

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

Quarter/Year 3<sup>rd</sup>

**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: 1<sup>st</sup> Qtrly report due in October, 2<sup>nd</sup> Qtrly report due in January, 3<sup>rd</sup> Qtrly report in April, and the 4<sup>th</sup> Qtrly report in July 2009.

Goals, Objectives, Annual Benchmarks	3 <sup>rd</sup> Quarter Progress Report
<p><b>Goal A:</b> 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><b>Goal Champion:</b> <u>Lynda Warren, CFO/Dean of College Services</u></p> <p><b>Objectives:</b></p> <p>A.1 Conduct an institutional study by an outside group to identify and implement ways to revitalize the RCC culture to:  <u>Qtr3:</u> Select vendor.  <u>Qtr 4:</u> Study complete  <u>Annual Benchmark:</u> Study completed by June 30, 2009.</p> <p>A.1.1 Support broader leadership development;  <u>Qtr 3:</u> Develop program and identify participants.  <u>Qtr 4:</u> Determine faculty/staff/community resources available.  <u>Annual Benchmark:</u> Leadership Academy Sessions developed.</p> <p>A.1.2 Inspire, support, and recognize staff;  <u>Qtr 4:</u> Complete survey.  <u>Annual Benchmark:</u> Survey to determine the extent staff feel supported and recognized.</p> <p>A.1.3 Make RCC processes more inclusive;  <u>Qtrs 2 &amp; 3:</u> Use inclusive process to develop 2009/10 budget.  <u>Qtrs 1-3:</u> Use the inclusive budget process to demonstrate how the budget supports teaching, learning and the strategic plan.  <u>Annual Benchmark:</u> Provide at least one decision process each year where the RCC community is clearly included.</p> <p>A.1.4 Assert teaching and learning as the college’s main goal;  <u>Annual Benchmark:</u> Demonstrate how budget and decisions support teaching and learning.</p> <p>A.1.5 Improve communication flow at all levels;</p>	<p><b>1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:</b></p> <ul style="list-style-type: none"> <li>• Discussed conducting the climate survey with a staff member as part of her project work for her Ed.D.</li> <li>• Engaged Campus Councils, Faculty Senate, FAMAT, CAMAT, Budget Advisory Group, Tuition and Fees Committee and others in more transparent budget process.</li> <li>• Faculty Senate has been meeting monthly.</li> <li>• Due to the amount of time and effort needed to deal with the current financial situation, work on establishing a leadership academy will be postponed until after July 2009.</li> </ul> <p><b>2. Describe assistance that is needed to help you make progress, if any:</b> None.</p> <p><b>3. Other significant information to share:</b></p> <p>The Campus Councils and Faculty Senate meetings are well-attended and seem to be a good venue to exchange ideas and information.</p>

<p><b>Annual Benchmark:</b> 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;</p> <p><b>Annual Benchmark:</b> Vote taken on whether to form a faculty senate.</p> <p>A.1.7 Invest in adequate staffing and professional development.</p> <p><b>Qtrs 2 &amp; 3:</b> Use inclusive budget process to determine “adequate” and where investments in resources are needed.</p> <p><b>Annual Benchmark:</b> To evaluate staffing and professional development needs, first assess adequacy of services to students.</p>	
<p><b>Goal B:</b> <b>STUDENT ACCESS AND COMPLETION</b> – Expand alternative class delivery options, and seek employer input to improve access and completion.</p> <p><b>Goal Champion:</b> <u>Cheryl Markwell, Dean of Instruction</u></p> <p><b>Objectives:</b></p> <p><b>Objective Champion:</b> <u>Rich Kirk, Director of Media and Distributed Learning</u></p> <p>B.1 Allocate appropriate resources to support more staff teaching online, and improve the quality and number of distributed learning offerings.</p> <p><b>Annual Benchmarks (fall '09):</b> (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><b>B.1.1.a.</b> Coordinate statewide effort to set-up Moodle test server for evaluation by all Oregon community colleges.</p> <p><b>Qtrs 1-4:</b> Work with Oregon Community College Distance Learning Association (OCCDLA) sub-committee to implement plan, evaluate the product and decide where to locate the server.</p> <p><b>B.1.1d Select</b> vendor; enable production server; begin trial course conversion and production of training materials.</p> <p><b>Qtr 4:</b> Production server stable; integration with Rogue Net student registration system underway; training materials for faculty under production.</p> <p><b>B.1.1e Develop</b> compensation plan for faculty course conversion; create application documents.</p> <p><b>Qtr 4, Yr 1:</b> RFP for course conversion sent to faculty; returned; evaluated; and stipends awarded.</p> <p><b>B.1.2 Allocate</b> appropriate resources to support more staff teaching online, and improve the quality and number of distributed learning offerings.</p> <p><b>Qtr 3:</b> Faculty training materials produced in Distributed Education Instructional</p>	<p><b>1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:</b></p> <p><b>B.1.</b></p> <ul style="list-style-type: none"> <li>• A contract with Angel Learning, the course management system selected by the faculty/staff review team, has been completed and signed. New servers have been purchased and installed. The Angel software is currently operational.</li> <li>• Media and IT staff members have participated in online training in Angel system administration and course development.</li> <li>• An on-site training will be conducted for lead faculty developers and media staff by Angel on April 10, 2009.</li> <li>• Training materials for students and staff are currently under development.</li> </ul>

