

## **Institutional Goals Assessment Report for 2001-2002**

### **Introduction**

The Mission Statement of Rogue Community College declares that the members of this institution “anticipate the changes in our dynamic world and take the necessary steps to assure success.” An important element in assuring this is planning and assessment is defined in the RCC document, *A Strategic Process for Managing Change*, adopted by the RCC Board of Education in 1998. This planning guide provides both a vision and a timeline for preparing for change, elements that were commended by the Northwest Association of Colleges and Universities in its major accreditation visit conducted in fall 2001.

At the heart of this plan is an assessment of the college as whole. Based on input from all areas of the college, it asks for an annual report that monitors how well Rogue is achieving its goals and objectives. This assessment, whose results for 2001-2002 are given here, is entrusted to the college’s Institutional Effectiveness Committee, an interdivisional body whose responsibilities include overseeing accreditation processes and the annual student satisfaction survey.

### **College Goals and Objectives**

The college’s broad directions are embodied in its institutional Long Range (Five Year) Goals first adopted by the College Board in fall 2001. These goals serve as the unifying framework for planning and see only minor modification from year to year. Institutional objectives define concrete, measurable activities, through which the institution hopes to achieve its goals. To the degree that these objectives are met, the college accomplishes its goals.

### **Structure of this Report**

Rogue’s 2001-2002 report evaluates 12 goals in light of 36 institutional objectives. Each objective was assessed by the Institutional Effectiveness Committee and given a numerical achievement score scaled from 1 (“low accomplishment”) to 10 (“goal fully met”). A written critique is provided for each goal, with a recommendation when appropriate.

At the conclusion of this report an appendix is provided that reviews lessons learned from this year's assessment processes. Hopefully, these will assist the Strategic Planning Committee in improving the design of goals and objectives for future years.

### **Next Steps**

The NWASC Accreditation report asks Rogue to close the planning loop by using the results of our institutional assessment to "improve resource allocations." To facilitate these changes, we recommend that the Strategic Planning Committee make use of this college report card as a basis for continual improvement.

### **The Broader Context**

The annual process of establishing and measuring goal achievements is a relatively recent process in Rogue's 32-year history. Any shortcomings will need to be weighed against the overall record of accomplishment, evident in these pages. The Institutional Effectiveness Task Force wants to express its appreciation to the many individuals and groups of the Rogue family who were involved in preparing and reporting these activities. It is a job well done.

*The following members of the RCC Institutional Effectiveness Committee conducted the Assessment:*

*Kori Bieber, Counseling Department Head, Student Services*

*Kathy Burkey, Dean of Student Services*

*Betsy Fuller, Assistant to the President*

*Jeanne Hawk, Student Services Director of Budget and Student Employment Services*

*Marie Mueller, Instructor, Business Technology/ Social Science*

*Larry Mullaly, Instructional Services Director of Planning and Budgeting*

*Curtis Sommerfeld, Associate Dean of Information Technology, Administrative Services*

*Shirlee Willis-Haslip, Associate Dean, Student Services*

**[Long-Range Goal 1: The College will expand instruction and serve to meet the needs of the entire district.]**

**Institutional Objective 1.1**

*By the year 2004-2005, the college will have an enrollment of 5100 FTE, reflecting a projected 2% annual growth, serving an unduplicated headcount of 20,400.*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

**10 (Met)**

Commentary

Despite budget limitations, significant progress was made toward achieving this long-term goal. During 2001-2002 college enrollment increased to 5056 FTE with growth rate of 5.3% above the previous year. Accomplishments that will help maintain targeted growth rates can be summarized under four headings.

1. Systems development.

Instructional access for students was improved through improved registration processes (telephone and web based) as well as a new system of on-line admissions. These elements eliminated bottlenecks and reduced levels of student frustration.

2. Outreach

Two initiatives sponsored by Student Services took place this past year. Improved efforts to reach to prospective Hispanic students by counseling visitation took place during the year culminating in a successful high school outreach conference in the spring. A new program was established whereby trained Student Life Assistants spoke to over 400 high school students and toured approximately 100 students on both campuses.

3. Retention

Financial Aid allows students who did not show "Satisfactory Progress" to continue on a probationary status. Financial Aid suspensions for unsatisfactory progress were decreased 48% in spring, 46% in summer, 44% in fall, 46% in winter, 6.38 FTE for spring.

4. Research and Marketing

Student focus group conducted by SOU to determine why RCC students transfer to SOU. Joint marketing with SOU, new Community Relations newsletter "Rogue Matters" sent out to 1000 people. Also developed was comprehensive Marketing Plan that will be updated on an annual basis.

Each of the above efforts made a positive contribution toward improved enrollment growth. With the exception of no. 3 (“Retention”), objective evaluation was difficult due to lack of baseline data against which to measure progress.

Respondents

Community Relations  
Counseling  
Discovery Programs  
Enrollment Services  
Financial Aid  
Student Life  
Art Galleries

Documentation

Enrollment Management Committee Quarterly Reports.

**Institutional Objective 1.2**

*The growth in services and instructional delivery will accommodate an additional 100 FTE, serving an additional unduplicated headcount of 400 in the year 2001-2002*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

**10 (Met)**

Commentary

This goal was achieved. Although the college significantly reduced the total number of sections offered overall FTE increased from 4801 to 5056 or 5.3% -- more than twice the growth rate originally projected. As has been true for the last several years, Jackson County grew at a faster rate than Josephine County (6.1% vs. .4%). Most notable growth was in the area of Distributed Learning that grew by 45.8%.

All departments of the college need to be commended for their efforts to expand instructional delivery to students despite reduced funding.

