

2008-2012 Strategic Planning
2009/10 Annual Benchmarks
Quarterly Report Form

Quarter/Year 1st

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	4 th Quarter 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 Identify and implement ways to revitalize the RCC culture to:</p> <p style="padding-left: 20px;">A.1.1 Support broader leadership development; Qtr 1: Publicize sessions for 09/10. Qtr 2 – 4: Sessions presented Annual Benchmark: Leadership Academy Sessions presented.</p> <p style="padding-left: 20px;">A.1.2 Inspire, support, and recognize staff; Qtr 4: Conduct survey to determine change in staff feelings regarding recognition. Annual Benchmark: Integrate recognition of staff into college culture.</p> <p style="padding-left: 20px;">A.1.3 Make RCC processes more inclusive; Qtr 1: Determine process to be more inclusive. Qtrs 2 & 3: Develop plan to make process inclusive. Continue inclusive budget process. Annual Benchmark: Provide at least one decision process each year where RCC community is clearly included.</p> <p style="padding-left: 20px;">A.1.4 Assert teaching and learning as the college’s main goal; Qtrs 1-3: Use the inclusive budget process to demonstrate how the budget supports teaching, learning and the strategic plan. Annual Benchmark: Demonstrate how budget and decisions support teaching and learning.</p> <p style="padding-left: 20px;">A.1.5 Improve communication flow at all levels; Qtr 1-4: Use Campus Councils and Faculty Senate to provide feedback</p>	<p>1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan:</p> <p>A.1.1. Managers during in-service week to discuss manager evaluation and what makes an effective manager and/or leader. Once that process is solidified, we can proceed with targeting leadership development.</p> <p>A.1.2. Conducted in June, the climate survey is being analyzed to determine feedback about staff inspiration, support and recognition. In October, the goal champion is attending a workshop on motivating employees.</p> <p>A.1.3. In addition to the budget process, other inclusive processes identified this year include accreditation, student learning outcomes, strategic enrollment management and institutional master planning.</p> <p>A.1.4. RCC responded to enrollment growth by adding additional sections in summer and fall term where feasible. The goal champion is teaching a course this Fall.</p> <p>A.1.5. The Faculty Senate and Campus Councils took a hiatus for the summer but with fall term are back to meeting.</p> <p>A.1.6. After the summer break, Faculty Senate is meeting regularly.</p> <p>A.1.7. Quarter 2 will see an evaluation of fall term enrollment and service levels.</p> <p>2. Describe assistance that is needed to help you make progress, if any: Time.</p>

<p>on effectiveness. Annual Benchmark: Follow-up study to determine how informed college community is on how and why decisions are made.</p> <p>A.1.6 Promote formation of a faculty senate; Qtr 1: Faculty Senate continues to meet and provide effective input into governance. Annual Benchmark: Faculty Senate becomes part of shared governance.</p> <p>A.1.7 Invest in adequate staffing and professional development. Qtr 2 Evaluate Fall term enrollment and service level. Qtrs 2 & 3 Use inclusive budget process to determine “adequate” and where investments in resources are needed. Annual Benchmark: Levels of service students are receiving.</p>	<p>3. Other significant information to share: None at this time.</p>
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<p>Goal B: STUDENT ACCESS AND COMPLETION – Expand alternative class delivery options, and seek employer input to improve access and completion.</p> <p>Goal Champion: Cheryl Markwell, Dean of Instruction</p> <p>Objectives:</p> <p>Objective Champion: Rich Kirk, Director of Media and Distributed Learning</p> <p>B.1 Allocate appropriate resources to support more staff teaching online, and improve the quality and number of distributed learning offerings. Annual Benchmark: By spring 2010, system is operational and stable; dl and blended courses are converted to new system, faculty members are trained, and student orientation materials are completed and online. B.1.1.a. Contract awarded to selected vendor. Working system in place. Qtr 1 New CMS license or extension of license for updated version of current system put in place. Annual Benchmark: By summer 2009 CMS system operational and integrated with RCC administrative system and ready for use by faculty and students.</p> <p>B.1.1b Major course conversion staff training, and training materials creation underway. Qtr 1: Major course conversion, training, and training materials creation underway, with priority for fall 2009 courses. DL staff dedicated to providing extensive faculty training and support. Qtr 2: Convert remaining WebCT courses to new CMS, with priority for winter</p>	<p>1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan:</p> <p>B.1</p> <ul style="list-style-type: none"> • Angel the new course management system has been operational since summer term and is currently in use for fall. Despite the system being new for many students, Angel Help Desk staff <u>report less student support calls</u> than last fall when WebCT was still being used. • Two technical issues have caused interruptions in service since the summer start-up, but the system has been generally stable and reliable. • There are currently 273 class sections, 195 course shells, 3,101 unduplicated and 5,052 duplicated accounts in Angel. <p>B.1.1b</p> <ul style="list-style-type: none"> • All fall term online courses were converted and are being offered in Angel. • New online orientations were created for 15 courses. • Training was offered online, one-on-one, and in group settings by the media/distance learning department.