<p>Strategies, Peer Mentoring, Instructional Tech, Learning Communities, Learning to e-Learn. Training materials in place to train the trainers in all components.</p> <p><b>Qtr 4:</b> ECE curriculum complete and available online. On-line modules in library research developed and in place.</p> <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><b>4<sup>th</sup> Qtr:</b> Review current offerings, including those under development through Title III. Identify areas of need or potential growth.</p> <p><b><u>Objectives B.2 through B.5 Champion: Cheryl Markwell, Dean of Instruction</u></b></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.</p> <p><b>Qtr 3:</b> Conduct survey and/or focus groups. Advisory committee input on survey questions.</p> <p><b>Qtr 4:</b> Compile data. Formulate results. Propose new groupings of classes for 09-10 delivery.</p> <p><b>Annual Benchmark:</b> 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.</p> <p><b>Qtr 3:</b> Determine staffing needs for identified courses; use media funds to encourage alternate and blended delivery, when appropriate.</p> <p><b>Qtr 4:</b> Plan for inclusion of new deliveries for the 09-10 academic year. Begin marketing new deliveries. Plan for summer development of identified courses.</p> <p><b>Annual Benchmark:</b> 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.</p> <p><b>Qtr 3:</b> C/AS action to endorse definition.</p> <p><b>Qtr 4:</b> Department faculty assigned reviews of courses to validate or question existing prerequisite matches.</p> <p><b>Annual Benchmark:</b> 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.</p> <p><b>Qtr 4:</b> Outcomes for identified courses published by IS.</p> <p><b>Annual Benchmark:</b> Publish course outcomes for the identified courses.</p>	<p><b>B.2.1.</b></p> <ul style="list-style-type: none"> <li>• Surveying was completed during Q3.</li> <li>• Faculty advisory group meets 4/7 to compile and review results. The group will discuss the focus group aspect.</li> <li>• A recommendation for new/additional schedule groupings will be made during Q4.</li> </ul> <p><b>B.2.2.</b></p> <ul style="list-style-type: none"> <li>• List of “new delivery mode” courses was derived from program evaluations and no additional input is necessary.</li> <li>• Plans for summer development (using Media funds) will be finalized during Q4. New deliveries will be marketed, as appropriate, in 09-10 schedules.</li> </ul> <p><b>B.3.1.</b></p> <ul style="list-style-type: none"> <li>• Curriculum/Academic Standards has created and endorsed a definition for <i>core course</i>.</li> <li>• C/AS has selected a set of <i>core courses</i> including: BT101 Human Relations in Organizations, PSY101 Psychology of Human Relations, BT113 Business English I, WR115 Introduction to Expository Writing, BA131 Introduction to Business Computing, CS120 Concepts in Computing I, MTH60 Fundamentals of Algebra I, RD30 College Reading II, SP100 Basic Communication, and SP111 Fundamentals of Public Speaking.</li> <li>• During Q4, these course outlines/outcomes will be updated by the departments that own them and their outcomes will be used in the subsequent pre-requisite review.</li> </ul> <p><b>B.3.2.</b> No planned 3<sup>rd</sup> quarter activity.</p>
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<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. <b>Annual Benchmark:</b> 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. <b>Qtr 3:</b> Survey or focus groups of students, combined with B.2.1 effort. <b>Annual Benchmark:</b> Complete survey or focus groups.</p> <p>B.4 Anticipate and plan for maximum enrollment levels in the seven most commonly required courses in a firm, year-long schedule with sufficient sections. <b>Qtr 3:</b> Identify faculty then identify available time slots. Propose schedule including shift of existing courses in accommodation. <b>Qtr 4:</b> Notify student advisors of revisions/additions. <b>Annual Benchmark:</b> 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. <b>Qtr 3:</b> DH/Coords determine an appropriate advisory committee for effort. Develop a “course outcomes primer” to guide work. <b>Qtr 4:</b> Convene advisory committee to write outcomes, testing methods and results. <b>Annual Benchmark:</b> 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. <b>Qtr 3:</b> Faculty review results to determine best means to address needs. <b>Qtr 4:</b> 2009-2010 schedules submitted reflecting changes, as appropriate. <b>Annual Benchmark:</b> 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><b>Objective Champion: Pat Huebsch, Associate Dean, College Services</b></p> <p>B.6 Develop a comprehensive facility master plan that: <b>Annual Benchmark:</b> There are no benchmarks for 08/09.