

# INSTITUTIONAL GOALS AND OBJECTIVES ASSESSMENT REPORT

**Rogue Community College**  
**February 12, 2004**

## ASSESSMENT OF 2002-2003 INSTITUTIONAL GOALS AND OBJECTIVES

The 1998 RCC report, *A Strategic Process for Managing Change*, calls for an annual report monitoring how well the College achieves its goals and objectives. In addition, the Northwest Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities clearly specifies the need for accredited institutions to annually assess their success in meeting their stated objectives.<sup>1</sup>

The 2002-2003 assessment was conducted by the Institutional Planning and Effectiveness Committee, with others invited to complement the membership and provide adequate information. Current assignments follow participants' names.

Galyn Carlile, Dean, Table Rock Campus

Betsy Fuller, Assistant to the President

Shirlee Willis-Haslip, Associate Dean, Riverside Campus

John Lopez, Associate Dean, Redwood Campus

Curtis Sommerfeld, Associate Dean, College Services absent due to family emergency

Larry Mullaly, Director, Operations & Special Programs, Riverside Campus

Chelsey Kelsey, Assistant to Ms. Haslip, Riverside Campus

Danielle Rodriguez, Data Management Specialist, Riverside Campus

Marie Mueller, Faculty Emeritus, Redwood Campus

Results of this assessment are circulated to the Board of Education, the administration, and to the campus community via the Intranet.

Because the *2003 Institutional Goals and Objectives Assessment* spans the year between the former divisional structure and the new campus-based structure that began in July 2003, the review is relatively succinct. Particular emphasis however has been given to the lessons learned from this process, and how these might strengthen college-wide planning and evaluation in the future.

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<sup>1</sup> See *2003 Accreditation Handbook*, by clicking on "Publications" at [www.nwccu.org](http://www.nwccu.org); then select "*Standard I: Institutional Mission and Goals, Planning and Effectiveness.*"

## **The Broader Context**

Challenges for the College in 2002-03 that strongly affected perceptions of success of failure in meeting the objectives included :

1. The College Re-invention Initiative which resulted in the campus-based structure
2. Shortages in funding caused by the failure of tax increase measures and of two bond levy efforts, in conjunction with sharp decreases in funding for education from the state
3. For the 2002-03 academic year, administrative objectives and responses were not required. Since some of the institutional objectives clearly rely upon administrative work by the President's Office or the Foundation, this missing information had to be requested. In 2003-04, these areas have been included in the reporting process which should fix the problem.
4. IPEC found that departmental reporting left gaps in coverage. We used other information, such as the *Student Satisfaction Inventory Report*, the *Focused Interim Report for Accreditation*, the *Minor Substantive Change Report for Addition of a Third Campus, Phase I and II College Redesign Reports*, and other document and information known to the team. This should be expected for future assessments.
5. Effects of the redesign upon personnel given new responsibilities and sometimes a new worksite
6. Work on the *Focused Interim Accreditation Report* and the *Minor Substantive Change*
7. Work toward acquisition of the third campus location
8. Effects of retirements on workload
- 9.

## **Methodology**

During 2002-03, each department of RCC established objectives to support institutional goals. These departmental objectives supported objectives for the five divisions of the institution. Each response was grouped to the extent possible under the appropriate goal and the appropriate institutional objective.

The assessment team was divided into pairs who prepared a preliminary critique of assigned outcomes. This work was then reviewed by the full assessment committee at a day long retreat held on February 12, 2004. , The group as a whole then added pertinent discussion before scoring the outcome.

