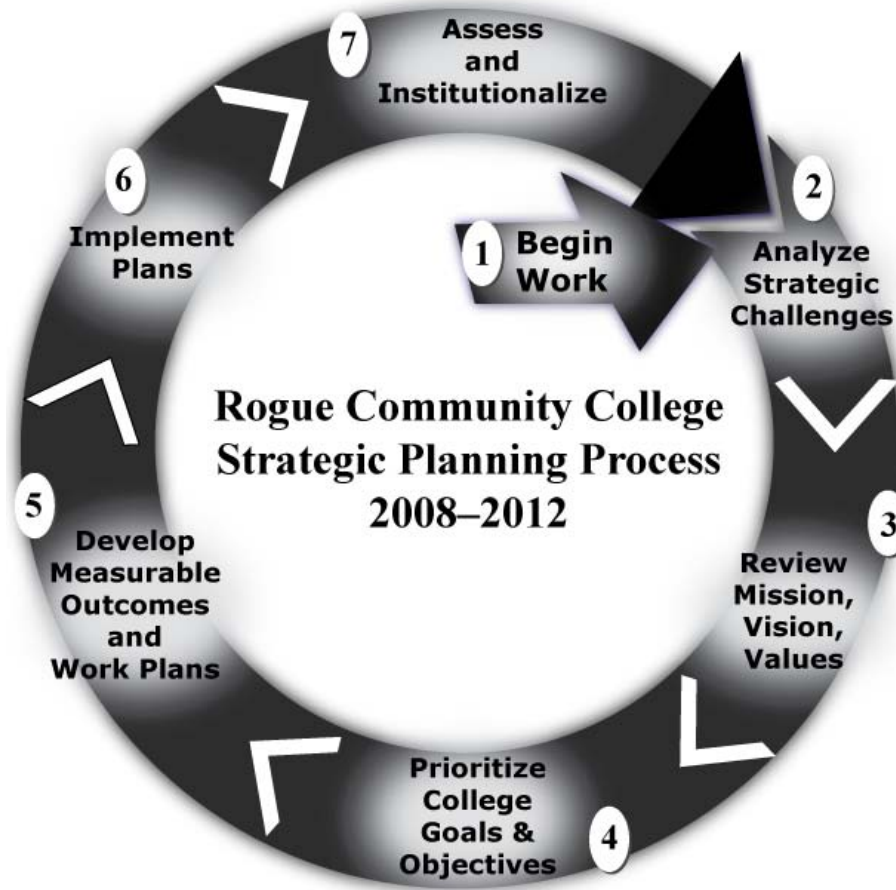


# **2008-2012 RCC Strategic Action Plans**

**Presented September 16, 2008 to the Board of Education**



Rogue Community College  
**2008-2012 Strategic Planning Action Plans**

<b>Table of Contents</b>	<b>Page</b>
<b>Table of Contents</b>	<b>i</b>
<b>Commonly Used Acronyms</b>	<b>ii</b>
<b>Goal A: CULTURE</b> – 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.	<b>1</b>
<b>Goal B: STUDENT ACCESS AND COMPLETION</b> -- Expand alternative class delivery options, and seek employer input to improve access and completion.	3
<b>Goal C: CAREER PATHWAYS</b> - Enhance students’ ability to move into the workforce using state-approved Career Pathways Certificates.	14
<b>Goal D: DATA DRIVEN DECISION-MAKING</b> — 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.	16
<b>Goal E: STUDENT ENROLLMENT GROWTH</b> — Build student enrollment using marketing, targeted services, and strategic partnerships to attract students and/or employees.	17
<b>Goal F: RCC/SOU PARTNERSHIP</b> - Strengthen the RCC/SOU partnership.	25

## COMMONLY USED ACRONYMS

ATC:	Academic and Training Council
BCHP:	Basic Healthcare Pathway
BofED:	Board of Education
CMS:	Course Management System
Coords:	Coordinators
C/AS:	Curriculum and Academic Standards Committee
CCWD:	Or. Community College and Workforce Development
DH:	Department Heads
DL:	Distributed Learning
E-Team:	Executive Team
ILG:	Institutional Leadership Group
IPEC:	Institutional Planning and Effectiveness Council
I/R:	Institutional Researcher
IS:	Instructional Services
IPEC:	Institutional and Planning Effectiveness Council
Mag 7 (Magnificent 7):	Seven courses common to most degrees and programs
Mktg/Comm Rel:	Marketing and Community Relations Director
OIT:	Oregon Institute of Technology
SOU:	Southern Oregon University
SDC:	Student Development Council
SS:	Student Services

2008/09 Action Plan – Goal A						
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.						
Goal A Champion: Lynda Warren, CFO/Dean of College Services						
Objective Description:	Annual Benchmark	Macro Tasks/Milestones	Resource Needs	Date to Complete	Implementers	Communication Plan
A.1 Conduct an institutional study <b>by an outside group</b> to identify and implement ways to revitalize the RCC culture to: <b>Baseline:</b> Dick Cottrill report and initial survey to establish student, staff, and community perception of RCC.	Study completed by June 30, 2009.	<b>Qtr 2</b> Research potential organizations/vendors to complete study. <b>Qtr3</b> Select vendor. <b>Qtr 4</b> Study complete.	Time and dollars unknown at this time.	12/15/08  3/15/09  6/30/09	<ul style="list-style-type: none"> <li>Executive Team</li> <li>Purchasing &amp; Contract Coordinator</li> <li>Vendor</li> </ul>	Dean of College Services to discuss at 9/26/08 meeting with managers, department heads and others.
A.1.1 Support broader leadership development.	Leadership Academy Sessions developed.	<b>Qtr 2</b> Survey of College community to determine interest. <b>Qtr 3</b> Develop program and identify participants. <b>Qtr 4</b> Determine faculty/staff/ community resources available.	Time	12/15/08  3/15/09  6/30/09	<ul style="list-style-type: none"> <li>Executive Team</li> <li>Human Resources Director &amp; Administrative Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Survey of college community to determine skills and interest.</li> <li>Personal follow up for those who express interest.</li> </ul>
A.1.2 Inspire, support, and recognize staff.	Survey to determine the extent staff feel supported and recognized.	<b>Qtr 4</b> Complete survey.	Time	6/30/09	Executive Team	Survey of college community and publication of results.
A.1.3 Make RCC processes more inclusive.	Provide at least one decision process each year where RCC community is clearly included.	<b>Qtr 1</b> Use <i>Appreciative Inquiry</i> on 9/26/08 to establish what an inclusive process looks like.  <b>Qtrs 2 &amp; 3</b> Use inclusive process to develop 2009/10 budget.	Time	9/30/08  6/30/09	College community	<ul style="list-style-type: none"> <li>Dean of College Services to facilitate meeting of managers, department heads and others on 9/26/08.</li> <li>Follow-up and check-in during remainder of year.</li> </ul>

A.1.4 Assert teaching and learning as the main goal.	Demonstrate how budget and decisions support teaching and learning.	<b><u>Qtrs 1-3</u></b> Use the inclusive budget process to demonstrate how the budget supports teaching, learning and the strategic plan.	Time	6/30/09	College community	<ul style="list-style-type: none"> <li>• Dean of College Services to facilitate meeting of managers, department heads and others on 9/26/08.</li> <li>• Follow-up and check-in during remainder of year.</li> </ul>
A.1.5 Improve communication flow at all levels.	Follow-up study to determine how informed college community is on how and why decisions are made.	<b><u>Qtr 1</u></b> Implement Campus Councils. Design inclusive processes.  <b><u>Qtr 2</u></b> Implement inclusive processes.	Time	9/30//08  12/15/08	College community	Campus Councils become communication mechanism.
A.1.6 Promote formation of a faculty senate.	Vote taken on whether to form a faculty senate.	<b><u>Qtr 1</u></b> Faculty senate discussed during in-service. Additional action dependent on results of discussion.	Time	9/30/08	Faculty with support of Executive Team	Faculty meeting established for Fall 2008 in-service.
A.1.7 Invest in adequate staffing and professional development.	Levels of service students are receiving.	<b><u>Qtr 2</u></b> Evaluate fall term enrollment and service level.  <b><u>Qtrs 2 &amp; 3</u></b> Use inclusive budget process to determine “adequate” and where investments in resources are needed.	Time and Dollars (unknown)	12/15/08  3/15/09	College community	Continual distribution of information and feed back via Web and e-mail.

