

# **ROGUE COMMUNITY COLLEGE**

## **ANNUAL ASSESSMENT REPORT**

### **2004-05 KEYS AND KEY OBJECTIVES (INSTITUTIONAL GOALS AND OBJECTIVES)**

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## STR UCTURE OF THIS DOCUMENT

With the exception of “Key 2: Build the Foundation,” this document is concise, summarizing activities and making recommendations for change. Key 2, in contrast, is the initial presentation of information to the college community, based upon research to fill in areas not addressed by campus or departmental objectives assessments.

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## Process and Scope

Through its ongoing self-evaluation, Rogue Community College “asks questions, better understands itself, and sets new directions. In the *Annual Institutional Goals Assessment Report*, the College reviews how well it meets its planned goals and objectives, which is an important part of the evaluation and improvement process” (*RCC Institutional Assessment Plan*, p. 1). The *Assessment Report* is also an important tool when addressing Standard I: Institutional Mission and Goals, Planning and Effectiveness, of Northwest Commission on Colleges and Universities’ accreditation requirements: “Standard 1.A.3: Progress in accomplishing the institution’s mission and goals is documented and made public.”

The assessment, sponsored by RCC’s Institutional Planning and Effectiveness Council (IPEC), takes place each July and is conducted by an assessment team of faculty, staff and managers. The results of the Annual Report are publicized by IPEC to the institution and to the community and are used as a basis for institutional planning in the following year. The report of this team are normally presented to the Rogue Community College Board of Education in August/September.

While the RCC Mission remains unchanged, institutional goals and objectives have been updated. In Fall 2004, Dr. Peter Angstadt and the RCC Executive Council adopted the *2004-08 Keys and Key Objectives* to better focus college response to change. There are now 4 easily-understood Keys, each with 3 “Key Objectives” that replaced the 11 goals and 36 separate objectives used in previous years. These Keys and Key Objectives are prominently displayed in the Board rooms on all campuses and appear with the college *Mission Statement* in the *RCC Catalog*. Because the Keys are coherent and concise, they are well known by the college community.

In December 2004 IPEC was instrumental in aligning the *2003-07 Institutional Goals and Objectives* with the directions established in *Ensuring Each Learner’s Success: Rogue Community College 2004-08 Keys and Key Objectives*. When the Keys were presented to the Board and the College, they were accompanied by the chart showing how each of the 2003-07 goals evolved into a Key Objective (see below, p. 3). The July 2005 assessment is referenced to these Keys. However, because departmental and campus assessment reports were submitted in an online format established in 2001-02, the assessment team first reviewed each entry and then assigned it to the appropriate Key Objective. Where additional information was required, the Assessment Team members supplemented data and conducted research with other college personnel. On this basis composite scores for each Key and Key Objective were then developed.

The following chart shows the alignment of the Goals with Keys and Key Objectives:

## **Comparison of 2004-08 Keys and Key Objectives With the RCC 2003-2007 Institutional Goals**

*The following list references 2003-2007 goals with the 2004-2008 Institutional Keys. It indicates where the former goal is to be found (implicitly or explicitly) in the new format.*

### **First Key: Build FTE**

**Growth of student enrollment is a measure of service by the College to citizens and a basis for state financial support. To implement this key, RCC will:**

#### **Key Objective 1.1 Expand the scope, quality, and availability of programs and services.**

**(Former Goal 1):** The College will expand instruction and services to meet the needs of the entire district.

**(Former Goal 10):** The College will increase efforts to provide quality alternative access and learning opportunities.

#### **Key Objective 1.2 Improve services to the diverse local communities.**

**(Former Goal 6):** The College will increase its efforts to recognize and serve a more diverse community.

**(Former Goal 4):** The College will align its priorities to continually provide quality programs, services and affordable access.

#### **Key Objective 1.3 Increase the student base by fostering a supportive learning environment.**

**(Former Goal 9):** The College will increase efforts to enrich student life, the learning environment, and foster individual responsibility and mutual respect.

### **Second Key: Build the Foundation**

**The RCC Foundation is a community-based initiative committed to the needs of learners. Recognizing the Foundation's value to the College and region, RCC will:**

#### **Key Objective 2.1 Work with the Foundation to increase its endowment.**

**(Former Goal 2):** The College will have a stable financial base consisting of varied resources of funding.

#### **Key Objective 2.2 Build partnerships in local communities.**

**(Former Goal 7):** The College will develop and maintain strong collaborative partnerships within its external communities.

#### **Key Objective 2.3 Improve awareness of the Foundation's role.**

**(Former Goal 7):** The College will develop and maintain strong collaborative partnerships within its external communities.

### **Third Key: Build Revenue**

**In order to provide excellent, low-cost, efficiently managed education to the community, RCC seeks an income base using a variety of funding resources. To achieve this key, RCC will:**

**Key Objective 3.1 Pursue alternative funding resources.**

**(Former Goal 2):** The College will have a stable financial base consisting of varied resources of funding.

**Key Objective 3.2 Strengthen partnerships with agencies and institutions.**

**(Former Goal 7):** The College will develop and maintain strong collaborative partnerships within its external communities.

**Key Objective 3.3 Improve student access to funding resources**

**(Former Goal 5):** The College will align its priorities to continually provide quality programs, services and affordable access.

### **Fourth Key: Manage Resources and Expenses**

**Rogue Community College is a trust held by its Board and employees on behalf of the people of southern Oregon. To assure that these assets will be passed on to future generations, RCC will:**

**Key Objective 4.1 Align priorities and expenditures to ensure quality programs and services.**

**(Former Goal 5):** The College will align its priorities to continually provide quality programs, services and affordable access.

