

2008-2012 Strategic Planning
2008/09 Annual Benchmarks
Quarterly Report Form

Quarter/Year 4th

Directions:

Each month, Champions will submit a monthly or quarterly update by the first Tuesday of the month to the Grants/Planning Coordinator. The monthly report will report on the past month (see items #1-#3). The quarterly report will address progress on appropriate quarterly milestones. Each quarterly report will also be due on the first Tuesday of the month: 1st Qtrly report due in October, 2nd Qtrly report due in January, 3rd Qtrly report in April, and the 4th Qtrly report in July 2009.

Goals, Objectives, Annual Benchmarks	4 th Quarter Progress Report
<p>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.</p> <p>Goal Champion: <u>Lynda Warren, CFO/Dean of College Services</u></p> <p>Objectives:</p> <p>A.1 Conduct an institutional study by an outside group to identify and implement ways to revitalize the RCC culture to: <u>Qtr3:</u> Select vendor. <u>Qtr 4:</u> Study complete <u>Annual Benchmark:</u> Study completed by June 30, 2009.</p> <p>A.1.1 Support broader leadership development; <u>Qtr 3:</u> Develop program and identify participants. <u>Qtr 4:</u> Determine faculty/staff/community resources available. <u>Annual Benchmark:</u> Leadership Academy Sessions developed.</p> <p>A.1.2 Inspire, support, and recognize staff; <u>Qtr 4:</u> Complete survey. <u>Annual Benchmark:</u> Survey to determine the extent staff feel supported and recognized.</p> <p>A.1.3 Make RCC processes more inclusive; <u>Qtrs 2 & 3:</u> Use inclusive process to develop 2009/10 budget. <u>Qtrs 1-3:</u> Use the inclusive budget process to demonstrate how the budget supports teaching, learning and the strategic plan. <u>Annual Benchmark:</u> Provide at least one decision process each year where the RCC community is clearly included.</p> <p>A.1.4 Assert teaching and learning as the college’s main goal; <u>Annual Benchmark:</u> Demonstrate how budget and decisions support teaching and learning.</p> <p>A.1.5 Improve communication flow at all levels;</p>	<p>1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan:</p> <ul style="list-style-type: none"> • Reviewed draft climate survey for distribution the week of June 8th. The climate survey was e-mailed to all of RCC on June 8, 2009. As of June 30, 2009 – 107 people had responded. Analysis to be completed summer 2009. • Engaged Campus Councils, Faculty Senate, FAMAT, CAMAT, Budget Advisory Group, Tuition and Fees Committee and others in budget discussions. • Faculty Senate has been meeting monthly. • 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. <p>2. Describe assistance that is needed to help you make progress, if any: None at this time</p> <p>3. Other significant information to share: The Campus Councils and Faculty Senate meetings are well attended and seem to be a good venue to exchange ideas and information.</p>

<p>Annual Benchmark: Follow-up study to determine how informed the college community is on how and why decisions are made.</p> <p>A.1.6 Promote formation of a faculty senate; Annual Benchmark: Vote taken on whether to form a faculty senate.</p> <p>A.1.7 Invest in adequate staffing and professional development. Qtrs 2 & 3: Use inclusive budget process to determine “adequate” and where investments in resources are needed. Annual Benchmark: To evaluate staffing and professional development needs, first assess adequacy of services to students.</p>	
<p>Goal B: STUDENT ACCESS AND COMPLETION – Expand alternative class delivery options, and seek employer input to improve access and completion.</p> <p>Goal Champion: Cheryl Markwell, Dean of Instruction</p> <p>Objectives:</p> <p>Objective Champion: Rich Kirk, Director of Media and Distributed Learning</p> <p>B.1 Allocate appropriate resources to support more staff teaching online, and improve the quality and number of distributed learning offerings. Annual Benchmarks (fall '09): (1) Research, select, and implement a new CMS to replace the current WebCT 4.1 system followed by the start of course conversion, staff training, and development of training materials. (2) Meet distance learning goals in Year 4 of the Title III grant including online course development and development of online materials. (3) Offer a variety of classes to students in modalities that meet their needs. B.1.1.a. Coordinate statewide effort to set-up Moodle test server for evaluation by all Oregon community colleges. Qtrs 1-4: Work with Oregon Community College Distance Learning Association (OCCDLA) sub-committee to implement plan, evaluate the product and decide where to locate the server. B.1.1d Select vendor; enable production server; begin trial course conversion and production of training materials. Qtr 4: Production server stable; integration with Rogue Net student registration system underway; training materials for faculty under production. B.1.1e Develop compensation plan for faculty course conversion; create application documents. Qtr 4, Yr 1: RFP for course conversion sent to faculty; returned; evaluated; and stipends awarded. B.1.2 Allocate appropriate resources to support more staff teaching online, and improve the quality and number of distributed learning offerings. Qtr 3: Faculty training materials produced in Distributed Education Instructional Strategies, Peer Mentoring, Instructional Tech, Learning Communities, Learning</p>	<p>1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan:</p> <p>B.1. All summer term courses were successfully converted to Angel and available for students as planned. There are currently 1,445 accounts in the new system. FTE for distance learning courses increased from 93.36 for summer 2008/2009 to 123.71 for summer 2009/2010. By the second week of the term, support staff reports a diminished number of calls from students requiring assistance as compared to the same period last summer term using WebCT.</p> <p>B.2.1. A review of the survey data failed to show a cohesive or strong need for additional evening or weekend programming. The survey team recommended that the objective be changed and/or that additional sources of information be sought and explored.</p> <p>B.2.2. A team taught transfer focus area called <i>Development for a Sustainable Future</i> emerged from a faculty-led initiative. The focus area courses can be taken by a cohort or by individual students. By the end of this year, roughly 300 courses were offered and either supported fully or partially online.</p> <p>B.3.1.</p>