2008/09 Action Plan – Goal B						
<b>Goal B: STUDENT ACCESS AND COMPLETION. Expand alternative class delivery options, and seek employer input to improve access and completion.</b>						
<b>Overall Goal B Champion:</b> Cheryl Markwell, Dean of Instruction						
<b>B.1 Allocate appropriate resources to support more staff teaching online, and improve the quality and number of distributed learning offerings.</b>						
<b>Objective B.1 Champion:</b> Rich Kirk, Director of Instructional Media and Distance Learning						
Objective description	Annual Benchmark	Macro Tasks/ Milestones	Resource Needs	Date to Complete	Implementers	Communication Plan
<b>B.1.1</b> Research, select, and implement a new CMS (course management system) to replace the current WebCT 4.1 system. (This change is necessary due to the software no longer being supported by the vendor.)	By Fall 2009, system is operational and stable; courses are converted to new system, faculty members are trained, and student orientation materials are completed and online.	<u><b>Qtr 1 - Yr 1</b></u> 1) Research vendors that provide required services.  2) Coordinate with other Oregon community colleges to select systems for evaluation based on the need for some level of state coordination.	<ul style="list-style-type: none"> <li>• Time</li> </ul>	10/1/08	<ul style="list-style-type: none"> <li>• Distributed Learning (DL) director and staff.</li> <li>• Other Oregon community college DL directors.</li> </ul>	<ul style="list-style-type: none"> <li>• RCC DL director communicates project needs with RCC DL/IT staff to identify appropriate vendors.</li> <li>• RCC DL director coordinates statewide electronic meetings to explore collaborative arrangements.</li> </ul>
<b>B.1.1a</b> Coordinate statewide effort to set-up Moodle test server for evaluation by all Oregon community colleges.	Moodle server is operational by Fall 2009 if OSU Open Source Lab is selected to house the server.	<u><b>Qtrs 1-4; Yr1</b></u> Work with Oregon Community College Distance Learning Association (OCCDLA) sub-committee to implement plan, evaluate the product and decide where to locate the server.	<ul style="list-style-type: none"> <li>• Funding will likely be an OCCWD grant. (No direct expense to RCC.)</li> </ul>	Project ongoing.	<ul style="list-style-type: none"> <li>• DL director and staff.</li> <li>• OCCDLA sub-committee; OCCWD staff; OSU Open Source Lab staff</li> </ul>	Once state effort is completed and training opportunities are in place, faculty volunteers will be recruited to evaluate system and provide feedback.
<b>B.1.1b</b> Develop matrix of desired feature set and CMS to be compared.	By Fall 2009, system is operational and stable; courses are converted to new system; faculty are trained; student orientation materials completed and online.	<u><b>Qtr 2; Yr 1</b></u> Complete matrix. Based upon results, develop survey instruments for both faculty and students to be administered 11/08/08.	<ul style="list-style-type: none"> <li>• Time</li> <li>• Title III funding</li> </ul>	8/08-10/08	<ul style="list-style-type: none"> <li>• DL director and staff.</li> <li>• Temporary Title III staff.</li> <li>• IT staff.</li> </ul>	<ul style="list-style-type: none"> <li>• By 9/08, faculty alerted to pending change.</li> <li>• By 11/08, faculty and students surveyed.</li> </ul>

<b>B.1.1d</b> Select vendor; enable production server; begin trial course conversion and production of training materials.	By Fall 2009, system is operational/stable; courses are converted to new system, faculty are trained, and student orientation materials are completed and online	<b><u>Qtr 4, Yr 1</u></b> Production server stable; integration with Rogue Net student registration system underway; training materials for faculty under production.	<ul style="list-style-type: none"> <li>• Time</li> <li>• Title III funding</li> <li>• DL fee funding</li> </ul>	4/08	CMS Advisory team; Title III full-time and temporary staff; IT staff; vendor support technician	DL Director provides regular updates to faculty, Instructional Leadership Group (ILG) and Academic Training Council (ATC) as needed.
<b>B.1.1e</b> Develop compensation plan for faculty course conversion; create application documents.	By April 2009, course conversion plan completed and communicated to faculty.	<b><u>Qtr 4, Yr 1</u></b> RFP for course conversion sent to faculty; returned; evaluated; and stipends awarded.	<ul style="list-style-type: none"> <li>• Time</li> <li>• Title III funding</li> <li>• DL fee funding</li> </ul>	6/09	DL Director; Title III staff; ILG	RFP sent to faculty via email; proposals returned; stipend awards communicated from associate dean to faculty.
<b>B.1.1f</b> Contract awarded to selected vendor. Working system in place.	By Fall 2009 CMS system operational and integrated with RCC administrative system and ready for use by faculty and students.	<b><u>Qtr 1; Yr 2</u></b> Contract negotiated and signed for new CMS or extension of license for updated version of current system.	<ul style="list-style-type: none"> <li>• Time</li> <li>• Tech fee/dl fee funding</li> </ul>	7/09	DL Director; Purchasing/ Contracts Coordinator/ College CFA/Vendor	If contract requires approval, DL director regularly updates impacted staff (faculty, ILG, ATC) and RCC Board of Education
<b>B.1.1g</b> Major course conversion; staff training; and training materials creation underway.	By Fall 2009, system is operational and stable; courses are converted to new system, faculty are trained, and student orientation materials are completed and online.	<b><u>Qtr 1; Yr 2</u></b> Major course conversion, training, and training materials creation underway.	<ul style="list-style-type: none"> <li>• Title III</li> <li>• DL Fee funding</li> </ul>	6/09-9/09	CMS Advisory team; Title III full-time and temporary staff; IT staff; vendor support technician; impacted faculty	DL director provides regular updates to impacted staff including faculty, ILG, ATC and RCC Board of Education if contract requires approval.
<b>B.1.2</b> Allocate appropriate resources to support more staff teaching online, and improve the quality and number of distributed learning offerings.	Meet the distance learning goals in Year 4 of RCC's Title III grant. Include development of additional online courses, development of materials to assist faculty and educational opportunities for online faculty.	<b><u>Qtr 1</u></b> <ul style="list-style-type: none"> <li>• Complete development of 12 additional online courses, with additional curriculum in core transfer courses offered for distance learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Title III funds</li> </ul>	9/30/08	Media and DL Director; Title III funded Instructional Design Specialist, faculty and media curriculum developers	<ul style="list-style-type: none"> <li>• Progress reports are generated and forwarded to the Department of Education at the conclusion of each federal fiscal year.</li> </ul>