**Key Objective 4.2 Pursue a stable funding base.**

**(Former Goal 2):** The College will have a stable financial base consisting of varied resources and of funding.

**Key Objective 4.3 Nurture the college's human and material resources.**

**(Former Goal 11):** The College will strengthen and develop the quality of its staff and faculty as well as foster a safe, human, and supportive working and learning environment.

**(Former Goal 8)** The College will strengthen its communication and particularly decision-making process with its internal communities of staff and students.

**(Former Goal 3):** The College will develop and maintain appropriate facilities throughout the district based on the institutional facilities master plan.

**Scoring, Values, and Procedures**

Using data and discussion in reports received from RCC departments and campuses, institutional objectives were scored as follows:

- 10 = Fully accomplished
- 5 = Partly accomplished on the basis of ongoing work.
- 0 = Status Quo—maintenance; no new implementation efforts recorded.

After all the Key Objectives were individually assessed on a numeric scale of 1 to 10, each the overarching Key was assessed as being Met, Partially Met, or Not Met.

<b>INSTITUTIONAL KEYS AND KEY OBJECTIVES ASSESSMENT 2005</b>	
<b>Section</b>	<b>Topic and Score</b>
<b>Key 1</b>	<b>Build FTE:</b> Not Met, despite considerable institution-wide effort
Key 1.1	Expand Programs and Services: <b>4</b>
Key 1.2	Services to Diverse Communities: <b>7</b>
Key 1.3	Supporting Learning Environment: <b>3</b>
<b>Key 2</b>	<b>Build the Foundation:</b> Partially Met
Key 2.1	Increase Endowment: <b>1</b>
Key 2.2	Build Local Partnerships: <b>7</b>
Key 2.3	Improve Awareness of the Foundation: <b>1</b>
<b>Key 3</b>	<b>Build Revenue:</b> Partially Met
Key 3.1	Alternative Funding Resources: <b>8</b>
Key 3.2	Strengthen Partnerships with Agencies/Institutions: <b>6</b>
Key 3.3	Student Access to Funding Resources: <b>6</b>
<b>Key 4</b>	<b>Manage Resources and Expenses:</b> Partially Met
Key 4.1	Ensure Quality Programs and Services by Aligning Priorities and Expenditures: <b>4</b>
Key 4.2	Stable Funding Base: <b>8</b>
Key 4.3	Nurture Human and Material Resources: <b>5</b>

## EXCELLENCE

**Excellence is never an accident; it is always the result of high intention, sincere effort, intelligent direction, skillful execution, and the vision to see obstacles as opportunities.**

[www.successories.com](http://www.successories.com). *Successories: Reinforcing Your Corporate Culture*. (Catalog). Aurora, Illinois: Aug. 2005, p. 14.

As Rogue Community College fulfills its mission to “nurture hope, fill educational gaps, and empower people to change their lives,” it focuses on Four Keys for success. Through their implementation, RCC will remain a powerful force for the quality of life in southern Oregon. Each of these Keys to success represents a benchmark of institutional performance. The Keys are also reference points for both campus and departmental objectives. Progress toward accomplishing these Keys will be regularly reported to the campus and the community. The report that follows is part of the annual cycle of information for interested institutional and community members.

### **Key 1: Build FTE<sup>1</sup>**

Growth of student enrollment is a measure of service by the College to citizens and is a basis for state financial support. To implement this Key, the College has designed three objectives, as noted and scored below:

#### **Key 1 Score: Objective Not Met**

Since FTE actually declined, despite isolated areas of increase, the Assessment Team could not justify saying that the objective had been met. Work is needed in 2005-08.

**Key Objective 1.1: Expand the scope, quality, and availability of programs and services**

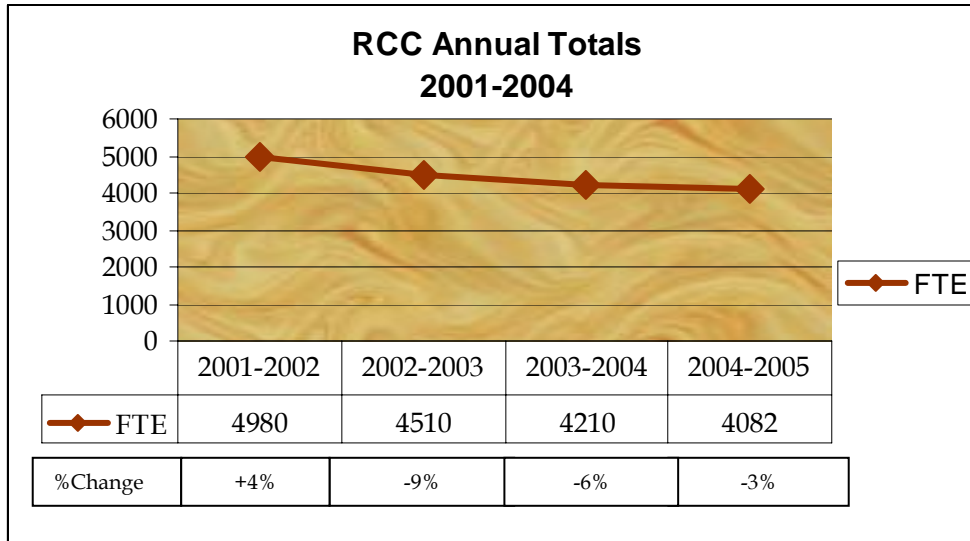
#### **Objective Partially Met: Score of 4**

While considerable effort occurred on the part of almost every component of the institution, FTE did not rise during 2004-05. Some areas of the institution experienced growth, but overall, the FTE declined. This remains a work in progress.

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<sup>1</sup> FTE = Full-time Equivalent. This is the combination of full- and part-time student enrollments that equate to that of a student enrolled full-time for a minimum of 12 credits per term.

Please review the FTE chart on that follows, then note the commendations and recommendations that follow the chart.