Success on each objective was rated from 0 (no success) to 10 (completely successful). Extenuating circumstances were identified and evidence of success or reasons for not succeeding were noted. This report, summarizing this review, is divided into two major portions:

1. Process Recommendations
2. Assessment Results

## **I. Process Recommendations**

1. Further work needs to be done to sharpen the language of the objectives, making them more measurable. Added work on developing baseline data and then drawing comparisons, preferably using statistics, would greatly assist this assessment in 2004. For example, “ABC increased (or decreased) 2.75 percent from the 1999 baseline of 3,456.”
2. The quality of material provided by Institutional Research used for measuring outcomes needs to be strengthened.<sup>2</sup>
3. For future reports, better baseline data is needed. Determine current regional demographics for comparison. Clarify which groups should be reported as multi-cultural by IPEC/RCC definition.
4. The assessment team recommends that fewer objectives be established for the College to accomplish. One idea may be for IPEC and members of the former Strategic Planning Resource Team to meet and evaluate the quality and volume of proposed campus objectives and their wording. Is the objective realistic? Adequate? Coherent? Measurable?
5. Some departmental objectives had no respondents, not even from the group which had written the objective. The team suggests that E-Council appoint a “champion” for each institutional objective to track its accomplishment. If there are no responses and no one wishes to “own” an objective, it should be removed from the list before assessment begins.

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<sup>2</sup> Institutional research issues are being reviewed at this time by a team composed of Curtis Sommerfeld, Bryan Herve, Larry Mullaly, and Danielle Rodriguez. The review committee recommends that this work continue and that proposal for process changes resulting from this effort be made to IPEC and E-Council. It is important to have high quality data to do future assessments which provide an accurate view of the institution.

6. For the 2004 assessment, responses will come as raw data in the data base to the campuses' leadership from the departments on that campus (or from the "virtual" College Services group which is institution-wide). The team recommends that each campus leadership team carefully evaluate content before posting to:
  - a. Avoid duplication
  - b. Assure that responses are listed under the appropriate objective
  - c. State clearly what has been done to achieve the objective: list specific actions taken
  - d. Note changes from baselines in percentages.
  - e. Provide statistical, numerical evidence as support where possible.
  - f. Clearly specify how the accomplishment was assessed.
  - g. Identify measurements used
  - h. Assure that reasons are provided when an objective is not met: Identify the issues and problems that were encountered.
  - i. Assure that plans for future accomplishment are noted, if appropriate
  - j. Clarify what recommended deletions or changes in the objective were noted.
  
7. Attention be given to the database itself. There seems to be a "default" comment that "This was a significant achievement" even when no progress has been made on an objective. The default setting should be removed.

## II. Assessment Results

### Long Range Goal 1

**The College will expand instruction and services to meet the needs to the entire district.**

- 1.1: By the year 2005-06, the College will have an enrollment of approximately 5700 FTE, reflecting a projected annual growth rate of 2% to 5%, serving an unduplicated headcount of nearly 23,000.

**(See following page: landscaped chart.)**

**Score:** 5 on scale of 10: Good effort, but no success.

**Issues:** The goal was written in 2001-02 on the crest of a wave of rapidly increasing enrollment. In 2002-03, enrollment statewide decreased, including at RCC. Headcount remains a vitally important factor to Rogue Central personnel, particularly at RVC, as the number of RVC students who are part-time is so large that the FTE at RVC is approximately equal to that of RWC, where far more full-time enrollment occurs.

It is possible that enrollments may increase to this level by 2006, but not likely at current rates of growth. Goal is now deemed unrealistic.

Positives which may assist in recouping lost FTE:

- Consortium funding to expand nursing programs
- Alignment of accounting classes to that at four-year institutions
- Increase in Web courses.
- Expanded veterans' services on both campuses
- Cohort system for electronics.
- New GED curriculum began in 2002

**Recommendation:**

RCC should develop more nuanced presentation of headcount data that delineates headcount by:

- Purpose in enrolling
- Students' track of study (transfer, professional/technical, continuing education, personal enrichment, ABE/GED/ESL....)
- Enrollment by campus

