ongoing mentoring of PT faculty

A.1.3 Make RCC processes more inclusive;

Objective Score: 5--Partially Met

Signature Events

- Growth and development of councils
- Engaged Campus Councils, Faculty Senate, FAMAT, CAMAT, Budget Advisory Group, Tuition and Fees Committee and others in budget discussions.
- Opportunities for instructional part-time faculty to develop more connections through training and orientations.
- Development of Faculty Senate, leading to increases in shared governance
- Based on anecdotal conversations, faculty indicated that they feel processes are more open than under previous administrations.

A.1.4 Assert teaching and learning as the college’s main goal;

Objective Score: 6--Partially Met

Signature Events

- Staff at RCC have an opportunity to support teaching and learning and to be empowered to do so. More of them are taking advantage of that opportunity. Dr. Angstadt reports that personnel from several non-teaching groups have presented good ideas about strengthening teaching and learning from new perspectives.
- During 08-09, the College shifted away from focusing on organization, structure, and FTE; RCC returned to its mission of teaching and learning. However, as you will note below in the “concerns” section, discussion indicates that not all have followed this focus to teaching and learning.
- Of the few dollars available, some have been dedicated to teaching and learning.
- Industry interfaces are now more open and are focused on teaching and learning to train employees to meet their industrial needs.
- The economy has “inspired” enrollment for training to re-enter the workforce; this may lead to a new paradigm of value for the community college as students recognize the quality of overall education at RCC.

Concerns

- The survey was administered via email in June 2009. Results will be reported before the beginning of fall term. There is work yet to do; teaching and learning are not yet a key focus for all at the college.
- For our folks in the field, there is still a flavor of “Go to RCC if you can’t afford to go elsewhere.” This seems particularly true of K-12 boards and counselors who refer to RCC as a place of “training” and maintain that for “full education for the real professions” one must attend a university or a “real” college.

A.1.5 Improve communication flow at all levels;

Objective Score: 6--Partially Met

Signature Events

- *News You Can Use*
- Campus Councils
- Executive Team
- Faculty Senate
- Quarterly Management Meetings
- President’s Monthly Reports
- President’s Quarterly College-wide Question and Answer Sessions
- President’s Legislative/Fiscal/College Updates
- Links to *Rogue Matters*
- Deans’ Reports
- Minutes of various groups for “AllofRCC” through links.
- Organization by functional division has improved communication.
- Monthly Board of Education Meetings

Concerns

- Lack of an all-staff gathering (such as inservice) makes it difficult to disperse information about strategic planning to the college community and to focus that community on the important work going on.
- While decision-making is recognized as a subset of communication, some assessment team members indicated hearing that confusion between communication processes and decision-making processes may exist among some personnel
- The above resources are available for use, but some (especially faculty) say they are too busy to read and use. There is access, but is it used?
- Information flows out.....is it absorbed?

A.1.6 Promote formation of a faculty senate;

Objective Score: 9--Met

Signature Events

- The Faculty Senate was formed and in operation Fall 2008.
- All departments have representation, FT and PT.

- Faculty forums, FT and PT, are in place

Concerns

- While the Senate is in place, it needs work to expand and grow.
- Faculty need to recognize its uses and value it.
- Faculty need to value the institutional change that has occurred and to recognize the Senate as a growth in shared governance.
- The Senate is an ideal site for communication on non-bargaining topics. Such topics are vital to seeing teaching and learning as a focus that pervades the College.

A.1.7 Invest in adequate staffing and professional development

Objective Scores-- Partially Met

Adequate Staffing: 8

Professional Development: 6

Signature Events

- RCC has not laid off major numbers of staff!
- Professional development funding has stayed in place and available—a plus for RCC—but emphasis has been placed on less travel and new rules have limited some uses.
- Local professional development has occurred in some areas for specific reasons; e.g., in Faculty Senate (on governance); in discussions for RCC/SOU articulation; in trainings for high school/community college collaborations, guidance, leadership; in orientations for new staff; in part-time orientations and mentoring.
- Innovative grants have included some professional development. Management has provided good support for requests; however, not all funds set aside for professional development are used by staff in any given fiscal year.

Concerns

- Are staff seeking professional development to better train themselves?
- Do all staff know that funding is available and for what uses?

Commendations

Given the economy, it is a major event that RCC has not laid off or RIFed major numbers of staff! Compliments are due to efforts and sacrifices made by all--managers, faculty, and classified.