<b>Academic and Professional-Technical Course Performance 2001-2005</b>				
	<i>2001-2002</i>	<i>2002-2003</i>	<i>2003-2004</i>	<i>2004-2005</i>
Sections Taught	1703	1568	1781	1853
<b>FTE</b>	<b>2820</b>	<b>2752</b>	<b>2771</b>	<b>2703</b>
Headcount	39,226	36,813	40,780	38,695
Avg. Class Size	23.03	23.48	22.98	20.88

**Note:** The above data is limited to either conventional or distributed learning academic and professional-technical classes. It includes neither FTE nor enrollments in CWE (Cooperative Education—work on job sites related to students’ majors), Section 50 classes (individual study), or 2 + 2 high school technical preparatory classes.

Among the areas that exhibited outstanding efforts in pursuit of Key Objective 1.2 are the following:

- Redwood Campus partnerships, especially those with Grants Pass High School for welding, manufacturing, and culinary arts classes.
- International Education's successful effort to establish ties with an Australian university, as well as with European universities.
- Changes from the use of Social Security numbers to identification numbers (Rationale: students who feel that their personal information is more secure are more likely to enroll and to stay enrolled.)
- New sections offered by departments
- Strongly improved *Master Schedule*
- Improved access through Monday to Friday classes (also provided better use of RCC facilities)
- The Enrollment Committee defined FTE more accurately
- Surveys were conducted to identify preferred times and desired classes.
- An Idea Board on the intranet generates faculty and staff ideas for increasing enrollment.

#### Recommendations

1. Provide information to departments on their enrollment over the last several years for each degree and certificate offered.
2. Urge departments to work on those areas showing declining enrollment, particularly if the decline has been occurring over time.
3. Identify areas needing improvement or change.
4. Identify demographics affecting institutional FTE
5. Identify what community needs are at present and determine if institutional objectives are correctly positioned to meet those needs.
6. Improve external connections to strengthen FTE growth.
7. Improve retention information to enable departments to better retain students who enroll and to keep them over time.
8. Establish improved marketing and recruitment strategies for the institution and for individual departments and degrees and certificates.

## **Key Objective 1.2 Improve services to the diverse local communities.**

### **Objective Partially Met: Score of 7**

Efforts to achieve this objective were more successful, but the Assessment Team felt that there is room for continuing improvement in coming years as demographics of southern Oregon change and as the population grows.

Areas that deserve particular compliments for their work follow:

- High school outreach has been revamped and strengthened as the 2 + 2 program changed from its former focus to a new design taking effect for 2005-06.
- The *High School Outreach “White Paper”*
- Redwood Campus non-traditional FTE rose in several areas.
- Establishment of new clubs on the Riverside Campus.

#### **Signature Events**

- Table Rock Campus: The Women in the Trades Fair was even larger and more successful in 2005 than in previous years.
- Redwood Campus: A new Senior Days event attracted a number of senior citizens (non-traditional students).
- Riverside Campus: High School Tours event garnered much interest from non-traditional students, especially those from Jackson County and from the Hispanic community.

#### **Recommendations**

1. Discussion of high school outreach revealed that an orientation of high school teachers about the program, what it does, how it is made available, what its benefits are, and so on, would be appropriate for this fall.
2. Identify under-served and unserved local communities to better target services to them.
3. Provide staff with more data on demographics of this region through institutional research.

**Key Objective 1.3 Increase the student base by fostering a supportive learning environment.**

**Objective Partially Met: Score of 3**

**Academic and Professional-Technical Course Performance 2001-2005<sup>1</sup>**

	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
<b>Headcount</b>	<b>39,226</b>	<b>36,813</b>	<b>40,780</b>	<b>38,695</b>

**Note:** The above data is limited to either conventional or distributed learning academic and professional-technical classes. It includes neither FTE nor enrollments in CWE (Cooperative Education—work on job sites related to students’ majors), Section 50 classes (individual study), or 2 + 2 high school technical preparatory classes.

The score given to Key Objective 1.3 is tied to the statistics above. Headcount is, overall, less than in previous years. Adjustments at some level need to be made to attract new students to RCC. While there has been a strong effort to do this, it is possible that outside factors have affected success.

Those efforts that the Assessment Team wishes to recognize include the following:

- Bookstore/Financial Aid agreements that allow financial aid students to obtain texts for their courses in a timelier manner.
  - Note: This has received rave reviews from students.
- Access for students that supports various learning styles and interests was improved through IP video transmission of courses.
- Transmission to and availability of distance learning students in the Illinois Valley, at Table Rock Campus, and at Southern Oregon University have improved access.
- Distance learning courses for Practical Nursing students have improved access.
- Distance learning for selected Math courses has improved access.
- Expansion of equipment to Table Rock Campus enables students to access courses not offered at White City.

**Recommendations:**

1. Track the bookstore/financial aid students to see if there is a cost to the institution from students who have their books, register, but do not receive financial aid.
2. Make recommendation for continuance based on the result of the review in #1 above.
3. Assess the environment in which the institution operates to better identify enrollment needs and patterns.
4. Adjust Operating Environment statements as needed, following the institutional research data from #2 above.



## **Key 2: Build the Foundation**

### **Note to Readers:**

**Key 2 discussion is considerably longer and more complex than that related to the other keys. This occurred because there were so few initial responses to Key 2 from campuses and departments. As a result, IPEC assigned a researcher to elicit detailed information from Foundation representatives (Jennifer Wheatley, Pete Boniface, and Tom Bradbeer) and from Dr. Angstadt. The information below provides a much clearer picture of ways in which the College and the Foundation are mutually supportive. Readers will also note the variety of ways in which the College can more effectively begin to “build the Foundation.”**

The RCC Foundation is a community-based initiative committed to the needs of learners. Recognizing the Foundation’s value to the College and region, RCC has designed three objectives (see below) to support this effort.