<p>to e-Learn. Training materials in place to train the trainers in all components. Qtr 4: ECE curriculum complete and available online. On-line modules in library research developed and in place. B.1.3 Work with Instructional Leadership Group to determine appropriate mix of distributed learning courses, as part of Goal B. 4th Qtr: Review current offerings, including those under development through Title III. Identify areas of need or potential growth.</p> <p><u>Objectives B.2 through B.5 Champion: Cheryl Markwell, Dean of Instruction</u></p> <p>B.2 Develop effective evening and weekend programming.</p> <p>B.2.1 Identify and group appropriate courses for evening and weekend delivery into clusters so students may take them contiguously. Qtr 3: Conduct survey and/or focus groups. Advisory committee input on survey questions. Qtr 4: Compile data. Formulate results. Propose new groupings of classes for 09-10 delivery. Annual Benchmark: Complete a survey and/or focus groups to help determine appropriate courses.</p> <p>B.2.2 Support such class delivery methods as team teaching, blended classes, and cohort instruction for these courses. Qtr 3: Determine staffing needs for identified courses; use media funds to encourage alternate and blended delivery, when appropriate. Qtr 4: Plan for inclusion of new deliveries for the 09-10 academic year. Begin marketing new deliveries. Plan for summer development of identified courses. Annual Benchmark: Propose at least two grouped evening/weekend deliveries, including support for alternate delivery.</p> <p>B.3 Create a proficiency-based review protocol for prerequisites and encourage students to challenge core prerequisite courses on a proficiency basis including:</p> <p>B.3.1 Create an institutional definition of a core course. Qtr 3: C/AS action to endorse definition. Qtr 4: Department faculty assigned reviews of courses to validate or question existing prerequisite matches. Annual Benchmark: Validate core course definition by Curriculum and Academic Standards Committee and Academic and Training Council.</p> <p>B.3.2 Evaluate and publish outcomes for these courses. Qtr 4: Outcomes for identified courses published by IS. Annual Benchmark: Publish course outcomes for the identified courses.</p> <p>B.3.3 Review pre-requisites in terms of barriers to class participation such as</p>	<p>C/AS completed the core course definition and identified the core courses as “foundational courses that the majority of RCC students must complete or demonstrate proficiency in to be successful in most collegiate programs or majors.”</p> <p>B.3.2. The refinement of learning outcomes for core courses was not completed as planned. Department faculty will be re-approached during summer term to continue the work to get back on the timeline for fall 2009.</p> <p>B.3.3. Since departmental faculty did not complete the refinement of core course outcomes, this activity will need to be delayed until Fall 2009.</p> <p>B.3.4. Student input processes were completed.</p> <p>B.4. A pilot schedule of the 7 most commonly required courses was completed for RVC. Advisors will be notified about the schedule during Summer 2009. It is <u>unknown</u> how many additional sections will be scheduled for Fall 2009.</p> <p>B.5.1. This objective was not accomplished this year due to a lack of staff time and effort necessary. New staff has been hired and will be focusing on collecting and compiling this data for the coming year.</p> <p>B.5.2 This objective was not accomplished due to a lack of staff time and effort necessary. New staff has been hired and will be focusing on collecting and compiling this data next year.</p> <p>B.6.1. A draft Request for Proposal (RFP) for Master Planning has been distributed to the Facilities Committee. Due to the unexpected \$4 million Go Oregon! deferred maintenance dollars received from the</p>
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<p>secondary pre-requisites, and discuss the implications of reducing them. Annual Benchmark: Identified course outcomes reviewed by a cross-functional team; revisions proposed and adopted.</p> <p>B.3.4 Use student input to assist in making classes more available. Qtr 3: Survey or focus groups of students, combined with B.2.1 effort. Annual Benchmark: Complete survey or focus groups.</p> <p>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. Qtr 3: Identify faculty then identify available time slots. Propose schedule including shift of existing courses in accommodation. Qtr 4: Notify student advisors of revisions/additions. Annual Benchmark: Identify projected number of sections, review existing course configurations, and project additional sections and budget.</p> <p>B.5 Support a more robust and comprehensive instructional advisory committee evaluation process.</p> <p>B.5.1 Ask advisory committees to select specific courses to develop course outcomes. Qtr 3: DH/Coords determine an appropriate advisory committee for effort. Develop a “course outcomes primer” to guide work. Qtr 4: Convene advisory committee to write outcomes, testing methods and results. Annual Benchmark: Refine direction based on last year’s committee planning materials; develop a template for advisory committee use, and develop a course outcomes primer to guide the work.