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<p>2010 courses. DL staff dedicated to providing extensive student support. Annual Benchmark: By spring 2010, system is operational and stable; dl and blended courses are converted to new system, faculty are trained, and student orientation materials are completed and online</p> <p>B.1.1.c. Training materials, tutorials and videos under development. Qtr 3: Online tutorials and videos are produced by DL staff and accessible by faculty and students. Annual Benchmark: By spring 2010 additional materials are in place for faculty and student access.</p> <p>B.1.1d Evaluate CMS, training materials, procedures; identify problems; work with team to identify and implement solutions. Qtr 2: Identify strengths and weaknesses of new CMS implementation. Make changes where possible. Qtr 3: Re-evaluate strengths and weaknesses to make additional changes where necessary. Annual Benchmark: By Spring 2010, system is operational and stable; courses are converted to new system, faculty are trained, and student orientation materials are completed and online.</p> <p>B.1.1e Begin study of creating course shells for all RCC credit courses, thus giving all students access to an Angel account. Qtr 4: Identify pros and cons of creating user accounts for all RCC students in new CMS. Implementation would begin Summer 2010. Annual Benchmark: By Spring 2010, system is operational and stable; courses are converted to new system, faculty are trained, and student orientation materials are completed and online.</p> <p>B.1.2 Allocate appropriate resources to support more staff teaching online, and improve the quality and number of distributed learning offerings. Qtr 1: Complete development of 12 additional online courses, with additional curriculum in core transfer courses offered for distance learning. Develop online instructional videos for faculty on grading and specialized course management features. Offer Quality Matters online workshops and materials to all RCC faculty. Qtr 2: Curriculum guides for new distributed learning courses finalized and approved by Instructional Council, then produced and distributed. Qtr 3: Faculty training materials produced in Distributed Education Instructional Strategies, Peer Mentoring, Instructional Tech, Learning Communities, Learning to e-Learn. Training materials in place to train the trainers in all components. Qtr 4: ECE curriculum complete and available online. New on-line modules in</p>	<p>B.1.2 The following additional courses were funded and developed for online delivery.</p> <p>ART116: Basic Design II DA103: Dental Materials DA105: Legal and Ethical Issues in Dentistry MTH243: Probability and Statistics NRS 230 and 231: Clinical Pharmacology I and II SP 100: Basic Communication TA164 and 165: Writing for Theatre WR121 and 122: Conversion to Angel and from 3 to 4 credits</p> <ul style="list-style-type: none"> • The creation of additional training videos was not possible due to the time required for fall term course conversion. That project will begin in the second quarter. • An opportunity to participate in an online Quality Matters workshop was offered for faculty in July. <p>B.2.1</p> <ol style="list-style-type: none"> i. Enrollment in all classes (not just evening and weekend) is up; additional classes added to meet demands across the board; no specific patterns emerging that could be tracked/addressed. ii. Program evaluation prompts in development for use in 2Q; if not incorporated in Program Evaluation, the question will be posed to Faculty Senate and/or other faculty groups iii. Survey results will be reviewed with instructional department heads/coordinators on October 9. Student enrollment patterns for fall 2009 will be reviewed against 2008 results. <p>B.3.1 ATC input into course challenge will be sought on October 9. The ILG recommendation on course challenge concept will be based on faculty input.</p>
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<p>library research developed and in place.</p> <p>B.1.2a: Allocate revenue generated from DL fees to support Title III full-time staff in anticipation of the end to the Title III grant and to continue expansion of DL.</p> <p>Qtr 4: Title III grant specifies the Instructional Design Specialist position become a permanent position once the grant ends.</p> <p>B.1.3 Work with Grants office to continue expansion of DL/Media courses and online support.</p> <p>Qtrs 1-4: Identify areas of need or potential growth. Review applicable grant opportunities.</p> <p>Annual Benchmark: Meet the distance learning goals in Year 5 of RCC's Title III grant. Include development of additional online courses and materials to assist faculty, and educational opportunities for online faculty.