</p> <p>B.6.1 Analyze current and future facility needs; <b>Qtr 3:</b> Develop RFP for consulting services. Hire a consulting service.</p> <p>B.6.2 Feature areas of focus for each campus; <b>Qtr 4:</b> Analyze exiting conditions of all campuses. <b>Qtrs 3-4:</b> Develop long-term needs of each campus.</p>	<p><b>B.3.3.</b> No planned 3<sup>rd</sup> quarter activity</p> <p><b>B.3.4.</b> During Q4, the Survey Group will consider focus group questions to gain student input to assist in making classes more available. Existing student survey materials will also be considered.</p> <p><b>B.4.</b> The Dean proposed piloting a master schedule for 100-level classes at RVC to accept Medford High School honor students. This pilot of blocked classes (by subject) will inform efforts for additional time blocks and/or other campuses. Full-time faculty will comprise the majority of the block teachers.</p> <p><b>B.5.1.</b> The new Workforce Outreach Coordinator attended numerous advisory committees, and discussed learning outcomes as they relate to job performance. That input will be shared with the Instructional Leadership Group during 4Q.</p> <p><b>B.5.2.</b> The Workforce Outreach Coordinator also quizzed the committees on what additional times/days/classes/subjects/ instructional needs they might have. That input will be shared with the Instructional Leadership Group during 4Q.</p> <p><b>B.6.1 &amp; 2.</b> A draft Request for Proposal (RFP) for Master Planning has been distributed to the Facilities Committee. Due to the unexpected \$4 million Go Oregon! deferred maintenance dollars received from the State and the need to move quickly in allocating those dollars, the timeline has been moved a few months. The intent is to solicit responses to the RFP in August 2009 in order to maximize input from faculty and staff in Fall term.</p>
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<p>B.6.3 Identify sustainable practices in selected operational and curriculum areas.</p> <p>B.6.3.1. Identify sustainable practices in selected operational areas.</p> <p>B.6.3.2 Identify sustainable practices in selected curriculum areas.  <u>Qtr 3:</u> Cull faculty data and course descriptions; create a committee to create the CDSF Emphasis; new course proposal submitted.  <u>Qtr 4:</u> CDSF committee meets, discusses and creates Emphasis requirements; follow up on new course proposal.</p>	<p><b>B.6.3.1</b> This objective will likely not be advanced until the facility master plan is underway.</p> <p><b>B.6.3.2</b></p> <ul style="list-style-type: none"> <li>Identified courses including sustainability curricula that would be appropriate for the new Community Development for a Sustainable Future (CDSF) focus area.</li> <li>Researched potential models at other community colleges for the interdisciplinary CDSF focus area.</li> <li>Created a committee to develop the framework and requirements for CDSF and held an initial meeting. Met with the Green Team to promote collaboration.</li> <li>A new on-line course called <i>Environment and Society</i> has been approved for on-line development funds, and will be reviewed by the Curriculum Committee during the 4<sup>th</sup> quarter.</li> </ul> <p>2. <b>Describe assistance that is needed to help you make progress, if any:</b></p> <p><b>B.6.3.2</b> The committee has identified the future need for a faculty member to be designated as an advisor for the CDSF focus area once it is institutionalized. Because it will be interdisciplinary and will include a CWE component it is not clear what department(s) should have primary responsibility for advising and mentoring future students.</p> <p>3. <b>Other significant information to share:</b> None.</p>
<p><b>Goal C: CAREER PATHWAYS</b> – Enhance students’ ability to move into the workforce using state-approved Career Pathway Certificates.  <b>Goal Champion: Serena St. Clair, Pathways and Articulation Coordinator</b>  <u>Objectives:</u></p> <p>C.1 Identify RCC programs that work well with the Career Pathway concept, and engage with faculty and employer representatives to develop pathway certificates based on industry needs and standards.</p> <p>C.1.1 Extend Career Pathway development to other educational institutions such as creating Programs of Study with high schools and increasing</p>	<p>1. <b>Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:</b></p> <p><b>C.1.1</b></p> <ul style="list-style-type: none"> <li>Determined the CC-HS Programs of study to be completed this year (in addition to Construction): Manufacturing, Welding, Early Childhood Ed and Business. The pathways coordinator is working with SOESD to connect community college (CC) work with high schools (HS).</li> </ul>