</p> <p>B.5.2 Seek their input about the “what, when, where, and how” of courses to be offered. Qtr 3: Faculty review results to determine best means to address needs. Qtr 4: 2009-2010 schedules submitted reflecting changes, as appropriate. Annual Benchmark: Develop the template described in B.5.1 including the elements in B.5.2 and implement with as many committees as possible.</p> <p>Objective Champion: Pat Huebsch, Associate Dean, College Services</p> <p>B.6 Develop a comprehensive facility master plan that: Annual Benchmark: There are no benchmarks for 08/09.</p> <p>B.6.1 Analyze current and future facility needs; Qtr 3: Develop RFP for consulting services. Hire a consulting service.</p> <p>B.6.2 Feature areas of focus for each campus; Qtr 4: Analyze exiting conditions of all campuses. Qtrs 3-4: Develop long-term needs of each campus.</p>	<p>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 to maximize input from faculty and staff in Fall term.</p> <p>B.6.3.2.</p> <ul style="list-style-type: none"> • The CDSF 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. <p>2. Describe assistance that is needed to help you make progress, if any:</p> <p>B.6.3.2. Of the seven core sustainability focused courses thus far identified, only two are known to be offered in 09-10. Beginning in 2010-2011, when the CDSF focus area is slated to be institutionalized, more sustainability focused courses will need to be scheduled. Potential barriers to this effort will be identified and made part of the 09-10 action plan.</p> <p>3. Other significant information to share: None.</p>
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<p>B.6.3 Identify sustainable practices in selected operational and curriculum areas.</p> <p>B.6.3.2 - Identifies sustainable practices in selected curriculum areas. Qtr 3: Cull faculty data and course descriptions; create a committee to create the CDSF Emphasis; new course proposal submitted. Qtr 4: CDSF committee meets, discusses and creates Emphasis requirements; follow up on new course proposal.</p>	
<p>Goal C: CAREER PATHWAYS – Enhance students’ ability to move into the workforce using state-approved Career Pathway Certificates. Goal Champion: Serena St. Clair, Pathways and Articulation Coordinator <u>Objectives:</u></p> <p>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.</p> <p>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. Annual Benchmark: Fully develop (1) Basic Health Care Pathway (BCHP), and (2) new Construction programs (including sustainability endorsement) with articulations clarified and explored with SOU, OIT, Oregon CC, and all area high schools.</p> <p>C.1.2 Develop advising materials and Pathway maps for students, staff, counselors, parents, high school and university stakeholders. Qtr 3: a) Adapt template and pilot test with high schools and RCC advisors. b) Print RCC pathway map templates. Annual Benchmark: (a) Refine state developed HS–CC template for Pathways/Programs of Study. (b) Reformat look of RCC Pathways maps from current arrows to Web tool format.</p> <p>C.1.3 Strengthen efforts to disseminate regional workforce data, trends, and information to design effective Pathways that better guide students into employment. Annual Benchmark: (a) Expand current internal college Pathways Team to include interested business partners. (b) Load Career Pathways video and specific career videos onto Web-site.</p> <p>C.1.4 Develop education/training delivery adaptable to employer needs. Qtr 2-4: Input gathered and incorporated into Pathways certificate offerings. Annual Benchmark: Meet with advisory committees for construction, manufacturing, electronics, diesel/automotive, & healthcare to get direct feedback about employer needs.</p>	<p>1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan:</p> <ul style="list-style-type: none"> • Finished the last of five industry tours in automotive diesel, manufacturing, health care, electronics, and construction. 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. • POST (Plan of Study Template) is a web-based program to create an advising guide in template form that shows high school and college progression in a series of majors and concentrations. In May, RCC hosted training for this new tool that college, high school, and other community college staff attended (UCC & KCC). Pathways hired a temporary assistant who received this training and began work on inputting all of RCC’s CTE programs (CPC, OY, & AAS) into the template. In 09-10, we will work with area high schools to help them input their portions of the templates. • Career Pathways Certificates: There were four new CPC’s reviewed by the Curriculum/Academic Standards Committee and approved by Academic Training Council including: Construction’s Carpenter’s Helper, CAD Design Assistant (Computer Aided Drafting), Concrete Laborer; and Welding’s Basic Welding Certificate. These CPCs will be submitted to the state for approval and will be made available sometime in fall. • Basic Healthcare Certificate Phase I has been completed. All online courses are ready to go. In fall 2009, we will apply for certificate approval and begin to promote a pilot opportunity with local schools and healthcare employees. • The SIS (Summer Institute on Sustainability) was organized in June

