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Synthesis Team
3-18-08

Title of Today’s Session
Next Steps on Vision Statement and Goals & Objectives

Overall Purpose
To develop a 2008-2012 strategic plan that will help RCC begin to solve its major challenges.

Today’s Purposes

- 1) To review/edit the goals and objectives as revised by Mary.
- 2) To review/edit the draft vision statement as prepared by Rand and Mary.

Non-Purpose

To not finish!

Background

1) **Definitions**

- **Goals:** defined as broad statements that describe ultimate ends and achievements for the college.
- **Objective:** a concise statement articulating a specific element needed to attain each goal. Each goal should contain 3-6 objectives to achieve between 2008 and 2012. Objectives are best stated as action phrases starting with a verb and may include the desired result & action.

Examples include: focus on student needs to improve student outcomes; increase target marketing to boost Hispanic enrollment.

- **Performance Outcome:** measures to determine the outcome of an objective that indicates college performance at the end of a period. These are results-oriented and do not reflect a process.

Examples include: annual % FTE growth, measurable student satisfaction survey improvements, increase in the number of trainings for growth industries, % increase in wage gains following training.

Topic Cards

Let’s Consider the Draft Recommendations by Mary for the 2008-2012 Goals and Objectives, and rank order the goals.

Note: The following includes all revisions approved by the Synthesis Team and the priority ranking of the goals.

Team A Issue

“How can the college complete a thorough marketing analysis, and develop a marketing strategy for the college and programs and coordinate efforts with existing resources?”

Team Revisions (3/20)

Goal 7: RCC’s marketing program reflects broad college input, is communicated college-wide, and successfully engages the community in college programs and services. (Priority Ranking #7)

Objectives:

7.1: Contract with an independent third party to do a comprehensive marketing analysis.

7.2: Develop and implement a marketing plan based on the marketing analysis that targets and attracts prospective learners in the community.

Suggested Performance Metrics:

(reviewed and approved also by Margaret Bradford, RCC Director of Marketing & PR)

- A comprehensive marketing analysis is completed by an independent third party by (date).
- A marketing plan based on the analysis with specific outcomes is developed by (date).
- The effectiveness of the marketing plan’s strategies to attract prospective learners is conducted quarterly to permit periodic adjustments.

Team B Issue

“How does the College strategically seek opportunities for community collaboration?”

Team Revisions (3/18):

Goal 9: RCC’s collaboration model enables it to identify and prioritize its partners and partnership initiatives in the community. (Priority Ranking #9)

Objectives:

9.1: Develop a team that researches best practices and develops community partnership selection and prioritization criteria.

9.2: Design and implement a plan to seek out and/or engage with community partners based on the criteria.

9.3: Conduct periodic review, including seeking outside assistance as appropriate, to update the criteria and the partnership priority list.

Suggested Performance Metrics:

- Formation of the team by (date).
- Compilation of research on best practices done by (date).
- Criteria for partnership selection and prioritization completed by (date)
- # of community partners and community initiatives on an annual basis.

- Assessment of the outcomes of each partnership and/or initiative on an annual basis.
- Periodic review of active partnerships and initiatives done on a case by case basis but at least once every other year.

Teams A & B – Shared Issue

“How can RCC attract students and meet workforce needs, promote pathways, grow distance learning and develop new programs.”

Team Revisions (3/18)

Revised Strategic Issue Challenge Question: *How can RCC improve distance learning and enhance career pathway education and training to better meet student and workforce partner needs?*

Goal 2: Access to both distance-delivered and blended classes, certificates, degrees and trainings are expanded to better serve the needs of time and/or place bound students within the RCC district. (Priority Ranking #2)

Objectives:

- 2.1:** Reallocate existing resources and continue to seek grant funding to enable more faculty to teach online, while continuing to improve the quality and number of distributed learning offerings and support services.
- 2.2:** Continue to work with other Oregon colleges and universities to expand distributed learning offerings for RCC students through active participation in the state host/provider agreement and other cooperative arrangements.
- 2.3:** Expand distributed learning support staff in order to train and support additional online teaching faculty and students.