Tuition- vs. non-tuition-bearing FTE

- Direct Instruction FTE

<b>FTE</b>	<b>1999/2000</b>	<b>2000/2001</b>	<b>% Change</b>	<b>2001/2002</b>	<b>% Change</b>	<b>2002/2003</b>	<b>% Change</b>
RVC	1,869.16	2,017.58	7.94	2,214.13	9.74	2,032.55	-8.20
RWC	2,116.65	1,959.34	-7.43	1,996.99	1.92	1,854.49	-7.14
TRC	300.24	322.04	7.26	274.36	-14.81	195.23	-28.84
Distributed	144.83	231.91	60.13	335.90	44.84	354.61	5.57
Other	112.59	194.10	72.40	158.46	-18.36	72.97	-53.95
Total	4,543.47	4,724.97	3.99	4,979.84	5.39	4,509.85	-9.44
<b>TUITION-BEARING FTE (**)</b>							
RVC	1194.87	1212.31	1.46	1283.15	5.84	1378.71	7.45
RWC	1366.14	1253.11	-8.27	1329.99	6.14	1335.96	0.45
TRC	150.96	151.93	0.64	164.59	8.33	133.76	-18.73
Distributed	144.80	231.51	59.88	332.63	43.68	349.75	5.15
Other	108.51	181.14	66.93	149.54	-17.45	64.85	-56.63
Total	2965.28	3030.00	2.18	3259.90	7.59	3263.03	0.10
(*) Registrations with "Z" grades do not count for FTE for 2002/03 and later. OCCURS data may be slightly different.							
(**) FTE from credit courses							
<b>UNDUPLICATED HEADCOUNT</b>							
	<b>1999/2000</b>	<b>2000/2001</b>	<b>% Change</b>	<b>2001/2002</b>	<b>% Change</b>	<b>2002/2003</b>	<b>% Change</b>
Headcount	16,454	18,290	11.16	17,036	-6.86	14,983	-12.05
<b>DUPLICATED HEADCOUNTS BY SECTION CAMPUS</b>							
	<b>1999/2000</b>	<b>2000/2001</b>	<b>% Change</b>	<b>2001/2002</b>	<b>% Change</b>	<b>2002/2003</b>	<b>% Change</b>
RVC	7258	8351	15.06	8465	1.37	7586	-10.38
RWC	8319	8452	1.60	7564	-10.51	6706	-11.34
TRC	1796	1689	-5.96	1207	-28.54	899	-25.52
Distributed	1234	1711	38.65	2380	39.10	2675	12.39
Other	741	1269	71.26	1097	-13.55	869	-20.78

- 1.2 The growth in services and instructional delivery will accommodate an additional 111 FTE (over the projected 4960 for 2001-02), serving an additional unduplicated headcount of 450 in the year 2002-03.

**Score:** 5 on scale of 10: Good effort, but no success.

**Issues:**

- Closure of several centers due to budget cutbacks affected enrollment; 250 FTE lost.
- Reductions in Job Council funding affected self-support enrollment.
- Fee increases for 2 + 2 lowered enrollment.
- State reduction in which self-support courses were eligible for funding reduced FTE.
- Fall term changed from 12 to 11 weeks, costing 126 FTE.

## Long-range Goal 2

**The college will have a stable funding base consisting of varied sources of funding.**

- 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 2002-03.

<b>Baseline Year: 1999-2000</b>	<b>2002-03</b>
Donations: \$790,012	Donations: \$223,614
Scholarship Awards: \$120,909	Scholarship Awards: \$196,838
Project Grants: \$74,034	Project Grants: \$60,469
Building Administrative Office: \$79,285	

- Successful grant applications in 2002-03 totaled \$1,262,962. (No comparison figures were provided for earlier years.)
- AmeriCorps member Alexa Priddy received.

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

Score: 5 on a scale of 10: major efforts made without success.

- Two bond levies were conducted: One vote succeeded, but failed on the double majority issue. The other failed.

- 2.3 RCC will involve the entire college community, including the Board, advisory committees, students and staff in development of a legislative strategy for the 2003 session for enhanced funding of the College.

Score: 5 on a scale of 10: a good effort made without success.

Issues:

- Two bond levies were conducted, involving faculty, managers, classified, and community members in donating, soliciting support, and working actively on the campaign committee. Staff worked with OCMPR to organize Oregon Community College Day at the state capitol. Students accompanied college personnel to the event.
- The college president, a manager, and a student lobbied legislators and provided testimonial at a hearing.