	<p>and held July 6-9. 18 high school teachers/administrators participated. Very successful.</p> <ul style="list-style-type: none"> • 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 templates for students to identify the pathways. • 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. Also, made progress on POST (Plan of Study Templates) for high schools. • Brochure & Insert: The brochure was completed and the insert template developed. Still need to add information to the template. <p>2. Describe assistance that is needed to help you make progress, if any: It would be helpful to have some administrative support. It has been wonderful to have a temporary worker whose skills moved the website project forward.</p> <p>3. Other significant information to share: Hoping that Pathways remains a strategic goal for the college next year and emerges as one of the themes for accreditation.</p>
<p>Goal D: DATA DRIVEN DECISION-MAKING – Strengthen research and data processes to inform decision-making and improve the college’s effectiveness to better serve both its internal and external communities.</p> <p>Goal Champion: Curtis Sommerfeld, Associate Dean, College Services</p> <p>Objectives:</p> <p>D.1 Conduct cross-departmental assessment of data needs and implement best practices to solve the gaps in current informational capacities. Qtr 4: Analyze survey results, and develop recommendations. Annual Benchmark: Assessment completed, with recommendations for implementation developed.</p> <p>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. Qtr 3: Compile and distribute “User’s Guide” type document detailing currently available data reports. Qtr 4: Analyze survey results to determine training needs. Begin developing training offerings to meet needs.</p>	<p>1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan: No change from 3rd Quarter report.</p> <p>2. Describe assistance that is needed to help you make progress, if any: None.</p> <p>3. Other significant information to share: None.</p>