Suggested Performance Metrics:

- Instructional programs will include four-year distributed learning development plans as part of the 2009 Program Review process. These plans will detail timelines and resources needed for expanding the delivery of distance and blended courses, certificates, degrees, and trainings based upon the models established by programs such as Early Childhood Education and Electronics.
- At the conclusion of the four-year strategic planning period, distributed learning FTE will be equivalent to, or exceed the average FTE generated by RCC’s three traditional campuses.
- Instructional administrators responsible for assuring quality instruction, working with appropriate Instructional Media staff, will develop and implement a plan for evaluating and assuring the quality of distributed learning offerings.
- Training for faculty and students will be expanded to include on-demand online, and yearly scheduled face-to-face trainings in topics such as course management system operation, instructional design and development, successful online learning strategies, and quality assurance based upon the Quality Matters model.

Goal 3: Career pathway development at RCC creates state approved pathway certificates within 1-Year and AAS degrees so students move into the workforce with a “developing” set of skills, and are supported by employers when they return to school to complete the next desired certificate. (Priority Ranking #3)

Objectives:

- 3.1:** Identify RCC programs that work well with the pathways concept, and engage with faculty and employer representatives to develop pathway certificates based on industry needs and standards.
- 3.2:** Extend pathway development to other educational institutions such as creating Programs of Study with high schools, and increasing program/degree articulations with OUS schools.

3.3: Develop advising materials of pathway maps that are used by students, staff, counselors, parents, high school and university stakeholders.

3.4: Strengthen efforts to collect and disseminate regional workforce data, trends, and information to better facilitate student employment. (formerly the following goal: Information about top job opportunities and career trends facilitates post-graduation employment.)

Suggested Performance Metrics:

- # of RCC programs identified for career pathway development on a quarterly basis.
- # of pathway projects completed on an annual basis.
- Report on partners and faculty involved with each pathway project.
- Types of advising materials developed and the ways each is utilized by the stakeholders listed in objective #3 above.
- Development of internal processes to collect and disseminate employment data, trends, and information by Student Employment is achieved by (date).
- A system is developed by (date) to track and report on student employment.

Team C:

Team Revised Draft (3/18)

“What should RCC do to assure (1) core classes are available when needed; (2) more classes and programs are available in the evenings and weekends; (3) top job growth opportunities and trends are offered and communicated; and (4) education and training needs for individuals and employers in the region are strengthened?”

Goal # 4: Students readily access needed core classes. (Priority Ranking #4)

Objectives:

- 4.1 Create an institutional definition of a core course.
- 4.2 Use student input to assist in making classes more available.
- 4.3 Evaluate and publish outcomes for the courses.
- 4.4 Create a proficiency-based prerequisite review protocol.
 - 4.4.a. Review prerequisites in terms of barriers to class participation
 - 4.4.b. Develop and use specific strategies to help and encourage students to challenge core courses on a proficiency basis.
 - 4.4.c. Identify hidden prerequisites and discuss the implications of the reducing prerequisites.

Suggested Performance Metrics:

- **Student Survey** can be used to identify student trends. This may be a current survey or we may decide to create one more specific to our needs.
- **Establish Proficiency Paths** like the College Level Examination Program (CLEP) and Advanced Placement for core courses. Increase student utilization of paths by 300% by June of 2008.
Review of course outcomes should be done by each department to realign and make connections between classes. 50% of courses completed by June of 2009 and the remaining 50% by June 2010.
- **Review prerequisites** attempting to reduce the number of enrollment barriers. The metric could be a count of course level prerequisites against a college average.
- **Dedicate additional resources** to assist students to become college ready (SKA) and focus on success ethics. Decision criteria for resources to include:
 - Base amount per year.
 - Annual percentage factor.
 - Return on investment.