</p> <p><u>Objectives B.2 through B.5 Champion: Cheryl Markwell, Dean of Instruction</u></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.</p> <p>Qtrs 1-4: Track enrollment patterns in evening and weekend sections: waitlists, closed classes, cancelled classes. Add sections in current or subsequent terms, as needed.</p> <p>Annual Benchmark: Maintain existing evening schedule.</p> <p>B.2.2 Support such class delivery methods as team teaching, blended classes, and cohort instruction.</p> <p>Qtr 2: Re-initiate a program evaluation query to faculty to determine additional courses for team teaching, blended classes and cohort instruction.</p> <p>Qtr 3: Determine staffing needs for identified courses; use media funds to encourage alternate and blended delivery, when appropriate.</p> <p>Qtr 4: Plan for inclusion of new deliveries for 2010-11 academic year. Begin marketing new deliveries. Plan for summer development of identified courses.</p> <p>Annual Benchmark: Propose at least one additional team taught, blended or cohort instruction with evening/weekend delivery, including support for alternate delivery.</p> <p>B.2.3 Use student input to assist in making classes more available.</p> <p>Qtr 2: Review previous survey results, comparing response patterns to actions taken.</p> <p>Qtr 3: Repeat Survey or focus groups of students, if necessary.</p> <p>Annual Benchmark: Review need to repeat student survey or focus groups regarding class availability.</p>	<p>B.3.2</p> <ul style="list-style-type: none"> • Collect core course outcomes and pre-requisite course outcomes from departments by November 1. • Convene faculty committee to review course outcomes and pre-requisites <p>B.4 Additional sections of all Mag 7 classes added, per report; winter term schedule reviewed prior to registration</p> <p>B.5 Advisory committee template, including asking for input on workforce education, continuing education, scheduling, and input on learning outcomes, etc. will be distributed by 10/15 to department heads and coordinators for use during 09-10.</p> <p>B.6.1 OP SIS was selected as the consulting architectural firm for the Institutional Master Plan (IMP). Initial meetings have been held with OP SIS to finalize the contract and set up the activity schedule.</p> <p>B.6.2 Initial steps have been taken to gather baseline data for the IMP.</p> <p>B.6.3 Initial discussions have occurred with the IMP consultant on potential sustainability opportunities for RCC, e.g. solar array and/or “Solar Farm” for instructional purposes.</p> <p>2. Describe assistance that is needed to help you make progress, if any: None provided.</p> <p>3. Other significant information to share:</p> <p>B.6. Initial progress delayed on master planning due to the work load and shift in attention to Stimulus SB338 projects for the institution.</p> <p>B.7 Development of one new sustainability-focused course begun.</p>
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<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 Apply a proficiency-based review protocol for pre-requisites and encourage students to challenge core prerequisite courses on a proficiency basis. Qtr 2: Propose question on course challenge concept to both CC/AS and Faculty Senate. Qtr 3: ILG receives recommendation, reviews, and takes to ATC for adoption, if appropriate. Qtr 4: Process for challenge advanced to SSC and prepared for inclusion in 10-11 catalog, etc. Annual Benchmark: CC/AS and Faculty Senate determine appropriate role for course challenge, particularly regarding prerequisite courses.</p> <p>B.3.2 Review pre-requisites in terms of barriers to class participation such as secondary pre- requisites and discuss the implications of reducing them. Qtr 2: Configure cross-functional teams to determine validity of pre-requisites for each course. Faculty reviews completed. Recommendations made to CC/AS for changes in pre-requisites. Annual Benchmark: Identified course outcomes reviewed by cross-functional teams to determine if existing pre-requisites are appropriate.</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. Qtr 1, 2: Review current waitlists, course requests, and advisor queue to project Mag 7 enrollments for 10-11. Review existing Mag 7 configurations. Qtr 3: Propose schedule (with additional sections), including a shift of existing courses in accommodation. Qtr 4: Notify student advisors of revisions/additions. Annual Benchmark: Review results of 08-09 changes and enrollment patterns.</p> <p>B.5 Support a more robust and comprehensive instructional advisory committee evaluation.</p> <p>B.5.1 Share programmatic and course-level learning outcomes with program advisory committees, review their input, and respond. Qtr, 2, 3, 4: DH/Coords prepped and supported for this advisory committee task. Annual Benchmark: Advisory Committee minutes note the sharing of course outcomes and the request for feedback.</p> <p>B.5.2 Seek their input about the “what, when, where, and how” of courses to be offered. Qtr 2, 3, 4: Include these inquiries in every advisory committee meeting, using a</p>	
