

TABLE OF CONTENTS

Introduction

Reporting	3
Structure and Scoring.....	3
Process of Assessment	3
Content of Goals and Objectives	4
Table Rock Campus Issues	4
Redesign Issues	4
Useful Definitions for Readers.....	4
Assessment Review Team Membership.....	5

Assessment Review

Institutional Goal 1	6
Institutional Goal 2	8
Institutional Goal 3	10
Institutional Goal 4	11
Institutional Goal 5	14
Institutional Goal 6	15
Institutional Goal 7	17
Institutional Goal 8	17
Institutional Goal 9	19
Institutional Goal 10	21
Institutional Goal 11	22
Development of Objectives and Recommendations for Change	25
Summary	27

INTRODUCTION

The Mission Statement of Rogue Community College declares that the members of this institution “anticipate the changes in our dynamic world and take the necessary steps to assure success.” A key part of this process is an annual assessment of how well the College has accomplished its goals and objectives.

This is the third annual institutional goals and objectives assessment document. The purpose of the document is to assess whether activities accomplished by the college during the current (2003-04) year have fulfilled the goals and objectives established during 2002-03.

Assessment of institutional goals is required by the 1998 RCC document, *A Strategic Process for Managing Change*, which calls for an annual report monitoring how well RCC achieves its goals and objectives. In addition, the 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. (See *2003 Accreditation Handbook*, by clicking on “Publications” at www.nwccu.org; then select “Standard I: Institutional Mission and Goals, Planning and Effectiveness.”)

Reporting

Results of this assessment are presented in person to the Board of Education and Executive Council, and then to the campus community via the Intranet. More details can be obtained from the Goals Assessment Team listed on p. 5.

Structure and Scoring

This report is organized as follows:

1. The goal and an objective are stated.
2. The score given by the assessment sub-committee is included.
3. If appropriate, generic comment(s) on the objective are added.
4. Numerical sequencing of comments is for convenience only and does not indicate prioritization by the Institutional Goals Assessment Team.
5. Examples of positive and/or negative issues are listed.
6. Commendations, notes, and recommendations for change are in bold.
7. The next objective appears; etc.

Success on each objective was rated from 0 (not met) to 10 (met). Extenuating circumstances were identified and evidence of success or reasons for not succeeding were summarized.

Process used to assess the objectives.

During 2003-04, each campus and department of RCC established objectives to support institutional goals and objectives. These were posted on the RCC Intranet on the Strategic Planning Database. Each response was grouped to the extent possible under the appropriate goal and the appropriate institutional objective. For a complete list of goals and objectives, see http://www.roguecc.edu/SP/2003_07/view_dept.asp

As a result of reorganization of the institution during 2002-2004, the Institutional Planning and Effectiveness Council (IPEC) slightly restructured the process. In coordination with the

reorganization, IPEC decided to rest the bulk of the goals and objectives evaluation on materials reported by the various campus organizations, using departmental objectives to fill in gaps and to provide examples. Other information in support was collected from the *Student Satisfaction Inventory* (November 2003), the *Focused Interim Report for Accreditation* (October 2003), and the reorganization processes themselves, particularly the contents of the *Phase I Redesign Reports* (December 2002) and *Phase II Reports* (July 2003).

Content of Goals and Objectives

This is the second year for the same set of goals and objectives; 2003-04 objectives (attached and assessed) have been rolled over intact for use in 2004-05. While some content is necessarily dated due to the redesign/reorganization of the college, it was felt that two years were necessary to accomplish the work initiated last year. A number of the objectives were planned for during 2003-04 with implementation anticipated during 2004-05. These objectives have received lower assessment scores since the implementation is yet to come.

Table Rock Campus Issues

A major challenge for the assessment sub-committee was that the 2003-04 objectives were written in 2002 under the assumption that Table Rock Campus facilities would be completed and occupied by July or September 2004. In fact, occupancy has been delayed until September 2005. A number of objectives reflect the assumption that the campus would be ready a year earlier; these could not, therefore, be fully implemented. However, Table Rock Campus does exist as a campus at work, but without a unified physical location. Staffing and management are already in place; programs, classes, and activities are ongoing and currently generate FTE, although they are scattered among a number of locations in both counties until the new campus is ready to be occupied. In those ways, their objectives have been fulfilled. Some classes that had been previously offered in non-college facilities were moved to college facilities, just not yet on the soon-to-be TRC campus. [Note: Four TRC staff moved onto campus on July 27, 2004 – the first residents!]