### **Key Score: Partially Met**

The assessment team found this key difficult to score because of the separate but supportive role played by the Foundation in relationship to the College as a whole. Although work was done by departments and campuses on Key Objective 2.2 (building partnerships with local communities), there was no concerted effort to link this work with Foundation activity; the various components of the college focused instead on the benefits for their areas. The one exception to this pattern has been the President’s Office which collaborates closely with the Foundation in a variety of ways. On a college-wide basis, however, more needs to be done to improve understanding of the Foundation’s goals and activities and to build stronger, more collaborative working relationships with the Foundation. To discover what had not been reported in campus and department assessments, a researcher from the Assessment Team was assigned to the topic.

The researcher reviewed this topic with President Peter Angstadt, who views the 2004-05 collaborative efforts as first steps in a long journey. In previous years, the RCC Foundation focused exclusively on providing scholarships for students. Work has now begun to gradually assist the Foundation to include a variety of other activities typically accomplished by institutional foundations, such as:

- Gathering regional endowments
- Soliciting community-wide local endowments
- Conducting capital campaigns
- Establishing a planned giving program for wills and similar documents.

For the first time, RCC has made the Foundation one of its top four priorities (Key 2). This recognition is important to the Foundation and is a beginning step in deepening understanding of the Foundation among college employees. Relationships between the College and the Foundation are also evolving; for example, office locations have changed and the flow of interaction between college and foundation staff members has increased, with each group now more aware that both have the good of the institution in mind. Barriers that were perceived to make the Foundation feel isolated have been removed and sharing of resources may assist the Foundation Board to feel that they have funds to expend upon new projects.

A second interview with Executive Director Jennifer Wheatley and Foundation Assistant Pete Boniface added important information. Two particular issues have developed as a result of lack of publicity for Foundation support and involvement:

1. There is considerable misinterpretation of what the Foundation does and what it is perceived to do or to be able to do.
2. Some portions of the college community perceive the Foundation to not be helping the College, while in reality supporting the College is the essential component of the RCC Foundation's mission.

Foundation staff agree that they feel more accepted as active participants in the institution since *Key 2: Build the Foundation* was instituted. Prior to 2004-05, departments did not see the Foundation as part of the college and had often said so. This attitude is slowly evolving to one that recognizes the benefits the Foundation provides.

The third interview with former Co-Director Tom Bradbeer provided more depth of detail and specific examples to solidify statements and recommendations.

As the current Executive Director and the college president are committed to mutual support and teamwork, awareness of the value the Foundation provides to the College will strengthen.

### **Key Objective 2.1 Work with the Foundation to increase its endowment.**

#### **Objective Not Met: Score of 1**

The statement in the Key Objective was confusing to the Foundation staff, as the Foundation operates four "endowment" categories. Foundation staff are unsure which endowment is the goals of Key Objective 2.1, but think that the unrestricted group in Category 2 below may be the goal.

1. **The Scholarship Endowment**, consisting of funds earmarked for specific uses, constitutes the vast majority of RCC Foundation resources. The principal is kept in perpetuity with the interest being used for scholarships according to the wishes of the donor(s). These funds cannot be changed or used for other purposes except with the express consent of the donor.

- a. **Endowed Scholarships:** Funds are given to the Foundation for specific uses with the principal remaining in the Foundation.
  - b. **Pass-Through Fund Scholarships:** These funds come to the Foundation, often from a corporate donor, and then literally pass through to the students in a category determined by the donor. No funds remain with the Foundation after the time established by the donors.
2. **General, Un-Restricted Funds** are rarely received, but the donors allow the Foundation Board to decide their use.
3. **Board Designated Endowments.** These funds provide for Foundation operating expenses. Established by the Foundation Board of Directors when the Foundation was begun, these Operating Endowment Funds are from bequests and gifts to the Foundation where the donors have not dedicated the funds to scholarships. The principal funds remain in the Foundation, but the earnings--dividends and interest—are to be used for administrative costs, salaries and bills, for example. The amount is not quite sufficient, so RCC supports one full position within the Foundation and the Foundation assesses a Portfolio Fee of 1% (one percent) for invested funds. Together these three sources effectively fund operating costs of the Foundation and thereby allow donations to the Foundation to be used in their entirety for the purposes determined by the donors.
4. **Temporarily Restricted, Board or Donor Determined Endowed Funds,** not often received, provide some flexibility in their use. These funds may come with options for their use or may have pre-determined uses. For example, a donor might give \$10,000 in scholarship funds for purple people with green spots to be distributed not all at once but in their entirety by 2010. The Foundation holds these funds until the appropriate purple student with green spots applies. These temporarily restricted endowments fund the following:
  - a. **RCC Project Grants**
  - b. **Pass-through scholarships,** as noted

As noted, the vast majority of Foundation funds are in scholarship funds. These funds are reserved solely for the uses established by their donors and do not affect the endowment. Once earmarked for a specific purpose, the funds are restricted in perpetuity unless the donor makes a change.

The small percentage of Foundation funds not in such dedicated scholarship accounts may be used for other purposes. These Foundation endowment funds increased as a direct result of planned giving, a program established by the previous co-directors of the Foundation, and not by the College. In 2004-05 the Foundation received two fairly large gifts as part of the planned giving program; other planned donations may come in the future. In addition, three full-ride corporate-based scholarships were established through the work of previous co-director, Rick Levine. These are dedicated scholarships that add to the pass-through funds from donors to the Foundation to students and do not affect the endowment itself.

Successful investments over the past two years have recouped nearly all the losses occurring when the stock market crashed after September 11 attacks.

On the part of college campuses and departments, very little activity occurred regarding this topic. No evidence, apart from efforts done by the Foundation staff, was received that additional work was done by the College to increase the endowment. Groundwork as shown below might lead to such activity in the future.