Respondents

Administrative Services  
Business and Community Learning Services  
Developmental Studies  
Human Resources  
Instructional Services

Documentation

Enrollment Management Committee Quarterly Reports  
OCCURS Report for 2001-2002

**[Long-Range Goal 2: The college will pursue additional sources of funding.]**

**Institutional Objective 2.1**

*The amount of funding coming from non-traditional sources such as grants, private sources and collaborative efforts, will increase over 1999-00's baseline by 10% in 2001-02.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**9 (Met)**

Commentary:

This objective, calling for the college to pursue additional sources of funding, was achieved in the following way:

Two significant TRIO grants were received (Student Support Services Grant and an Educational Opportunity Grant), totaling \$380,000 a year for the next four to five years.

Business and Community Learning Services received a 99.6% increase in grant awards received, totaling \$530,666.

The ABE Department received funding for an English Literacy (EL) Civics grant that is being used to implement two ESL video series, "On Common Ground" and "Crossroads Café".

The ABE Department also secured grant funding for Even Start Literacy in which two family literacy sites are funded.

The ABE Department partnered with Jackson ESD and contracts with them to provide English as a Second Language (ESL).

The Developmental Education Department implemented a process for collecting testing fees from business, agency and other organizational clients. The process is in place and fees have been collected.

The Support Services Department assisted with a FIPSE grant application. Although the grant was not awarded, the department continues to communicate with project coordinator and will participate at a different level, even though FIPSE funds were not received.

The Support Services Department did meet with the Post-it Project coordinator to begin including RCC on the Post-it web sit. This allows continued coordination with this high school transition project both statewide and national.

Instructional Services Division participated with the Grants Committee and helped with a major re-write of a Title III Grant. They also participate in the writing of an Instructional Technology Grant and various other grants in the Allied Health area

Respondents:

Business and Community Learning Services  
ABE/GED  
Developmental Education  
Support Services  
Instructional Services

**Institutional Objective 2.2**

Objective Statement:

*The college will develop a strategy for a successful bond levy for 2002-05*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**5 (Partially Met)**

Commentary:

This objective calls for the development of a successful bond levy for 2002-05. A full-scale campaign effort was launched and although the “yes” vote was there, but due to the lack of voter turnout, the college was not awarded the bond levy dollars. The college will however go back to the voters in November 2002. Good Efforts have been made and the true test will be in November.

The following efforts were made in developing the bond levy for May 2002:

The President developed a “Bond Levy Team” to research, analyze and advise the Board of Education regarding a potential bond levy for Jackson County.

A consultant was hired to assist with a campaign.

A Community Conference was developed to inform and seek advice from community leaders in Jackson County regarding college services and facilities needs in the area, including potential bond levy.

Initial facilities plans were developed. Three teams led by deans were directed to research and develop initial facilities’ plans including program plans for three campuses.

A College Architect of Record was hired to develop a facilities master plan and assist with the development of a third campus.

Respondents:

President's Office  
Board of Education  
Instructional Services  
Human Resources and Community Relations  
Business and Community Learning Services  
Administrative Services  
Student Services  
Developmental Studies

Additional Documentation:

Budget Workshop Presentations 2002

**Institutional Objective 2.3**

*The college will involve the RCC Board, students and college leadership committees in development of a legislative strategy for the 2003 session for enhanced funding of Rogue Community College.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**10 (Met)**

Commentary:

This objective calls for involvement of the RCC Board of Education, students and key committees such as Executive Team and President's Council to work to develop a legislative strategy for the 2003 session for enhanced funding for RCC.

To advance this objective, the President took the following steps:

- He served/serves on Oregon Community College Association's (OCCA) Board and Executive Committee – currently as OCCA Treasurer.
- He also serves on OCCA's Finance Committee.
- The President has served and is currently serving on special committees to develop a revised funding formula for all community colleges, currently as chair of the committee.
- He also served as chair of the Joint Boards Articulation Commission.
- The President also built relationships and focused communication with numerous state representatives, by telephone, cards, letters, and E-mail on key issues directly affecting the college.

Respondents:

RCC President  
President's Office  
Representatives from each division

Additional Documentation:  
Budget Workshop Presentations 2002

**Institutional Objective 2.4**

*Through a collaborative effort among the RCC Foundation, volunteers, college faculty, staff and students, a community-wide capital campaign will be carried out throughout the district in 2001-04.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**3 (Partially Met)**

Commentary:

The intention of this objective was that through a collaborative effort among Foundation, volunteers, college faculty and students, a community –wide capital campaign would be carried out throughout the district. The preliminary study was done, but has been tabled at this time. The Jackson County capital campaign deserves credit. Groundwork for this has been done, but at this time the project has not been implemented.

Respondents:

Administrative Services  
President’s Office  
Foundation  
Board of Education

Additional Documentation:  
Budget Workshop Presentations 2002

**[Long-Range Goal 3: The college will develop and maintain appropriate facilities throughout the district.]**

**Institutional Objective: 3.1**

*RCC will continue to develop RVC as a major urban campus in downtown Medford, with a library expansion effort implemented jointly with Jackson County by the end of the year 2002.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**Library effort: 10**  
**Development of RVC downtown: 7**

Commentary:

RCC signed an agreement with Jackson County and will occupy 12,000 square feet of the future Jackson County Library in downtown Medford. Groundbreaking took place in May 2002. It is under construction and expected occupation is summer 2003. RCC will post photos on our web site as construction progresses.