Reorganization/redesign Issues

The matrix of vertical/horizontal responsibilities and the reorganization or “redesign” are not represented in a majority of the objectives, yet both had a major effect upon success.

Useful definitions for readers

FTE = Full Time Equivalent, a student counting measure that equates part-time student enrollments to a “full-time” student equivalent.

IV = Illinois Valley (Kerby, Cave Junction)

RCC = Rogue Community College

RVC = Riverside Campus

RWC = Redwood Campus

SBDC = Small Business Development Center

SBM = Small Business Management Program

TRC = Table Rock Campus

WFTC = Workforce Training Center (White City)

Assessment Review Team Members for the 2003-04 Report

Name	Position(s)	Representing
Larry Mullaly	Chair, IPEC Director of Planning & Budgeting	Riverside
Betsy Fuller	Assistant to the President, IPEC	Governance
Curtis Sommerfeld	Associate Dean, IPEC	College Services/ Redwood
Linda Renfro	Associate Dean	Table Rock
John Lopez	Associate Dean, IPEC	Redwood
Shirlee Willis-Haslip	Associate Dean	Riverside
Danielle Rodriguez	Classified, IPEC	Riverside
Chelsey Kelsey-Hamilton	Classified	Riverside
Marie Mueller	Faculty (Emeritus), IPEC Editor	Redwood

2003-04 INSTITUTIONAL GOALS AND OBJECTIVES

Institutional Long-Range Goal 1: The College will expand instruction and services to meet the needs of the entire district.

Objective 1.1

The college will enhance learner access and the educational environment by making available a balanced mix of programs, courses and services at three campus locations beginning fall term 2003.

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

4 (Partially Met)

Comments:

1. This is not measurable at institutional levels, particularly as TRC is not operating.
2. Positives: Redwood added to the mix to better balance classes and programs.
3. SBDC, SBM, and Continuing Education were coordinated into selected programs.
4. Services were increased to the Illinois Valley.
5. Riverside maintained its levels.
6. TRC – as represented by the WFTC – enrolled and coordinated with campuses to increase over its predicted levels. Apprenticeship at TRC was relocated to RCC facilities.
7. **Special recognition is given to Redwood for its creative, energetic efforts in developing self-support services.**

Objective 1.2

By the year 2006-07, the college will have an enrollment of approximately 5200 FTE, reflecting a projected annual growth rate of 3% to 4%, serving an unduplicated head count of nearly 20,000 students.

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

0 (Not Met)

Comments

1. FTE has fallen steadily in the past two years. Although traditional academic and general education FTE are fairly flat since 2001-2, enrollment in other areas has declined. Developmental education FTE reinterpretation has lost approximately 150 FTE. Increases are in particular departments, not overall in the institution.
2. Year-end FTE totals follow.

Rogue Community College Year-End FTE

Year	Total FTE	Reimbursable FTE
2000-01	4789.46	4624.53
2001-02	5027.26	4939.66
2002-03	4510.95	4410.74
2003-04	4211.74	4100.21

3. Financial Aid, an objective for College Services in 2004-05, may assist more students once better marketing allows them to know they are eligible.

Objective 1.3

The college will have successfully implemented the redesigned support systems to improve the quality of service for RCC students and programs by June 2004.

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

8 (Mostly Met)

Comments:

1. Much improvement has occurred, but the levels of success need to be measured in Fall 2004 in the Student Satisfaction Inventory. The 2003 survey occurred before changes were implemented.
2. Human Resources consolidated personnel and offices and upgraded software.
3. Rogue Central was implemented.
4. Cash handling policies were revised and implemented.
5. Courier services from RWC to RVC improved efficiency.
6. Help Desk functions were reorganized to better serve the institution.
7. Welcome Days and Centers were/are soon to be (July 2004) implemented, depending on the area.
8. Planning for "Front End" committee work and for the Phoenix Center at TRC is in place.