<p>program/degree articulations with OUS schools.  <b>Annual Benchmark:</b> 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.  <b>Qtr 3:</b> a) Adapt template and pilot test with high schools and RCC advisors. b) Print RCC pathway map templates.  <b>Annual Benchmark:</b> (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.  <b>Annual Benchmark:</b> (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.  <b>Qtr 2-4:</b> Input gathered and incorporated into Pathways certificate offerings.  <b>Annual Benchmark:</b> Meet with advisory committees for construction, manufacturing, electronics, diesel/automotive, &amp; healthcare to get direct feedback about employer needs.</p>	<ul style="list-style-type: none"> <li>• Planning Web-tool training for May with RCC and HS folks to upload POST (Program of Study Template) onto RCC Career Pathways Website.</li> <li>• Received Basic Healthcare Certificate (BHC) grant. Work is in full swing. Coordinating tasks and contracts in full swing. Developed BHC program outcomes with ASANTE, AHEC &amp; PCC &amp; RCC Allied Health department heads.</li> <li>• Construction articulation is close to approval with SOU as Bachelor’s of Applied Science business degree. Construction management transfers to SOU will be granted junior status with their minor completed.</li> <li>• We currently have articulations with OIT for Geomatics. Given the high level of activity in construction, we are not going to pursue anything more this year.</li> <li>• With DOLETA grant support, Construction is offering new entry-level construction classes with two high schools from the Three Rivers District.</li> </ul> <p><b>C.1.2</b></p> <ul style="list-style-type: none"> <li>• Developed new a Pathways brochure and insert template. Printed Early Childhood Ed insert in February. Making final edits on general envelope brochure.</li> <li>• Actively revising Career Pathways Website to include new links around “starting considerations” and making room for the upcoming POST addition.</li> </ul> <p><b>C.1.3</b></p> <ul style="list-style-type: none"> <li>• Held winter term Pathways meetings.</li> <li>• Planning for Student Services Pathways in service in May.</li> <li>• Met with the superintendents’ leadership group to discuss how to align CTE and academic pathways between HS and CC.</li> <li>• New statewide Career Pathways video uploaded to RCC website.</li> <li>• Developing industry video that will be produced in a You Tube format.</li> </ul> <p><b>C.1.4</b></p> <ul style="list-style-type: none"> <li>• Construction Pathways certificates are in approval process.</li> <li>• Welding Pathways certificate is in approval process.</li> <li>• Healthcare certificate is being developed; consulting with regional HC Advisory Group.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Diesel/automotive on hold this year while they bring back the revamped diesel program.</li> <li>• The Manufacturing Career Pathway is done.</li> </ul> <ol style="list-style-type: none"> <li>2. <b>Describe assistance that is needed to help you make progress, if any:</b> <ul style="list-style-type: none"> <li>• Continued funding for this work next year is paramount.</li> <li>• Clerical assistance would add to efficiency and productivity.</li> </ul> </li> <li>3. <b>Other significant information to share:</b> While state funding seems grim, we are hoping for some funds to be directed for Pathways work in 09-11.</li> </ol>
<p><b>Goal D: DATA DRIVEN DECISION-MAKING</b> – Strengthen research and data processes to inform decision-making and improve the college’s effectiveness to better serve both its internal and external communities.</p> <p><b>Goal Champion: Curtis Sommerfeld, Associate Dean, College Services</b></p> <p><b>Objectives:</b></p> <p>D.1 Conduct cross-departmental assessment of data needs and implement best practices to solve the gaps in current informational capacities.</p> <p><b>Qtr 4:</b> Analyze survey results, and develop recommendations.</p> <p><b>Annual Benchmark:</b> 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.</p> <p><b>Qtr 3:</b> Compile and distribute “User’s Guide” type document detailing currently available data reports.</p> <p><b>Qtr 4:</b> Analyze survey results to determine training needs. Begin developing training offerings to meet needs.</p> <p><b>Annual Benchmark:</b> 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.</p> <p><b>Qtr 4:</b> Analyze survey results to determine data reports &amp; tools needed. Create timeline for implementation.</p> <p><b>Annual Benchmark:</b> Begin implementation of short-term solutions.</p>	<ol style="list-style-type: none"> <li>1. <b>Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:</b>  The survey instrument was distributed to AllOfRcc on 2/13. As of 4/1, 13 surveys had been returned. IPEC was updated on the survey progress at its March meeting.</li> <li>2. <b>Describe assistance that is needed to help you make progress, if any:</b> None.</li> <li>3. <b>Other significant information to share:</b>  While not an explicit objective of Goal D, the Student Satisfaction Inventory survey was completed in March, and results received by the College in April. The results are still being studied, but serve as a major vector for student data gathering.</li> </ol>