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<p>common meeting template. Collect minutes/reports of each meeting as part of annual program review.</p> <p>Annual Benchmark: Information collected routinely in advisory committee meetings, recorded in minutes, and reported at year-end as part of Board's Advisory Committee report.</p> <p><u>Objective Champion: Pat Huebsch, Associate Dean, College Services</u></p> <p>B.6 Develop a comprehensive facility master plan that:</p> <p>B.6.1 Analyze current and future facility needs; <u>Qtr 1:</u> Meetings between consultant and staff to analyze current and future needs. <u>Qtr 3:</u> Complete a Facilities Master Plan Annual Benchmark: Work with a consulting firm to develop a Facilities Master Plan that analyzes current and future needs.</p> <p>B.6.2 Feature areas of focus for each campus; <u>Qtr 1:</u> Develop long-term needs of each campus. <u>Qtr 3:</u> Write a master plan incorporating the long- term needs of each campus. Annual Benchmark: Work with a consulting firm to develop a Facilities Master Plan that analyzes current and future needs.</p> <p>B.6.3 Identify and apply sustainable practices in selected operational areas. <u>Qtrs 1-4:</u> List of potential sustainable process or functions that can meet the economic, social, and environmental needs of the present without compromising the similar needs of future generations. Research means of measurement that will provide data of success of potential sustainable processes and functions. Annual Benchmark: Develop a list of possible sustainable practices in operations and see what can be done with little or no budget impact.</p> <p><u>Objective Champion: Erika Giesen, Adjunct Faculty</u></p> <p>B.7 Identify and promote sustainable practices in selected curriculum areas. <u>Qtr 1:</u> Begin development of one new sustainability-focused course. <u>Qtr 2:</u> Continue the 'institutionalization' of the CDSF; identify sustainability-focused courses in the 'hard' sciences, Construction Technology and Electronics Technology; begin a plan to market CDSF to students. <u>Qtr 3:</u> Continue the 'institutionalization' of the CDSF; continue with marketing plan. <u>Qtr 4:</u> Complete institutionalization of CDSF; implement marketing plan of CDSF to students; create a reference of sustainability-focused courses and share with counseling staff and faculty; finish development of the new sustainability focused course. Annual Benchmarks: Community Development for a Sustainable Future Emphasis (CDSF) is fully institutionalized. Marketing the CDSF is underway. Sustainability-focused courses are identified and easily referenced by the</p>	
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<p>counseling staff and interested students.</p>	
<p>Goal C: CAREER PATHWAYS – Enhance students’ ability to move through their education and into the workforce by adopting a systemic pathways philosophy and framework within the college that is supported by our partners in education, workforce development, and industry.</p> <p>Goal Champion: Serena St. Clair, Pathways and Articulation Coordinator</p> <p>Objectives:</p> <p>C.1 Identify RCC programs that work well with the Career Pathway concept, and engage with faculty and employer representatives to develop pathway certificates based on industry needs and standards.</p> <p>C.1.1 Extend Career Pathway development to other educational institutions such as creating Programs of Study with high schools and increasing program/degree articulations with OUS schools.</p> <p>Qtr 1: Convene and facilitate Sustainability Institute at TRC for area high school teachers and CC faculty.</p> <p>Qtr 2: Hold second annual RCC/SOU Articulation Retreat; and develop projects out of this meeting.</p> <p>Qtr 3: BHC ready for statewide review. Submit curriculum proposals through Curriculum/Academic Standards Comm. Plan of Study templates reviewed for insertion into high school forecasters and websites.</p> <p>Annual Benchmark: 1) Focus on full development of Basic Healthcare Pathway Certificate(BHC), and incorporate RCC Allied Health programs. 2) Implement Construction program pathways. 3) Support the development of new articulations that are outcomes based with SOU, OIT, other university and Oregon community colleges. 4) Develop up to 2 Programs of Study with area high schools according to Perkins schedule.