Institutional Long-Range Goal 2: The college will have a stable financial base consisting of varied sources of funding.

Objective 2.1

The college will continue to research best practices and coordinate activities across the district to generate additional funding.

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

8 (Mostly Met)

Comments:

- 1. Of special note is the work conducted to research and to attract grant funding, as well as entrepreneurial work and coordination of activities to make these two factors work well.**
2. RCC received a \$1 million grant for TRC development.
3. A grants coordinator position is in place.
4. The Institutional Advancement Team to coordinate activities, general funding, and work to advance the college was implemented and includes the President's Office, Foundation, and Grants Office.
5. Grants Team has set priorities.
6. Measurement of activities will be done over a number of years.
- 7. Recommended: The Institutional Advancement Team needs to publicize its work to the college community.**
- 8. Recommended: Research of "best practices" that allowed RCC to obtain grants needs to be better discussed around campus outside the grants preparation team.**

Objective 2.2

The college will develop and implement an annual integrated fund development plan in response to changing financial realities.

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

2 (Not Met)

Comments:

1. Components of a plan are being developed. The Institutional Advancement Team forms the groundwork for integration of a funding development plan; the Grants Team adds prioritization of grant applications according to institutional goals.
2. Local campuses are at work and have done work (as shown in 2.1) without participation in an institutional plan.
- 3. Recommended: The Institutional Advancement Team and the Grants Team are encouraged to coordinate with campuses to formulate an institutional plan.**

Objective 2.3

RCC's financial planning and budgeting processes will be ongoing, realistic and strategically guided by the mission and goals of the college. The scope and diversity of programs and services as well as the number and diversity of students will be considered when making budgetary decisions.

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

4 (Not Met)

Comments:

1. None of the campuses provided a response to this via established objectives; nevertheless, much discussion of planning driving budget work has occurred. Changes include the following:
2. The Diversity Budget rose \$20,000; planned uses refocused the application of funds.
3. Grants development is tied to institutional goals.
4. Reorganization/redesign of the institution changed the allocation of dollars.
5. Technology distribution is very good.
6. RVC Phase I Plan resulted in prioritized spending.
7. TRC priorities were heavily planned prior to distribution of funds.
8. Technology fund distribution is tied to institutional goals.

Concerns

1. For 2004-2005, the budget was focused on maintaining personnel and services. The roll-over budget, with little discretionary funding, eliminated the opportunity to plan for spending in many departments.
2. Areas in which planning drove budget were allocations for the new Table Rock Campus and for grant-funded projects. Changes within the roll-over budget are partially funded by grants and other alternative funding sources.
3. Institution-wide budget workshops were dropped in 2004 in favor of brief reports.
4. Better distribution of personnel resources throughout the district remains an ongoing need.
5. No evidence was available of a systematic, institutional approach to make budget decisions on the basis of the scope and diversity of students, programs and services.

Institutional Long-Range Goal 3: The College will develop and maintain appropriate facilities throughout the district based on the institutional facilities master plan.

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

- **Score: 7 (partially met) on 3.1, 3.2, and 3.3 combined.** All are different facets of the same issue.

Objective 3.1

The college will create an updated integrated institutional facility master plan for short-term and long-term growth that includes facilities plans for three major campuses.

Issues affecting 3.1

1. The original facilities plan was completed for the 2001 accreditation review.
2. Updates have been developing, most obviously with the extensive planning and changes affecting TRC.
3. The Rogue Community College/Medford Library is now operating.
4. RWC has been working on the Early Childhood Education Center.
5. With the addition of H Building, RVC has expanded its HPER class offerings and has added a “black box” theatre.
6. Bond levies are being planned on behalf of the College.
7. **Recommended: That the 2001 Institutional Facilities Master Plan be updated for the Fall 2006 Fifth-Year Interim Accreditation Report.**

Objective 3.2

The system-wide plan will include comprehensive policies, procedures and budgets for facilities maintenance, equipment upgrades/replacement, institutional technology infrastructure and capital improvements.

