

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

Month/Quarter/Year December 2008

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	Monthly/Quarterly 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>Annual Benchmark:</u> Study completed by June 30, 2009.</p> <p>A.1.1 Support broader leadership development; Annual Benchmark: Leadership Academy Sessions developed.</p> <p>A.1.2 Inspire, support, and recognize staff; Annual Benchmark: Survey to determine the extent staff feel supported and recognized.</p> <p>A.1.3 Make RCC processes more inclusive; Annual Benchmark: 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; Annual Benchmark: Demonstrate how budget and decisions support teaching and learning.</p> <p>A.1.5 Improve communication flow at all levels; 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. Annual Benchmark: To evaluate staffing and professional development needs, first assess adequacy of services to students.</p>	<p>1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:</p> <p>An OSU doctoral student who is also a RCC staff member is investigating whether the culture survey can be used to fulfill some of her doctoral study requirements.</p> <p>The second Faculty Senate meeting was held and a list of potential topics to discuss was generated. The budget was one of those topics</p> <p>Work on an interactive “RCC Finances 101” presentation began.</p> <p>2. Describe assistance that is needed to help you make progress, if any:</p> <p>May need assistance with graphics and logistics of creating the interactive “RCC Finances 101” presentation.</p> <p>3. Other significant information to share: none.</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.</p> <p>Objectives B.2 through B.5 Champion: Cheryl Markwell, Dean of Instruction</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. 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. 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. 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. 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 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. Annual Benchmark: Complete survey or focus groups.</p>	<p>1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:</p> <p>B.1. The final CMS demonstration was held on 12/12/08. Faculty survey results have been reviewed. Online research has been conducted. A final meeting of involved faculty and staff is scheduled for 1/9/09 at which point a recommendation will be made concerning the selection of the new CMS.</p> <p>The year three Title III report draft was completed in early December, and submitted to our Title III consultant for review. A few adjustments were made based on that input, and the final report was submitted to the USDoE. The report indicated that all funds had been expended, and yearly goals and objectives were met or exceeded.</p> <p>B.2.1. A faculty/dean subcommittee has focused on a student survey to determine the level of need for more evening and weekend programming. Student and non-student groups and questions for each have been identified. Process strategies for distributing surveys to all groups are developed.</p> <p>B.2.2. The faculty/Dean subcommittee's next effort will be organizing faculty focus groups to get input on team teaching, blended courses and cohort instruction. The subcommittee's recommendation is that faculty best know if/how curricular elements can be combined. Recommendations from these focus groups will be made to the Instructional Leadership Group to assess the feasibility and/or funding needs.</p> <p>B.3.1. The curriculum committee continues to struggle with the definition of a "core course" as used in this context. Their work is confounded by a proposed parallel effort to identify Institutional Student Learning Outcomes. In addition to several meetings on "core courses," they have opened the question up for IS department input.</p> <p>B.3.2. Must wait until completion of B.3.1</p> <p>B.3.3. Must wait until completion of B.3.2</p> <p>B.3.4. The faculty/dean subcommittee has identified several student/non-student audiences and survey questions for each group. The</p>
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<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. 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. 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. 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; B.6.2 Feature areas of focus for each campus; B.6.3 Identify sustainable practices in selected operational and curriculum areas.</p>	<p>process for distributing surveys to all groups is planned, including a set of prompts to be included in the upcoming Noel-Levitz survey.</p> <p>B.4. Requested the following: a) 6-8 terms of historical waitlists for the Mag 7, including times/days/campuses; b) 6-8 terms of Request-A-Class data for the Mag 7, including suggestions to permanently alter the RAC (Request-A-Class) to align with the subcommittee’s proposed prompts and c) collection of anecdotal data from counseling/advising staff on times/days/delivery methods of Mag 7.</p> <p>B.5.1. Advisory committee meetings during winter term will be “prepped” by staff on how student learning outcomes (SLOs) are derived and assessed, preparatory to providing input in future, guided sessions.</p> <p>B.5.2. The Business Development and Outreach Coordinator has completed a new advisory committee meeting template to gather the information at every future advisory committee meeting. A related strategy to be put in place in January is to assign a Training Services Coordinator to each current advisory committee to collect input and design CEU responses (or respond to other workforce-oriented suggestions).</p> <p>B.6.1 & 2. A decision was made to write an RFP, in January, to solicit for qualified vendors to provide services to help the college develop an Institutional Master Plan (IMP). The intention is to produce an RFP that will be useful to the college, provide the services needed at a reasonable cost, and meet the requirements of accreditation. The challenge will be to develop a RFP that provides adequate results at a low cost.</p> <p>B.6.3. Faculty “champion” identified as lead in identifying sustainable practices in curriculum areas. Inventory of sustainable curriculum currently underway.</p> <p>2. Describe assistance that is needed to help you make progress, if any:</p> <p>B.4 Key data elements on Mag 7 enrollment patterns will be necessary as background for B.4 (see detail above.)</p>
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	<p>B.6.1 & 2. Assistance will be solicited from the Facilities Board Representatives to review the draft plan of the RFP mid to late January. After the review and comment phase, staff will post the invitation.</p> <p>3. Other significant information to share: none.</p>
<p>Goal C: CAREER PATHWAYS – Enhance students’ ability to move into the workforce using state-approved Career Pathway Certificates.</p> <p>Goal Champion: Serena St. Clair, Pathways and Articulation Coordinator</p> <p>Objectives:</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. 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. 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 month/qtr including key accomplishments, problems, and/or changes to the plan:</p> <ul style="list-style-type: none"> a. Held a Program of Study meeting with the RCC Construction Department and all high school construction teachers. The excellent preparation by the department and SOESD resulted in a long (8-hours) but productive session. b. Spoke with the construction advisory committee to describe new certificates and this year’s Industry tour plans. c. Made progress on pathways marketing materials by meeting consistently with a small group over concept and working. d. Worked with the Grants Coordinator, Media Director and others on a Basic Healthcare Certificate proposal to be funded by CCWD. e. Attended Pathways Alliance meeting and also a smaller regional group. Got a sense of state support for Pathways for coming year. Met with Peter about Pathways update. f. Worked on a project with CCWD and ODE to develop a graduate level course titled CTE505. Met to begin planning. g. Made good progress on the industry tour showcase event and subsequent tour planning. Invitation to showcase went out to over 500 HS and middle teachers, counselors, and administrators, also to area workforce partner staff. h. Planned for an ABS “ramp up to pathways” session for early January. Collaborated with ABS and AS staff on goals for meeting, and will use an outcomes based process. i. Completed the fellowship application for a summer sustainability workshop, and sent this out to high school staff. It will be uploaded to our website in Jan. <p>2. Describe assistance that is needed to help you make progress, if any: The lack of clerical assistance continues to be a drain on my time.</p>