Recommendations

- Accept Champion's recommendation to change Goal A, Objective A.1 as follows:
~~Conduct an institutional study by an outside group to identify and implement ways to revitalize the RCC culture to:~~ (Sub-objectives follow)

- Change A.1.6: ~~Promote formation of a Faculty Senate~~ to Support the continued development of the Faculty Senate and of other shared governance groups **that may arise**. (IPEC recommendation)
-

Goal B: STUDENT ACCESS AND COMPLETION – Expand alternative class delivery options, and seek employer input to improve access and completion.

Institutional Goal Score: 7--Partially Met

Institutional Objectives:

B.1 Allocate appropriate resources to support more staff teaching online, and improve the quality and number of distributed learning offerings.

Objective Score: 9--Met

Signature Events

- A major substantive change was submitted to NWCCU in June 2009 to gain approval for a fully online AAOT degree and to apprise the Commission that C/TE degrees in Business Technology, Electronics, and Early Childhood & Elementary Education are close to completion.
- Many Instructional departments have added distributed learning offerings (online courses in particular) or are in the process of researching content and tactics to do so. (For details, see Departmental Assessments on the Web site.)

B.1.1 Research, select, and implement a new Course Management System (CMS) to replace the current Web CT 4.1 system. (Change necessary due to software no longer being supported by the vendor.)

Objective Score: 10--Met

Signature Events

- Angel®, the new CMS, selected by a cross-institutional group of Instructional Media staff and online faculty, is operating well.
- The new CMS rolled out on time for SU 09 classes. Rather than the expected lower summer enrollments, staff must serve 34% more students than a year previous, but questions from students are significantly lower due to excellent work by support staff.
- *Quality Matters*® classes for online faculty are helping both online and classroom presentations. (Title III funding in part.)
- Self-paced online training for faculty is available, as is in-person training.
- Money was allocated to pay faculty for the change to Angel ® CMS with funds from both student technology fees and new development funds from Title III.
- Faculty and student questions are being handled effectively and are diminishing in number as time passes.

B.1.2 Work with Instructional Leadership Group (ILG) to identify appropriate mix of course delivery options.

Objective Score: 8--Partially Met

Signature Events

- This project is ongoing, since student needs and community desires change with shifts in the operating environment and the economy. The Academic and Training Council and the ILG closely follow responses to perceived needs.
- Ten new courses (blended/online) are in development for Summer and Fall 2009.
- Instructional departments report increased efforts to serve TRC by adding classes and services.

B.2 Develop effective evening and weekend programming.

B.2.1 Identify and group appropriate courses for evening and weekend delivery into clusters so students may take them contiguously.

Objective Score: 7—for B.2 and B.2.1 combined---Partially Met

Signature Events

- A survey with over 6000 student and non-student responses regarding preferred class times revealed that evening and weekend course times are not preferred by a majority of both current and new students. Consequently, given the economic recession and related cuts in student funding, emphasis will remain on putting resources toward traditional 8 – 5 scheduling, with nontraditional scheduling as appropriate.
- Information from the Noel-Levitz survey confirmed that the greatest satisfaction gap with class scheduling is for times between 8 a.m. – 5 p.m., meaning that those are the class times most preferred by current students.

Comment

- Given the information from these surveys, focus on providing more daytime sections, adding nontraditional sections as feasible.
- Continue to survey students and non-students to determine if needs change.

B.2.2 Support such class delivery methods as team teaching, blended classes, and cohort instruction for these courses.

Objective Score: 6--Partially Met

Signature Events

- Several Instructional departments report work with alternative delivery: cohorts, team teaching efforts; some successful, others less so.
- Hired a faculty member to develop a cohort blended sustainability course for 09-10.
- A team-taught transfer focus area called *Development for a Sustainable Future* emerged from a faculty-led initiative. The focus area courses can be taken by a cohort or by

individual students. By the end of 08-09, roughly 300 courses were offered and either supported fully or partially online.

- Several departments are grouping course offerings or class times, especially to ensure availability of classes with lower enrollments; e.g., Electronics, Manufacturing, Academic Skills.
- Awareness of these delivery method options is up; interest in trying them is inching slowly upward. Opportunities are present and there are no institutional barriers to new deliveries. Of the three, numbers of blended courses outnumber both cohort and team deliveries, with team teaching being the lowest in number.
- An ongoing collaboration between Theater Arts Dept. and Art Dept. exists for Scenic Painting/Set Design: “Inter-departmental Team Teaching?”

Concerns

- Questions have arisen about the feasibility of payment for team teaching. It is a good possibility if efficiencies can be identified.
- Further work is needed to identify areas where blended classes can offer improvements.