Issues affecting 3.2

1. Policies and procedures have been established; however, funding of certain needs, particularly in the maintenance area, remains a challenge.
2. The Technology Fee was established and clear equipment replacement procedures are now in place.
3. The College Services fee has policies regarding facilities development.
4. Facilities rental agreements have been improved and clarified.
5. Facilities Committees have been established at each campus, replacing a single all-institution committee.
6. Facilities development guidelines are in now place, as is a Facilities Maintenance Schedule.
7. Executive Council minutes record procedural proposals and their adoption or revision. These actions should be better known by the institution.
8. **Recommended: Establish a single location on the Web for adopted procedures and policies to be publicized and communicated to the institution.**

- 9. Recommended: The master *Policies and Procedures Handbook*, currently kept by each executive secretary to the president and deans, needs to be updated and its presence publicized.**

Objective 3.3

The institutional facilities master plan will address both external and internal elements to create safe, comfortable environmentally friendly, state of the art campuses.

Issues affecting 3.3

1. In compliance with OSHA requirements, separate Safety Committees have been established at each campus, replacing a single institutional committee.
2. Facilities committees integrate and provide liaison to other committees at each campus and institutionally through IPEC yearly workgroup reports.
3. OSHA training and assessment of training is done institution-wide.
4. Interviews with staff have taken place to determine their knowledge of locations of fire extinguishers, blood-borne pathogen kits, etc.
5. Fire drills have been conducted with excellent results at RVC.
6. Inservice topics reflect this objective.
7. **Commendations to Bart Van Syoc for his unswerving dedication toward improving RCC safety standards and practices.**

Institutional 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.

Objective 4.1

The college will better serve all of its community by refocusing non-traditional scheduling of course and program offerings, including night, weekend, and distributed delivery.

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

6 (Partially Met)

Comments:

1. Since 2002, there has been a substantial overall increase, even as telecourses, night and weekend enrollments have somewhat declined. The chart follows, p. 12.

Non-Traditional Course Types and Numbers of Sections Offered						
Year	Night (after 5 p.m.)	Weekend	Telecourses	Web, online	CD ROM	Totals
	Sections	Sections	Sections	Sections	Sections	Sections
2002-03	1117	305	67	252	45	1786
2003-04	1034	234	64	538	60	1930
Results	-83 Drop of 8%	-71 Drop of 24%	-3 Drop of 4%	+286 Increase of 114%	+15 Increase of 34%	+144 Increase overall of 8%

2. Additionally, it might be useful to track the success ratios of enrollees in these non-traditional offerings, as compared to those in more traditional venues.
3. A number of accomplishments have occurred under auspices of the Academic and Training Council:
 4. Significant work occurred during 2003-04 on the master academic schedule. This will be implemented in 2004-05.
 5. New sections are offered at strategic times: 8 a.m.
 6. MWF scheduling fulfills the full-week, MTWRF goal of the master schedule.
 7. RWC added sections are 60% in the evening.
 8. TRC, when fully operational, will add a number of non-traditional scheduling options.
 9. During 2004-05 ATC anticipates re-working of evening/weekend schedule, although some departments are already doing so: Criminal Justice, Workforce Training, and Nursing.
 10. Distributed delivery via Web courses has increased.
 11. During 2004-05, summer session master scheduling will occur.
12. **Recommended: Use student satisfaction in November 2004 to determine success of current changes to the master schedule.**
13. **Recommended: Since 2000, IPEC has recommended the selection of an instrument to measure student satisfaction in non-traditional course offerings. This needs to be accomplished during 2004-05 so that the institution can obtain a benchmark for student satisfaction among non-traditional program offerings.**

Objective 4.2

The college will implement at each campus at least one new Learning Community, integrating academic and support services.

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

0 (Not Met)

Comments:

1. Work done that relates includes:
 2. Alexis Priddy, Americorps volunteer, and her work toward a Women's Center (RWC)

3. Bright Futures/Moving On accomplishments
4. Human Development classes.
5. TRiO/SSS has developed a supportive learning Community.
6. **Recommended: Revisit the validity of 4.2 as an institutional objective.**
7. **Recommended: The institution needs a clear definition of “learning communities” and a priority, if appropriate, needs to be established for their development.**

Objective 4.3

The college will establish one or more mechanisms to identify community needs and interests and provide appropriate learning opportunities.