**Reported work:**

- The RCC Board of Education (publicly elected officials) and the RCC Foundation leadership (private volunteers) conducted two first-time-ever joint meetings: May 3, 2005, for Josephine County board members, and May 5, 2005, for Jackson County members. Minutes are entitled: *Rogue Community College Joint Meeting – Board of Education and RCC Foundation (Jackson)* and *Rogue Community College Joint Meeting – Board of Education and RCC Foundation (Josephine)*
- These meetings were positive and healthy for both groups, with considerable sharing and dialogue which was mutually enlightening. Many misunderstandings were cleared up.
  - The Board of Education learned that the Foundation does **not** have significant levels of unrestricted funds, but rather that most funds are restricted to the donor’s purpose—usually to scholarships.
  - The Foundation Board learned that the RCC Board wished to work with the Foundation Board in fund raising efforts to broaden the scope of Foundation outreach.
  - The Foundation also found (1) that RCC Board of Education members, acting as individuals, not as Board representatives, are committed to assisting Foundation to identify contacts for future donations and (2) that RCC Board members are themselves donors to the Foundation.
  - The Foundation clarified its mission and goals as an independent-status organization, not being an integral part of Rogue Community College, but as a separate entity dedicated to helping RCC.
  - The Boards identified ways and topics where they can mutually assist each other. During the joint meetings, the Boards reviewed both sets of missions, goals, and objectives. They conducted detailed discussion of needs, priorities, and future goal topics. Some congruency was noted, and future goal writing may increase the areas of mutual support.
- Ms. Jennifer Wheatley was hired as the new, full-time executive director for the Foundation.
- President Angstadt is meeting regularly with Ms. Wheatley about plans.
- New developments regarding partnerships within the community and throughout the region are being initiated.
- The Foundation helps with the “Treasures of Summer” auction by doing the invoicing. The Foundation receives some funds from the auction, but most are in earmarked, pass-through scholarship accounts.
- The Foundation assists the College with grant line-item preparations for scholarship distribution.
- In 2004-05 the College and Foundation cooperated to develop and print attractive new brochures and other Foundation documents. With staff at the Foundation reviewing text and with Community Relations staff providing formatting and

graphic design, these documents allowed the Foundation a new level of professionalism. **This is one of the most significant ways the College assisted the Foundation during 2004-05.**

- Of special benefit to the Foundation was the new *Annual Report and Fund Raising Letter*. In 2004-05, donations reached the highest level ever achieved to date. Foundation representatives assert that quality documents, carefully written and edited text, and a thematic “brand” design developed by Graphic Specialist Melissa Vierra were instrumental in the increased donations.
- The Foundation assists with Project Grants made available through the Foundation in years when sufficient unrestricted funds are available. Faculty and Foundation staff mutually mentor the applying department(s) so proposals are more likely to be successful.
- The Grants Team assists the Foundation and faculty with the process by prioritizing needs. Sometimes faculty plan to submit an outside grant proposal when they can better be directed to a Foundation Project Grant through this process.
- *Rogue Matters*, published quarterly by the College, is distributed to a mailing list of some 2000 community leaders, business people, and friends of RCC. One of its four pages is dedicated to the Foundation, with articles focusing on donors, student scholarship recipients, and the like. This collaborative effort between the RCC Community Relations Department and the Foundation reaches a key group of constituents and is a vital part of Foundation public relations efforts. The Foundation, in turn, helps the College by providing postage.
- *The RCC Schedule of Classes*, published quarterly, provides a full page for the Foundation (see p. 106 of the *Fall 2005 Schedule*). This major venue for Foundation efforts reaches most addresses in Josephine and Jackson Counties. By providing this opportunity to the Foundation, the College allows the Foundation to publicize donors, request donations, alert students that it is time to apply for scholarships and to tell them how/where to do so, or to feature a special story, such as an article on Awards Night activities.

**Recommendations for ways in which the College could help the Foundation endowment to expand include:**

1. The President and the Foundation Executive Director could work together with prospective major donors to solicit unrestricted funds.
2. The College could help with awareness of the Foundation (See Objective 2.3 below) among college staff:
  - a. Who is the Foundation? Who is on the Foundation Board? Who are the Foundation personnel?
  - b. What is the Foundation’s mission?
  - c. What are the Foundation priorities for the year?
  - d. How do Foundation priorities fit with college objectives for the year?
3. The College could better publicize the key role played by the Foundation regarding scholarship solicitation. Rather than emphasizing solely the donor of the scholarship, mention also how the funds are managed and distributed by the Foundation.

4. The College should be sure that the RCC Foundation is recognized as a donor to college projects. Funds that are unrestricted (i.e., those not in dedicated scholarship accounts) may be used by the Foundation to support college projects and priorities. Any time Foundation funds are received by a college department or campus, that department or campus should thank the Foundation both in writing and by acknowledging the Foundation's gift in all publicity. When a department or campus is raising funds for a project and the Foundation provides funding, be sure to say so. The Foundation can then tell donors of the unrestricted funds how their money was used and what benefits were derived from the donation.