</p> <p>C.1.2 Develop advising materials and Pathway maps for students, staff, counselors, parents, high school and university stakeholders.</p> <p>Qtr 2: Provide additional training for HS and CC advisors on how to use the Pathway’s Webpage.</p> <p>Qtr 3: Distribute brochures.</p> <p>Annual Benchmark: a) Adapt and upload state developed HS –CC template for Pathways/Plan of study. b) Continue to input and adapt RCC Pathways Website. c) Refine and reprint Pathways brochure inserts for specific departments</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.</p> <p>Qtr 2-4: Hold one Pathways Team meeting each quarter. Plan to distribute and utilize 08-09 Industry Tour videos on RCC website, RCC recruitment activities,</p>	<ol style="list-style-type: none"> 1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan: <p>Over the summer, RCC in conjunction with SOESD (southern Oregon Educational Service District) and OBC (Oregon Building Congress) hosted a Summer Institute on Sustainability. This was Phase I of a CCWD grant (\$33k) to build Pathways in Sustainability from secondary to post-secondary educational institutions. The partners planned a four-day seminar for four high school teams (18 total) consisting of teachers , administrators, and counselors from math, science, and CTE (career technical education) departments. There were presenters from Portland and Medford on a wide range of topics on sustainability with the focus on construction applications. Teachers were exposed to an interdisciplinary model of how to teach their school topics in the context of sustainability. We learned, for example, about R and U values in insulation housing construction. The professionals broke out the math, science, business, construction, and design elements that could be taught in relation to each other and lessons to teach both academic and technical skills. Teacher teams have been asked to develop at least one enhanced lesson plan and submit it to us so we can distribute back to the state office and hopefully to other schools. Phase II of the project involves development of lesson plans and the “Sustainable Building Science (SBS) Pathway”. The grant project will be finished by June 2010.</p> 2. Describe assistance that is needed to help you make progress, if any: <p>Continued focus, participation and support from the project partners and teacher teams is essential. In addition, Industry and other CTE (besides construction) faculty will be invited in to assist in the development of outcomes for the SBS Pathway.</p> 3. Other significant information to share: None.

<p>and in high school classes. Annual Benchmark: a) Continue to work with Pathway's Team; invite in more industry representatives. b) Redirect Industry Tours organization to specific high schools by offering small grants and planning ideas to individual high schools.</p> <p>C.1.4 Develop education/training delivery adaptable to employer needs. Qtr 2: Team and website expanded. Annual Benchmark: 08/09 effort will be sustained in future years: a) Expand current internal college Pathways team to include interested business partners. b) Load Career Pathways video and specific career videos onto Website.</p>	
<p>Goal D: DATA DRIVEN DECISION-MAKING – Strengthen RCC’s research and data processes to inform decision-making and improve the college’s effectiveness to better serve both its internal and external communities. Goal Champion: Curtis Sommerfeld, Associate Dean, College Services Objectives:</p> <p>D.1 Use an assessment of the institution’s data needs to effectively support the identification and implementation of organizational goals and objectives, program priorities, and core themes. D.1.1 Train staff regarding existing data tools and best research practices, and provide additional tools as necessary to enhance the effectiveness of their work. Qtr 1: Develop data table dictionary. Qtr 2,3,4: Conduct periodic training sessions to meet needs determined in 2008/09. Qtr 2: Provide online mechanism for users to provide feedback and request revisions and additions to data reports. Qtr 4: Conduct annual survey to determine user satisfaction with data tools and reports. Annual Benchmark: Completion of data dictionary, training sessions conducted, feedback mechanism implemented.</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. Qtr 1: Create job description for I/R Analyst. Qtr 2: Open and hire I/R Analyst position Qtr 1,2,3,4: Continuously respond to user requests for new and updated reports. Annual Benchmark: I/R Analyst on wish list; tools and reports developed.</p> <p>D.2 Support new Student Enrollment Management (SEM) initiative with data collection and analysis. Qtr 2: Begin active service on SEM committee. Qtr 2,3,4: Respond to SEM data query and analysis needs.</p>	<ol style="list-style-type: none"> 1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan: No report was provided. 2. Describe assistance that is needed to help you make progress, if any: 3. Other significant information to share:

<p>Annual Benchmark: SEM is new, therefore, the annual benchmark is unclear. However, all SEM requests will be addressed.</p>	
<p>Goal E: STUDENT ENROLLMENT GROWTH – Build student enrollment using marketing, targeted services, and strategic partnerships to attract students and/or employers.</p> <p>Goal Champion: Kori Bieber, Dean of Student Services</p> <p>Objectives:</p> <p>E.1 Objective Champion: Margaret Bradford, Director of Marketing & Community Relations</p> <p>E.1 Prioritize and implement the RCC 2009-10 marketing plan, evaluate, and update annually. Qtrs 1-4: Implement quarterly elements of marketing plan. Annual Benchmark: 2009/10 marketing plan is implemented including marketing themes, messages, audiences, communications topics and strategies. Qtrs 1-4: Develop tools and a process for regular evaluation/ correction of the plan. Qtrs 1-4: Mktg/CommRel works with Mkt Task Force and E-Team on: quarterly adjustments/ revisions and developing 2010/11 plan. Annual Benchmark: Success of marketing plan recommendations routinely evaluated.</p> <p>E.2 Encourage the attitude that everyone has a role in attracting learners. Qtrs. 1-4: Educate (possible follow-up branding workshop with consultant) & provide tools (graphic artist/production assistant) to assist RCC stakeholders in their role to help implement the marketing recommendations. Annual Benchmark: RCC staff engaged in success of marketing plan.</p> <p>E.3 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 2: Review current labor market data, particularly in health care Include inquiries for customized training needs into advisory committee question. Qtr 3: Assign TSCs among existing CTE programs as liaisons. Compile new input from outreach efforts and existing data. Produce new CT, 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, if necessary. Assign faculty/staff. Annual Benchmarks: 1) Proposal, if appropriate, of new programs or customized trainings for 2010-11 and beyond. 2) Transition of Business Outreach Development tasks among existing staff.</p> <p>E.4 Objective Champion: Brad Ross, Admissions Recruiter Research best practices in community partnering to develop partnership selection and prioritization criteria.</p>	<p>1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan:</p> <p>E.1</p> <ul style="list-style-type: none"> • Key accomplishments -- Implementing marketing plan elements including high school newspaper ads, outdoor advertising (bus tails/billboards), new viewbook, online video, student success stories, flyer templates, and new Web design. • Problems: Tap dancing as fast as we can. Workload difficult to achieve; little or no time to evaluate efforts. • Changes: Marketing re-assigned to Student Services to work hand-in-hand with Strategic Enrollment Management initiative and more closely with student recruitment efforts. <p>E.2 No first quarter activities.</p> <p>E.3 In conjunction with strategic enrollment management, starting 10-16, review employment data for healthcare careers that require 2-year degrees, and/ or especially short-term training</p> <p>E.4 Champion has generated a master list of partners from the 2 separate databases of 25 possible partners. He has met with the Dean of Student Services to winnow the list down to the appropriate candidates for survey. It was decided to further research each possible community partner. This includes a business profile, contact info, list of majors/classes that each student from each business took, to give us a better picture of each business need.</p> <p>E.5</p> <ul style="list-style-type: none"> • Child care champions met in early fall to discuss the summit budget and brainstormed ideas. Summit planning will be done before December 2009. Key champions will meet with the Childcare Resource Network for Josephine and Jackson counties to discuss child care needs and any gaps in service. Connie Denham, ECE Dept. Head and Dina from Southern Oregon Head Start will be invited to participate in organizing the summit. A list of current providers used by students attending Moving On and Bright Futures will be compiled as an