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

8 (Mostly Met)

Comments:

1. This has been well addressed in a variety of ways. The mechanisms are in place to solicit community needs and to provide learning.
2. RVC has developed a Campus Advisory Committee with major campus administrators and community leaders.
3. TRC collected an impressive set of letters of support used for the grant application.
4. RWC, RVC, and TRC all have Advisory Teams
5. Departments have community-based Advisory Committees.
6. Deans are members of various community organizations.
7. Community members and organizations actively participated in development of the Economic Development Administration grant and in the Early Childhood Education grant.
8. There is an active Arts Quad community committee.
9. RCC Tech Park Committee is community-based.
10. Community Leadership Committee
11. Business Retention Team
12. One-Stop Shop committee
13. Entrepreneurial committee
14. Sprint – on-site advising, enrolling, continuing ed, classes on-site
15. On-going contracted training
16. Workplace Spanish trainings

Institutional Long-Range Goal 5: The college will align its priorities to continually provide quality programs, services, and affordable access.

Objective 5.1

The college will consolidate the delivery of services and instruction for students and staff that maintains institutional standards while honoring campus needs.

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

8 (Mostly Met)

Comments:

1. This was the point of the institutional redesign and reorganization. Many examples exist.
2. Rogue Central was developed.
3. Marketing Council was created.
4. Coordination occurs within and between campuses to assure consistency of offerings and quality provided; oversight by departments on this one.
5. Council structure ties executive deans and administrators from each campus to institutional needs and concerns.
6. The standards seem to be clear, but operational issues continue to need refinement.
7. **Recommended: Some areas, including the former Student Services and Business and Community Learning Services divisions, were more heavily impacted by college restructuring than others. While many things in the new structure are working well, the Review Team notes some dysfunctions. Additional work needs to be done to achieve anticipated efficiencies, and supervisory responsibilities still need clarification.**

Objective 5.2

The college will strengthen its planning, implementation and assessment processes in a manner leading to a successful accreditation visit in fall 2003.

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

10 (Met)

Comments:

1. The College received affirmation of accreditation from the Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities in January 2004.
2. The renewal of accreditation came with a request for a *Progress Report*, due in October 2004. This is currently being drafted by Larry Mullaly of the RCC Accreditation Team.
3. Note: The regular *Fifth-Year Interim Report* for accreditation will be due in August 2006.

Objective 5.3

The college will formulate a hybrid system combining the current horizontal budget process and a new vertical budget process in order to best meet the needs of a multi-campus college.

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

7 (Partially Met)

Comments:

1. Reallocation of dollars is okay; authorization and control seem to be confusing to many staff. This is the second year of a new system, so rough spots remain to be worked out.
2. The budget structure was refocused to campuses, rather than to divisions.
3. Campus budgets are vertical. Within campus budgets are “divisional” authorizations for student services, instructional services, forming horizontal ties between campuses. This is a hybrid system still in transition, but it allows better identification of campus needs. There are still complexities to work out on who can sign off on requests, etc.
4. The matrix of vertical/horizontal responsibilities was developed prior to 2003-04, but it is still under review and revision.

Institutional Long-Range Goal 6: The college will increase its efforts to recognize and serve a more diverse community.

Note: This goal is an effort to address Title IX: age, disability, race, etc., and diversity issues.

Objective 6.1

The college will strengthen its target marketing efforts to address distinct populations.

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

4 (Partially Met)

Comments:

1. The College does some targeted marketing for high school students, retirees, and the Hispanic population. For example, ABE and GED information is available in Spanish in the *RCC Schedule of Classes*. Services available to the Hispanic community are listed in Spanish in the schedule and catalog. RCC advertises on the Hispanic radio station and in the Hispanic directory. Financial Aid has a Spanish-language brochure on how to apply for financial aid.
2. The College will continue those efforts and has included a 2004-05 goal of identifying and prioritizing key audience groups, such as current and potential students, including Basic Skills and ESL, transfer, professional -technical, high school graduates, GED completers, evening class students, working people, retirees, Hispanics, non-traditional students, and people with degrees who need to retool for new careers and retraining. In addition, marketing could be targeted to those who

are currently not RCC students, such as legislators, Foundation donors, community leaders, and business communities. Special groups of non-students could include RCC faculty and staff, voters/district patrons, college advocates, the media, alumni, and K-12 administrators, counselors, parents, and teachers.