## **Key Objective 2.2 Build partnerships in local communities.**

### **Objective Partially Met: Score of 7**

This Key Objective received much attention during 2004-05 but, as mentioned above, the assessed results expressed no ties to the Foundation or to institutional work to strengthen the Foundation. While work should continue to establish new partnerships and to strengthen ongoing ones, recognition is deserved for several actions:

- The previously mentioned (1.2) campus signature events have reached out to local communities in both Josephine and Jackson Counties.
- Table Rock Campus established connections with Erickson, Pro-Tool, Eaton Hydra, and Grayback Forestry.
- Theater Arts has conducted several workshops reaching out to Jackson County arts communities.
- Student Employment Services has established an On-the-Job Education database.
- The Small Business Fair reached out to the Heart of Medford and to Medford Chamber of Commerce interests.
- Redwood Campus ties with Grants Pass High's culinary arts and welding are receiving rave reviews from all concerned, paving the pathway for additional development at other schools.
- The College has strengthened its ties to the Foundation in several ways:
  - A former part-time staff position in the Foundation was made full-time for 2005-06, and funding has been provided by the President's Office for those additional hours.
  - The Foundation Assistant's wages and benefits are provided by the College.
  - The College provides many "overhead costs" for the Foundation: office phones, lights, computer networking, Internet access, e-mail accounts and access, printer interfaces, Help Desk assistance, office cleaning, building maintenance, and more. All of this is of great value in assisting the Foundation to meet its goal of helping the College.
  - Since the Foundation paid for the expansion of H Building on Redwood Campus, a *quid pro quo* arrangement benefits both parties.

- The College and the Foundation share the expanded building.
- The Foundation is able to use the college Community Relations department for document design and publicity.
- College Facilities and Information Technology staffs—special kudos to the Help Desk—assist Foundation personnel with repairs, maintenance, and information.
- Community Relations staff cooperate with Foundation staff to ensure that Foundation publications are professional, attractive, and accurate. These characteristics attract and inspire trust among donors.
- The RCC Business Office handles some contacts and grants and does the invoices for scholarships.
- The Foundation, in turn, provides scholarship information to Financial Aid and assists Financial Aid to track accounts for scholarship recipients, while Rogue Central staff process credit card donations to the Foundation.
- The Grants Team helped identify fund raising priorities, noting Foundation Project Grants as an alternative to or as an addition to preparation of outside grant proposals. This assisted incorporation of RCC priorities into the Project Grant processes. An excellent example of this cooperation is Foundation support for the Early Childhood Education Department:
  - 2002-03: \$50,000
  - 2003-04: No funds available (stock crash)
  - 2004-05: \$35,000
  - 2005-06: \$60,000
  - These amounts include \$12,000 from the Jack and Lucille Brownell, long-term Foundation members, with \$5,000 specifically for the ECE Playground.

These and other ties provide mutual assistance and benefits to the College and the Foundation.

**Recommendations for ways in which the College could strengthen Foundation participation in building partnerships with local and regional communities:**

1. As former RCC president, Rick Levine brought new contacts and networks to the Foundation when he became co-director. These need to be nurtured and strengthened in future years.
2. The college president has joined the Foundation’s Executive Director in conversations with a prospective new member of the RCC Foundation Board of Directors, potentially expanding an already active community tie. Other, similar conversations should be encouraged.
3. Departments have strong contacts with community supporters. Over the years, departments have traditionally handled donation requests made to business personnel, but the college is growing and now serves the region, not just one county. The RCC Foundation strongly supports RCC, but is not being asked to be

- involved, so the College needs to establish a communication process or system so the Foundation knows which departments or campuses have contacted which businesses for support.
4. Staff contacts and relationships with local and regional entities should be introduced to Foundation personnel for mutual benefit of the institution and the department. For example, if a scholarship is being developed for a specific group, the Foundation could, with department input, assist in identifying what group of students would benefit and which group(s) of donors are appropriate to contact.
  5. Establish a system for fund raising that coordinates College and Foundation efforts.
  6. Set priorities as an institution to identify which requests for assistance should be pursued. The College needs to balance the value and priority of each request in relation to current objectives.
  7. Nos. 3-6 above could be done or arranged by the Institutional Advancement Committee that already shepherds fund raising and expansion efforts for the institution as a whole.
  8. Structure the requests so there are not multiple requests from various departments or campuses to one donor.
  9. Save major current and prospective donors for the most important, carefully coordinated requests.
  10. Staff should be urged to keep the Foundation informed of plans for new projects before beginning a project to gather support: What have staff asked the community partner to give their department? Money? Equipment? Information? Staff time?
    - a. The Foundation can coordinate requests.
    - b. The Foundation will be absolutely certain that donations of any type are recognized by formal letters of receipt (eligible for tax deductions in many cases) and by hand-written thank yous. “Your gracious donation has been used to (action). Come see the results...”
    - c. Does the institution know that students who receive scholarships are asked by the Foundation to write thank yous to the donors? And do employees know that these donors are thrilled and excited to be told that their donation has made a difference in someone’s life? (And the donor may be inspired to give again.)
    - d. The Foundation can prevent duplication of effort.
    - e. The Foundation can prepare appropriate publicity for the donated service or money, recognizing the donor and demonstrating to the local community that partnerships with the College and the Foundation are valued.
    - f. The Foundation can identify what will allow corporate donors to showcase their giving.
    - g. The donor will know exactly how his/her gift was used and by whom.
    - h. Requesting donations is a special skill where evaluation of the donors is key. Donors need to have the opportunity to buy in—and also to gracefully say no. The presentation of the request and how the donor will gain by giving are important points. Donors need to get something from

giving. Each case must be handled differently and Foundation personnel know how to do that. Matching donors and projects can be challenging.

### **Key Objective 2.3 Improve awareness of the Foundation's role.**

#### **Objective Not Met: Score of 1**

While no objectives were recorded for this topic, the first steps to improved awareness are underway.