<p>B.1.2 (Cont.)</p>		<ul style="list-style-type: none"> <li>• Develop online instructional videos for faculty on grading and specialized course management features.</li> <li>• Offer Quality Matters online workshops and materials to all RCC faculty.</li> </ul> <p><b>1<sup>st</sup> Qtr Outcomes:</b> Students' productive grades in targeted DE math courses increase to at least 70%; transition into college-level courses of ABE completers who have goal of enrolling in college-level courses within 6 months of exiting ABE increases to 46%.</p>				<ul style="list-style-type: none"> <li>• A Title III newsletter will be distributed within RCC 9/08; 9/09 and 9/10.</li> <li>• Information regarding RCC Title III grant is regularly posted to a Website located at <a href="http://learn.rogucecc.edu/rcctitle3/">http://learn.rogucecc.edu/rcctitle3/</a>.</li> </ul>
		<p style="text-align: center;"><b><u>Qtr 2</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum guides for new distributed learning finalized and approved by Instructional Council, then produced and distributed.</li> </ul> <p><b>2<sup>nd</sup> Qtr Outcomes:</b> Increase DE student transition into college-level programs to 70%; enrollment in ECE increases from 251 to 286; PC Microprocessor at 35 students or higher; % of students who declare a major of those enrolled for 6 credit hours or more increases to at least 37%;</p>	<p style="text-align: center;"><b><u>Qtr 2</u></b> Title III funds.</p>	<p>12/30/08</p>	<p>Same as above</p>	<p>Same as above.</p>

B.1.2 (Cont.)		college-wide completion rate increases to 15%; FTE enrollment in distance education courses increases to 479 FTE; college-wide FTE enrollment increases to 4615 FTE.				
		<p style="text-align: center;"><b><u>Qtr 3</u></b></p> <ul style="list-style-type: none"> <li>• Faculty training materials produced in Distributed Education Instructional Strategies, Peer Mentoring, Instructional Tech, Learning Communities, Learning to e-Learn.</li> <li>• Training materials in place to train the trainers in all components.</li> </ul>	Title III funds	3/30/09	Media and DL Director; Title III funded Instructional Design Specialist, faculty and media curriculum developers	<ul style="list-style-type: none"> <li>• Progress reports are generated and forwarded to the Department of Education at the conclusion of each federal fiscal year.</li> <li>• A Title III newsletter will be distributed within RCC 9/08; 9/09 and 9/10.</li> <li>• Information regarding RCC Title III grant is regularly posted to a Website located at <a href="http://learn.roguecc.edu/rcctitle3/">http://learn.roguecc.edu/rcctitle3/</a>.</li> </ul>
		<p style="text-align: center;"><b><u>Qtr 4</u></b></p> <ul style="list-style-type: none"> <li>• ECE curriculum complete and available online.</li> <li>• On-line modules in library research developed and in place.</li> </ul>	Title III funds	6/30/09	Media and DL Director; Title III funded Instructional Design Specialist, faculty and media curriculum developers	<ul style="list-style-type: none"> <li>• Progress reports are generated and forwarded to the Department of Education at the conclusion of each federal fiscal year.</li> </ul>

B.1.2 (Cont.)		<p><b>4th Qtr Outcomes:</b>  Increase first-time student persistence to 38%; increase transition into college-level courses of ABE completers who have goal of enrolling in college-level courses within 6 months of exiting ABE to 48%; enrollment in ECE increases from 286 to 321; distance learning capacity increased through addition of online DE courses.</p>				<ul style="list-style-type: none"> <li>• A Title III newsletter will be distributed within RCC 9/08; 9/09 and 9/10.</li> <li>• Information regarding RCC Title III grant is regularly posted to a Website located at <a href="http://learn.roguecc.edu/rcctitle3/">http://learn.roguecc.edu/rcctitle3/</a>.</li> </ul>
<p><b>B.1.3</b>  Work with Instructional Leadership Group to determine appropriate mix of distributed learning courses, as part of Goal B.</p>	<p>Students have access to a variety of classes delivered in modalities that meet their needs</p>	<ul style="list-style-type: none"> <li>• Review current offerings, including those under development through Title III.</li> <li>• Identify areas of need or potential growth.</li> </ul>	Time	6/09	ILG	<p>ILG weekly meetings and department head meetings.</p>

<b>Objective B.2: Develop effective evening and weekend programming.</b>						
<b>Objective Champion B.2 – B.5: Cheryl Markwell, Dean of Instruction</b>						
<b>Objective Description</b>	<b>Annual Benchmark</b>	<b>Macro Tasks/ Milestones</b>	<b>Resource Needs</b>	<b>Date to Complete</b>	<b>Implementers</b>	<b>Communication Plan</b>
<p><b>B.2.1</b> Identify and group appropriate courses for evening and weekend delivery into clusters so students may take them contiguously.</p> <p><b>Baseline:</b> Review previous Business Retention &amp; Expansion survey and Denise Swafford’s night course project for possible insight.</p>	Complete survey and/or focus groups.	<p><b>Qtr 2</b></p> <p>Formulate survey and/or focus groups questions for (1) students, (2) advisory committees, and (3) faculty to determine the appropriate courses for evening/weekend delivery.</p>	Budget: \$1000 (Supplies and postage)	<p><b>Qtr 2</b> 12/12/08</p>	<p><b>Qtr 2</b></p> <ul style="list-style-type: none"> <li>• ILG</li> <li>• Faculty volunteers</li> <li>• DH/Coords. for input on advisory committee survey</li> <li>• Workforce staff</li> <li>• Interested SS staff who might volunteer</li> </ul>	<p><b>Qtr 2</b></p> <ul style="list-style-type: none"> <li>• Present to all instructional faculty at fall faculty meeting.</li> <li>• Email to all faculty.</li> <li>• Mail to existing advisory committees on 1) new information hoped for; 2) look for mailed survey or be prepared for subsequent advisory committee meeting agenda.</li> </ul>
		<p><b>Qtr 3</b></p> <ul style="list-style-type: none"> <li>• Conduct survey and/or focus groups.</li> <li>• Advisory committee input on survey questions.</li> </ul>		<p><b>Qtr 3</b> 3/20/09</p>	<p><b>Qtr 3</b></p> <ul style="list-style-type: none"> <li>• Faculty volunteers</li> <li>• IS mgmt staff</li> <li>• IS support staff</li> <li>• Web staff assistance with blog.</li> <li>• DH/Coords. work with advisory committees.</li> </ul>	<p><b>Qtr 3</b></p> <ul style="list-style-type: none"> <li>• Use a blog for student input and student surveys (or email?)</li> <li>• Email survey to faculty and focus groups.</li> <li>• Mail to advisory committee lists, as appropriate.</li> </ul>