3. Human Resources mails all announcements of positions opened to the public to the RCC Affirmative Action mailing list which includes HASL--targeting the disabled, Commission for the Blind, OFA (Organization of the Forgotten Americans)--targeting Native Americans, VA Domiciliary--targeting veterans, The JOB Council, as well as the State Employment Office, city and county school districts, County and City offices within the district, ESD, and other community colleges (faculty and management positions). RCC advertises in *The Oregonian* (targeting a more diverse population than locally), *Mail Tribune*, *Courier*, online in *The Chronicle of Higher Education*, *HigherEdJobs.com*, and on the RCC Human Resources Website.
4. Human Resources will be doing more research to locate online websites that target special populations for 2004-05.
5. The diversity conference held at RCC was highly marketed.
6. MS Certification Training was marketed to business and industry.
7. WFTC ESL training in Spanish for businesses was designed in 2003-04 for implementation in 2004-05
8. Andrea Arieta, formerly BCLS, now works in Community Relations, designing targeted materials for marketing.
9. RWC is addressing seniors, high school students (especially GPHS), and community groups.

Objective 6.2

Each RCC campus will celebrate at least one annual signature event reflecting the diverse nature of the community.

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

7 (Partially Met)

Comments:

1. Two of three campuses have hosted a signature event.
2. RVC: Hispanic Education Conference
3. TRC: Women in the Trades Fair
4. RWC: Plans an event similar to the Oregon Diversity Institute with seminars and workshops. No details yet and this is a lower priority activity.

Institutional Long-Range Goal 7: The college will develop and maintain strong collaborative partnerships within its external communities.

Objective 7.1

The college will continue to build relationships with its partners to advance mutually beneficial efforts.

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

10 (Met)

Comments:

1. Much has been accomplished toward this goal.
2. RVC: Medford Library coordination
3. RVC: MURA, Heart of Medford, Rogue Valley Transit Managers group, Oregon Bar Association work.
4. RVC: OIT and SOU coordination
5. RVC: Respiratory Therapy articulation with and development of a baccalaureate degree program through OIT, **thanks due to James Hulse and department.**
6. RVC: Tech Park work
7. RVC: High school welding, culinary arts cooperation
8. RVC: Drivers' ed is under consideration for expansion.
9. RVC: Coordination with SOREDI.
10. TRC: Manufacturing and Engineering Technology articulation with OIT.

Institutional Long-Range Goal 8: The College will strengthen its communication and participatory decision-making processes with its internal communities of staff and students.

Objective 8.1

There will be a clearly identified organizational leadership structure that delineates roles and levels of accountability in order to assure consistency and efficiency in delivering the college's services and fulfilling its mission.

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

5 (Partially Met)

Comments:

1. Organizational charts have been developed.
2. Forms for authorization are being updated and specify functional supervision or site supervision on sign-offs.
3. "Consistency and efficiency" are outcomes that have not been fully achieved. More communication, increased understanding, better articulation of concepts, and clarification are still required. Among specific issues that need addressing are:
 4. Roles formerly assigned to deans have been transferred to Councils, at times resulting in a lack of unified direction in such key areas as instruction and

student services. Some confusion exists between campus and institutional work and who is responsible for each component.

5. Councils have shown themselves effective in maintaining standards and processes, but less so in providing operational direction. The Student Development Council, in particular, seems to have especially confusing roles and to lack clear authority.
6. On the positive side, Campus Management Teams are providing a true strength for campus existence and life – events, morale issues, parking – adding a whole new element into institutional life. President’s Council (Executive Council) is represented through them on each campus.
7. **Commendations to Campus Management Teams and their Councils for building good rapport and for the work well done.**
8. Departmental reporting routes based on the physical presence of department heads are uneven. RVC has one academic department head; TRC has only one associate dean assigned as a part of workload; RWC, in contrast, has the majority of academic department heads and their support staffs. The result is that decisions from Campus Management Teams may not be well distributed throughout the population.
9. **Recommended: Executive Team needs to recognize and develop the power inherent in the council structure.**

Objective 8.2

Technology will be used to provide efficient access to communication and participatory decision-making processes.