Despite budget limits, work has been accomplished: RVC has been expanded with the library as an example. Apart from the library, no other growth was noted. However, assessment members added:

- Collaboration with the Presbyterian Church for childcare facility options
- MURA activities
- Parking lots added
- Ramps
- Trees/landscaping
- Facilities Report
- Architects' work
- Bond levy—May (report results); November—for facilities development RVC and TRC planning.

Respondents:

Administrative Services

Business and Community Learning Services

Instructional Services

Additional Documentation:

Signed Agreement with Jackson County re: Library

RCC Schedules of Classes

**Institutional Objective 3.2**

*Facilities in Josephine County will be enhanced. A master planning effort for facilities in Josephine County, including a high-quality downtown facility and improvements to the Redwood Campus will be initiated.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**8 (Mostly Met)**

Commentary

This goal, calling for the initiation of planning for facilities improvements Josephine County with special emphasis on downtown Grants Pass and Redwood Campus, was achieved.

Efforts to define facilities needs began in fall 2000 and is reported various Unit Self Studies prepared as part of RCC's accreditation process. In summer 2001, this work was followed up with an intra-divisional Planning Committee resulting in a "Josephine County Facilities Plan Overview." The document was presented to President's Council

on October 22, 2001 and again to the RCC Board at a Bond Levy/Facilities Planning Workshop in early December of that year. It subsequently served as an important point of reference during the planning sessions with the college's architect of record that took on June 4 - 5, 2002.

In general, departmental and divisional activities reported upon, were related to participation in the work of the inter-divisional planning team. This planning effort is on going and is included among RCC's institutional objectives for 2002-2003.

Other facility planning projects that were completed in Josephine County included Student Services remodeling for Trio and Financial Aid and the Foundry/Sculpture Garden behind Y building.

Respondents:

Art Galleries  
Discovery Programs  
Human Resources  
Administrative Services  
Business and Community Learning Services

Documentation

Unit Self Studies for Accreditation  
Minutes of December 11, 2001 Bond Levy/Facilities Planning Workshop  
Planning Sessions with Architect of Record, May 4-5, 2002

**Institutional Objective: 3.3**

*A third campus will be developed by 2004-2005, offering an emphasis on technical programs, full service to students, and extensive support to business and workforce development including sufficient facilities to accommodate 1000 FTE.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**3 (In Process)**

Commentary:

The outcome of the November 2002 bond levy will affect the outcome of this objective. The Table Rock Campus development team worked to refine a plan for funding construction of new facilities and implementation of new program delivery. The Enhanced Use Agreement at the VA Domiciliary is in process, after a very successful public hearing in October 2001. ABE and DE programs have been reduced in White City due to lack of demand. (No DE classes will be offered for the 2002-03 school year). Instructional Services worked with the Architect of Record to plan for expansion of technical programs. Student Services does not provide many services to the WFTC, due

to lack of available budget, and will wait until the results of the bond levy are known before they will define specific services to future students in White City.

Respondents:

Business and Community Learning Services  
Developmental Studies  
Instructional Services  
Student Services

Additional Documentation:

Enhanced Use Agreement with the VA Domiciliary  
Student/Teacher ratios at 4<sup>th</sup> week in developmental studies classes  
Future College Reinvention Reports  
Bond Levy – Board approved pursuing the bond levy in May and November 2002

**[Long-Range Goal 4: Beyond campus-based programs, the college will expand learning services to meet a variety of expressed needs to help build, strengthen, enrich, and diversify the communities of the district.]**

**Institutional Objective 4.1**

Objective Statement:

*The college will provide or seek means to expand business development support services in both counties.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**8 (Mostly Met)**

Commentary:

This objective calls for the college to provide means to expand business development support services in both counties.

BCLS was able to track the number of businesses they served and courses offered determining that they exceeded their goal of serving 422 businesses.

Instructional Services implemented an operating partnership agreement designed to utilize instructional division assets to expand business development support services in both counties, including distance learning.

Another major accomplishment of the objective was the implementation of the “Business and Learning Services and Instructional Services Framework for Collaborative Efforts” in a joint entrepreneurial course in June 2002. There was a great deal of growth in Instructional Service’s understanding of the complexity of self-support funding.

Recommendation

RCC/SOU agreements prohibit and limit major expansion of business services (SBDC) in Jackson County. This needs to be considered in the wording of this objective if it is carried forward this coming year.

Respondents:

Business and Community Learning Services  
Instructional Services

**Institutional Objective 4.2**

*The college will collaboratively support planning and development of services to implement the Workforce Investment Act regionally and statewide.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**8 (Mostly Met)**

Commentary:

This objective called for the college to collaboratively support the planning and development of services to implement the Workforce Investment Act both regionally and statewide.

To advance this objective, the BCLS Division continued as members of the WIA consortium and attended quarterly meetings. The BCLS staff also maintained close contact with the Job Council who is the oversight agency for WIA.

The Developmental Studies Division maintained a list of partner agencies in the area as well as within the college at each of their learning centers to whom schedules are sent.

The ABE Directors provided end Title II performance measures data for inclusion in Title II yearly report. They also completed the WIA performance report for RVCEN and another part was completed in June as promised.

Instructional Services Division continued its collaboration with the regional Workforce Investment Activities by increasing the number of registered WIA programs by 10% above the 200-2001baseline.

Respondents:

Business and Community Learning Services  
Developmental Studies  
Instructional Services

Recommendation

Some activities occurred that were not reported by respondents. Moving On is qualified as a WIA provider and is now working on a plan. OST/PST has also been involved in this

area. EST (Employment Skills Training) is eligible for WIA dollars as an approved training provider. This involves Student Services and Instructional.