Goal # 5: Students benefit from a broader selection of classes held on weekends and evenings. (Priority ranking #5)

Objectives:

- 5.1 Identify different course configurations that seem to be most compatible with alternative delivery techniques.
- 5.2 Group courses into clusters for a more contiguous offering which will support student participation.
- 5.3 Increase the institutional support of non-traditional class delivery like team teaching, blended classes, and cohort instruction.
- 5.4 **Commit appropriate institutional resources.**

Suggested Performance Metrics:

- **Complete four core groups** in non-traditional time slots prior to June 2009. Additional metrics of class size and retentions levels will be maintained for all of the groups and compared to college-wide standards.
- **Increase the percentage of non-traditional courses.** Encourage classroom techniques and teaching strategies to provide alternatives to students. The measure should include an increase in the number of flexible offerings are made, in conjunction with some type of “quality control” that should be driven by faculty.
- **Level of institutional support assessed annually.**

Goal #8: RCC responds effectively to employer input about the region’s educational needs and priorities. (Priority Ranking #8)

Objectives:

- 8.1 Formalize and distribute a systematic program to ensure more robust advisory committee evaluations.**
- 8.2 Intensify the college’s response to the request for educational services.** (Note: It is assumed that the education and training *needs* outlined in this section do not require strengthening, but that the response to the needs be strengthened.
- 8.3 Ask Advisory Committees to select specific courses to develop course **outcomes**** and seek their input about the “what, when, where, and how” of each course should be offered.

Suggested Performance Metrics:

- The number of Advisory Committees that complete an annual assessment that addresses the four components of selected courses (i.e. what is covered in the courses, where the courses are offered, when the courses are offered, and how the curriculum is delivered.) This “third party” rating should be forwarded to the RCC Board of Education in a timely manner.
 - a. First year: Conduct an inventory of both CTE and academic advisory committee traditions.
 - b. Second year: Refine the traditions.
 - c. Third year: Develop institutional-level reporting.

D “Delta” Team:

“How can the college improve institutional data processes, organize institutional data so that it is consistent and readily accessible to faculty and staff and strengthen its research methods?”

Goal #6: RCC’s data processes inform decision-making and improve our effectiveness to better serve our internal and external communities. (Priority Ranking #6)

Objectives:

- 6.1 Conduct cross-departmental assessment of data needs and implement best practices to solve the gaps in our current **informational** capacities.
- 6.2 Train staff about data research methods and provide the tools they will need to capture and use the data/research in their work.

- 6.3 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.

Suggested Metrics:

- # or % of departments' data needs assessed by (date).
- Research (x # of) colleges for best practices by (date).
- # of staff trained in data research methods by (date).
- # of data research tools developed for staff by (date).
- Increase data accessibility and interactivity by (x #/%) staff.
- Increase college effectiveness using data by (X %) as determined by (X,Y,Z).

Shared Team C & D Issue

“What can the RCC leadership do to reinvent itself and become a motivational force for staff and cultivate an agile culture capable of meeting the new, changing, and unmet needs of our region?”

Goal #1: RCC's revitalized leadership structure values our core purpose of teaching and learning, seeks inclusive participation and input, establishes a unified institutional direction that inspires staff, and dedicates resources accordingly. **(Priority Ranking #1)**

Objectives:

1.1 Use the results of an institutional climate study conducted by an outside group to revitalize the culture and processes of leadership at RCC taking steps especially to assure that leadership:

- 1.1.1.1. becomes broader and is fiscally enabled;
- 1.1.2. inspires, empowers, supports, and recognizes staff on an ongoing basis;
- 1.1.3. finds ways to make RCC processes more inclusive;
- 1.1.4. re-inserts teaching and learning as the college's main goal;
- 1.1.5. improves communication flow at all levels;
- 1.1.6. invests in staff

1.2 Institute continuous improvement techniques and do regular assessment of results to track progress in our efforts to revitalize the culture and leadership processes at RCC.

Suggested Performance Metrics:

- An institutional climate study is completed by (date).
- Reflection on RCC leadership processes and culture is done by a broad-based team of RCC staff and faculty possibly with assistance of an independent third party by (date).
- Specific steps to revitalize leadership and the culture are developed by the group to achieve the stated objectives by (date).
- The revitalization plan steps are assessed semi-annually using continuous improvement techniques devised by the team.