<p>D.1.2 Annual Benchmark: Current offerings published and quarterly training opportunities developed.</p> <p>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.</p> <p>Qtr 4: Analyze survey results to determine data reports & tools needed. Create timeline for implementation.</p> <p>Annual Benchmark: Begin implementation of short-term solutions.</p>	
<p>Goal E: STUDENT ENROLLMENT GROWTH – Build student enrollment using marketing, targeted services, and strategic partnerships to attract students and/or employers.</p> <p>Goal Champion: Kori Bieber, Dean of Student Services</p> <p>Objectives:</p> <p>E.1 Objective Champion: Margaret Bradford, Director of Marketing & Community Relations Develop and implement a marketing plan that targets and attracts prospective learners.</p> <p>E.1.1 Use an independent third party’s comprehensive marketing analysis to develop the plan.</p> <p>E.1.2 Develop the attitude that everyone has a role in attracting learners. Qtr 3: Use results of comprehensive marketing analysis to draft plan. Review/approve the marketing plan and develop process for annual update. Develop and issue RFP for ad agency assistance with media buys and/or product development. New plan shared college-wide. Qtrs 3-4: Implementation of new plan begins; work with outside vendor to assist w/media buys/product design. Annual Benchmark: Develop a marketing plan that outlines themes, messages, audiences, communications topics and strategies for 2009-10 implementation.</p> <p>E.2 Objective Champion: Cheryl Markwell, Dean of Instruction Intensify the college’s response to advisory committee and employer requests for educational services, initially focusing on health care and customized training. Qtr 3: Compile new input from Business Outreach Development Coordinator (BODC) and existing data. Produce new customized trainings, if appropriate. Propose new directions, programs for department consideration. Qtr 4: If new courses/programs are indicated, validate with advisory committee. Address any adverse impact issues, as necessary. Assign faculty/staff. Annual Benchmark: As appropriate, develop a proposal of new programs and/or customized trainings for 09/10 and beyond; utilize outreach staff to increase the effort.</p>	<p>1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan:</p> <p>E.1. Implemented Propeller Communication’s design recommendations in redesigning the credit and non-credit class schedules, the college catalog, and various other collateral materials including TV ads and print ads. Developed a style guide which was reviewed 7/6/09 by E-Team and will be distributed online by mid-July.</p> <p>The RCC Marketing Department is currently demand driven, which means staff members try to respond to all requests. A better model would be to tie the communication plan to enrollment management and evaluate the effectiveness of various marketing efforts by measuring enrollment in programs.</p> <p>E.2</p> <ul style="list-style-type: none"> • The development of the Basic Healthcare Pathway certificate was completed; ready to offer Winter Term 2009. • Student learning outcomes were derived from local employer input. • A proposal was prepared for submission to initiate the American Heart Association’s Community Training Partner for BLS recertifications, ACLS and PALS. • Contracts were developed for RCC to become the PowerUP broker of services. <p>E.3</p> <ul style="list-style-type: none"> • Started developing the plan to engage with community partners. • Have created a database to track responses from RCC staff. • Have queried and established a database from our student

