

Strategic Planning Retreat #2
Small Group Input in Goals & Objectives

Process: Teams A & B reviewed the goals and objectives developed by Teams C & D; and Teams C & D reviewed those of Teams A & B.

I. Teams C & D Review Comments

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?”

Goal #1 – Use an independent third party consultant to establish marketing criteria that incorporates existing efforts at program and department levels to perform marketing analysis.

Objectives Including Performance Outcomes:

- A.1.1. Identify and contract with a third party consultant/by 9/30/2008.
- A.1.2. Establish marketing criteria that incorporates existing efforts/by 2/2/2009.
- A.1.3. Third party will perform and deliver results of the marketing analysis by fall in service 2009.
- A.1.4. Possible adjustment of college’s overall strategic plan.

Goal #2 – Develop a marketing strategy that will best benefit the learning community of our region.

Objectives Including Performance Outcomes:

- A.2.1. Develop marketing strategy in conjunction with third party by 11/30/09.
- A.2.2. Implement by 3/30/10.
- A.2.3. Evaluate effectiveness – ongoing.

Mary’s Draft Revisions (3/17)

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

Objective #1: Contract with an independent third party to do a comprehensive marketing analysis.

Objective #2: Develop a marketing plan based on the marketing analysis that targets and attracts prospective learners in the community.

Retreat Feedback:

- Goal 1 & 2- Are they sequential or simultaneous?
- Should say “based on motivating analysis”
- What does A.1.2 mean? Unclear, incorporate what we’re already doing?
- **Concern:** Will the study be out of date by the time it’s done?
- Time line on the study; one time only?

Suggestion: Market study be dynamic

Do goal #2, before goal #1

Malcolm Baldrige award winner – obligated to make self available free or at no cost.

Unclear: What does “Learning community” mean? Response from Midge (after retreat): the word “students” refers to the “community that’s interested in learning.”

Mollie’s Suggestions: A marketing strategy need to be inclusive, integrated, and communicated- that’s not clear here.

Team B Issue

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

Goal # 1: Develop a coordinated, written plan that provides a vehicle for the College to seek collaboration opportunities with the community.

Objectives:

- B.1.1. Create a communication tool or form.
- B.1.2. Research potential list serve(s)/for best practices and other ideas.
- B.1.3. Create intranet connection to the final “written plan(s).”
- B.1.4. Design a selection model or outreach collaboration model based on efficiencies (identify efficiencies and non-efficiencies based on results vs. funding).
- B.1.5. Create an RCC Community Collaboration Team, Process and/or Coordinator.
- B.1.6. Conduct open call for partnership ideas through internal contact/liaison.
- B.1.7. Identify options and provide list of contacts for each option.
- B.1.8. Conduct needs assessment with measurable data.
- B.1.9. Create user-friendly website for two-way communication regarding options.

Goal # 2: Develop a coordinated, written plan that provides a vehicle for the community to seek collaboration opportunities with the College.

Objectives:

- B.2.1. Create a communication tool or form.
- B.2.2. Research potential list serve(s)/for best practices and other ideas.
- B.2.3. Create intranet connection to the final “written plan(s).”
- B.2.4. Design a selection model or outreach collaboration model based on efficiencies (identify efficiencies and non-efficiencies based on results vs. funding).
- B.2.5. Create an RCC Community Collaboration Team, Process and/or Coordinator.
- B.2.6. Conduct open call for partnership ideas through internal contact/liaison.
- B.2.7. Identify options and provide list of contacts for each option.
- B.2.8. Conduct needs assessment with measurable data.
- B.2.9. Create user-friendly website for two-way communication regarding options.

Goal # 3: Develop a coordinated, written plan that provides a vehicle to recognize the need for outside consultation on collaboration opportunities.

Objectives:

- B.3.1. Create a culture that invites outside assistance.
- B.3.2. Research potential list serve(s)/for best practices and other ideas.
- B.3.3. Create intranet connection to the final “written plan(s).”
- B.3.4. Identify areas outside assistance for analysis and/or guidance is needed.

Mary’s Draft Revisions (3/17):

Goal: RCC’s collaboration model enables it to identify and prioritize its partners and partnership initiatives in the community.

Objective #1: Develop a team that researches best practices and develops community partnership selection and prioritization criteria.

Objective #2: Write and implement a plan to seek out and/or engage with community partners based on the partnership criterion.

Objective #3: Do periodic review, including seeking outside assistance as appropriate, to update the criterion and the partnership priority list.

FeedbackSuggestion: RCC develops a process for seeking collaboration and everybody could use it.

Unclear- “The College”

The stated goals are really objectives. The stated objectives are really the detailed tasks.
Their goal #1 should be objective #1
Their goal #2 should be objective #2,
Their goal #3 should be objective #3

This begs for a prioritization of who we want to collaborate with.

Goal #3 is unclear.

Suggestion: Build a collaboration model that identifies and prioritizes possible collaborations.

B.1.8 -could be very valuable.