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

Score: 3 on a scale of 10—initial efforts made

- A preliminary feasibility study was conducted, funded by the RCC Foundation. The recommendation from the study was to NOT conduct a capital campaign.

### Long-range Goal 3

**The college will develop and maintain appropriate facilities throughout the district based on the institutional facilities master plan.<sup>3</sup>**

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.

Score: 7 on a scale of 10

- Riverside Campus: 9—closures are no equivalent to development
- Library: 7—not open until April 2004
- Riverside Campus is adjusting well to its home in downtown Medford. Market Street Learning Center was closed, with activities being absorbed into the other facilities (some overcrowding and loss of FTE resulted). Parking issues are being addressed with MURA. Safety and lighting issues were addressed.
- Costs of leases for downtown buildings, including Market Street, is having a negative effect on college finances.
- Library completion was delayed by construction problems, but progress was provided on the Website. Staff and materials are ready to move.

3.2 Facilities in Josephine County will be enhanced. The RCC master plan for facilities development in Josephine County, based on the work completed in 2001-02, including a high-quality downtown facility and improvements to the Redwood Campus, will be implemented in 2002-05.

Score: 6 on a scale of 10

- The master planning effort was completed with excellent detail and specific goals.
- Implementation has begun in 2003-04 with personnel moves and remodeling to accommodate decisions of the Phase I RWC Redesign team. Downtown facility has not yet occurred.

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<sup>3</sup> **Note to readers:** The *Institutional Facilities Master Plan* was developed as a component of the 2003 *Focused Interim Report for Accreditation*, posted on the Intranet if you are interested in reviewing it. (Go to RCC Homepage, Click on Site Map, Click on Intranet, Enter the password, Click on Accreditation, Select appropriate report.) Planning has shifted to campus-based, in addition to institution-wide, as a part of the College Redesign Initiative. As a result of these changes, plans and processes have changed in turn.

- 3.3 The third RCC campus will be developed in Jackson County by 2006-2007, offering an emphasis on technical programs, full service to students, and extensive support to business and workforce development including sufficient facilities to accommodate 1300 FTE.

Score: 6 on a scale of 10

- Building and property were acquired in December 2003.
- Issues related to third (Table Rock) campus have been delayed by slower than expected acquisition, remediation, and remodeling of property.
- Leadership for TRC is in place and at work.
- Programs have been identified, along with support classes and services, including library and tutoring services.
- Staff re-assignments have been completed.
- FTE expectations should be revised for the year 2005-2006.
- TRC should open by fall 2005. Remediation of mold problem is going very well; remodeling will begin as soon as building permits are obtained from the Jackson County Planning Commission.

- 3.4 The college will provide the programs and services necessary to promote a sense of identity and belonging in the development of all college campuses.

Score: 4 on a scale of 10—room for further development

- No response from any college area. (This is one of the objectives that needed a champion or that should have been deleted.)
- RCC is doing a much improved job on Redwood and Riverside campuses. Key elements of this are the creation of new campus-based leadership groups, as well as committees specifically designed to improve social and intellectual interchange among staff, students, and management. Table Rock is yet to be developed, but the TRC Redesign Team developed a great deal of cohesion and respect for one another.
- College Systems Redesign Team addressed this through the College Culture focus groups, among other work.

## 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, and enrich the diverse communities Rogue serves.**

**Note to readers:** Part of the redesign process eliminated the former divisions, including the Business and Community Learning Services Division and the Human Resources Division. The functions and activities of these divisions continue, but under different umbrellas of supervision. This changed the response to these goals and objectives quite dramatically.

4.1 The college will expand business development support services (beyond the 2001/02 level) throughout the college district.

Score: 6 on a scale of 10

- SBDC offered 371 contacts.
- Customized training dropped from 64 to 35.
- Illinois Valley opportunities increased with on-site counselor. Short term training classes were held (list provided).
- Community Ed offered 72 courses around the district. Foreign language classes were particularly popular.
- BCLS staff met with WIA and The Job Council.

