

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

Month/Quarter/Year October 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: Lynda Warren, CFO/Dean of College Services</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: Annual Benchmark: 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> <ul style="list-style-type: none"> • The first faculty senate meeting was held on October 31, 2008. Approximately 30 people participated. Most of the meeting was spent discussing how to organize the faculty senate and its role in governance. • An inclusive budget process is still being developed in conjunction with strategic planning and program assessment. • A management workshop on “Honest Communication” was held on October 14, 2008. <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 B: STUDENT ACCESS AND COMPLETION – Expand alternative class delivery options, and seek employer input to improve access and completion.</p>	<p>1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:</p>

Goal Champion: Cheryl Markwell, Dean of Instruction

Objectives:

Objective Champion: Rich Kirk, Director of Media and Distributed Learning

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.

Objectives B.2 through B.5 Champion: Cheryl Markwell, Dean of Instruction

B.2 Develop effective evening and weekend programming.

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

Annual Benchmark: Complete a survey and/or focus groups to help determine appropriate courses.

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.

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

B.3.1 Create an institutional definition of a core course.

Annual Benchmark: Validate core course definition by Curriculum and Academic Standards Committee and Academic and Training Council.

B.3.2 Evaluate and publish outcomes for these courses.

Annual Benchmark: Publish course outcomes for the identified courses.

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.

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

Annual Benchmark: Complete survey or focus groups.

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

B.1.1

- Course Management System (CMS) faculty survey and discussion board created and being used by faculty.
- Faculty advisory team recruitment completed.
- CMS demonstrations scheduled including: 11/7—Angel; 11/14—Moodle; 12/5—WebStudy; 12/12---Blackboard

B.1.2

- Title III year 4 budget created.
- Funds to support online tutoring encumbered.
- Collecting data for year 3 final report.

B.1.3

- Ongoing discussion about Web-based Adult Foster Care Training and distance delivery of EMT Intermediate training.

B.2.1

- Survey design meeting set for November 17, 2008.

B.2.2

- Discussions of team teaching course “Community Development for a Sustainable Future” proposed to Chief Academic Officer.

B.3.1

- First CC/AS of the year meeting set for November 19, 2008.

B.3.2

No activity planned during fall term.

B.3.3

- Due December 12th, instructional program evaluations push the focus on course outcomes in preparation for pre-requisite comparisons.

B.3.4

No activity until surveying completed.

B.4

- Instructional program evaluations, due December 12, push focus on master schedule adjustments.
- College Services is exploring new scheduling software costs and implications.

B.5.1 &. 2

- No activity during October; during November, ILG will submit template to CTE departments for use.

<p>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>B.6 No activity in October.</p> <p>2. Describe assistance that is needed to help you make progress, if any: Instructional Services is keenly feeling the unfilled Associate Dean position. Division-wide work (such as this) is not getting the emphasis it deserves.</p> <p>3. Other significant information to share: Instructional Services has begun to develop an assessment plan that will describe and standardize “loop closing” at the course, program, division, and college level.</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 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</p>	<p>1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:</p> <p>C.1.1:</p> <ul style="list-style-type: none"> • Construction Pathways mapping project: Meeting with program chair and faculty to review mapped curriculum and determine specific pathways’ certificates in mid-November. • Programs of Study (POS): Development process meeting is also planned for mid-November. Outcomes for construction have been developed and are being inserted into a matrix for POS review. • RCC/SOU Articulation Retreat: Planning for the November 10th retreat has been going on all month. The retreat will bring together faculty from RCC and SOU to discuss a new framework for articulation and to encourage partnerships between programs. <p>C.1.2.</p> <ul style="list-style-type: none"> • New Programs of Study templates referred to above are an important component for developing advising tools. This work

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.

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.

has begun.

- Met twice with marketing and two pathways departments. Agreement to develop one pathways brochure that can add different pathways program inserts. Will use pathways dollars to pay for this.
- Statewide development on high school pathways portion of Webtool. RCC is waiting for the state to finish their work so we can adapt it locally.
- Applied for technical assistance in student services with state pathways team to design an advising process, training, and materials for pathways programs.

C.1.3

- Held first expanded Pathways Team meeting on October 18, 2008. Had good representation of internal college staff, workforce partners, but only one industry participant.
- Career videos for inclusion on-site are being researched, possible partnership with SOESD on this project.

C.1.4.

- Industry Tour schedule set for 08-09. Industry show-n-tell scheduled in mid-January 2009 with high school, college and workforce staff who will then sign up participants for 5 tours between late February and early May 2009
- Met with all RCC CTE/dual credit department heads to schedule the annual dual credit meetings with Programs of Study focus. This will include attending program advisory committees this year, if possible.