### **Institutional Objective 4.3**

Objective Statement:

*The college will provide or seek means to expand workforce-training services throughout the district.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**8 (Mostly Met)**

Commentary:

This objective calls for the college to provide or seek means to expand workforce-training services throughout the district.

BCLS continued to expand workforce-training services throughout the district partially meeting their goal. They are continuing their efforts to increase their current offerings for continuing education short courses for current workforce in managerial, professional, and technical topics to meet current workforce needs. Using skills gaps identified from SOSGAP, focus groups recommended curriculum development for trainings - five identified are in progress to date.

Developmental Studies collaborated with BCLS to provide assessment and instruction targeting workforce basic skill development. The Jackson County ABE/GED Director participated in a cross-divisional team to develop a workforce assessment and basic skills instruction based the WorkKeys system.

The ABE/GED Department trained two faculty as work support specialists who helped refer JOBS clients, identify their individual working/learning styles and difficulties, and implemented adaptations so the clients could be more successful in learning and working environments.

A significant achievement was that five ABE/GED faculty members from Josephine County and four from Jackson County were trained in two sessions. Nancy Payne of Olympia, WA gave training. Faculty members were given assessments and follow-up consultations.

Respondents:

Business and Community Learning Services  
Developmental Studies

### **Institutional Objective 4.4**

*The college will maintain and expand community-learning centers providing opportunities for basic skills and other learning services throughout the district at strategic locations.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**7 (Partially Met)**

Commentary:

This objective calls for the college to maintain and expand community-learning centers providing opportunities for basic skills and other learning services throughout the district at strategic locations.

BCLS continued their efforts to expand offerings at community-learning centers by offering courses in the Illinois Valley this year as a result of a grant received from the IV Community Response Team. There was an enthusiastic reception from the residents of Illinois Valley. This was considered a significant achievement.

Developmental Studies Division partnered with regional business and organizations to maintain viable programs in community-learning centers. The ABE Department added additional hours per week of instruction at the new Josephine County Jail and at the Talent Work Center. The hours of instruction at the Josephine County Jail increased from 9 to 12. A new instructor was hired to offer an additional 3 hours per week at the Talent Work Center allowing the mainstream instructor to provide basic skills to women at the main jail. This is considered a significant achievement.

Instructional Services division worked collaboratively with other areas of the college using grant funding to begin the implementation of four multi-modal Teaching and Learning Support Centers throughout our two-county district over the next five years. Foundations of multi-modal centers are now in place at the Redwood and Riverside Campuses. Funding for the centers at Kerby and Table Rock are included in two major grants under review. This is considered to be a significant achievement.

While too new to have been included, the Educational Opportunities Centers (TRIO) Grants has been funded for five years.

Respondents:

Business and Community Learning Services

Developmental Studies

ABE/GED

Instructional Services

**[Long-Range Goal 5: A distinctive program base will be defined and developed at each college campus.]**

**Institutional Objective: 5.1**

*The College will begin implementation of a distinct program location strategy, in fall 2001, to strengthen vocational training and program identities at the Redwood Campus and the third campus to be developed in Jackson County.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**5 (Partially Met)**

Commentary:

Since the objective calls for “implementation of a distinct program location strategy,” the objective was only partially accomplished. Despite some confusion regarding the definition of “strategy” and “distinct program base,” service, support and instructional areas of the college described reported the following achievements:

- BCLS mentions apprenticeship offerings and SOSGAP identified trainings at the third campus.
- Community Relations played a significant role in the bond levy efforts that were obviously directed at acquiring a new campus and improved program delivery at existing campuses.
- Community Relations, with the aid of a cross-divisional planning group, completed a Marketing Plan for the entire college.
- Community Relations also worked with Student Services to develop a community events on-line calendar that may promote specific campus events.
- The Instructional Division successfully completed the accreditation process for the Redwood campus Nursing program, developed an E-commerce curriculum that will be implemented in stages.

While many worthwhile activities were achieved in support of this objective, the overall goal of creating a “distinct program location *strategy*” for the college remained in process and will see development in the Reinvention effort begun in summer 2002. A key challenge will be to identify the *strategy* the college will use to develop the distinct program bases to assure wide spread involvement and buy in. It should include benchmarks, data, a timeline and a method of assessment of the process. It is important that the other divisions of the college also use similar cross-divisional input in development of supporting *strategies* for service deliveries.

Respondents:

Business and Community Learning Services

Community Relations

Instructional Services

Additional Documentation:

SOSGAP report  
Community Leaders Forum-power point presentation  
Community Survey Results (bond levy)  
Publicity pieces in support of the levy  
RCC Marketing Plan  
Rogue Matters (newsletter)  
SOU/RCC promotional pieces  
TV ads, promotional pieces in RCC schedule, press releases  
SOU focus group documentation  
On line RCC community calendar  
Practical Nursing accreditation report Feb 2002  
Draft E-Commerce curriculum

**[Long-Range Goal 6: The college will maintain quality programs, services and affordable access.]**

**Institutional Objective: 6.1:**

*The college will manage processes necessary to achieve increased effectiveness of service delivery while maintaining or improving efficiency and cost savings. President's Council will select two to six critical processes annually and implement appropriate improvement efforts with progress reports to PC at designated intervals*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**7 (Partially Met)**

Commentary:

Although Business and Community Learning Services was the only respondent, a number of important process reviews took place at President's Council or were performed by committees reporting to President's Council. These included:

The function and operations of President's Council, embodied in the development of a President's Council Charter.  
The Management Policies Handbook  
The Marketing Plan  
Evaluation of the Night Management System  
Institutional Research (a workshop with Dan Walleri hosted by the Institutional Effectiveness Committee).  
A re-evaluation of the annual student satisfaction survey resulting in the adoption of the Noel Levitz inventory.