B.3 Create a proficiency-based review protocol for prerequisites and encourage students to challenge core prerequisite courses on a proficiency basis including:

Curriculum and Academic Standards Committee spent significant effort in 2008-09 to begin the multi-year work on this goal. Their approach considered some forms of institutional student learning outcomes but finally settled on a set of courses that appeared the most fundamental to all RCC programs and sequences of study. This step was completed as scheduled. Subsequently, the departments that “own” these courses were assigned to review the learning outcomes in preparation for the 2009-10 task of reviewing the outcomes for their appropriateness as prerequisites.

Objective Score: 9—Met

B.3.1 Create an institutional definition of a core course

Objective Score: 10--Met

Signature Events

- With cross-institutional input, the definition is complete in 2008-09 and in use: *“Foundational courses that the majority of RCC students must complete or demonstrate proficiency in to be successful in most collegiate programs or majors.”*

B.3.2 Evaluate and publish outcomes for these courses.

Objective Score: 8--Partially Met

Signature Events

- The ongoing effort is making good progress. Many courses have outcomes in place; others are in progress; still others are in revision status to meet new workforce expectations.

Instructional department assessments noted pride in service on core course committees and in designing—or beginning to design—outcomes.

B.3.3 Review prerequisites in terms of barriers to class participation such as secondary prerequisites and discuss the implications of reducing them.

Objective Score: NA--Not Met

Comments

- This effort is scheduled for 09-10.
- Departmental assessments indicated they are happy with current prerequisites. More work is needed to determine if those prerequisites are actually valuable to correct student placement or if they are unreasonable barriers.
- Several instructional departments indicated they were further examining their prerequisites in 09-10.

B.3.4 Use student input to assist in making classes more available.

Objective Score: 8--Partially Met

Signature Events

There have been some small scheduling glitches, such as a class filling immediately, but further sections not being available due to clinical site shortages or shortages in qualified faculty.

Comments

In tracing comments like “classes I need were not available,” it has frequently been found that those students waited until the last moment to register, even though they were eligible to register earlier. Discussions about timing then occur.

B.4 Anticipate and plan for maximum enrollment levels in the seven most commonly required courses in a firm, year-long schedule with sufficient sections.

Objective Score: 7--Partially Met

Signature Events

- Initial work on a typical freshman schedule is complete with a group of classes to pilot at RVC during Fall 09-10. Will students enroll continuously? If the pilot is a success, the work will be promoted and used at other campuses.
- Several instructional departments indicated pride in participation on the Magnificent 7 Committee; others state they would like to add some of their courses to the Magnificent 7 designation.
- Instructional departments are working to schedule appropriately around these core courses so students have maximum and timely access.

B.5 Support a more robust and comprehensive instructional advisory committee evaluation process.

B.5.1 Ask advisory committees to select specific courses to develop course outcomes.

B.5.2 Seek their input about the “what, when, where, and how” of courses to be offered

B.5, B.5.1 and B.5.2 Objective Scores: 0--Not Met

Comments

- There was insufficient staff time available to accomplish Objective B.5. To do so, meetings must occur with advisory committees. For 09-10, Bill Jiron will serve as lead this project.

Despite the Score Above: Signature Events

- From numerous Instructional departments came comments indicating **appreciation:**
 - of advisory committee work
 - of advisory committee willingness to provide input on learning outcomes and how those mesh with industry/workplace expectations
 - of advisory committee input on ways to measure outcomes so students are workplace ready
 - of time spent with the department by advisory committees
 - of advisory committee input on course offerings
- Departments look forward to having a template to assist with soliciting and processing advisory committee input; several reported that the template had not been yet available at the time of their spring advisory committee meetings, so work would begin in the fall.

B.6 Develop a comprehensive facility master plan that:

Objective Score: 3--Partially Met

Signature Events

A draft Request for Proposal (RFP) for Master Planning was distributed to the Facilities Committee. Due to the unexpected \$4 million Go Oregon! deferred maintenance dollars received from the State and the need to move quickly in allocating those dollars, the timeline has been moved ahead by a few months. The intent is to solicit responses to the RFP in August 2009 to maximize input from faculty and staff in fall term.

B.6.1 Analyzes current and future facility needs;

B.6.2 Features areas of focus for each campus;

B.6.1 and B.6.2 Objective Scores: NA--Not Met

Comments

- Work on B.6.1 and B.6.2 depends upon the institutional facilities master planning process.

- With \$5.2 million in stimulus money for deferred maintenance, work on facilities needs has been eased.

B.6.3 Identifies sustainable practices in selected operational and curriculum areas.

Objective Score: 8--Partially Met

Signature Events

- The Community Development for a Sustainable Future Committee created a mission, goals, core competencies, learning objectives, unit requirements and an initial list of course offerings and requirements for the new focus area.
- SOC 228 “Environment and Society” was approved by the Curriculum Committee and slated to be taught Summer Term 2010. The focus is on teaching students to become active in sustaining their communities.