<p>B.2.1 (Cont.)</p>		<p style="text-align: center;"><b><u>Qtr 4</u></b></p> <ul style="list-style-type: none"> <li>• Compile data.</li> <li>• Formulate results.</li> <li>• Propose new groupings of classes for 09-10 delivery.</li> </ul>		<p style="text-align: center;"><b><u>Qtr 4</u></b> 06/12/09</p>	<p style="text-align: center;"><b><u>Qtr 4</u></b></p> <ul style="list-style-type: none"> <li>• ILG</li> <li>• DH/Coords</li> </ul>	<p style="text-align: center;"><b><u>Qtr 4</u></b></p> <ul style="list-style-type: none"> <li>• Report results to ATC, IPEC and Executive Team.</li> <li>• Report results and new configurations to counseling, advising, workforce and recruitment staff.</li> </ul>
<p><b>B.2.2</b> Support such class delivery methods as team teaching, blended classes, and cohort instruction for these courses.</p> <p><b>Baseline:</b> No current support for team teaching or cohort instruction exists; blended courses can be funded by media funds.</p>	<p>Propose at least two “grouped” evening/weekend deliveries, including support for alternate delivery.</p>	<p style="text-align: center;"><b><u>Qtr 2</u></b></p> <p>Formulate and include questions on survey (above) to 1) students and 2) faculty to determine the appropriate courses for team teaching, blended classes and cohort instruction.</p>	<p>Budget: \$4,800/ course</p>	<p style="text-align: center;"><b><u>Qtr 2</u></b> 12/12/08</p>	<p style="text-align: center;"><b><u>Qtr 2</u></b></p> <ul style="list-style-type: none"> <li>• DH/Coords</li> <li>• ILG</li> <li>• Media Staff</li> </ul>	<p style="text-align: center;"><b><u>Qtr 2</u></b></p> <ul style="list-style-type: none"> <li>• Present to all instructional faculty at fall faculty meeting.</li> <li>• Email all faculty.</li> <li>• Report survey results to ATC and IPEC.</li> </ul>
		<p style="text-align: center;"><b><u>Qtr 3</u></b></p> <p>Determine staffing needs for identified courses; use media funds to encourage alternate and blended delivery, when appropriate.</p>	<p style="text-align: center;"><b><u>Qtr 3</u></b> 3/20/09</p>	<p style="text-align: center;"><b><u>Qtr 3</u></b></p> <ul style="list-style-type: none"> <li>• IS dean, associate deans</li> <li>• Director of Media &amp; DL</li> </ul>	<p style="text-align: center;"><b><u>Qtr 3</u></b></p> <ul style="list-style-type: none"> <li>• Reply to survey and focus group respondents.</li> <li>• Report results to ATC and IPEC.</li> </ul>	
		<p style="text-align: center;"><b><u>Qtr 4</u></b></p> <ul style="list-style-type: none"> <li>• Plan for inclusion of new deliveries for the 09-10 academic year.</li> <li>• Begin marketing new deliveries.</li> <li>• Plan for summer development of identified courses.</li> </ul>	<p style="text-align: center;"><b><u>Qtr 4</u></b> 06/12/09</p>	<p style="text-align: center;"><b><u>Qtr 4</u></b></p> <ul style="list-style-type: none"> <li>• Director of Curriculum &amp; Scheduling</li> <li>• Recruitment Team</li> </ul>	<p style="text-align: center;"><b><u>Qtr 4</u></b></p> <ul style="list-style-type: none"> <li>• Report results to ATC, IPEC, E-Team.</li> <li>• Report to faculty via email.</li> <li>• Advise counseling, advising, workforce and recruitment staff of new 09-10 deliveries.</li> </ul>	

<b>B.3 Create a proficiency-based review protocol for prerequisites and encourage students to challenge core prerequisite courses on a proficiency basis including:</b>						
<b>Objective Description</b>	<b>Annual Benchmark</b>	<b>Macro Tasks/ Milestones</b>	<b>Resource Needs</b>	<b>Date to Complete</b>	<b>Implementers</b>	<b>Communication Plan</b>
<b>B.3.1</b> Create an institutional definition of a core course.  <b>Baseline:</b> No institutional definition exists.	<ul style="list-style-type: none"> <li>Validation of core course definition by C/AS (Curriculum &amp; Academic Standards Committee) and ATC.</li> <li>Prerequisite courses for each core course identified and reviewed.</li> </ul>	<b>Qtr 2</b> Research possible definitions of core course.	Budget: \$0	<b>Qtr 2</b> 12/12/08	<b>Qtr 2</b> <ul style="list-style-type: none"> <li>ILG</li> <li>C/AS</li> <li>Interested faculty</li> </ul>	<b>Qtr 2</b> <ul style="list-style-type: none"> <li>Present to all instructional faculty at fall faculty meeting.</li> <li>Email to all faculty.</li> </ul>
		<b>Qtr 3</b> C/AS action to endorse definition.		<b>Qtr 3</b> 03/20/09	<b>Qtr 3</b> <ul style="list-style-type: none"> <li>C/AS</li> <li>ILG + DH/Coords</li> </ul>	<b>Qtr 3</b> <ul style="list-style-type: none"> <li>Report results to ATC, IPEC.</li> <li>Report results to all faculty via email.</li> </ul>
		<b>Qtr 4</b> Department faculty assigned reviews of courses to validate or question existing prerequisite matches.		<b>Qtr 4</b> 06/12/09	<b>Qtr 4</b> <ul style="list-style-type: none"> <li>Faculty identified by DH/Coord + associate dean.</li> </ul>	<b>Qtr 4</b> <ul style="list-style-type: none"> <li>Update DH/Coords.</li> <li>Update ATC.</li> </ul>
<b>B.3.2</b> Evaluate and publish outcomes for these courses.  <b>Baseline:</b> None exists.	<ul style="list-style-type: none"> <li>Publication of course outcomes for identified courses.</li> </ul>	<b>Qtr 4</b> Outcomes for identified courses published by IS.	Budget: \$0	<b>Qtr 4</b> 06/12/09	<b>Qtr 4</b> ILG	<b>Qtr 4</b> Report results to ATC, IPEC and Executive Team.
<b>B.3.3</b> Review prerequisites in terms of barriers to class participation such as secondary pre requisites and discuss the implications of reducing them.	<ul style="list-style-type: none"> <li>Identified course outcomes reviewed by cross-functional teams to determine if existing prerequisites are appropriate.</li> <li>Revisions proposed and adopted.</li> </ul>	<b>Qtr 2, 2009-2010</b> <ul style="list-style-type: none"> <li>Faculty reviews completed.</li> <li>Cross-functional team (s) review of course outcomes to determine validity of pre-requisites for each course.</li> </ul>	Budget: \$0	<b>Qtr 2</b> 12/11/09	<b>Qtr 2</b> <ul style="list-style-type: none"> <li>Identified faculty</li> <li>Cross-functional team (s) appointed by ILG, SDC.</li> </ul>	<b>Qtr 2</b> <ul style="list-style-type: none"> <li>ATC, DH/Coords via regular meeting agendas.</li> <li>SDC via regular agenda.</li> </ul>