There was no formal selection by PC or mechanism set up for periodic progress reports. The assessment committee felt that this activity would have been better addressed if a specific group or person had been tasked with reporting oversight for this objective. An alternative would be the creation of a “tickler” file to nudge responsible entities to form timely responses to objectives for inclusion in future reports.

Respondents:

BCLS

Additional Documentation:

President’s Council Charter  
Management Policies Handbook  
Marketing Plan  
President’s Council Minutes

**Institutional Objective: 6.2**

*Rogue will maintain interdivisional planning efforts to improve student satisfaction rating regarding access to information about RCC to achieve a 4% improvement between the Riverside and Redwood campuses by winter of 2001, and parity by winter 2002.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**(Not Applicable)**

Commentary:

Student satisfaction inventories were taken, and compiled, but we can’t measure % improvement since we moved to the Noel Levitz Student Satisfaction Inventory this year. Will be able to do that next year. The Noel Levitz provides a measure of student satisfaction, and also a measure of the importance to students. While results of the Noel Levitz survey (Winter 2002) showed lower satisfaction rates, over all, than the RWC campus, this is something that is to be expected since it has only been four years since annexation. The RVC campus is still very new. The Noel Levitz will be administered again in the fall of 2002, which will give us some comparative data.

Respondents:

Administrative Services  
BCLS  
Student Services

Additional Documentation:

Noel Levitz Student Satisfaction Inventory results

**Institutional Objective: 6.3:**

*The college will implement a review of issues identified in the Student Satisfaction Survey related to the RCC Riverside Campus with a report to President's Council by fall 2001.*

Extent Objective Was Accomplished (scale of 0 low, to 10, high):

**(Not Applicable)**

Commentary:

Recognizing that the homegrown document was not sufficient, we moved to the nationally standardized Noel Levitz Student Satisfaction Inventory this year. We did respond to issues in the old Student Satisfaction Survey, but there was no formal report to PC in the fall of 2001, and we have no measurable reporting of success in solving student problems on the old survey.

Since the Noel Levitz survey was administered in Winter 2002 this year, we know we need to work on:

- Timing of classes and progress toward degrees/certificates
- Financial Aid award amounts and timing of awards
- Parking
- Support for students while attending RCC

Respondents:

Administrative Services  
Instructional Services

**Institutional Objective: 6.4**

*The result of the 2000-01 institutional self-study will be a favorable and successful accreditation outcome in fall 2001.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**10 (Met)**

Commentary:

During the three-day period, October 7-10, 2001, a 12-member team visited Rogue from the Northwest Association of Schools and Colleges. The results of the full –scale evaluation report were extremely positive. The college was commended for its exemplary service to the region, “it wide variety of programs, its multi-location and distance-delivery options, and innovative support service.” The visit capped a two year self-study process involving all areas and level so the college, including intensive departmental self-studies.

Respondents:

Administrative Services  
Instructional Services

Additional Documentation:

“Full-Scale Evaluation Report, Rogue Community College, Grants Pass, Oregon,”  
Northwest Association of Schools and Colleges

**[Long Range Goal 7: The college will increase its efforts to recognize and serve a more diverse community.]**

**Objective 7.1**

*Baseline data, such as regional demographics, current staffing levels, and service will be developed.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**4 (Partially Met)**

Commentary

Joint marketing was conducted to promote RCC/SOU transfer, in conjunction with *Rogue Matters*, sent to local movers and shakers. Additional work was done to assist ease of transfer and to promote partnerships with SOU and OIT. Other work on the goal will include the May and Nov. 2002 capital campaigns and bond levies for TRC. May was done and done well. The group also works to promote RCC campuses, activities and programs, including the diversity represented in Southern Oregon.

Reports are prepared regularly; e.g., ethnicity of applicants, number of applicants, salary surveys. Database for collecting info is being developed, however, additional IT infrastructure changes are needed before the entire database can be accomplished.

Some of the activities on this one are marginally related to the objective.

Recommendation

Assessment Committee recommends that a central repository of baseline data be established where current data is collated and accessible. Such a step would eliminate repeated requests for similar/duplicate data occur and data prepared are not used because people can't find them. Recommend that Institutional Research Office be involved and that identification be made as to who will do this research, when and where.

Respondents:

Human Relations  
Community Relations  
Admin Services

Documentation:

Anecdotal  
Membership lists  
Faculty survey results

**Objective 7.2**

*The College will assign appropriate staff support to the development of multi-cultural community at RCC.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**5 (Partially Met)**

Commentary:

Several reassignments took place to support the development of multi-cultural community at the college. Among these were:

- Serena St. Clair and Sue Orris work in the Office of Diversity RVC/G as a portion of their workloads.
- Jose Chavez and Meredith Reynolds (part-timers) have been hired to assist in diversity efforts.
- Developmental Studies: Viola Olsen teaches an ABE bridge class (SK 5) to help Transiciones students transition into regular college classes. This is a cooperative venture between Student Services and Developmental Studies.

La Puerta De Su Futuro, International Education Committee, Office of Diversity, attendance at the Oregon Diversity Institute, Multi-cultural Student Center, added diversity in current courses, and campus-wide training in diversity have occurred. International cultural service student exchanges are being formalized and an Hispanic Services Matrix is being kept current. Art exhibits (disabilities and Islam) have broadened understanding.