Concerns

- Science and mathematics need to be involved, not just the social sciences.

Recommendations

1. Delete B.2 as written. Change to: B.2. Develop responsive course delivery options for students.
 2. Change B.2.1 as follows: Identify and group appropriate courses for evening and weekend delivery ~~into clusters so students may take them contiguously.~~
 3. Change B.2.2 as follows: Support such class delivery as team teaching, blended classes, and cohort instruction ~~for these courses.~~
 4. Move Objective B.3.4 up to become B.2.3. Use student input to assist in making classes more available.
 5. Delete B.3.1. It is complete.
 6. Change B.3.2 to read: Evaluate and publish outcomes for **the core** courses.
 7. Track work on B.4: Assure that this objective actually focuses on the courses known as The Magnificent Seven.
Replace B.5.1 to read: Share programmatic and course-level learning outcomes with program advisory committees, review their input, and respond.
 8. Move B.6.3 to become B.7: Identifies sustainable practices in selected operational areas.
 9. Complete an institutional facilities master plan using input from the various departments of the College.
-

Goal C: CAREER PATHWAYS – Enhance students’ ability to move into the workforce using state-approved Career Pathway Certificates.

Institutional Goal Score: 9--Met

Institutional Objectives:

C.1 Identify RCC programs that work well with the career pathway concept, and engage with faculty and employer representatives to develop pathway certificates based on industry needs and standards.

Objective Score: 9--Met

Signature Events

- The following programs of study have been identified and pathway certificates and in place and were implemented during 08-09:
 - Construction
 - Welding
 - Manufacturing
 - Early Childhood Education
 - Business
- Other programs of study are being developed.

C.1.1 Extend career pathway development to other educational institutions such as creating Programs of Study with high schools, and increasing program/degree articulations with OUS schools.

Objective Score: 9--Met

Signature Events

- Considerable work has occurred with high schools, Oregon Institute of Technology, and Southern Oregon University. Some cooperative training has included Umpqua and Klamath Community Colleges.
- Transferrable certificates will assist students to move from high school to community college to four-year colleges.
- OUS schools are now re-focusing on outcomes that will help students transfer successfully to OUS schools.
- Work with the ESD, SOREDI, and Job Council focuses on ways to develop transitions systemically and smoothly.

C.1.2 Develop advising materials and pathway maps for students, staff, counselors, parents, high school and university stakeholders.

Objective Score: 10--Met

Signature Events

- Career Pathways Certificates reviewed by the Curriculum/Academic Standards Committee and approved by Academic Training Council: Construction, Carpenter's Helper, CAD Design Assistant (Computer Aided Drafting), Concrete Laborer; and Basic Welding Certificate. Will be submitted to the state for approval and available in 09-10.
- In Fall 2009, apply for certificate approval and begin to promote a pilot opportunity with local schools and healthcare employees.
- Program of Study meetings occurred in the spring with Welding/ Manufacturing and Early Childhood Education. High school and community college faculty determined core skills and developed advising.
- POST (Plan of Study Template): Web-based program allows users to create an advising guide. Template form shows high school and college progression in a series of majors and concentrations. RCC hosted training for this new tool that college, high school, and other community college staff (UCC & KCC) attended.
- Hired a temporary assistant who received this training and began inputting all of RCC's CTE programs (CPC, OY, & AAS) into the template. In 09-10, will work with area high schools to input their portions.

C.1.3 Strengthen efforts to disseminate regional workforce data, trends, and information to design effective pathways that better guide students into employment.

Objective Score: 8--Partially Met

Signature Events

- Finished the last of five industry tours in automotive diesel, manufacturing, health care, electronics, and construction. These were so successful that many other industries are clamoring for their worksites to be featured on a tour. Industries were delighted with a direct interface where they could tell students and educational providers what industries really needed.
- Many high school advisors/counselors/teachers indicated that the tours were eye-openers to industry needs and expectations.
- Contracted with Denizen TV to make five short (3 min) videos of each tour and a 90 sec overview. Videos are now completed and will be uploaded and distributed to schools along with guidelines on how to set up industry tours and apply for funds to help defray costs.
- Website: Made significant progress on website development by hiring a temporary worker who uploaded pathway maps for several more CTE programs including business, automotive, welding, electronics, and construction.
- Brochure and Program Roadmap Insert: The brochure was completed and the insert template developed

C.1.4 Develop education/training delivery adaptable to employer needs.