<p>Qtr 2: Data for top community partners tracking in appropriate Rogue Net applications. Create community partner activity calendar and identified contact person for that entity.</p> <p>Qtr 3: Create community partner and RCC evaluation, feedback and ongoing needs identification tool based on key points.</p> <p>4th Qtr: Administer evaluation survey to community partners and appropriate RCC staff to determine: What worked and what didn't? New learning opportunities? General impressions? Recommendations and suggestions for the future?</p> <p>Annual Benchmark (summary): Based on the previously identified factors of successful partnerships, follow-up with top community partners determines needs and goals, and action plans. Database tracks activity, e.g. contact information, needs, goals, RCC action steps for each community partner.</p> <p>E.4.1 Develop a plan using the criteria to engage with community partners.</p> <p>Qtr 4: 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>Annual Benchmark (summary): Top 20 partners are identified with action plans to create partnerships based on best practices.</p> <p>E.5 <u>Objective Champion: R. McKenzie, SSS TRiO Dir; J. Fulton, Student Program Dir; Tracey Oliver-Olsen, Associate Dean</u> Reduce student educational expenses by supporting development of regional resources such as public transportation, child care assistance, scholarships, and other areas.</p> <p>Qtr 1-2: Work with local CCRN to discuss current childcare provider resources; begin planning for the Child Care Summit set for the spring of 2010.</p> <p>Qtr 4: Create a webpage and hardcopy format available for students upon enrollment</p> <p>Annual Benchmark: Child Care: Provide students with a comprehensive list of childcare options in each county at the time of enrollment.</p> <p>Qtrs 2- 3: Organize a childcare summit and host the local providers on campus for a "drive in" childcare summit. In conjunction with Early Childhood education program, goals for meetings could include training opportunities and needs, drop in agreements and reduced fees for students.</p> <p>Annual Benchmark: Implement a "RCC student friendly" childcare options program.</p> <p>Qtr 1: Identify the "foundation courses at RCC."</p>	<p>initial invitation list for the summit.</p> <ul style="list-style-type: none"> • The champion convened a college task force to evaluate the rising costs of textbooks and materials. This group will identify college intervention initiatives. She is also doing regional research on text book initiatives at other institutions. <p>E.6</p> <ul style="list-style-type: none"> • Approaching Tuition & Fees Committee, in November, for final approval on Rogue Scholars program. • Expanded Brighton Academy offerings to include WR122 & TA144. • Signed the MOU with College Dreams establishing formal partnership. • Working with Jackson County Commission for Children & Families to engage young people. • Added Business Technology courses to dual enrollment offerings (Morris): BA105 & BA160. • Met with Foundation Office & Marketing Department to create informational brochures and mailers for parents of Morris Family Foundation at eligible schools. • Partnered with RCC Byline to cross-market RCC's Facebook presence and Byline/Journalism initiatives. • Established a formal partnership The Job Council of Medford to provide ongoing, regular services. A similar program is set to launch at The Job Council of Grants Pass in winter term. • Successfully launched the remote Compass Test at several area high schools. • Launched Fully Equipped Seniors workshop series at GPHS in cooperation with TRiO EOC. • Established a mentorship program with Rogue River HS FBLA students. • Launched the first phase of campus housing relationship with SOU. • Successfully completed a three-campus distribution of student notebooks. • Made contact with the regional ASPIRE office to create formal relationship. • Laid the groundwork for a permanent pathway from South Medford HS CHAMPS program to RCC's health-related programs. • In cooperation with Construction Department successfully placed RCC construction programs at Ashland High School and grew the RWC construction program to include GPHS, Three Rivers, & Gladiola students. • Assisting several contract Grants Pass HS students through RCC's Automotive program. • Preparing to host 2nd annual Diesel Day Barbecue at TRC for high school auto students. • Investigating a new contact management system. • With assistance of marketing, began creation of periodic "campus tour" videos