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

Score: 8 on a scale of 10

- BCLS staff is closely working with representatives who were appointed to WIA Youth Council activities.
- Student Services established EST program for WIA short term training. EST is not financial aid eligible, so WIA was unwilling to pay for program tuition and supplies; under-enrolled. Shifting focus to OST, PST.
- Directors work to build connections.

4.3 The college will expand workforce training services (beyond the 2001/02 level) throughout the college district.

Score: 7 on a scale of 10

- ABE with Job Council and BCLS provided summer youth programs in district.
- Schedules for classes, labs, GED testing provided to ERC and WIA district wide year-end report submitted to Job Council
- Re-design and reorganization, along with Job Council funding decreases, postponed a number of plans.
- TRC plans (implementation 2005-06) should increase workforce training.

4.4 Based on a review of college resources and service needs, the college will support community learning centers throughout the district at strategic locations.

Score: 5 on a scale of 10

- Budget has prevented increase in numbers of community learning centers.
- Learning Communities have developed on campuses in such programs as nursing and the Discovery Programs.
- Campus learning and tutoring centers are being maintained at status quo, except for the Market Street Learning Center (closed).

## Long-Range Goal 5

**The college will align its priorities to continually provide quality programs, services and affordable access.**

- 5.1 To achieve increased effectiveness of service delivery while maintaining or improving efficiency and cost savings, the Executive Team will select at least two critical processes annually for review by President's Council for implementation by the appropriate division(s).

Score: 0 on a scale of 10

Redesign efforts were to assist in cost savings and efficiency.

- 5.2 Rogue will maintain interdivisional planning efforts to improve student satisfaction ratings achieving parity among campuses by winter 2002-03.

Score: 7 on a scale of 10

2002 Student Satisfaction Inventory results were evaluated; improvement occurred on a number of ratings. Changes occurring due to the redesign of the college prevented some reactions from being implemented. Campuses—rural (Redwood) and urban (Riverside)—experience different issues. Parity may not be a practical goal, so perhaps the objective should be adjusted, particularly as in 2005-06 an industrial-based campus will be added to the mix with its own set of issues.

- 5.3 Each division will implement a review of issues identified in the Student Satisfaction Survey with a report to President's Council by fall 2002.

Score: 10 on a scale of 10

The 2002 Noel-Levitz Student Satisfaction Inventory was conducted and evaluated, then conclusions were drawn. Challenges and Strengths were identified. In a number of areas, RCC's results improved. There were fewer challenges in 2002 than in previous years. Results were report to the Board of Education, to Student Services, and to the College and its students.

Progress is being made as divisions review issues and respond with actions that are reported back to the college on a regular timeline. In 2002, divisional goals and objectives were changed as a result of student responses on the inventory.

Results of the 2003 Inventory are currently in the hands of the deans with a request for

actions taken to be reported back.

- 5.4 Rogue will implement the recommendations of the 2001 Accreditation Report within appropriate time frames.

Score: 9 on a scale of 10

Please reference the *2003 Focused Interim Report for Accreditation* and the accompanying *Minor Substantive Change for Adding a Third Campus to the College Service District*. These documents clearly demonstrate the quality of efforts made to comply with the 2001 recommendations. It's not perfect, so the team felt a 9 indicated room to polish and adjust for future improvement. This was confirmed by the recent request from NWCCU for a progress report on strategic planning, implementation and assessment and for an update on third campus developments. (See January 2004 letter from Dr. Sandra Elman, NWCCU.)

- 5.5 Based on community need and college resources, the college will continue to develop distinctive programs and services at each campus.

Score: 12 on a scale of 10

See *Phase I and Phase II College Redesign Reports (2002-2003)*. These fully document the major efforts by the three campus redesign teams and the accompanying College Systems Team to develop and maintain distinctive programs at each RCC campus, as well as efforts to provide essential institution-wide services to students and staff at each location.