Objective Score: 10--Met

Signature Events

- Basic Healthcare Certificate Phase I has been completed.
- All Healthcare online courses are ready to go. In Fall 2009, will apply for certificate approval and begin to promote a pilot opportunity with local schools and healthcare employees.
- Welding certificates are especially geared to high school students who will complete their education at RCC.
- Certificates in place are on target with advisory committee input on skills, employer needs, desired employee behaviors, and work ethic training.
- All certificates allow connections from high school to community college to OUS.
- Collaboration with SOESD, SOREDI, RV Workforce Development Council, Oregon Building Congress.

Concerns

- This is a very broad objective.
- More connections with workforce data are needed.
- Should clarify products of education on advising guides: If you do take this Pathway, what can you do with the education? What are your job choices?

Commendations

The state-mandated Career Pathways concepts have been successfully introduced, marketed, and put into action. Further development is underway. The enthusiasm shown by staff and participants is a strong positive.

Considerations

The Career Pathways director position is entirely grant funded. It is limited to Perkins-related majors and courses, which restricts the application of other pathways. Since this is a state mandate, RCC should consider how it will be funded should the grant funding dry up.

Recommendations

1. Replace Goal C as follows: ~~Enhance students' ability to move into the workforce using state-approved Career Pathway Certificates.~~ Enhance students' ability to move through their education and into the workplace by adopting a systemic pathways philosophy and framework within the College that is supported by our partners in education, workforce development, and industry.
 2. This initiative lacks information on jobs with a sustainable ("green") focus. Based on current research, only 3% of Oregon jobs are sustainability-related, yet this is a progressively more important function. Apply research to determine the feasibility of a sustainable-focus pathway.
-

Goal D: DATA DRIVEN DECISION-MAKING – Strengthen RCC’s research and data processes to inform decision-making and improve the college’s effectiveness to better serve both its internal and external communities.

Institutional Goal Score: 4--Partially Met

Institutional Objectives:

D.1 Conduct cross-departmental assessment of data needs and implement best practices to solve the gaps in our current informational capacities.

Objective Score: 5--Partially Met

Signature Events

- An online survey was developed and presented—three times! Despite that, there were 13 responses out of 700+ possible, making results statistically unsound.
- RogueNet records users: 133,019 copies of reports using RCC data were obtained; 425 different reports were accessed by 395 different individuals. This includes accessing schedules for students and other routine activities, but it also includes highly specific content for job uses.
- The University of Louisville’s National Research Center for Career and Technical Education recently visited RCC during a national study on C/TE retention of students and student success rates. They were highly complimentary regarding RCC data and said that our system “was a dream” system.
- The focus of Goal D is to access, manipulate, and use data to do a better job.

D.1.1 Train staff about data research methods and provide the tools they will need to capture and use the data/research in their work.

Objective Score: 3--Partially Met

Signature Events

- A users’ guide (handbook) has been initiated; completion is set for June 30, 2010.

D.1.2 Make data more accessible to and interactive for staff so that they may use data to improve college effectiveness in serving internal and external communities.

Objective Scores-- Partially Met

Access to Data: 8
Effectiveness and Interactivity: 1

Signature Events

- From management perspectives, data-drive decision making is well done; this is less so for faculty needs.

- Due to the volume of requests for data, Bryan Hervé's workload has been shifted to 100% IR, with no remaining programming duties.

Commendations

Special compliments and kudos were given to Bryan Hervé. Those present reported unanimous gratitude and awe for Bryan's response to institutional research questions. Respondents noted that he gently guided them into recognizing what they really wanted to know and provided prompt and understandable reports that satisfied their needs.

Considerations

- Scores D.1.1 and D.1.2 reflect the dismal statistics from lack of survey completion.
- Questions that come to institutional research indicate the lack of access and/or a lack of understanding that access is available.

Recommendations

1. Change D. 1 ~~D.1~~ — ~~Conduct cross departmental assessment of data needs and implement best practices to solve the gaps in our current informational capacities.~~ New D.1: Based on an assessment of the institution's data needs, effectively support the identification and implementation of organizational goals and objectives, program priorities, and core themes.
 2. Change D.1.1: D.1.1 Train staff about data research methods and provide the tools they will need to capture and use the data/research in their work.
D.1.1 Revision: Train staff regarding existing data tools and best research practices, and provide additional tools as necessary to enhance the effectiveness of their work.
 3. Add an Objective D.2 to read as follows: Support the Student Enrollment Planning initiative with data collection and analysis.
-

Goal E: STUDENT ENROLLMENT GROWTH – Build student enrollment using marketing, targeted services, and strategic partnerships to attract students and/or employers.