<p>E.3 Objective Champion: Brad Ross, Admissions Recruiter Research best practices in community partnering to develop partnership selection and prioritization criteria. Qtr 3: Database created to track responses by staff: department, county of residence, years of service at RCC. Create database to track past enrollment including student demographics, major, campus, terms enrolled, academic status and tuition/fees generated. Annual Benchmark (summary): Prioritization of “best practices” in community partnering resulting in increased enrollment are identified using staff survey information about community partnering, data about student enrollment and tuition, and professional literature.</p> <p>E.3.1 Develop a plan using the criteria to engage with community partners. Qtr 4: Compile and publish results of E-1A-D with recommendations for Top 20 community partners able, willing and committed to maintaining effective relationships with RCC to result in increased student enrollment. Annual Benchmark (summary): Top 20 partners are identified with action plans to create partnerships based on best practices.</p> <p>E.4 Objective Champion: Kori Bieber, Dean of Student Services Reduce student educational expenses by supporting development of regional resources such as public transportation, child care assistance, scholarships, and other areas. Qtr 3: a) Determine RCC Foundation scholarship award rates: Utilize RCC Foundation data. b) Identify all tuition waivers, use rate: Determine number of students served, dollar amount awarded, dollar amount unclaimed, dollar amount unused. Renew RCC Buy-One, Get-One Free award data; track employee tuition award use. c) Determine demographics of RCC students, specifically income levels, county of residence, attendance patterns, childcare needs, part-time work hours: Access Student Management and/or placement test and/or TRiO EOC/TS data. (Qtr 4): d) Determine average yearly unmet student need of RCC students who apply for aid: Financial aid, business and finance data, balance due, drop for non-payment, collections. e) Determine student fees collection and use, increases, patterns (Distance Ed., College Services, technology): RCC budget reports, revenue and expenditures of Student Services collection lines. f) Identify current Jackson/Josephine County community resources related to books, transportation, childcare, and scholarship assistance: List current RCC partnerships designed to offset these costs otherwise directly paid for by students (i.e. bus pass, book reserve.) Annual Benchmark (summary): Define educational expenses then conduct</p>	<p>enrollment records to identify community agencies that send students to RCC with information about the number of students, amount of tuition, etc.</p> <ul style="list-style-type: none"> • Working on a method to prioritize the community partners RCC will select as its main partners for student referral. For example, do we engage with a potential partner based on the number of students sent to RCC each year, or do we engage based on the amount of tuition \$ paid each year? The two different sets of data do not always correspond. <p>E.4. No change from the 3rd quarter.</p> <p>E.5.</p> <ul style="list-style-type: none"> • Remote Compass Test: Ran a successful remote test. Working now on the procedural/technical implications. • Brighton Academy: There were 5 students taking MTH111 in the Winter Term. We have just completed contracts for approximately 30 students across WR121 and MTH112 for spring term. We will launch WR122 & TA141 in Fall 2009. • Grants Pass High School: In discussions with the school to launch construction and metals programs as early as Fall Term. Also working on formalizing an Automotive Program relationship. • On-campus Housing: Finalized arrangements with SOU to provide dorm space for RCC students that include SOU student privileges. Marketing materials and website support are being developed. • The Job Council (Medford): Established a new ongoing tour/testing relationship. • College Dreams: Established new permanent role in organization. <p>2. Describe assistance that is needed to help you make progress, if any:</p> <p>E.1 The marketing plan calls for development and production of many collateral materials (bus tails, billboards, flyers, ads etc.) that require graphic design services. The Marketing Department does not have a graphic artist on staff nor does it have budget to hire those services, (other than funds specifically designated for the class schedules and</p>
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<p>analysis of educational expenses, percentage of students using financial aid, RCC foundation award rates, tuition waiver rate, student demographics, average yearly unmet student aid needs, student fees/use, and community resources.</p> <p>E5. <u>Objective Champion: Dan Buck, Admissions and Recruitment Coordinator</u> Increase enrollment of new students representing identified RCC target markets. <u>Qtr 3:</u> Establish recruitment/event/activity calendar: Using data found from researching successful practices, identify and activate activities for each target market. <u>Qtr 4:</u> a) Host/provide activity: Provide activity. b) Track participants: Finalize recruitment database and report participation for each market. Annual Benchmark (summary): Define members in each target market, determine the enrollment for each, create and implement a recruitment calendar of activities, and track results.</p>	<p>catalog). One or the other is desperately needed to achieve full implementation of the communications plan.</p> <p>E.3 Discussion with the Dean of Students and recruitment staff to interpret the data, prioritization rationale, and strategy.</p> <p>E.5 Assistance is needed with items for remote testing as mentioned above.</p> <p>3. Other significant information to share:</p> <p>E.1 Propeller recommendations for the redesign of the RCC Website need to be implemented. The Web home page and all other landing pages, including instructional pages, should closely reflect the “family” look of other RCC marketing materials.</p> <p>E.3 Survey for community partners is ready for final proofreading and edits. Will distribute at above meeting with the dean.</p> <p>E.5</p> <ul style="list-style-type: none"> • Successful consistent maintenance has resulted in approximately 200 followers between Facebook and Twitter efforts. • Already in the process of filling next year’s calendar with events. • Beginning to organize data collected last academic year for processing and analysis.
<p>GOAL F: RCC/SOU PARTNERSHIP - Strengthen the RCC/SOU partnership. Goal Champion: Cheryl Markwell, Dean of Instruction Objectives:</p> <p>F.1 Identify opportunities to maximize resources for students, faculty, operations, and programming at the Higher Education Center. 3rd Qtr: Choose members and form the team members. Annual Benchmark: Develop a joint RCC/SOU Instructional Oversight Team that meets quarterly to suggest new and/or different educational programs and services as well as reviews existing articulation agreements and offerings.</p> <p>F.2 Explore other areas where the two institutions can effectively partner to enhance services to the region. Annual Benchmark: Develop a team with members from each institution to review possible new program offerings and recommend at least one new jointly offered program to be ready for enrollment by FY 10/11.</p>	<p>1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan:</p> <p>F.1 With the change in SOU leadership staff, the Instructional Oversight Team consisting of Markwell, Renfro, Klein, and Stallman began meeting July 09</p> <p>F.2 The Bachelors of Applied Science, developed by SOU in collaboration with RCC faculty/administrators, is in final approval steps.</p> <p>2. Describe assistance that is needed to help you make progress, if</p>

	<p>any: None.</p> <p>3. Other significant information to share: None</p>
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