B3.1- very unclear-“create a culture”- is not an objective. A changed culture is the result of actions which change attitudes.

Teams A & B – Shared Issue

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

Some defining of terms and clarifications:

- Meet workforce needs = people working and employment needs
- Pathways = flexible in and outs for students
- Workforce = connections such as Economic Development Council, SOREDI, SBDC, Job Council and local industry
- Possible addition to the end of the issue – “with a zero based budget”

Model of this happening – Personal Care Attendant

- Determined employment needs- Medifecta and SBDC
- Promoted pathways – potential for degree or certificate
- Grew distance learning – 40 hours web-based/teacher led instruction
- Zero budget – grant funded

Goal for 2008-2012

- 1) Any students that wanted to take an online course at RCC could do so within the district.
 - 1.1 Unlimited grant funding
 - 1.2 Reallocate resources

- 1.3 Open more sections
 - 1.3.1 More staff
 - 1.3.2 Staff training
 - 1.3.3 Technical/faculty partnerships or mentoring program
 - 1.3.4 Ghost sections reinstated
- 1.4 Expand host provider
- 1.5 Expand support
 - 1.5.1 Help line for technical support
 - 1.5.2 Tutor support for students, expand Askonline
 - 1.5.3 Create quality control
 - 1.5.4 Student training in WebCT
- 1.6 Attract faculty that teach on line
 - 1.6.1 Media input on hiring committees

Draft Revisions (3/17, MOK)

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?*

(note: not addressed in the original strategic issue are marketing and develop new programs; replaces distance learning Team C.)

Goal 1: The expansion of quality distance learning offerings allows time/place bound students and employers in the district to better access RCC online courses. (sent to Rich Kirk for input)

Objective #1: Seek grant funding and reallocate existing resources to attract more faculty to teach online and improve the quality and number of online offerings.

Objective #2: Expand the host provider (to do what?).

Objective #3: Expand technical assistance support for online teaching faculty and for online students.

Suggested Metrics:

Quality Matters Certification will be attained by 5 faculty members before June 2009.

This number should not include those who have already attained this certification. (note: from Team C)

(Rich?)

Goal 2: Career pathway development at RCC increasingly meets the needs of local employers and students by providing progressive skills training so that student workers move along the continuum of higher skilled, higher wage, and high demand occupations. (sent to Serena for objectives & input)

Objective #1:

Feedback

Not clear whether it means “every class” or “every class currently online” – if the former, it seems unattainable and not even desirable. Needs to clarify-maybe not all classes totally online but blended.

Seems unrealistic without a huge infusion of \$\$\$.

Suggest a modest goal of what to accomplish by 2012 – this could be overwhelming to staff.

Make models, for full- and part-time.

Mentorships- clear process

Concerns: academic freedom, intellectual property (Is this an issue? Maybe not.)

Note: There is title 3 money that we could use, and additional (\$\$) support for online teaching.

Goals & objectives do not address the challenge issues mention of workforce, pathways, new programs or development.

II. Teams A & B Review Comments

Team C:

“What should RCC do to assure (1) core classes are available when needed, (2) more classes and programs are available in the evenings, weekends, and (3) on-line,(4) top job growth opportunities and trends are offered and communicated and (5) education and training needs for individuals and employers in the region are strengthened?”

Goal # 1: Assure Core classes are available when needed

Objectives:

- C.1.1 Create an institutional definition of a core course.
- C.1.2 Use student input to assist in making classes more available.
- C.1.3 Evaluate and publish outcomes for the courses.
- C.1.4 Create a proficiency-based prerequisite review protocol.
 - a. Review prerequisites in terms of barriers to class participation
 - b. Develop and use specific strategies to help and encourage students to challenge core courses on a proficiency basis.
 - c. Identify hidden prerequisites and discuss the implications of the reducing prerequisites.

Metric Recommendations:

1. **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.
2. **Establish Proficiency Paths** like the CLEP and Advanced Placement for core course. Increase student utilization of paths by 300% by June of 2008.
3. **Review of course outcomes** should be done by each department to realign and make connections between classes. 50% of course completed by June of 2009 and the remaining 50% by June 2010.
4. **Review prerequisites** attempting to reduce the number of enrollment barriers. The metric could be a count of course level prerequisites against a college average.

5. **Dedicate additional resources** to assist students to become college ready (SKA) and focus on success ethics. Decision criteria for resources to include:
 - a. Base amount per year.
 - b. Annual percentage factor.
 - c. Return on investment.

Goal # 2: More classes are available on weekends and evenings.

Objectives:

- C.2.1 Identify different course configurations that seem to be to be most compatible with alternative delivery techniques.
- C.2.2 Group courses into clusters for a more contiguous offering which will support student participation.
- C.2.3 Increase the institutional support of non-traditional class delivery like team teaching, blended classes, and cohort instruction.
- C.2.4 Commit to a larger institutional commitment than what is now being anticipated.

Metric Recommendations:

1. **Four complete core groups** will be offered 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.
2. **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.