**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.

**Qtr 3:** Use results of comprehensive marketing analysis to draft plan.

Review/approve the marketing plan and develop process for annual update. Develop and issue RFP for ad agency assistance with media buys and/or product development. New plan shared college-wide.

**Qtrs 3-4:** Implementation of new plan begins; work with outside vendor to assist w/media buys/product design.

**Annual Benchmark:** Develop a marketing plan that outlines themes, messages, audiences, communications topics and strategies for 2009-10 implementation.

**E.2 Objective Champion: Cheryl Markwell, Dean of Instruction**

Intensify the college’s response to advisory committee and employer requests for educational services, initially focusing on health care and customized training.

**Qtr 3:** Compile new input from Business Outreach Development Coordinator (BODC) and existing data. Produce new customized trainings, if appropriate. Propose new directions, programs for department consideration.

**Qtr 4:** If new courses/programs are indicated, validate with advisory committee. Address any adverse impact issues, as necessary.

Assign faculty/staff.

**Annual Benchmark:** As appropriate, develop a proposal of new programs and/or customized trainings for 09/10 and beyond; utilize outreach staff to increase the effort.

**E.3 Objective Champion: Brad Ross, Admissions Recruiter**

Research best practices in community partnering to develop partnership selection and prioritization criteria.

**Qtr 3:** Database created to track responses by staff: department, county of residence, years of service at RCC. Create database to track past enrollment including student demographics, major, campus, terms enrolled, academic status

**1. Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:**

**E1.1 and E 1.2.**

- A comprehensive marketing plan has been developed though not yet adopted. We are currently attaching budget estimates to plan strategies to determine priorities (e.g., media buys) and will determine what we can afford in FY 2009-10.
- Graphic design recommendations made by third-party marketing analyst, Propeller Communications, especially those with regard to ads, the class schedules and the RCC Web site, have been approved by Executive Team and are being implemented.
- Work on a graphic standards manual is under way, with a complete roll-out proposed for July 1, 2009.
- Other progress: three-day photo shoot utilizing new “look” accomplished in late February and early March; interviews with numerous students conducted for student/faculty success stories which have been featured on the RCC Web site; and a video of student interview/student success story in production.

**E.2**

- In the customized training area (affected by the Stimulus funding packages,) customized training staff are exploring energy efficiency industry skill training, as well as taking a lead in the PowerUp efforts in conjunction with WIA/EWTF funding.
- In addition, staff members are exploring the option of becoming the regional Community Training Center for the various offerings of the American Heart Association curriculum. While RCC already offers several of the courses as part of the HPER curriculum, this additional obligation/opportunity would put us in the position of offering hundreds (if not more) of continuing education courses to healthcare and emergency personnel workers throughout southern Oregon. This is in direct response to an employer-driven request from Providence and Asante which asked RCC to assume this role.