## Long-Range Goal 6

**The college will increase its efforts to recognize and serve a more diverse community.**

- 6.1 Baseline data, such as regional demographics, current staffing levels and service will continue to be developed.

Score: 4 on a scale of 10

Some work had been done toward these baselines, but there is still far to go. Dialogue on this issue has begun among Rick Levine, Galyn Carlile, Curtis Sommerfeld, and Larry Mullaly regarding the need to establish and make available baseline data. There is need for increased institutional research input. A newly implemented human resources software program may allow staff demographics to be more easily evaluated.

- 6.2 The college will continue to assign appropriate staff support to the development of the multi-cultural community at RCC.

Score: 3 on a scale of 10

The vision is in place, some activities continue (e.g., the Office of Diversity still provides grants), the staffing, already inadequate, was cut due to budgeting.

### Positive Events:

- Club Latino
- La Puerta de su Futuro
- Hispanic Opportunity Conference
- Hispanic-version Websites provided in some programs
  - The above three were strongly supported by volunteer work by retired staff interested in Hispanic opportunities.
- Oregon Diversity Conference participation
- Grants for diversity activities: \$7246 (no comparison with other years provided)
- Transiciones
- Gallery diversity displays
- Women in the Trades Fairs
- BCLS offered driver's education and pesticide training in Spanish.

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

Score: 3 on a scale of 10

The College lacks baseline data for comparison on this. No recruitment has occurred. ESL classes have been capped at Riverside and are at maximum capacity for space and available recruitment. TRiO/EOC has made some recruitment efforts for non-traditional students. The Hispanic Outreach Conference provided opportunity for recruitment of that specific group: Educacione Para Todos, etc.

## Long-Range Goal 7

**The college will develop and maintain strong collaborative partnerships within our internal and external communities.**

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

Score: 8 on a scale of 10

- A massive effort occurred during 2002-03 to provide internal training within the parameters of the redesign process. This continues at present as more collaboration among departments and among campuses is occurring. This effort has involved the communities at large in both counties served by the college and has directly affected the academic and professional/technical instruction at the college.
- On-going inservice trainings occur each year; these are institutional in nature, with options for department-specific specialized training. Such has occurred in the Business Technology Department and the Mathematics Department for their own part-time instructors.
- Cross-departmental efforts joined BCLS and Business Technology for MO100 classes in medical office and transcription; BCLS and Construction for CAD course.
- The New Program and Training Committee has invited ideas from the community for new programs. This produced “Wine Daze” for the viticulture group.

- 7.2 The college will continue to build relationships with community partners and will engage them in collaborative efforts intended to both inform and involve them in strategic planning for the future.

Score: 10 on a scale of 10

Strong efforts occurred in this area.

- Community members were actively involved in each phase of the redesign process.
- Board members served on redesign, strategic planning, and accreditation teams.
- Strong Jackson County community effort helped pass the library levy, resulting in 12,000 square feet of modern library facility for Jackson County students.
- Groundwork has been laid for cooperation with OIT for Respiratory Therapy; this work involved many of the health care community who saw a need for RT graduates within their profession.

7.3 The College will work collaboratively with the VA Domiciliary toward continued program and facility development according to our joint “Enhanced Use Agreement.”

Score: 8 on a scale of 10

- Long term cooperation with the Veterans’ Administration has provided ongoing vouchers for residents at the SORCC to participate in RCC classes, while correspondingly providing many square feet of space for RCC work at SORCC.
- Relations with the VA are some of the best maintained and most successful of RCC’s collaborative agreements.
- The Expanded Use Lease Agreement is still under consideration, which could result in further space, perhaps even a whole building, being provided for RCC uses.<sup>4</sup>

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<sup>4</sup> The US Department of Education and Veterans’ Administration are adjusting policy goals at the time this review was written. The proposed Expanded Use Agreement has apparently been tabled and may require significant revision in the future. The VA Dom itself is now the Southern Oregon Rehabilitation Center and Clinics (SORCC)

## Long-Range Goal 8

### **The college will strengthen its communication and participatory decision-making processes.**

- 8.1 President's Council will annually review the effectiveness of the various college committees and their roles as part of the college's participatory decision-making processes.