Institutional Goal Score: 8--Partially Met

Signature Events

For the entire College:

- 200708 unduplicated headcount = 17937, FTE = 4285.45
- 2008/09 unduplicated headcount = 19002, FTE = 4979.67
- **Unduplicated headcount:** 19002 - 17937 = 1065 (results in an increase of 1065 / 17937 = 0.059 or 5.9%)
- **FTE:** 4979.67 - 4285.45 = 694.22 (this results in an increase of 694.22 / 4285.45 = 0.162 or 16.2%)
- **Credit course** enrollments are up 18.9% (duplicated headcount) while **non-credit** enrollment has dropped slightly by 97 (unduplicated headcount). Credit students are now 58.7% of total students.
- Those taking **14 or more credits** during the academic year (F, W, and S): up 24.2% from 2007/08 to 2008/09: 1031 students in 2007/08 and 1280 students in 2008/09.

Department	2007/08 Registrations	2008/09 Registrations	Net Change
Construction	641	726	+13.3%
Computer Science	3369	3995	+18.6%
Electronics	317	397	+25.2%
Math	5348	6558	+22.6%
WFTC	4856	5843	+20.3%

Institutional Objectives:

E.1 Develop and implement a marketing plan that targets and attracts prospective learners.

Objective Score: 10--Met

Signature Events

- Plan was developed and is being implemented in 09-10; it includes themes, messages, audiences, communication topics, and strategies.
- An *RCC Style Guide* was distributed in July 2009 to ensure that publications, marketing, and other uses are consistent and of high quality.
- The Business Development Council (BDC) (formerly known as the Small Business Development Council or SBDC) developed a marketing plan for their services, assisted by the BDC Advisory Council.

E.1.1 Use an independent third party’s comprehensive marketing analysis to develop the plan.

Objective Score: 10--Met

Signature Events

Done. Propeller Communication conducted the study from November 2008- January 2009 and provided recommendations to the college.

E.1.2 Develop the attitude that everyone has a role in attracting learners.

Objective Score: 6--Partially Met

Signature Events

- Dr. Angstadt reports that more staff from different areas—not just faculty—are recommending new ways to attract students. Far fewer are saying “That’s not my job,” as they often did when he first became president.
- Many ideas have derived from Campus Councils.
- Good attendance at the Propeller workshops may have assisted in ways to develop this attitude.

Concerns

- Changing “attitudes” is difficult and takes time.
- The objective might fit better under Goal A: Culture, but it also fits here with the ideas of developing the tools (Marketing’s job) to change attitudes.

E.2 Intensify the college’s response to advisory committee and employer requests for educational services, initially focusing on health care and customized training.

Objective Score: 9--Met

Signature Events

- Employers in local construction and healthcare firms provided excellent direction on desired performance outcomes for our Basic Healthcare Pathway certificate, our efforts to consolidate American Heart Association trainings into RCC, and ongoing curriculum development in our DOLETA-funded construction efforts.
- Many ongoing responses to the community occur through the Community Response Team.
- Direct requests by RCC have been made of advisory committees regarding:
 - What outcomes do you want?
 - What do you look for in entry-level employees?
- **Note:** If American Heart Association’s Community Training Center (requested by Asante, Providence, and Ashland) materializes, this will be a critical piece.
- Added Business Outreach Coordinator.

- EMT regularly explores opportunities to offer contracted training “in-house” and on-site; the Medford Fire Dept. training was “extremely well” received and will be repeated.
- Several Instructional departments noted a fresh focus on incumbent workers and customized training. Others (e.g., Commercial Truck Driving and Landscape) emphasize offering CEUs to currently employed staff.

E.3 Research best practices in community partnering to develop partnership selection and prioritization criteria.

Objective Score: 8--Partially Met

Signature Events

RCC research has identified the top partners in our area.

- | | |
|--|--|
| • AmeriCorps for National Service | • Oregon Military Department |
| • Asante | • Regional Investment Fund Sch. |
| • Boise Cascade | • SAIF Corporation |
| • Department of Veterans’ Affairs, Medford | • Southern Oregon Head Start |
| • Employment Department, Albany | • SORCC-RCC Training Voucher |
| • Employment Department, Medford | • Three Rivers School District |
| • Jackson County Chapter of OAEYC | • Timber Products |
| • Job Council, Jackson County | • United Arab Emirates |
| • Liberty Northwest Insurance | • Vocational Rehabilitation, Grants Pass |
| • Metal Masters, Inc. | • Vocational Rehabilitation, Medford |

Prospective partners were prioritized by identifying which ones:

- Contribute to RCC through the partnership
- Have adequate funding to maintain the partnership
- Have sustained a regular flow of students to and from RCC
- Are constantly dealing with prospective RCC students
- Promote RCC components at their places of business
- Promote RCC to their staffs
- Help RCC grow enrollment
- Best practices differ from source to source. One-Stop-Shop concepts are among the best accepted.