- Community leaders have been invited to meet with the Foundation and Dr. Angstadt regarding planned giving and endowment opportunities.
- A citizen who strongly supports the work of the Siskiyou Field Institute now realizes for the first time that RCC has been a long-term supporter of the Institute. This person could possibly be a donor—and there are other probable donors who remain to be contacted and invited to contribute.
- During the Fall 2004 United Way campaign “RCC Cares” at inservice, the committee in charge told moving stories of how United Way contributions had affected recipients’ lives. Both the College and the Foundation were listed as “giving options” for those personnel who volunteered to give to United Way. Many elected to have a portion of their gift dedicated to the Foundation in direct response to these discussions and the information provided.
- The RCC Cares pledge form allows employees several options of giving to the Foundation:
  - Scholarships
  - Named endowments
  - College Project Grants accounts
  - Unrestricted funds
- Because the Foundation values the RCC Cares campaign, two employees—Denise Nelson and Pete Boniface—were allowed time to participate on the committee. After the campaign ended, Foundation staff prepared the thank you letter for United Way and for Foundation gifts and did the tracking of donations.
- RCC, in turn, allowed employees to use payroll deduction for their pledges. Not all corporations allow payroll deduction for charitable contributions, as it is an administrative burden to payroll. This is yet another contribution to the Foundation by the College as most employee gifts were by means of payroll deductions.
- The campaign was a success for United Way and for the Foundation. Gifts represent the trust in and understanding of the Foundation’s role by RCC employees. They showed their trust and support by giving the RCC Foundation \$16,580 of the \$27,200 total donated during the campaign.

These are the beginning steps on a long journey to improved awareness of the RCC Foundation throughout southern Oregon.

**Recommendations for ways in which the College could help to “grow” awareness among college personnel of the Foundation’s role as a major support to the College:**

1. The College could help with awareness of the Foundation among college staff by clarifying:
  - a. Who is the Foundation? Who is on the Foundation Board? Who are the Foundation personnel?
  - b. What is the Foundation’s mission?
  - c. What are the Foundation priorities for the year?
  - d. How do Foundation priorities fit with college objectives for the year?
2. College personnel could be provided with planned giving information regarding the Foundation and its endowments.
3. The Foundation’s role in scholarship and unrestricted endowment development and distribution could be advertised to the College.
4. The Foundation should always be involved when a college department is planning fund raising for any project. There are several reasons for this:
  - a. The Foundation needs to be aware of fund raising projects so that the same donors are not asked to donate more than once. Most corporate donors have a set amount for giving and, once they have donated, check off the donation to a group like RCC or the RCC Foundation as done for that year. They do not like to be asked again and again as it may make them feel that RCC sees them an “easy touch.”
  - b. Businesses and corporations may have different giving processes for small and large donations. Of key importance to these prospective donors is how they are asked and how they are told of ways in which benefits will accrue to them if they donate. Departments may have the contacts, but they may not have the skills or staff time to solicit the donations appropriately. Foundation staff are trained and available to do these requests.
  - c. Before projects are planned by a department, the Foundation should be asked to join in. Departments and campuses should ask the Foundation to help them with planning and with identifying appropriate sources of support. If the Foundation is asked for help after a commitment has been made to the project, there may not be funding available. Foundation funds are:
    - i. Limited by the high percentage of money tied up in dedicated scholarship funds.
    - ii. Restricted by the Foundation *Mission Statement* and goals.
    - iii. Based on the amount of work necessary to solicit money for that specific type of project.
    - iv. Based on whether a new donor must be identified or whether there is a donor waiting to fund that specific type of project.

- v. Limited by how many projects the Foundation can support in a given year.

In other words, if departments and campuses do not involve the Foundation as a project is being considered, there may be no way for the Foundation to provide assistance, no matter how vital the project is nor how useful it might be to the College.

### **Summary Recommendations**

1. The College could help with awareness of the Foundation (See Objective 2.3 below) among college staff:
2. The College could better publicize the key role played by the Foundation regarding scholarship solicitation. Rather than emphasizing solely the donor of the scholarship, mention also how the funds are managed and distributed by the Foundation.
3. The College should be sure that the RCC Foundation is recognized as a donor to college projects.
4. The College and Foundation should nurture and strengthen contacts established by former co-director Rick Levine.
5. Department contacts within the community should be introduced to Foundation staff as prospective donors.
6. Through the Institutional Advancement Team, the College should establish a system for fund raising that coordinates College and Foundation efforts.
7. The Institutional Advancement Team, working in close alliance with the Foundation, should develop and distribute guidelines on soliciting funds, support, and partnerships. The process could be simple, but needs to be well known and consistently used by all RCC departments all the time. A sign-off form would serve to keep the Foundation in the loop and would assist everyone to coordinate efforts.
8. RCC should set priorities as an institution to identify which requests for assistance should be pursued. The College needs to balance the value and priority of each request in relation to current objectives.
9. RCC departments and campuses should keep the Foundation informed when their areas ask a community partner to give to projects—and be sure the proposed Fund Raising Committee, to be designed by the Institutional Advancement Team, is involved in the asking process.
10. Possibly the Foundation Board should review its mission to evaluate appropriateness in relation to current college needs and plans.



# **Key 3: Build Revenue**

In order to provide excellent, low-cost, efficiently managed education to the community, RCC seeks an income base using a variety of funding resources. To achieve this Key, the College designed the following three objectives:

## **Key 3 Score: Partially Met**

### **Key Objective 3.1 Pursue alternative funding resources.**

#### **Objective Partially Met: Score of 8**

Limited but very effective work has occurred in pursuit of Key Objective 3.1. What has been done is excellent:

- Grant dollars are up 71% from previous years.
- ABE has signed a contract with Three Rivers School District.
- The Entrepreneurial Council (EPOC) has made considerable strides in addressing opportunities to expand RCC revenue.
- RogueNet was successfully sold to two other institutions in Oregon—Blue Mountain and Columbia Gorge.

### **Key Objective 3.2 Strengthen partnerships with agencies and institutions.**

#### **Objective Partially Met: Score of 6**

Again, a good beginning has been made on this objective, but additional efforts should occur in 2005-08. Opportunities exist if RCC can just tap into them.