Respondents

Student Services  
Instructional Services

**Objective 7.3**

*The College will increase the number of multi-cultural students recruited and retained to more adequately reflect the needs of our region.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**8 (Mostly Met)**

Commentary:

A number of initiatives were initiated to improve multi-cultural student enrollment and retention, but not statistical data was made available to verify progress. New efforts included Spanish-version drivers' training; Spanish in the Workplace; Spanish distance education courses and courses in the Illinois Valley have been added. Adult Basic Education is working to better market their programs in various communities and to recruit Hispanic populations. Articles focusing on human interest as related to diversity and to ABE have been included in RCC publications. ABE directors are revising information for the Hispanic Matrix.

Recommendation:

It is suggested that statistical tracking could be developed using retention roster information on diversity students. Adequate staffing will be required to fully developing a multi-cultural approach to RCC goals and objectives.

Respondents:

BCLS  
Developmental

Documentation:

Counting classes (but not enrollment)  
Current information published in matrix  
Flyers for ABE, ESL published  
Articles published in LOG

**[Long-Range Goal 8: The college will develop and maintain strong collaborative partnerships within our internal and external communities.]**

**Institutional Objective 8.1**

*The college will encourage collaborative ventures and will annually compile a public report on such efforts.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**5 (Partially Met)**

Commentary:

Although much good work has occurred, this objective was scored low because no assessment or reporting out such efforts took place.

Otherwise, collaborative efforts have substantially improved. An expanded cross-divisional Program and Training Committee that facilitates coordinates program delivery meet monthly throughout the year. In this forum, BCLS, D/S, and I/S have developed, and are continuing to develop, collaborations in instructional delivery. Cost sharing

models have been implemented, and a working relationship characterized by growing trust has been established.

I/S presented a report to the Workforce Quality Council and the RCC Board of Education in February 2002 detailing collaborative partnerships within our region.

Respondents:

BCLS

Instructional Services

Documentation:

Annual Advisory Committee Report

**Institutional Objective 8.2**

*An inter-divisional task force will pilot a regional Joint Certificate of Advanced Mastery (CAM) project with all interested school districts with a progress report to RCC Board.*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

**0 (Not Met)**

Commentary:

No work was done on this project because of changes in state and K-12 expectations.

Respondents:

Instructional Services

**Institutional Objective 8.3:**

*The college will expand/increase collaborative new training and other ventures across departments/divisions to the community at large.*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

**5 (Partially Met)**

Commentary:

Ventures listed represent only a portion of the campus work in collaboration and do not clearly convey the work with the community at large. Evidence was provided from only three divisions.

Administrative Services successfully undertook cross-training efforts to enable staff to perform multi-function tasks. In particular, Purchasing has been cross-trained to cashier, Computer Programmer Aide to mailroom department and Cashier, Shipping/Receiving to

scanning area. This has resulted in significant improvement of service, particularly during unexpected absences.

BCLS and Developmental Studies worked together to provide basic skills instruction to Bear Creek Corporation, Batzer ESL, Wolf Creek, and WIA Summer Youth. Collaborative ventures between Instructional and BCLS were previously noted in 8.1.

Respondents:

Administrative Services  
BCLS  
Developmental Studies

**[Long-Range Goal 9: The college will strengthen its communication and participatory decision-making processes.]**

**Institutional Objective 9.1**

*Deliberative bodies such as President's Council, Executive Team and/or Divisional Councils will develop three new mechanisms for college-wide communication.*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

**10 (Met)**

Commentary

At least three new vehicles for improving college communication were either developed or substantially improved during 2001-2002. These were

1. A newsletter, "Rogue Matters," addressed to a mailing list of 1000 individuals including legislators, local business owners and local government entities was initiated. This community partner's newsletter significantly improved RCC's contact with the patrons whom we serve.
2. In winter term RCC introduced for general usages an IP-video conferencing system permitting meetings to take place on both campus featuring real time video and full audio interchange. The system was used successfully for the balance of the year by important governance bodies such as President's Council, Instructional Council, Budget Oversight Committee and other groups. The system resulted in a significant reduction in travel time and broader meeting participation than was previously possible.
3. The Annual College Workshop was completely revised, taking advantage of new connectivity systems and responding to criticism from previous years. In its updated format the event was limited to two hours, offered simultaneously on both campuses via an IP-video conference system. The annual budget

workshop report was distributed prior to the meeting and carried end of the year statements, including goal accomplishments from all areas of Rogue.

The desired outcome was achieved. The objective, however, was perhaps too narrowly written in that responses were received from only two departments. Not reported were important initiatives such as Website Strategic Planning and Meet the Deans/Meet the President workshops.

#### Recommendation

The objective would have been more relevant had it addressed both “new and also improved” mechanisms for college communication.

#### Respondents

Administrative Services  
Developmental Studies

#### Documentation

Budget Work Presentations FY 2002-2003

### **Institutional Objective 9.2**

*President’s Council will annually review the effectiveness and appropriate role of the various college committees.*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

**0 (Not Met)**

#### Commentary

At the May 14 meeting of the President’s Council, a formal process for a top to bottom review of college structures was announced by President Rick Levine under the heading of “Re-Inventing RCC.” In the following month, committees comprised of nearly 100 faculty, staff and administrators had been developed to address the future of our three-campus system and connecting infrastructure. Because of the size of this effort, its unknown impacts on future committee structure and the lack of a standing committee to conduct this activity, an annual review of college committee did not take place.

The goal nonetheless is an appropriate one. It is recommended that this goal be retained for the coming year, and that the objective include the name of the committee charged to implement the review.

#### Respondents

No divisions or departments responded to this goal.