Concerns

- RCC needs a formal evaluation plan to assess partnerships.
- RCC needs closer communication with partners.

E.3.1 Develop a plan using the criteria to engage with community partners.

Objective Score: 8--Partially Met

Signature Events

- RCC is recognized as a neat opportunity for displaced workers.
- Provided one-on-one contact and service to those present at community meetings; e.g., Dr. Angstadt gave 35+ presentations to community groups ranging from Rotary to PEO to Lions to AAUW—all had specific questions and generated feedback for the College.
- Use feedback to RCC from questions, issues, compliments, and resources for funding, courses to take, skills to learn....
- BDC (formerly the SBDC) broadened its name to Business Development Center to better reflect the fact that not only small businesses are their clientele. An open house on June 2 at the Bear Hotel re-introduced their services and the opportunities they provide to the community.

E.4 Reduce student educational expenses by supporting development of regional resources such as public transportation, child care assistance, scholarships, and other areas.

Objective Score: 7--Partially Met

Signature Events

- Work is being done to provide textbooks at reasonable costs: Textbook clubs, Reserve Book Rooms in the libraries, publisher contacts.
- Faculty are writing home grown, less expensive texts; e.g., Charlotte Hutt and Dorette Long are currently writing a MTH 20 text that will sell for \$85 less than those of professional publishers.
- SOU, with unfilled housing, has offered on-campus housing to RCC students.
- Child care grants are available.
- Research indicates that IRS regulations allow students to work to offset student debt.
- ASG provided money at an increased level for emergencies.

Concerns

- Costs are up and these are not all in RCC's control. Work remains.

E.5 Increase enrollment of new students representing identified RCC target markets.

Objective Score: 9--Met

Considerations

- Who are the target markets? RCC maintains the ones from the 2004-08 Keys: high school students, Hispanics/Latinos, and seniors, but has added the displaced and laid-off workers—another effect of the recession. The target markets are constantly in flux.

- Key to success of this venture is that high school and college-level students consider enrolling at RCC.
- Key also is that high school counselors (inevitably graduates of four-year institutions) make RCC a recommendation to their advisees.

Signature Events

- RCC's ability to serve high school students now is greatly improved and has been made much easier for students. A foundation has been established for future growth too, with further results expected in the next few years.
- With over 70 on-campus events this year, demand is high; 75 off-campus events were also held.
- Approximately 2000 high school contacts have been generated.
- Contacts, counseling, advising, courses, and/or tours were provided for Prospect HS, Butte Fall HS, Brighton Academy, Ashland HS, SMHS Crate HS, Eagle Pt HS, Medford Opportunity HS, and Gladiola HS.
- ABE/GED is developing strategies to better engage GED completers and ESL students in RCC programs.
- TRiO/EOC conducts workshops for high school students and displaced workers—and also for various grade levels from 7 – 12.
- Tutoring tracks cost per FTE by location to provide services where needed at the most efficient cost.
- Testing provides enrollment/use synopses to Deans and Associate Deans on a regular basis to provide the best service.
- Manufacturing increased high school enrollment by 200%.

Commendations

- Recruiters have put much exceptional effort into this initiative; their work is worthy of attention and praise.

Recommendations

- IPEC and E-Team should review staffing and specifics of their concerns at the August meeting, then send a recommendation to E-Team.
- Possibly break out areas from the action plan as E.5.1, E.5.2, etc.

Concerns

1. Target markets are not being fully and effectively addressed/contacted.
2. More work needs to be addressed toward Workforce Education.
3. Should this concept be shifted to the shoulders of the Foundation?
4. ~~Terminate E.1 E.1 — Develop and implement a marketing plan that targets and attracts prospective learners.~~ Completed.
5. Revise E.1.1 and make E.1: Prioritize and implement the RCC 2009-10 marketing plan, evaluate, and update annually.
6. Changes to E.1.2: Develop the attitude that everyone has a role in attracting learners.
 - a. Make either E.2 or Move to Goal A.
 - b. Note: Executive Team approved leaving the item under Goal E.

- c. Revision: Encourage the attitude that everyone has a role in attracting learners. (Also, consider moving under Goal A – Culture.)
-

GOAL F: RCC/SOU PARTNERSHIP - Strengthen the RCC/SOU partnership.