<p>and tuition/fees generated.</p> <p><b>Annual Benchmark (summary):</b> 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.</p> <p><b>Qtr 4:</b> Compile and publish results of E-1A-D with recommendations for Top 20 community partners able, willing and committed to maintaining effective relationships with RCC to result in increased student enrollment.</p> <p><b>Annual Benchmark (summary):</b> Top 20 partners are identified with action plans to create partnerships based on best practices.</p> <p>E.4 <b>Objective Champion: Kori Bieber, Dean of Student Services</b> Reduce student educational expenses by supporting development of regional resources such as public transportation, child care assistance, scholarships, and other areas.</p> <p><b>Qtr 3:</b> a) Determine RCC Foundation scholarship award rates: Utilize RCC Foundation data. b) Identify all tuition waivers, use rate: Determine number of students served, dollar amount awarded, dollar amount unclaimed, dollar amount unused. Renew RCC Buy-One, Get-One Free award data; track employee tuition award use. c) Determine demographics of RCC students, specifically income levels, county of residence, attendance patterns, childcare needs, and part-time work hours: Access Student Management and/or placement test and/or TRiO EOC/TS data.</p> <p><b>(Qtr 4):</b> d) Determine average yearly unmet student need of RCC students who apply for aid: Financial aid, business and finance data, balance due, drop for non-payment, collections. e) Determine student fees collection and use, increases, patterns (Distance Ed., College Services, technology): RCC budget reports, revenue and expenditures of Student Services collection lines. f) Identify current Jackson/Josephine County community resources related to books, transportation, childcare, and scholarship assistance: List current RCC partnerships designed to offset these costs otherwise directly paid for by students (i.e. bus pass, book reserve.)</p> <p><b>Annual Benchmark (summary):</b> 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. <b>Objective Champion: Dan Buck, Admissions and Recruitment Coordinator</b> Increase enrollment of new students representing identified RCC target markets.</p> <p><b>Qtr 3:</b> Establish recruitment/event/activity calendar: Using data found from</p>	<p><b>E.3.</b> The RCC institutional researcher is working on a report to identify community partners who have sent students to RCC. Using RCC’s existing data sources such as placement test, registration, and accounts receivable we will be able to extract student enrollment and tuition information generated from local agencies for academic years 06-07 and 07-08. The report will provide summary amounts for each agency including agency name, headcount, and tuition.</p> <p><b>E.4</b> Work on this objective will commence in 09/10.</p> <p><b>E.5.</b> Staff has completed the recruitment/event/activity calendar. A few of the highlights rounding out the calendar for the remainder of the school year are discussed below:</p> <ul style="list-style-type: none"> <li>• <b>Medford Opportunity High School:</b> Students from MOHS are attending RCC Construction courses. The construction instructor indicates these students, although they may have struggled in the traditional high school setting, are some of the program’s most dedicated, successful students. RCC is now in the process of identifying new students and preparing them to enter any or all of the concurrent enrollment programs (Electronics, Construction, Manufacturing, Auto/Diesel) in spring and fall, 2009.</li> <li>• <b>South Medford High School:</b> RCC will assign an instructor to SMHS’s woodshop/construction facility to deliver RCC construction classes to their students in fall ‘09. We have met with administrators and toured their facility, and will be testing prospective students shortly. RCC will host 150 sophomores (the entire class) for the afternoon at the Riverside Campus to hear presentations and tour the downtown facility, including the RCC/SOU Higher Education Center.</li> <li>• <b>Brighton Academy:</b> RCC has worked closely with Brighton Academy to develop a template for online delivery of RCC’s entire AA/OT to a cohort of students at their school. There were 5 students</li> </ul>
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researching successful practices, identify and activate activities for each target market.

**Qtr 4:** a) Host/provide activity: Provide activity. b) Track participants: Finalize recruitment database and report participation for each market.

**Annual Benchmark (summary):** Define members in each target market, determine the enrollment for each, create and implement a recruitment calendar of activities, and track results.

taking MTH111 under this model in the winter. We have just completed contracts for approximately 30 students for WR121 and MTH112 in spring term, and plan for fall in the next week or two.