Documentation

President's Council Minutes, May 14, 2002

**[Long-Range Goal 10: The College will increase efforts to enrich student life, the learning environment, and foster individual responsibility and mutual respect.]**

**Institutional Objective 10.1**

*A thorough Student Life Development Plan, developed in 2000-01, will be implemented as appropriate beginning in fall of 2001. The plan will include program development, cultural activities, representation, budget, staffing, and campus safety for a two-county college operation. The plan will be reviewed annually and measured against the student satisfaction survey results.*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

**4 (Partially Met)**

Commentary:

This objective was moved up in time to Winter 2002, but the change apparently was not reflected in documents.

- A Student Life Task Force has development an initial plan.
- Activities began Winter 2002
- Kathy will ask Sue Orris to provide a paragraph of information to Marie.

Some discussion on this one is repetitive to #7. Noted again are the Spanish Website, disability and Islamic exhibits. The catalog is on-line, providing increased access. Childcare is still not funded in Jackson County; it has been shifted to the YMCA in Josephine County. A one-stop registration/cashiering clerk idea for student convenience has been shifted to a one-location/two separate services idea and has not been done. Transiciones has been left in Discovery Programs, but added staffing in Office of Diversity may assist. The Hispanic Education Conference was highly successful with good attendance.

Respondents:

Administrative Services

Student Services (Art Galleries, Discovery Programs, Student Life)

Documentation:

On-line catalog is up and running.

Count of participants (not listed, however)

None on several points.

Recommendation:

Additional funding and staffing are necessary to fulfill this objective.

**Institutional Objective 10.2**

*The current student rights and responsibilities statement will be more widely incorporated into all college processes and will be reviewed annually and updated as needed.*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

**8 (Mostly Met)**

Commentary:

Online documents are available for interested persons. Inservice Workshops have been conducted on the topic. The statement has been translated into Spanish and posted on the Website, and a Student Services' sponsored group is currently working on updates of the wording.

Respondents:

Student Services

**Institutional Objective 10.3**

*Appropriate campus committees and councils will be encouraged to seek student input or representation and establish a baseline for future use.*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

**3 (Partially Met)**

Commentary:

Attempts to involve students have been made, but students have proved difficult to integrate into committees. They often do not/cannot attend; some are hesitant to participate. Many committees have made no attempt as they have been assured of failure from experience in previous attempts.

- The college lacks a baseline of student participation. (Sharon Smith developed a list of students who were included on college committees (see 2001 accreditation document).
- Students are included on the
- Foundation Grant Committee
- President's Council
- Student Services Site Committee in Medford

Several BCLS committees, especially advisory committees, now have student reps or graduate student members. Developmental Studies Management Team is still seeking

student representation.

Recommendation:

If student representation is desired, students need to be appointed to the committees, welcomed, and made into full participants. If it is deemed an option, then we are doing fine as is. Management decision is needed. It should be noted that that our accrediting agency, the Northwest Association of Schools and Colleges, expects us to assure student representation on decision-making bodies.

**Institutional Objective 10.4**

*Student-administrative focus groups will meet quarterly to encourage student, staff, management, and faculty collaboration.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**8 (Mostly Met)**

Commentary:

Focus groups occurred as planned on both campuses: Fall 2001 and Spring 2002 at RVC, Winter 2002 at RWC. Moving On, Bright Futures, and Financial Aid conducted additional specialized focus groups. Results were forwarded to divisions for consideration in planning. There is a good process, but the practice is currently limited in scope, given the size of the RCC system as a whole.

Recommendation:

Divisions should make an effort to expand the use of small focus groups regarding issues particular to their goals and governance areas.

Respondents:

Instructional Services  
Student Services

**Institutional Objective 10.5**

*Additional measurements of student involvement and satisfaction will be developed to complement the student satisfaction survey as measurement tools.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**3 (Partially Met)**

This assessment of this objective was difficult. The activity lacked input from divisions, and lacked a clear standard for measuring success.

Based on input received, no measure of student involvement appears to have been conducted. What "involvement" means was unclear to the assessment committee. Nonetheless, a variety of activities directed toward this topic occurred.

In Winter 2002, Counseling surveyed 1000 currently enrolled students on gaps in service. Students rated counseling services for importance and on their satisfaction with placement testing, orientation, advising, personal counseling, career services, and transfer services. In addition, over 4000 students evaluated all counselors and advisors during 2001-02.

Of the work reported to date by divisions, Administrative Services plans a survey in October 2002; development is in progress. BCLS is working to implement current Student Satisfaction Survey results. Instructional reports satisfaction with the Noel-Levitz Survey currently in use.

Recommendation:

Two areas Workforce Training Center (for courses less than four hours in length) and Developmental Studies are not included in the new Noel-Levitz Student Satisfaction Inventory. It is suggested that alternative processes be developed for measuring trainee/student satisfaction with RCC instruction.

Respondents

Student Services  
Administrative Services  
BCLS

**[Long-Range Goal 11: The College will increase efforts in alternative access and learning opportunities.]**

**Institutional Objective 11.1**

*The college will increase alternative delivery of services and courses at a growth rate of 10% per year, if warranted by market demand, for the period 2002-2005 measured against 1999-2000 baselines.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

**8 (Partially Met)**

Commentary:

The objective was difficult to measure as written, since the objective does not provide the baseline measures. None of the respondents spoke to the issue of market demand. The objective is not slated to finish until 2005.

The assessment committee, however, points out those substantial accomplishments that have occurred relative to RCC distributed (distance) learning capacity. This goal calls for increased “alternative access and learning opportunities for students of Rogue”. The technological infrastructure to allow this goal to go forward has been put in place. However, limited funding has slowed installation of further needed infrastructure. There is still much to do to continue 10% growth per year. Marketing of alternative access and distance learning have allowed BCLS to offer 200 course titles while Instructional Services has increased offerings by 45.8%.