B.3.3 (Cont.) <b>Baseline:</b> None exists.		<b>Qtr 3, 2009-2010</b> Pre-requisite course changes proposed to C/AS on annual cycle.	Budget: \$0	<b>Qtr 3</b> 03/19/10	<b>Qtr 3</b> Department faculty	<b>Qtr 3</b> Report results to ATC, IPEC and E-Team.
		<b>Qtr 4, 2009-2010</b> Endorsement of course revisions completed and published.		<b>Qtr 4</b> 06/11/10	<b>Qtr 4</b> CC/AS	<b>Qtr 4</b> Information on changes sent to all advising staff.
B.3.4 Use student input to assist in making classes more available.  <b>Baseline:</b> Review of existing Request-A-Course list and compare to findings.	<ul style="list-style-type: none"> <li>Complete survey or focus groups</li> </ul>	<b>Qtr 2</b> After reviewing baseline data, formulate questions.	Budget: \$250 for supplies.	<b>Qtr 2</b> 12/12/08	<b>Qtr 2</b> ILG with faculty volunteers	<b>Qtr 2</b> Update ATC, IPEC and E-Team.
		<b>Qtr 3</b> Survey or focus groups of students, combined with B.2.1 effort.		<b>Qtr 3</b> 03/20/09	<b>Qtr 3</b> <ul style="list-style-type: none"> <li>Faculty volunteers</li> <li>IS mgmt staff</li> <li>IS support staff</li> <li>Web staff assistance with blog</li> </ul>	<b>Qtr 3</b> <ul style="list-style-type: none"> <li>Use the blog for student input and student surveys (email?); email survey to focus groups and faculty.</li> <li>Update ATC, IPEC, E-Team.</li> </ul>
<b>B. 4 Anticipate and plan for maximum enrollment levels in the seven most commonly required courses in a firm, year-long schedule with sufficient if contract requires approval sections.</b>						
<b>Objective Description</b>	<b>Annual Benchmark</b>	<b>Macro Tasks/ Milestones</b>	<b>Resource Needs</b>	<b>Date to Complete</b>	<b>Implementers</b>	<b>Communication Plan</b>
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.	<ul style="list-style-type: none"> <li>Identify projected number of sections.</li> <li>Review existing Mag 7 configurations.</li> <li>Project additional sections &amp; budget.</li> </ul>	<b>Qtr 2</b> <ul style="list-style-type: none"> <li>Review current waitlists, course requests, advisor queue to determine Mag 7 predicted enrollments.</li> <li>Review existing Mag 7 configurations.</li> </ul>	<b>Budget:</b> <ul style="list-style-type: none"> <li>P-T teacher needs better known after assessment. CCWD funds help with costs for next 6-18 months.</li> </ul>	<b>Qtr 2</b> 12/12/08	<b>Qtr 2</b> <ul style="list-style-type: none"> <li>ILG with faculty volunteers</li> <li>DH/Coords</li> </ul>	<b>Qtr 2</b> <ul style="list-style-type: none"> <li>Discuss need at ATC.</li> <li>Report results of reviews with ATC, SDC, IPEC, and E- Team.</li> </ul>

B.4 (Cont.) <b>Baseline:</b> Waitlists, course requests and advisor queue.		<p><b>Qtr 3</b></p> <ul style="list-style-type: none"> <li>Identify faculty then identify available time slots.</li> <li>Propose schedule including shift of existing courses in accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>More advanced scheduling software will be needed to meet increasingly complex configurations = \$30,000.</li> </ul>	<p><b>Qtr 3</b> 03/20/09</p>	<p><b>Qtr 3</b></p> <ul style="list-style-type: none"> <li>DH/Coords</li> <li>ILG</li> </ul>	<p><b>Qtr 3</b></p> <ul style="list-style-type: none"> <li>Request increase in 09-10 budget.</li> </ul>
		<p><b>Qtr 4</b></p> <ul style="list-style-type: none"> <li>Notify student advisors of revisions/additions.</li> </ul>		<p><b>Qtr 4</b> Early May, 2009</p>	<p><b>Qtr 4</b></p> <ul style="list-style-type: none"> <li>ILG notification to advisor network</li> </ul>	<p><b>Qtr 4</b></p> <ul style="list-style-type: none"> <li>SDC, advisor network.</li> <li>Market in 09-10 schedule.</li> </ul>
<b>B.5 Support a more robust and comprehensive instructional advisory committee evaluation.</b>						
<b>Objective Description</b>	<b>Annual Benchmark</b>	<b>Macro Tasks/ Milestones</b>	<b>Resource Needs</b>	<b>Date to Complete</b>	<b>Implementers</b>	<b>Communication Plan</b>
<p><b>B.5.1</b> Ask advisory committees to select specific courses to develop course outcomes.</p> <p><b>Baseline:</b> None exists.</p>	<ul style="list-style-type: none"> <li>Refine direction for the work from last year's committee planning materials.</li> <li>Develop a template for advisory committees.</li> <li>Develop a "course outcomes primer" to guide the work.</li> </ul>	<p><b>Qtr 2</b></p> <ul style="list-style-type: none"> <li>Determine desired outcome using input from last year's strategic planning committees.</li> <li>Develop a template process to be used with all advisory committees to aid in course selection.</li> </ul>	Budget: Meeting supplies: \$250	<p><b>Qtr 2</b> 12/12/08</p>	<p><b>Qtr 2</b></p> <ul style="list-style-type: none"> <li>ILG</li> <li>DH/Coords</li> </ul>	<p><b>Qtr 2</b></p> <ul style="list-style-type: none"> <li>DH/Coordinators input on advisory committee template.</li> <li>Seek faculty input on outcomes primer.</li> </ul>
		<p><b>Qtr 3</b></p> <ul style="list-style-type: none"> <li>DH/Coords determine an appropriate advisory committee for effort.</li> <li>Develop a "course outcomes primer" to guide work.</li> </ul>		<p><b>Qtr 3</b> 3/20/09</p>	<p><b>Qtr 3</b></p> <ul style="list-style-type: none"> <li>ILG</li> <li>DH/Coords</li> <li>Selected faculty and advisory committee members</li> </ul>	<p><b>Qtr 3</b></p> Report progress to IPEC and E-Team.

B.5.1 (Cont.)		<p align="center"><b><u>Qtr 4</u></b></p> <ul style="list-style-type: none"> <li>• Convene advisory committee to write outcomes, testing methods and results.</li> </ul>		<p align="center"><b><u>Qtr 4</u></b> 6/12/09</p>	<p align="center"><b><u>Qtr 4</u></b></p> <p>Identified advisory committee and faculty</p>	<p align="center"><b><u>Qtr 4</u></b></p> <p>Report progress and any results to ATC, IPEC, and E-Team.</p>
<p><b>B.5.2</b> Seek their input about the “what, when, where, and how” of courses to be offered.</p> <p><b>Baseline:</b> None exists.</p>	<ul style="list-style-type: none"> <li>• Develop the template described in B.5.1, including these elements.</li> <li>• Implement with as many committees as possible.</li> </ul>	<p align="center"><b><u>Qtr 2</u></b></p> <ul style="list-style-type: none"> <li>• Include these inquiries in every advisory committee meeting, using a common meeting template.</li> <li>• Collect minutes/reports of each meeting as part of annual program review.</li> </ul>	Budget: \$0	<p align="center"><b><u>Qtr 2</u></b> 12/12/08</p>	<p align="center"><b><u>Qtr 2</u></b></p> <ul style="list-style-type: none"> <li>• ILG</li> <li>• DH/Coords</li> </ul>	<p align="center"><b><u>Qtr 2</u></b></p> <p>DH/Coordinator input on advisory committee template.</p>
		<p align="center"><b><u>Qtr 3</u></b></p> <p>Faculty review results to determine best means to address needs.</p>		<p align="center"><b><u>Qtr 3</u></b> 03/20/09</p>	<p align="center"><b><u>Qtr 3</u></b></p> <ul style="list-style-type: none"> <li>• Associate deans</li> <li>• DH/Coords</li> </ul>	<p align="center"><b><u>Qtr 3</u></b></p> <p>Report results to IPEC &amp; E-Team.</p>
		<p align="center"><b><u>Qtr 4</u></b></p> <p>2009-2010 schedules submitted reflecting changes, as appropriate.</p>		<p align="center"><b><u>Qtr 4</u></b> 06/12/09</p>	<p align="center"><b><u>Qtr 4</u></b></p> <p>DH/Coords</p>	<p align="center"><b><u>Qtr 4</u></b></p> <p>Report results to SDC, IPEC, &amp; E-Team.</p>