Score: 9 on a scale of 10

The work was accomplished, but not by President's Council. Instead, the College Systems Team evaluated institutional vs. campus activities and used its sub-committee, the Organizational Structure Sub-committee, to evaluate committee structures. From the evaluation the new council structure evolved. The goal is to lessen duplication in effort and to make more efficient use of personnel and time.

The effectiveness of the new structure will be evaluated during 2003-2006.

- 8.2 The college will continue to build and enhance its communication processes to better inform staff, faculty, and students and encourage their increased participation in college decision-making.

Score: 9 on a scale of 10

- Huge cross-institution and institution-community efforts occurred during redesign.
- Website posting kept interested readers abreast of progress.
- IP video conferences allowed person-to-person discussion.
- The *Grapevine*, an system designed to allow anonymous question-and-answer communication by any member of the RCC community with the president's office, was heavily used.
- Good attendance at Meet-the-President and Meet-the-Deans sessions.
- *The Log* increased coverage to circulate updates on redesign and personnel.
- All staff meetings occurred in a number of divisions and departments, including BCLS, Human Resources, Community Relations, to assure better collaboration, communication, and planning.
- The new *Human Resources Handbook* better defines responsibilities and rights, a key communication piece for employees.

## Long-Range Goal 9

**The college will increase efforts to enrich student life, the learning environment, and foster individual responsibility and mutual respect.**

- 9.1 The Student Life Development Plan, developed in 2001-02, will be implemented as appropriate beginning in fall of 2002. The plan will be reviewed annually and measured against the student satisfaction survey results.

Score: 0 on a scale of 10  
5 if Student Life Plan was completed.  
2 if plan is not in place.

Numerous Student Life activities have occurred, but no one remembered seeing a plan. If there is a plan, it was not measured against the Student Satisfaction Inventory results.

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

Score: 5 on a scale of 10

- The *RCC Student Handbook*, which contains the statement reference above, has stable funding and is continuing publication.
- Kathy Burkey, Shirlee Willis-Haslip, and Bart Van Syoc have shared information regarding safety issues and have posted it on the Web, along with development of the Incident Report process, which is also on the Web.
- Form was revised in 2002-03; work is ongoing when warranted.

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

Score: 4 on a scale of 10

- A baseline for student participation on committees was published in the *2001 Self-Study for Reaffirmation of Accreditation, Standard III: Students, Exhibit*.
- Efforts were made to encourage student participation in the redesign process.
- Due to busy lives and schedules, few students were able to participate.
- Efforts to increase student participation are on-going.

9.3 Focus groups will meet quarterly to encourage student, staff, management, and faculty collaboration.

Score: 8 on a scale of 10—a good effort was made.

- Meet the Deans—quarterly
- Meet the President—quarterly
- Focus groups, including all of the above, were instituted by several redesign committees.
- Holistic Writing student focus group
- College Culture focus groups with the community and college

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

Score: 2 on a scale of 10

- SSI is it. No new tools have been added.
- **Still lack** student satisfaction measures for non-traditional classes
  - ABE/GED
  - ESL
  - Non-Credit classes
  - Short-term classes
- **Still lack** measures and staffing for
  - Student Follow-up
  - Graduate/Completer Follow-up
  - Employer Follow-up
  - Transfer Follow-up

Note: These are required by NWCCU and by WIA

9.5 The District-wide Child Care Service Plan addressing needs of students and staff developed in 2001-02 will have its initial phase implemented in Fall 2002.

Score: 2 on a scale of 10

This needs an institutional review at all campus sites. There are still no provisions for child care in Jackson County (although we came close once last year.)

Positive efforts:

- ECE Childcare Grant
- YMCA contract with Redwood Campus

## Long-Range Goal 10

### **The college will increase efforts to provide quality alternative access and learning opportunities.**

- 10.1 The college will increase and promote alternative delivery of services and courses at a growth rate of 10% per year, for the period 2002-2005, measured against 2000-2001 baselines.