Goal # 3: *More classes and programs are on-line.*

Objective:

C.3.1. Provide quality online course design that attracts student use. The conversation around online classes has not been focused on quality in on-line classes, or that online is a “better” learning forum, but in the necessity to provide formats that are more accessible to the student. Effort to improve the quality of the offerings will be rewarded by higher enrollment and higher retention.

Metric Recommendation:

1. Quality Matters Certification will be attained by 5 faculty members before June 2009. This number should not include those who have already attained this certification.

Goal # 4: Top job opportunities and trends are offered and communicated.

Objective:

- C.4.1. Increase visibility for employers and employees to facilitate post-graduation employment.

Metric Recommendations: None

Goal # 5: Strengthening the response to educational needs in the region.

Objectives:

- C.5.1. **Formalize and distribute a systematic program to ensure more robust advisory committee evaluations.**
- C.5.2. **Intensify the response to the need for educational services.** 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.
- C.5.3. **Develop course criteria** including which courses; what courses to offer; when the courses are offered; and how the courses should be offered as an issue for consideration within the Advisory Committee structure that we presently have.

Metric Recommendations:

1. The Advisory Committees complete an annual assessment that addresses the four components of which courses, what is covered in the courses, where the courses are offered, and how the curriculum is delivered. This “third party” rating should be forwarded to the board 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.

Revised Draft (3/17, MOK)

“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 # 1: Core classes are available at RCC as needed.

Objectives:

- C.1.1 Create an institutional definition of a core course.
- C.1.2 Use student input to assist in making classes more available.
- C.1.3 Evaluate and publish outcomes for the courses.
- C.1.4 Create a proficiency-based prerequisite review protocol.
 - a. Review prerequisites in terms of barriers to class participation
 - b. Develop and use specific strategies to help and encourage students to challenge core courses on a proficiency basis.
 - c. Identify hidden prerequisites and discuss the implications of the reducing prerequisites.

Suggestions for Metrics:

- a. **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.
- b. **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.
- c. **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.
- d. **Review prerequisites** attempting to reduce the number of enrollment barriers. The metric could be a count of course level prerequisites against a college average.
- e. **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 # 2: More classes are available at RCC on weekends and evenings.

Objectives:

- C.2.1 Identify different course configurations that seem to be to be most compatible with alternative delivery techniques.
- C.2.2 Group courses into clusters for a more contiguous offering which will support student participation.
- C.2.3 Increase the institutional support of non-traditional class delivery like team teaching, blended classes, and cohort instruction.
- C.2.4 Commit to a larger institutional commitment than what is now being anticipated.

Suggested Metrics:

- a. **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.
- b. **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.

Goal # 3: Information about top job opportunities and employment trends facilitates post-graduation employment.

Objective:

- C.4.1. Strengthen efforts to collect and disseminate regional workforce data and information to staff and students to better facilitate post-graduation employment.

Suggested Metrics:

None at this time.

Goal # 4: RCC responds effectively to employer input about the region’s educational needs and priorities.

Objectives:

- C.5.1. **Formalize and distribute a systematic program to ensure more robust advisory committee evaluations.**
- C.5.2. **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.

- C.5.3. Ask Advisory Committees to select specific courses to develop course criteria** and seek their input about “what, when, where, and how” each course should be offered.

Suggested 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.

Feedback

We like the following: Concise C.1.1 and C.1.2 and C.2.3 and C.2.4 and C.2.1 and C.2.2.

We dislike the following: it looks like the following objectives do not address the strategic issue (C.1.3 and program effectiveness 1.4).

Unclear: what does “CLEP” stand for?

Suggestions:

- a. Added objective-increase waitlist to 50 and flag at 12, add a section.
- b. Registration web site easier to negotiate.
- c. Pull team A’s work into goal #3.
- d. A process to educate advisors for added job opportunities. (C.4.2)
- e. Add CIS/OL MIS to web site and advising guide
- f. Add a pathways piece (C.4.3)
- g. Transfer departments need advisory groups

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 1: “RCC’s data processes inform decision-making and improve our effectiveness to better serve our internal and external communities.”

Objectives:

- D.1.1 Conduct cross-departmental assessment of data needs and implement best practices to solve the gaps in our current capacities.
- D.1.2 Train staff about data research methods and provide the tools they will need to capture and use the data/research in their work.
- D.1.3 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.

Potential Metrics:

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

Feedback

We liked their goal & objectives.

No Revisions (3/17, MOK)

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 inclusiveness, establishes alignment, inspires staff, and dedicates resources accordingly.

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. 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 Track progress in our efforts to revitalize the culture and leadership processes at RCC by instituting continuous improvement techniques and doing regular assessment of results.

Revision (3/17, MOK)

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.

No changes to objectives.

Feedback

“Establishes unified institutional direction” replacing the word “alignment” in goal #1. We’re not sure what “alignment” means.

Unclear: (1.1.3) “more inclusive.”

Interdependence theory (see Cottrills report)-right people for each issue--make decisions based on the decisions).

Set and live aggressive timelines.