- **Butte Falls High School and Prospect High School:** Compass-tested every single High school student available at their schools (over 100 students) for potential entry into concurrent enrollment programs in the fall of 2009.
2. **Describe assistance that is needed to help you make progress, if any:**

**E.3.**

Sent the email survey out for a second time to gather RCC staff information about existing RCC-community partnerships, after the first try produced anemic results. This information in combination with the institutional researcher's data will be used to identify community partners to be surveyed in April. That survey will ascertain partner interest, ability, and commitment to assist RCC in increasing student enrollment.

**E.5.**

The technical team is still working on remote Compass Test delivery.

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

**E.3.**

Pursuant to working with community partners, staff developed a workshop for laid-off workers called College Resource & Options program (CROP). In this case, the partner was the company itself. Workers were invited to TRC the week of 2/23 – 2/27 to learn about RCC resources. There was a good turnout and positive feedback from workers who were glad to learn about RCC's resources and options !

This workshop will be available for other companies laying off workers in the region. For April and May, 3 workshops per county are already scheduled. The invitation has been extended to out of work veterans through the RCC Veterans' Services offices in both counties.

	<p>As part of the Business Response Team, presentations about RCC services were also made for Asante’s employees at the RVMC in Medford. These individuals were also invited to attend one of the workshops mentioned above. To maximize workshop attendance, staff also distributed invitations at JxCo and JoCo Chamber meetings hoping to get the word out to other out of work people.</p> <p><b>E.5.</b></p> <ul style="list-style-type: none"> <li>• <b>Database Management and Leveraging:</b> The Recruitment staff has created a comprehensive database of all contacts. Staff uses the database to generate a series of consistent “touches” with prospective students, including emails, phone calls, traditional mail, and social networking avenues. In the future, instant messaging, texting, and twittering will all be assessed as potential communication avenues. The database is also being used to track student outcomes, examine trends, and extrapolate solid, data-driven information about what constitutes effective recruitment practices. In time, this data will allow us to refine our efforts and grow more efficient and productive.</li> <li>• <b>EMO was a success.</b> This is the annual conference for the region’s Latino junior and senior high school students.</li> <li>• In addition to regular HS events, tours, and testing, we are now in the planning stages of a White Mountain Middle School event (April 29<sup>th</sup>), an Auto/Diesel event (May 9<sup>th</sup>), Summer Bridge Program (TBA), County Fairs, New Student Welcome Day, etc.</li> </ul>
<p><b>GOAL F: RCC/SOU PARTNERSHIP</b> - Strengthen the RCC/SOU partnership.  <b>Goal Champion: Galyn Carlile</b>  <u>Objectives:</u>  F.1 Identify opportunities to maximize resources for students, faculty, operations, and programming at the Higher Education Center.  <b>3<sup>rd</sup> Qtr:</b> Choose members and form the team members.  <b>Annual Benchmark:</b> 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.  F.2 Explore other areas where the two institutions can effectively partner to enhance services to the region.  <b>Annual Benchmark:</b> 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. <b>Discuss progress on milestones within the past month/qtr including key accomplishments, problems, and/or changes to the plan:</b></p> <p><b>F.1</b>  SOU’s decision to remove a management position from the HEC has caused concern based on the number of challenges both institutions have faced. Having a strong, collaborative team in the building has been an effective way to address those challenges. Similarly, SOU’s intention to “de-fund” some operations at the HEC is quite troubling, and staff is unsure of who/how to plan with for next year’s operations.</p>

	<p><b>F.2</b></p> <ul style="list-style-type: none"><li>• Two teams have met during Q3. The Provost and his staff and RCC's CAO and staff met to discuss common opportunities or challenges. RCC clarified its role in delivering LD courses off the Ashland campus, including offering an honors college pilot to Medford School District students at the HEC.</li><li>• The second team is planning a joint curriculum/outcomes sharing retreat for mid-June between selected program faculty, focusing on exit and entry-level competencies. The faculty members chosen are in areas likely to have joint or articulatable programmatic offerings for 09-10.</li></ul> <p>2. <b>Describe assistance that is needed to help you make progress, if any:</b> Strong executive leadership will be necessary to keep the RCC/SOU collaboration moving forward in light of SOU's announced intentions.</p> <p>3. <b>Other significant information to share:</b> None.</p>
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