Score: 9 on a 10 point scale.

#### Evidence:

- Distributed learning (Web classes, telecourses, Web-assisted classes, IP video classes) grew 44 % from 2000-01 to 2001-02: 352 FTE up from 244.
- 2002-03 added another 7%: 376 FTE up from 352.
- Annual growth average of 27%.
- Online registration has grown exponentially and is highly successful.
- Phone registration was dropped because of lack of interest/use and costs.
- Many documents are online for easier access.
- Online document routing system
- Bus transportation in both counties to ease access and parking

- 10.2 The college will update its needs assessment of and increase opportunities for those with special needs.

Score: 4 on a scale of 10

This is ongoing, but more needs to be done. We have met the minimum legal liability, but lack of appropriate funding hinders keeping up with increasing numbers of the disabled who are seeking higher education.

- BCLS reviewed its staff for ADA needs, resulting in changes in desks, keypads, and screens.
- Electronic doors were installed at RVC
- A special needs art show was successful
- Numbers of disabled students are up, particularly at RVC, including many with mental disabilities.

- 10.3 The college will support efforts to expand financial assistance and scholarships for non-traditional and non-credit students.

Score: 4 on a scale of 10. More needs to be done. There has been no expansion of assistance for non-traditional students; in fact, the GED program recently increased its testing fee, negatively affecting some low-income students.

Accomplishments:

- Treasures of Spring auction raised funding for scholarships.
- Direct contact and requests were made to the Gordon Elwood Scholarship Fund and to the American Culinary Federation.
- Foundation now (2004) has a director(s) again, so movement forward will once more solicit funds.
- Increases in La Puerta scholarships for Hispanic students (work relies on dedicated, retired RCC faculty member)

Needed:

- Advertising the availability of federal financial aid **for all students** needs to be added as a college objective. More students are eligible than are applying.
- Foundation work to access funds for these student groups is needed.

## Long-Range Goal 11

**The college will strengthen and develop the quality of its staff and faculty as well as foster a safe, humane, and supportive working and learning environment.**

11.1 College-sponsored training activity in 2002-03 will include a special focus on safety and emergency practices.

Score: 9 on a scale of 10

### Accomplishments

- Excellent Blood Pathogens Web test for staff
- Survived OSHA inspection with minimal fines and/or corrections required
- Weekly safety issues alerts are publicized
- RVC has a fire drill and alarm system, complete with maps and reassembly signs
- RVC has added ADA buttons for entry/exit from buildings
- Policies on safety have been added to RCC's policy handbooks.

11.2 The college will strengthen the collaborative collective-bargaining processes through communications at regularly scheduled meetings.

Score: 7 on a scale of 10

While regular FAMAT and CAMAT meetings have been held throughout the last two years—a definite accomplishment, more participation by faculty and classified in Executive Council meetings and particularly at Board meetings is needed. The Board has not had direct communication from classified for some while. To accomplish this, classified may need to work with managers so some of them can be released to attend E-council and Board meetings.

11.3 The college will continue to strengthen and support the Teaching and Learning Center and those whom it serves.

Score: 7 on a scale of 10

TLC has been maintained and staff do excellent work with the dollars provided. Lack of budget prevents expansion.

11.4 The college will continue efforts to recruit and retain high quality staff and faculty.

Score: 5 on a scale of 10

Positives

- There is some recruitment, with internal openings first. This provides opportunity to move up in the ranks, particularly for classified staff.
- Professional development funding has returned, providing some motive for retention of quality staff and formative work for staff needing assistance.
- Some efforts were made through the redesign to improve the quality of life for RCC workers.

Challenges

- Massive retirements of long-term staff in light of PERS changes
- Salary freezes for all employees
- Cuts in departmental budgets
- No recruitment, even though the need for full-time staff is acute in some areas

*Assessment 2003 Draft 4*