	<p>3. Other significant information to share: A conversation about continued funding for this position is needed. As a strategic goal for the whole college and because of the comprehensive and systemic influence of Pathways, it is important to consider adding some support from the general fund.</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. Goal Champion: Curtis Sommerfeld, Associate Dean, College Services Objectives: D.1 Conduct cross-departmental assessment of data needs and implement best practices to solve the gaps in current informational capacities. 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. Annual Benchmark: Current offerings published and quarterly training opportunities developed.</p> <p>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. Annual Benchmark: Begin implementation of short-term solutions.</p>	<p>1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan: Nothing new since last month’s 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>Goal E: STUDENT ENROLLMENT GROWTH – Build student enrollment using marketing, targeted services, and strategic partnerships to attract students and/or employers. Goal Champion: Kori Bieber, Dean of Student Services Objectives: E.1 Objective Champion: Margaret Bradford, Director of Marketing & Community Relations 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. 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.</p>	<p>1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:</p> <p>E.1. Received a preliminary report from Propeller Communications on brand positioning workshops conducted Nov. 13-14. Also received (1/2/08) first draft of communications audit and recommendations. Strategic marketing planning workshop with 40 college “decision makers” as participants set for Jan. 26, and strategic marketing communication planning workshop with Marketing Task Force set for Jan. 27.</p> <p>E.2 The Business Development and Outreach Coordinator has completed the new advisory committee meeting template. It is designed to seek employer input every future advisory committee meeting. A correlated strategy (to be put in place in January) is to</p>

<p>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>E.3 <u>Objective Champion: Brad Ross, Admissions Recruiter</u> Research best practices in community partnering to develop partnership selection and prioritization criteria. 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. Annual Benchmark (summary): Top 20 partners are identified with action plans to create partnerships based on best practices.</p> <p>E.4 <u>Objective Champion: Kori Bieber, Dean of Student Services</u> Reduce student educational expenses by supporting development of regional resources such as public transportation, child care assistance, scholarships, and other areas. Annual Benchmark (summary): Define educational expenses then conduct 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. 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>assign a Training Services Coordinator to each current advisory committee to collect input and design CEU responses (or respond to other workforce-oriented suggestions). Discussions are underway to provide CEUs in BLS/ACLS in response to employer requests.</p> <p>E.3. Creating a database to track responses from RCC staff on their knowledge of community partnerships that provide student enrollment to RCC.</p> <p>E. 4. Placed additional textbooks on reserve in both counties and created a communication system with library staff to identify most commonly requested books that are currently needed on reserve.</p> <p>E.5: Have received reports on self-identified Latino & Veteran students attending RCC, including the number of students collecting veteran’s benefits. Recruitment events and activities are underway. Long term plans are being constructed for larger-scale recruitment events (i.e. New Student Orientation Day & Middle School Summer Bridge Program).</p> <p>2. Describe assistance that is needed to help you make progress, if any:</p> <p>E.5. More focused attention from a technical standpoint on getting the remote Compass Test initiative off the ground and running.</p> <p>3. Other significant information to share:E.3. Working on an introductory paragraph for the survey.</p> <p>E.5. An exciting relationship is developing between RCC and Brighton Academy. Presently working on developing a pilot program between the two institutions that would serve as a model to be replicated at other high schools throughout the service district.</p> <p>First students from the Medford School District now dual enrolled in programs at TRC.</p>
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<p>GOAL F: RCC/SOU PARTNERSHIP - Strengthen the RCC/SOU partnership. Goal Champion: Galyn Carlile Objectives:</p> <p>F.1 Identify opportunities to maximize resources for students, faculty, operations, and programming at the Higher Education Center. 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 month/qtr including key accomplishments, problems, and/or changes to the plan:</p> <p>F.1. The Chief Academic Officer (CAO) and the SOU Provost have set the first meeting of associate provosts and associate deans. This initial group may become the Oversight Team or may make other recommendations to CAO/Provost.</p> <p>F.2. The Pathways and Articulation Coordinator is attempting to follow up with her SOU counterparts after November's preliminary session. SOU has not readily identified the staff RCC should be working with on this effort, causing a slowdown in progress. SOU is proposing a minor in CTE (completion of an RCC AAS) for Business majors. The CAO has written a support letter and has volunteered to speak on its behalf at SOU's Curriculum Council.</p> <p>2. Describe assistance that is needed to help you make progress, if any: We are somewhat stymied by what appears to be an internal re-organization in the new SOU Provost's office.</p> <p>3. Other significant information to share: none.</p>
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