2008/09 Action Plan – Goal C						
Goal C: CAREER PATHWAYS - Enhance students' ability to move into the workforce using state-approved Career Pathways Certificates.						
Champion: Serena St. Clair, Pathways & Articulation Coordinator						
Objective Description	Annual Benchmark	Macro Tasks/ Milestones	Resource Needs	Date to Complete	Implementers	Communication Plan
<b>C.1.1</b> Extend career Pathways development to other educational institutions such as creating Programs of Study with high schools, and increasing program/degree articulations with OUS schools.	Focus on full development of 1) Basic Health Care Pathway (BCHP), and 2) new Construction programs (including sustainability endorsement) with articulations clarified and explored with SOU, OIT, other Oregon CC, and area high schools.	<b>Qtr 1</b> Construction Pathways mapped and ready for approval. <b>Qtr 1</b> Hold SOU/RCC joint faculty meeting to discuss current articulations. <b>Qtr 2</b> BCHP in development process, review by partner colleges and select area high schools.	<ul style="list-style-type: none"> <li>• CCWD grant dollars to support BCHP project (awaiting grant decision).</li> <li>• CCWD Pathways grant to cover costs of articulation meeting.</li> </ul>	3/09	<ul style="list-style-type: none"> <li>• Pathways Coordinator</li> <li>• Dean of Instruction</li> <li>• Director of Curriculum and Scheduling</li> </ul>	Report status to ATC, SDC, and District at regular intervals during year as developments occur.
<b>C.1.2.</b> Develop advising materials and pathway maps for students, staff, counselors, parents, high school and university stakeholders.	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.	<b>Qtr 3</b> a) Adapt template and pilot test with high schools and RCC advisors b) Print RCC pathway map templates.	<ul style="list-style-type: none"> <li>• Time to collaborate with Marketing Dept. and with RCC Webmaster to develop tools.</li> <li>• Time to work with RCC advisors and select HS admin/ counselors, and SOESD staff.</li> </ul>	1/09	<ul style="list-style-type: none"> <li>• Pathways Coordinator</li> <li>• Early College Credit Specialist</li> <li>• Counselor/ Advisor</li> <li>• Web Master</li> <li>• Marketing Director</li> </ul>	Seek input from education professionals and possibly students. Integrate into catalog, class schedule, RCC Website.

<p><b>C.1.3</b> Strengthen efforts to disseminate regional workforce data, trends, and information to design effective Pathways that better guide students into employment.</p>	<p>a) Expand current internal college Pathways team to include interested business partners.</p> <p>b) Load Career Pathways video and specific career videos onto Website.</p>	<p><b><u>Qtr 2</u></b> Team and website expanded.</p>	<ul style="list-style-type: none"> <li>• Collaboration with Webmaster.</li> <li>• Funds to purchase videos from CCWD Pathways grant.</li> </ul>	<p>11/08</p>	<ul style="list-style-type: none"> <li>• Pathway Coordinator</li> <li>• Assoc. Dean, Workforce TRC</li> <li>• Dean of Instruction</li> </ul>	<p>Work with Pathways team and program advisory committees to verify the use and utility of this information.</p>
<p><b>C.1.4</b> Develop education/training delivery adaptable to employer needs.</p>	<p>Meet with advisory committees for construction, manufacturing, electronics, healthcare, and other interested departments to get direct feedback about employer needs.</p>	<p><b><u>Qtr 2-4</u></b> Input gathered and incorporated into Pathways certificate offerings.</p>	<p>Coordination with Department Heads.</p>	<p>6/09</p>	<ul style="list-style-type: none"> <li>• Pathway Coordinator</li> <li>• Department Heads in content areas</li> <li>• Dean of Instruction</li> </ul>	<p>Propose new curriculum to Curriculum and Academic Standards when ready.</p>

2008/09 Action Plan – Goal D						
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.						
Goal D Champion: Curtis Sommerfeld, Associate Dean, College Services.						
Objective Description	Annual Benchmark	Macro Tasks/ Milestones	Resource Needs	Date to Complete	Implementers	Communication Plan
D.1: Conduct cross-departmental assessment of data needs and implement best practices to solve the gaps in our current informational capacities.	Assessment completed, with recommendations for implementation developed.	<b>Qtr 2</b> Develop survey instrument and determine mode of distribution.	Time	12/08	<ul style="list-style-type: none"> <li>Institutional Research (IR)</li> <li>I/T Internet Services</li> </ul>	Associate Dean of College Services shows survey to IPEC, and implements any feedback about survey or mode. (December)
		<b>Qtr 3</b> Administer survey instrument and collect results.	Time	2/09	<ul style="list-style-type: none"> <li>IR</li> </ul>	Associate Dean of College Services communicates via AllOfRcc email, providing background info & instructions. (January)
		<b>Qtr 4</b> Analyze survey results, and develop recommendations.	Time	5/09	<ul style="list-style-type: none"> <li>IR</li> <li>I/T Programming Services</li> </ul>	Associate Dean of College Services provides progress report to IPEC. (May)
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.	Current offerings published, and quarterly training opportunities developed.	<b>Qtr 3</b> Compile and distribute “User’s Guide” type document detailing currently available data reports.	Time	3/09	<ul style="list-style-type: none"> <li>IR</li> <li>I/T Programming Services</li> </ul>	Associate Dean of College Services provides Guide via multiple modes, sending instructions via AllOfRcc email. (March)
		<b>Qtr 4</b> <ul style="list-style-type: none"> <li>Analyze survey results to determine training needs.</li> <li>Begin developing training offerings to meet needs.</li> </ul>	Time	5/09	<ul style="list-style-type: none"> <li>IR</li> <li>I/T Programming Services</li> <li>Math Dept.</li> </ul>	Associate Dean of College Services provides progress report to IPEC. (May)
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.	Begin implementation of short-term solutions	<b>Qtr 4</b> <ul style="list-style-type: none"> <li>Analyze survey results to determine data reports &amp; tools needed.</li> <li>Create timeline for implementation.</li> </ul>	Time	5/09	<ul style="list-style-type: none"> <li>IR</li> <li>I/T Programming Services</li> <li>Math Dept.</li> </ul>	Associate Dean of College Services provides progress report to E-Team, Management Forum, IPEC and AllOfRcc email. (May)