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<p>Qtr 2: Identify the books currently on reserve at TRC, RVC, and RWC to identify the gaps. Meet with department heads and coordinators of foundation courses to facilitate a process for book reserve upkeep.</p> <p>Qtr 3: Request book funds from ASG to augment books for foundation courses.</p> <p>Qtr 4: Expand book reserve holdings to include the support courses to foundation courses, and most commonly enrolled courses.</p> <p>Annual Benchmark: Book Reserve Project: 100% availability of reserve textbooks for “foundation” courses as identified in Goal B.</p> <p>E.6 Objective Champion: Dan Buck, Admissions and Recruitment Coordinator Increase enrollment of new students representing identified RCC target markets.</p> <p>Qtrs 1-2: Research how the program works at Chemeketa Community College. Explore viability of emulating the program and investigate the impact such a program would have on enrollment.</p> <p>Annual Benchmark: Implement a scholarship program that pays full-tuition for “high-achieving” graduates of local high schools based on the Chemeketa Scholars program.</p> <p>Qtr 2: Research best practices for educating parents about the benefits of community college.</p> <p>Annual Benchmark: Implement parent programs for high school recruitment.</p> <p>Qtr 3: Investigate existing avenues and find new lanes.</p> <p>Annual Benchmark: Establish reliable communication channels for anticipated influx of veterans returning from war.</p> <p>Qtr 4: Research best practices in Latino recruitment.</p> <p>Annual Benchmark: Improve education of Latino families to the benefits of and opportunities at RCC for themselves and their high school students.</p> <p style="text-align: center;">Qtr 4</p> <p>Research best practices.</p> <p>Annual Benchmark: Create a middle school summer bridge program.</p>	<ul style="list-style-type: none"> • Etc. <p>2. Describe assistance that is needed to help you make progress, if any:</p> <p>E.1 Graphic support needed. Guidelines for prioritizing jobs request/workload needed.</p> <p>E.4 Champion requested research from Bryan Herve for the RogueNet information, and am doing the other research as we speak !</p> <p>E.6. Permanent remote Compass test proctor.</p> <p>3. Other significant information to share:</p> <p>E.4</p> <ul style="list-style-type: none"> • In addition to the College Resource & Options program (CROP) for displaced workers to learn about college resources, the champion is expanding the effort to GED students. • The champion is forming an RCC Alumni Association. Efforts include developing an Alumni application to the homepage with alumni human interest stories and general web presence. Invitations to join RCC’s Alumni Association were mailed out with the diplomas last month. Application forms will distributed at the graduation party in the café. • Continued networking with Josephine and Jackson county Chamber of Commerce to promote RCC and its vast resources to the business community. • Established a veteran’s club at the Redwood campus to better serve our veterans population.
<p>GOAL F: RCC/SOU PARTNERSHIP - Strengthen the RCC/SOU partnership. Goal Champion: Cheryl Markwell, Dean of Instruction Objectives:</p> <p>F.1 Identify opportunities to maximize resources for students, faculty, operations, and programming at the Higher Education Center.</p> <p>1st Qtr: Hold joint Night Student Welcome event.</p> <p>Qtrs 1-4: Identify appropriate joint faculty topic, and appropriate staff. Select activities: Plan, Implement, and Evaluate. Explore collaborative sustainable communities’ curriculum or similar efforts.</p> <p>Annual Benchmark: Building upon the results of the FY 08/09 articulation</p>	<p>1. Discuss progress on milestones within the past quarter including key accomplishments, problems, and/or changes to the plan:</p> <p>F.1 A joint “Welcome Back” block party hosted approximately 200 participants. A planning session for joint faculty work or development session was discussed between institutions on October 16th.</p> <p>F.2 Quarterly session to review joint/HEC programmatic issues on October 16th.</p>

<p>meetings, implement at least one new jointly developed program: 1) Establish a shared program development team with the first course offerings ready for the 2010/2011 academic year. 2) Create forums for joint faculty around student learning topics (transfer learning outcomes, shared adjuncts, around shared students, etc.) 3) Investigate shared work on SOU's Community Based Learning project, including its connection to our Sustainable Community work.</p> <p>F.2 Explore other areas where the two institutions can effectively partner to enhance services to the region. Otrs 1-4: Quarterly attention to shared concerns, specifically relating to HEC operations. Annual Benchmark: Review and prioritize administrative and procedural issues which vary from institution to institution and form a solutions team to develop a timeline for addressing each of the concerns: 1) Newly established quarterly meeting schedule between HEC staff and RCC, SOU chief academic officers. 2) Continued meetings of the Joint Operations Team.</p>	<p>2. Describe assistance that is needed to help you make progress, if any: None.</p> <p>3. Other significant information to share: None.</p>
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