Worth noting are these activities:

- RogueNet was successfully sold to two other institutions in Oregon—Blue Mountain and Columbia Gorge.
- ABE has signed a contract with Three Rivers School District.
- Work with the Medford Urban Renewal Agency has produced a number of benefits for the College and its students, including donation to RCC/Southern Oregon University of an expensive downtown lot.
- 2 + 2 reorganization to better reach out to high schools.
- Redwood Campus co-location contracts with Grants Pass High.

#### **Recommendations:**

1. Locate opportunities for strengthening ties to new agencies and different institutions.
2. Work to strengthen current alliances.

### **Key Objective 3.3 Improve student access to funding resources.**

#### **Objective Partially Met: Score of 6**

Given the ever-increasing costs of gasoline, books, and supplies, as well as the current cost of tuition and fees, RCC staff took this objective to heart, providing several venues to improve student access to funding:

- The Bookstore/Financial Aid agreement to assure texts for Financial Aid students in a timely manner is receiving rave reviews from students and faculty.
- A series of Financial Aid workshops provided information, training, forms, and answers for students seeking financial aid. Not every student could attend, however, and many still do not realize that they may be eligible for financial aid awards.
- The SOREDI<sup>2</sup> Grant provided access for a new group of students.
- Treasures of Summer contributed to scholarship growth for students.

#### **Recommendations**

1. Continue Financial Aid workshops.
2. Evaluate costs to the College, if any, from provision of books to students who have not yet received their financial aid awards.
3. Evaluate cost vs. benefit of the Treasures of Summer online auction. Is the staff cost covered by the revenue received and by the excellent publicity?

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<sup>2</sup> Southern Oregon Regional Economic Development Initiative

# **Key 4: Manage Resources and Expenses**

Rogue Community College is a trust held by its Board and employees on behalf of the people of southern Oregon. To assure that these assets will be passed on to future generations, the following three objectives were put into place:

## **Key 4 Score: Partially Met**

### **Recommendations:**

1. Increase funding for staffing.
2. Continue work for a more stable state funding base.
3. Recognize that insufficient human resources do not allow the institution to manage this topic for highest quality.
4. RCC does well with what it has, but needs more resources.

### **Key Objective 4.1    *Align priorities and expenditures to ensure quality programs and services.***

#### **Objective Partially Met Score of 4**

Efforts from many parts of the institution have focused on achieving this Key Objective; nevertheless, there was difficulty in achieving a system-wide approach due to roll-over budgeting. There is so little funding flexibility that even refilling retiring faculty positions was a challenge.

Several outstanding activities occurred:

- The *Riverside Campus Master Plan*.
- The *Redwood Campus Master Plan*.
- The *Table Rock Campus Master Plan*
- The Table Rock Campus construction/remodeling project.
- Institutional Master Planning by all campus components and the Board of Education.
- Riverside: a poster printer has allowed ease of publicity for college events.
- Student Employment: financial reorganization.
- Network upgrades to better serve the institution.
- IP video components added to various programs.

### **Recommendations**

1. Assure that the *Institutional Master Plan* is updated and published for inclusion in the *2006 Regular Interim Report*.
2. Design an appropriate introduction to the *Master Plan* so the out-of-area NWCCU readers of the accreditation document know that the planning is indeed institutional, not by isolated campuses. (What should Rogue Community College as an institution be in the future, not what should any individual campus be.)
3. Continue to upgrade technology to keep the institution and its programs state-of-the-art.

### **Key Objective 4.2 Provide a stable funding base.**

#### **Objective Partially Met: Score of 8**

Excellent work has helped to make the RCC funding base more secure, although obviously the effort is not over and efforts must continue to gain sufficient fiscal resources to provide truly stable funding over time.

Striking successes include:

- The Jackson County Bond Levy and the construction, planning, and remodeling that has and continues to occur as a result.
- Presidential efforts to establish community college funding increases by working with the Oregon Legislature.
- A successful Title III Grant.
- Sale of RogueNet to Blue Mountain CC and Columbia Gorge CC.
- Table Rock Campus partnerships with Oregon Institute of Technology and SOREDI

### **Recommendations**

1. Future bond levies/financial efforts should consider personnel needs, so that new classrooms have faculty and new offices have staffing.
2. Continue work to convince the legislature to appropriately fund education in Oregon!
3. Pursue other grants as appropriate to institutional planning and effectiveness.

### **Key Objective 4.3 Nurture the college's human and material resources.**

#### **Objective Partially Met: Score of 5**

Although a lot of work has been done—and done very well, much remains to be accomplished. The “nurturing” area deserves more attention. The topic lacks institutional effort, but high-end efforts by individual areas have occurred and deserve

recognition. The topic is made more challenging by the roll-over budgets that do not allow new hires and/or new equipment to better “nurture” RCC personnel.

Successes include:

- Inservice efforts to make staff feel welcomed, valued, and appreciated—as well as involved in institutional efforts.
- Health and wellness initiatives in College Services
- The Riverside “Culture” Committee has produced rousing successes.
- The all-staff picnic accomplished a warm and sincere farewell to retirees, gave everyone an excellent meal, and continued the tradition of family fun and support for personnel and their families.
- Professional growth opportunities at RCC are excellent (as long as not all staff take advantage of them!) in comparison to those at other colleges. Funding is available to management, faculty, and classified.
- FERPA training allows security for everyone’s personal information, as does the change to identification numbers rather than Social Security numbers.
- Special training for part-time staff and faculty has strengthened Business Technology, Math, and Testing Center personnel.

#### Recommendations

1. When funding becomes available, fill personnel needs.
2. Continue to update equipment and technology as funding allows.
3. Continue all-staff social events to make the institution feel like ONE COLLEGE, rather than separate campuses.
4. Urge staff to participate in professional development opportunities.
5. To keep costs down, invite trainers to campus when possible, and open the training to other local schools and institutions (for a fee to help cover costs).