2009/10 Action Plan – Goal E						
<b>Goal E: STUDENT ENROLLMENT GROWTH — Build student enrollment using marketing, targeted services, and strategic partnerships to attract students and/or employees.</b>						
<b>Overall Champion:</b> Kori Bieber, Dean of Student Services						
<b>E.1 Objective Champion:</b> Margaret Bradford, Director of Marketing and Community Relations						
Objective Description	Annual Benchmark	Macro Tasks/ Milestones	Resource Needs	Date to Complete	Implementers	Communication Plan
<b>E.1</b> Prioritize and implement the RCC 2009-10 marketing plan, evaluate, and update annually.	2009/10 marketing plan is implemented including marketing themes, messages, audiences, communications topics and strategies.	<b>Qtrs 1-4</b> Implement quarterly elements of marketing plan.	<ul style="list-style-type: none"> <li>Estimate Amount = \$80k</li> </ul>	Quarterly	<ul style="list-style-type: none"> <li>Marketing/Community Relations Director (Mktg/Comm Rel)</li> </ul>	Mktg/CommRel. director reports in person to: Mktg Task Force, college president, E-Team, college councils as appropriate.
	Success of marketing plan recommendations routinely evaluated.	<b>Qtrs 1-4</b> Develop tools and a process for regular evaluation/correction of the plan.	<ul style="list-style-type: none"> <li>Assessment tools</li> <li>Time</li> </ul>	Quarterly	<ul style="list-style-type: none"> <li>Marketing/Comm Rel Director</li> </ul>	Mktg/CommRel director shares results of assessment with: Marketing Task Force, E-Team, other college councils as appropriate.
		<b>Qtrs 1-4</b> Mktg/CommRel works with Mkt Task Force and E-Team on: <ul style="list-style-type: none"> <li>quarterly adjustments/revisions</li> <li>2010/11 plan developed.</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly</li> <li>Qtr. 4</li> </ul>	<ul style="list-style-type: none"> <li>Marketing/Comm Rel Director</li> </ul>	Mktg/Comm Rel Director reports revised plan to Mktg Task Force, E-Team, other college councils and committees as appropriate.
<b>E.2.</b> Encourage the attitude that everyone has a role in attracting learners.	RCC staff engaged in success of marketing plan.	<b>Qtrs. 1-4</b> Educate (possible follow-up branding workshop with consultant) & provide tools (graphic artist/production assistant) to assist RCC stakeholders in their role to help implement the marketing recommendations.	<ul style="list-style-type: none"> <li>Time</li> <li>Staff</li> <li>Tools</li> <li>\$40k</li> </ul>	7/09-6/10	<ul style="list-style-type: none"> <li>Marketing/Comm Rel Director</li> <li>Marketing Task Force</li> </ul>	<ul style="list-style-type: none"> <li>Mktg/CommRel director and Mktg Task Force reports on the number and ways college staff are involved with the marketing plan.</li> <li>Director reports progress to E-Team, IPEC, BofEd.</li> </ul>

<b>E.3 Objective Champion:</b> Cheryl Markwell, Dean of Instruction						
<b>Objective Description</b>	<b>Annual Benchmark</b>	<b>Macro Tasks/ Milestones</b>	<b>Resource Needs</b>	<b>Date to Complete</b>	<b>Implementers</b>	<b>Communication Plan</b>
<b>E.3</b> Intensify the college's response to advisory committee and employer requests for educational services, initially focusing on health care and customized training.  <b>Baseline:</b> Existing employment data and 08-09 input from outreach efforts.	<ul style="list-style-type: none"> <li>Proposal, if appropriate, of new programs or customized trainings for 2010-11 and beyond.</li> <li>Transition of Business Outreach Development tasks among existing staff.</li> </ul>	<b>Qtr 2</b> <ul style="list-style-type: none"> <li>Review current labor market data, particularly in health care</li> <li>Include inquiries for customized training needs into advisory committee question.</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<b>Qtr 2</b> 12/11/09	<b>Qtr 2</b> <ul style="list-style-type: none"> <li>ILG</li> <li>DH/Coords</li> </ul>	<b>Qtr 2</b> <ul style="list-style-type: none"> <li>Report results of reviews with ATC, IPEC, &amp; E-Team</li> </ul>
		<b>Qtr 3</b> <ul style="list-style-type: none"> <li>Assign TSCs among existing CTE programs as liaisons.</li> <li>Compile new input from outreach efforts and existing data.</li> <li>Produce new CT, if appropriate.</li> <li>Propose new directions, programs for department consideration.</li> </ul>		<b>Qtr 3</b> 03/19/10	<b>Qtr 3</b> <ul style="list-style-type: none"> <li>ILG</li> <li>TSCs</li> </ul>	<b>Qtr 3</b> <ul style="list-style-type: none"> <li>Report progress to ATC, IPEC, &amp; E-Team</li> </ul>
		<b>Qtr 4</b> <ul style="list-style-type: none"> <li>If new courses/programs are indicated, validate with advisory committee.</li> <li>Address any adverse impact issues, if necessary.</li> <li>Assign faculty/staff.</li> </ul>		<b>Qtr 4</b> 06/11/10	<b>Qtr 4</b> <ul style="list-style-type: none"> <li>ILG</li> <li>Identified faculty, if indicated</li> <li>TSCs, if indicated</li> </ul>	<b>Qtr 4</b> <ul style="list-style-type: none"> <li>Report progress to ATC, IPEC, &amp; E-Team</li> </ul>

<b>E.4 Champion: Brad Ross, Enrollment Admissions Recruiter</b>						
<b>Objective Description</b>	<b>Annual Benchmark</b>	<b>Macro Tasks/Milestones</b>	<b>Resource Needs</b>	<b>Date to Complete</b>	<b>Implementers</b>	<b>Communication Plan</b>
<b>E.4</b> Research best practices in community partnering to develop partnership selection and prioritization criteria.	Based on the previously identified factors of successful partnerships, follow-up with top community partners determines needs and goals, and action plans. Database tracks activity, e.g. contact information, needs, goals, RCC action steps for each community partner.	<b>Qtr 2</b> Data for top community partners tracking in appropriate Rogue Net applications.	<ul style="list-style-type: none"> <li>• Database creation.</li> <li>• \$1,000 for community partner appreciation event at two RCC campuses and the publicity for each.</li> <li>• \$300 for acknowledgement of formal agreements to recognize community partners (articles, plaques, etc).</li> </ul>	8/30/09	<ul style="list-style-type: none"> <li>• Brad Ross</li> <li>• Kathryn Brooks</li> </ul>	<ul style="list-style-type: none"> <li>• Use marketing communication plan to roll-out contact with community partners.</li> <li>• Written report to: Board of Education, ATC/SDC, IPEC, Executive Team, Strategic Planning Website.</li> </ul>
		<b>Qtr 2</b> Create community partner activity calendar and identified contact person for that entity.	<ul style="list-style-type: none"> <li>• Website/programmers</li> <li>• Evaluation tool creation.</li> </ul>	12/2009		
		<b>Qtr 3</b> <ul style="list-style-type: none"> <li>• Create community partner and RCC evaluation, feedback and ongoing needs identification tool based on key points.</li> </ul>	<ul style="list-style-type: none"> <li>• Time.</li> </ul>	3/2010	<ul style="list-style-type: none"> <li>• Brad Ross</li> <li>• Team</li> </ul>	