Institutional Goal Score: 7--Partially Met

Institutional Objectives:

- F.1 Identify opportunities to maximize resources for students, faculty, operations, and programming at the Higher Education Center.**
- F.2 Explore other areas where the two institutions can effectively partner to enhance services to the region.**

F.1 and F.2 Objective Scores: 7--Partially Met

Signature Events

- Both institutions have set up building blocks for resource sharing.
 - Students see HEC staff as one, not separate.
 - Annual fall and spring retreats on programs, student outcomes, and curriculum have brought coordination closer, although some courses are still duplicated and other are labeled “Mine!” or “Yours!!”
 - The HEC Operations Group is working well.
 - Budget issues have been worked out.
 - The goal is to match times, offerings, and have opportunities available to students—and that is growing closer to completion.
 - RCC offering a variety of freshman courses at HEC to coordinate with SOU scheduling.
 - Social Science: Niki Coulter is designing a team-taught course on Nazi Germany with Dr. Miller from SOU.
 - The SOU Grant Coordinator has agreed to provide IRB grant review support at no charge.
 - Teacher Quality Partnership grant application project began in June 2009.
-

GOAL G: OTHER

Institutional Goal Score: 7--Partially Met

In previous years’ assessments, departments have occasionally had difficulty deciding where their objectives fit within the strategic plan. To solve this problem, a non-specific goal was added: “Other.”

Concerns and Comments

Various departments inserted 125 objectives into this category. Of those, 92 or 73.6% were assessed, at least to some extent. A review of the items that were included in Other reveals that many of them should have been placed under other goals or objectives.

Of those that truly did not have another home, several categories arose:

- GFOA award criteria—*loosely fits with A.1.2*
- Instructional Student Learning Outcomes
- Pricing for courses in Community Education
- Processes and procedures internal to a department, but district-wide in nature
- FTE growth and development—*loosely fits with Goal E, but not its objectives*
- Curriculum development, curricular standards, curricular research
- Student tracking and follow-up
- Content development for courses, e.g., new videos
- Title III & other grant applications, criteria, and responses
- Departmental accreditation work for an outside agency other than NWCCU

Assessment: The goal was appropriately used and did what it was supposed to do; however, departments need more help next year in determining where an objective and its assessments should “live” in the strategic planning process.

Recommendation

Continue the goal. Perhaps IPEC can appoint a resource person to assist departments to determine where their objectives fit.

RECOMMENDED PROCEDURAL CHANGES For future assessment teams

1. Ensure that departmental assessments are completed, compiled, and sent to champions at least two (2) weeks before champions’ final reports and assessment are due.
2. Remind/train departments to begin objectives with action verbs so objectives can be measured.
3. Work is needed to more broadly disperse and integrate goals and objectives into the College and its culture.

The new NWCCU requirement for colleges to develop Core Themes will impact strategic planning. The full impact of core themes in the assessment process is unknown. Work to develop the core themes began in mid-August and will be completed by mid-November 2009.

RECENT HISTORICAL EVALUATIONS

2004-08 KEYS AND KEY OBJECTIVES COMPARATIVE ASSESSMENTS 2004/05 - 2007-08					
Section	Key and/or Key Objective	04-05	05-06	06-07	07-08
Key 1	Build FTE:	NM*	2	3	5
Key 1.1	Expand Programs and Services:	4	1	3	7
Key 1.2	Services to Diverse Communities, including active retirees- added 05-06	7	2	4	3
Key 1.3	Supporting Learning Environment:	3	2	0**/4	5 / 5
Key 1.4	Strengthen Recruitment Efforts	Na*	Na	9	8
Key 1.5	Improve Student Retention	Na	Na	4	3
Key 1.6	Expand Training Opportunities for Business and Industry	Na	Na	7	7
Key 2	Build the Foundation	PM*	0	Na	6
Key 2.1	Increase Endowment:	1	0	Na	5
Key 2.2	Build Local Partnerships:	7	5	Na	6
Key 2.3	Improve Awareness of the Foundation:	1	0	Na	6
Key 3	Build Revenue:	PM	7	5	7
Key 3.1	Alternative Funding Resources:	8	8	4	9
Key 3.2	Strengthen Partnerships with Agencies/Institutions:	6	9	8	6
Key 3.3	Student Access to Funding Resources:	6	4	5	8
Key 4	Manage Resources and Expenses:	PM	4	Na	6
Key 4.1	Ensure Quality Programs and Services by Aligning Priorities and Expenditures:	4	3	Na	7
Key 4.2	Stable Funding Base:	8	5	Na	7
Key 4.3	Nurture Human and Material Resources:	5	2	Na	4

*NM = Not Met -- PM = Partially met; -- Na = Not applicable (the assessment team determined that the item was not assessable) or Na = Not assessed: This is particularly true of the 2006-07 Assessment when concrete data were used as assessment for the first time. Given the trial nature of the data-based assessment and the status of the institution following layoffs, not all topics were assessed that year.

**In the August 2007 and again in 2008, Assessment, Key 1.3 was divided: Increase Student Base was scored separately from Fostering Supportive Learning Environments.