Online Advisor Training using CT will be completed for implementation in Fall 2002. Student Services has developed a web team to coordinate and upgrade all Student Service web servers. A system for offering instruction and support for ABE students viewing taped broadcasts has been put in place. The series in total is not being broadcast at this time, but the videos are used as teaching aids in a hybrid model at two sites. Additional planning will be required to fully accomplish this goal. It is anticipated that the effort to create a web site for “virtual RCC Clubs” will be accomplished in the near future.

Respondents:

Human Resources and College Advancement  
Community Relations Team  
Administrative Services  
Business and Community Learning Services  
Developmental Studies  
Instructional Services  
Student Services

**Institutional Objective 11.2**

*The college will determine the needs of, and increase opportunities for those with learning disabilities and other special needs.*

Extent Objective Was Accomplished (scale of 0, low to 10, high):

8

Commentary:

The intent of this goal is to identify and address disability obstacles that may get in the way of students meeting their full potential within a learning experience at the college.

To better serve visually impaired students a link for text only has been put at the top of the home page so that a reader can access the ADA link immediately instead of having to read through the entire home page. Facilities are continually accessed for opportunities to provide better accessibility and barrier removal.

A revision of the Adaptive Tech Services job description to address evolving tech services in both counties was completed. Presently student employees and part-time temporary classified are being used to provide these services. The plan is working well. An assessment of other college models of student services has begun while a committee to develop institutional guidelines for serving students with disabilities has been formed.

The Galleries had a series of exhibits designed to create awareness and understanding of disabilities. All had record attendance with outstanding participation from partner agencies.

The Counseling Department provides students with disabilities testing. Test tracking has been created that collects student numbers while accessing testing demographics of these students and comparing their services to those of other community agencies.

Moving On, Bright Futures and Transiciones students continue to utilize the support dollars in the Carl Perkins funds for childcare, travel, tuition and books. One hundred students received a lecture on learning styles and individual identification.

No mechanism is in place to determine if all special needs are being met.

Respondents:

Administrative Services  
Business and Community Learning Services  
Developmental Studies  
Student Services  
Art Gallery  
Counseling Department  
Support Services  
Discovery Programs

Recommendations:

The college needs a way to respond to anticipate future growth in numbers of special populations students served. There was a shortage of note takers for ADA students in spring 2002. With growing numbers of students at Rogue, such shortages may become more and more commonplace. A mechanism needs to be in place to make required services available even if departments do not have adequate funding.

**[Long-Range Goal 12: The college will improve the quality of its staff and faculty as well as foster a safe, human and supportive working and learning environment.]**

**Institutional Objective 12.1**

*An annual review of the use of professional growth funds will be carried out under the auspices of President's Council.*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

## 5 (Partially Met)

### Commentary:

Because of a temporary cessation of professional growth dollars, no reports were received. In spring 2001, faculty and management agreed to direct professional growth funds away from staff development to pay for additional course delivery. For the 2002-2003 year, these monies will be available to faculty and staff for normal professional growth at the end of which period such a review might occur.

### Recommendation:

It was noted by assessment committee members that coverage is very uneven among divisions. Not all staff members are required to do professional development plans; as a result, supervisors do not discuss the topic at evaluation time. If all staff were to complete plans, supervisory time for discussing them would be insufficient. Discussion on expectations and needs should occur.

### Respondents:

None

## **Institutional Objective 12.2**

*At least three new policies, procedures and/or programs will be implemented in 2001-2004 to make RCC a more "family friendly" employer.*

Extent Objective Was Accomplished (scale of 0, low to 10, high)

## 7 (Mostly Met)

### Commentary

A worthwhile accomplishment was the presentation on the college's website of useful information including insurance guidelines, cafeteria hours, paydays, direct deposit forms etc. The web was also utilized for a series of questionnaires in such areas as health needs and insurance benefits. These items, while significant, had fairly low profiles and made it difficult to score this objective as a "goal met."

There were a several unreported activities that did contribute to this objective including "Take Your Daughter to Work Week," Health Screening, and Health and Wellness Inservices.

### Respondents

Administrative Services

Human Resources and College Advancement

## **Appendix I. Process Recommendations**

On the basis of our work in assessing the 2001-2002 goals, the Institutional Effectiveness Committee recommends the following:

### **1. Improve Statements of Objectives**

Institutional objectives need to be clearly written, and have a single measurable outcome indicated. Whenever possible, baseline data should be included in the objective statements, and terms should be clearly defined, using footnotes if necessary.

### **2. Emphasize Quality Over Quantity**

The assessment team was unanimous in feeling that the college had been over-ambitious in the number of objectives adopted for this past year. One or two well-chosen objectives per Long Range goal, would improve institutional focus, and result in a much higher success rates.

### **2. Better Define Responsibilities**

More attention should be given to assigning point committee's or departments to oversee objective completion. Such a committee need not do the work, merely maintain a reporting schedule and assure that various areas of the college are collaborating on the specific task. Certain types of activities, requiring reports, are best coordinated through the President's Office.

### **3. Strengthen Divisional Reporting**

Input received for this assessment came from both departmental and divisional reports. In some cases greater efforts might have been made at the divisional level to chronicle activities that directly contributed to college goal attainment.

### **4. Enhance Rogue's Internet Reporting System**

The Internet Department worked closely with both the Strategic Planning and Institutional Effectiveness committees in creating a software system for recording departmental and divisional goals and outcomes. This system is an important resource and needs to be strengthened.