(E.4 cont.)		<p><b>4<sup>th</sup> Qtr</b></p> <ul style="list-style-type: none"> <li>Administer evaluation survey to community partners and appropriate RCC staff to determine:</li> </ul> <p>What worked and what didn't? New learning opportunities? General impressions? Recommendations and suggestions for the future?</p>	<ul style="list-style-type: none"> <li>Survey materials.</li> <li>Postage. \$200</li> <li>Time.</li> </ul>	<p>March to May 2010</p> <p>6/2010</p>	<ul style="list-style-type: none"> <li>Brad Ross</li> <li>Team</li> </ul>	<ul style="list-style-type: none"> <li>Survey sent to partners.</li> <li>Written report to: Board of education, RCC representatives and agencies</li> </ul>
<b>E.5 Champion: Kori Bieber, Dean of Student Services</b>						
<b>Objective Description</b>	<b>Annual Benchmark</b>	<b>Macro Tasks/Milestones</b>	<b>Resource Needs</b>	<b>Date to Complete</b>	<b>Implementers</b>	<b>Communication Plan</b>
E.5 Reduce student educational expenses by supporting development of regional resources such as public transportation, child care assistance, scholarships, and other areas.	<b>Child Care:</b> Provide students with a comprehensive list of childcare options in each county at the time of enrollment.	<p><b>Qtr 1-2</b></p> <p>Work with Child Care Resource Network (CCRN) to discuss current childcare provider resources; begin planning for the Child Care Summit set for the spring of 2010.</p>	<ul style="list-style-type: none"> <li>Time</li> <li>Database</li> <li>Phone</li> <li>Web access</li> </ul>	2/10	<ul style="list-style-type: none"> <li>Rene McKenzie</li> </ul>	ATC, SSC, ASG groups on all three campuses.
		<p><b>Qtr 4</b></p> <p>Create a webpage and hardcopy format available for students upon enrollment</p>	<ul style="list-style-type: none"> <li>Webmaster's time</li> </ul>	6/10		Webpage in schedule of classes.
	Implement a "RCC student friendly" childcare options program.	<p><b>Qtrs 2- 3</b></p> <p>Organize a childcare summit and host the local providers on campus for a "drive in" childcare summit. In conjunction with Early Childhood education program, goals for meetings could include training opportunities and needs, drop</p>	<ul style="list-style-type: none"> <li>Partnership with Early Childhood Education Department: time, food, facility, provider incentive, daycare for event, personnel. \$1,000</li> </ul>	3/10	ECE department, Local agencies and providers, student government	
(E.5 cont.)						

		in agreements and reduced fees for students.				
<b>Book Reserve Project:</b> 100% availability of reserve textbooks for “foundation” courses as identified in Goal B.		<b>Qtr 1</b> Identify the “foundation courses at RCC.”	<ul style="list-style-type: none"> <li>List of foundation courses.</li> <li>Book list from department heads or bookstore.</li> </ul>	9/09	<ul style="list-style-type: none"> <li>Tracey Olsen-Oliver</li> </ul>	<ul style="list-style-type: none"> <li>Department Heads and Coordinators</li> <li>IST</li> <li>SSC</li> <li>Library staff/ department meetings</li> <li>E-Team</li> </ul>
		<b>Qtr 2</b> Identify the books currently on reserve at TRC, RVC, and RWC to identify the gaps.	<ul style="list-style-type: none"> <li>Library staff time to identify currently held books and to identify missing books</li> </ul>	1/10		
		<b>Qtr 2</b> Meet with department heads and coordinators of foundation courses to facilitate a process for book reserve upkeep.	<ul style="list-style-type: none"> <li>Staff time.</li> <li>Instructional and student services staff willingness to build a system that works.</li> </ul>	2/10		
		<b>Qtr 3</b> Request book funds from ASG to augment books for foundation courses.	<ul style="list-style-type: none"> <li>Time.</li> </ul>	3/10		
		<b>Qtr 4</b> Expand book reserve holdings to include the support courses to foundation courses, and most commonly enrolled courses.	<ul style="list-style-type: none"> <li>Library space.</li> <li>Library staff to handle books and checkout processes.</li> </ul>	6/10		
<b>E.6 Champion: Dan Buck, Admissions Recruiter</b>						
Objective Description	Annual Benchmarks	Macro Tasks/Milestones	Resource Needs	Date to Complete	Implementers	Communication Plan
<b>E.6.</b> Increase enrollment of high school, veterans and Latino students. (E.6 cont.)	Implement a scholarship program that pays full-tuition for “high-achieving” graduates of local	<b>Qtrs 1-2</b> <ul style="list-style-type: none"> <li>Research how the program works at Chemeketa Community College.</li> <li>Explore viability of emulating the program and</li> </ul>	<ul style="list-style-type: none"> <li>Contacts and informational resources at Chemeketa Community College.</li> </ul>	10/2009	<ul style="list-style-type: none"> <li>Dan Buck</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment Team</li> <li>Student Services</li> </ul>

	high schools based on the Chemeketa Scholars program.	investigate the impact such a program would have on enrollment.				Council
	Implement parent programs for high school recruitment.	<b>Qtr 2</b> Research best practices for educating parents about the benefits of community college.	<ul style="list-style-type: none"> <li>List of web and print resources.</li> </ul>	12/ 2009	<ul style="list-style-type: none"> <li>Dan Buck</li> </ul>	Recruitment Team, Student Services Council.
	Establish reliable communication channels for anticipated influx of veterans returning from war.	<b>Qtr 3</b> Investigate existing avenues and find new lanes.	<ul style="list-style-type: none"> <li>Veterans' timetables, agencies, and benefits.</li> </ul>	2/2010	<ul style="list-style-type: none"> <li>Brad Ross</li> <li>N. Higginbotham</li> <li>Anna Manley</li> <li>Veteran's Roundtable</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment Team</li> <li>Student Services Council</li> </ul>
	Improve education of Latino families to the benefits of and opportunities at RCC for themselves and their high school students.	<b>Qtr 4</b> Research best practices in Latino recruitment.	<ul style="list-style-type: none"> <li>List of web and print resources.</li> </ul>	6/ 2010	<ul style="list-style-type: none"> <li>Dan Buck</li> <li>Karolina Thompson</li> </ul>	<ul style="list-style-type: none"> <li>Executive Team</li> <li>Recruitment Team</li> <li>Student Services Council</li> </ul>
	Create a middle school summer bridge program.	<b>Qtr 4</b> Research best practices.	Contacts with local middle schools, marketing materials, food, entertainment.	6/2010	<ul style="list-style-type: none"> <li>Dan Buck</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment team</li> <li>Student Services Council</li> </ul>

2008/09 Action Plan – Goal F						
Goal F: <b>RCC/SOU PARTNERSHIP - Strengthen the RCC/SOU partnership.</b>						
Goal F Champion: Galyn Carlile, Dean of Special Projects						
Objective Description	Annual Benchmark	Macro Tasks/ Milestones	Resource Needs	Date to Complete	Implementers	Communication Plan
<b>F.1</b> Identify opportunities to maximize resources for students, faculty, operations, and programming at the Higher Education Center.	Develop a joint Instructional Oversight Team that meets quarterly to suggest new and/or different educational programs, and services and reviews existing articulation agreements and offerings.	Choose members and form the team members.	Appropriate support from each institution's Instructional Division.	Winter Term FY 08/09	<ul style="list-style-type: none"> <li>• SOU Provost</li> <li>• RCC Dean of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SOU and RCC leadership.</li> <li>• Program Planning Newsletter to all SOU/RCC.</li> </ul>
<b>F.2</b> Explore other areas where the two institutions can effectively partner to enhance services to the region.	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.	Add 3 new majors in the first year.	R & D money to hire a Program Planner/ Developer	Fall Term FY 10/11	<ul style="list-style-type: none"> <li>• SOU Provost</li> <li>• RCC Dean of Instruction</li> <li>• Designated planning team</li> </ul>	Progress report to each institution by Spring 2009.