2. **Describe assistance that is needed to help you make progress, if any:** Pathways needs consistent administrative assistance. It is increasingly more challenging to manage everything as a department of one. Sarah Noffke will help with Pathways meeting organization and minutes. Given more time, she could help with other logistical and administrative aspects of Pathways. Also, I have received permission to add hours to BJ Taylor (Early College Credit Specialist) to help organize this year's industry tours.

3. **Other significant information to share:**

- I plan to work off a modified version of the approved objective.

	<p>Specifically: “Enhance students’ ability to move through educational institutions and the into the workforce by adopting a systemic pathways philosophy and framework within our college and in agreement with our education, workforce, and industry partners.”</p> <ul style="list-style-type: none"> • By attending the National Council on Workforce Education, in mid- October, I gained a lot of new information and ideas on embedding sustainability into RCC CTE curriculum and looking at different model of Prior Learning Credit. I will bring this to CAO to discuss before presenting to faculty.
<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 <u>Objectives:</u> 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>	<ol style="list-style-type: none"> 1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan: Nothing to report this month. 2. Describe assistance that is needed to help you make progress, if any: None. 3. Other significant information to share: None.
<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 <u>Objectives:</u> 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. Annual Benchmark: Develop a marketing plan that outlines themes, messages, audiences, communications topics and strategies for 2009-10 implementation,</p>	<ol style="list-style-type: none"> 1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan: <p>E.1 As a result of the RFP process, the Marketing Task Force recommended hiring Propeller Communication. Executive Team concurred and a contract for \$28,000 was entered with Propeller. The marketing assessment begins November 13th and 14th with two brand positioning workshops that involve a total of 60 internal and external stakeholders. The assessment continues on the 17th-21st with an evaluation of all collateral marketing materials and usability testing of the print and Web</p>

<p>then distribute college-wide.</p> <p>E.2 <u>Objective Champion: Cheryl Markwell, Dean of Instruction</u> Intensify the college’s response to advisory committee and employer requests for educational services, initially focusing on health care and customized training. 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>versions of the class schedule. The second half of the assessment will conclude January 26, 2009 with a strategic marketing planning workshop that involves approximately 50 college staff members, and on January 27th with a marketing communication planning workshop in which the Marketing Task Force will develop a marketing plan.</p> <p>E.2</p> <ul style="list-style-type: none"> • Business Outreach and Development Coordinator hired and will begin work on November 17, initially becoming familiar with service-oriented employment such as Healthcare • Funding for development on Basic Health Care Career Pathway (BHCCP) may be available through state Distance Learning set-aside funds <p>E.3 Best practices in community partnering is defined as follows: “processes and activities that have been tried, and proven to be the most productive, efficient methods of community partnering to increase student enrollment at RCC.”</p> <p>Key points to identify in a prospective community partner include:</p> <ul style="list-style-type: none"> • their ability to provide time, money, effort, people and other resources to our partnership; • the ability to help us improve student lives; and • an opportunity for service or experiential learning on-site. <p>E.4</p> <ul style="list-style-type: none"> • Successful AAWCC event raised \$800 towards student scholarships and program support. • WR199 scholarship writing course offered at IVHS. <p>E.5 Presently researching best practices in recruitment. Have already assembled list of current recruitment activities and extrapolated preliminary numbers related to the effectiveness of Compass Days events. Currently engaged in conversations with other schools about their “successful” events and approaches.</p> <p>2. Describe assistance that is needed to help you make progress, if</p>
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	<p>any: For E.5: More access to peers and colleagues in other institutions to divine what sorts of activities they might be engaged in would be helpful to round out the research.</p> <p>3. Other significant information to share: For E.5: Lots of great information and many new ideas have been obtained at the PACRAO conference with respect to recruitment approaches and plans. However, in keeping with what we have heard time and again, much of the perceived success of various tactics and strategies are largely, or wholly, anecdotal.</p>
<p>GOAL F: RCC/SOU PARTNERSHIP - Strengthen the RCC/SOU partnership. Goal Champion: Galvn 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: 11/10/08 articulation meeting was held with close to 50 RCC and SOU faculty to review the status of current articulation agreements and to begin laying the groundwork for new articulation agreements. Connie Denham and the SOU counterpart from SOU in Early Childhood and Elementary Education presented about their progress beginning with at the certification level through a master's level.</p> <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: None at this time.</p>