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

9 (Met)

Comments:

1. Good progress in providing access and opportunities to participate.
2. Videoconferencing has added active members to many groups.
3. Polycom equipment is well used.
4. Web e-mail has provided remote access for staff.
5. Virtual conference rooms are in regular use.
6. TBA: Install new already-owned e-mail software to improve access.

Objective 8.3

The college will organize councils, committees, and working teams with staff and student representation to improve institutional collaboration and decision-making across locations and functions.

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

9 (Mostly Met)

Comments:

1. Councils, committees, and teams are organized to include faculty, classified, and student representation. Charters recognize the value of their input. The college,

however, relies heavily on voluntary attendance that has not always proven effective.

2. Problem: student representation is infrequent and/or impossible for some teams. There are insufficient ASRCC members to do the work. ASRCC could delegate student club members to serve on its behalf to help solve this issue.
3. **Recommended: Increase use of *Student Satisfaction Inventory* results to gather student input for council use.**
4. **Recommended: Add student forums on focused topics, as was done with parking at RVC.**

Institutional Long-Range Goal 9: The college will increase efforts to enrich student life, the learning environment, and foster individual responsibility and mutual respect.

Objective 9.1

The safety, security, and dignity of all students will be of the highest priority at all college locations.

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

10 (Met)--but see comment, please.

Comments:

1. Workers' compensation rates have gone down from \$200,000 to \$100,000 due to reductions in incident rates, caused by better safety and security.
2. Campus Crime Reports are published regularly.
3. Policies and procedures are in place and published widely.
4. Human Rights Network is active.
5. Student Rights and Responsibilities Statements are widely discussed with students and in print, often included in syllabi.
6. Safety Committees exist on each campus.
7. Escorts are available for students who feel unsafe reaching their cars.
8. Bart Van Syoc and department respond immediately to safety and security issues.
9. Incident reporting is clearly laid out should issues arise.
10. Safety is the first topic at every weekly Facilities Committee meeting. Immediate response is provided.
11. Student and staff grievances are an indication that standards are known and are being reacted to.
12. **Recommended: This is a value statement, not an objective. The Review Team recommends that this objective be rewritten for 2004-05 with a clear, measurable outcome. Not all parts of the college focus on this issue, but it is a value of the institution and thereby a priority. Evaluation can be set by presence of policies, procedures, lower liability rates, *Student Satisfaction Inventory* responses, etc.**

Objective 9.2

The college will continue planning and implementation efforts designed to enhance delivery of social, cultural, co-curricular, recreational, community service, and campus government involvement.

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

6 (Partially Met)

Comments:

1. Results are very uneven among campuses. There is not yet a systematic, equitable approach toward student life development at RCC. RVC and TRC lack percentages of staff dedicated to this work. RWC, in contrast, is a mature, functioning campus in this regard. A multi-campus procedure is slowly developing after reorganization, but is far from mature.
2. The part-time ASRCC advisor is already spread too thinly between just RWC and RVC with TRC yet to be considered for student government activities.
3. In comparison to RWC, both RVC and TRC lack adequate infrastructure and staffing to fulfill the traditional “student services” areas, including expectations for student life development.
4. **Recommendation: That the Student Life leaders of the individual campuses work collaboratively within the framework of the Student Development Council to develop a Student Life Plan for 2006-2011. The plan should clarify funding sources to cover infrastructure and personnel.**

Successes

5. Clubs are alive and healthy at RVC and RWC.
6. Student Life Plans – or planning for such – are being initiated by campuses.
7. Take Back the Night
8. Women’s Center development
9. Student Employment Center work
10. Oregon Diversity Conference at RCC
11. Offices of Diversity at RVC and now at RWC are operating well.

Institutional Long-Range Goal 10: The college will increase efforts to provide quality alternative access and learning opportunities.

Objective 10.1

The college will provide sufficient information technology infrastructure services at all sites.

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

8 (Mostly Met)

Comments:

1. New connections were not available through Charter until July 23 – after the end of the 2003-04 year. At that point T-1 connections for the Internet will go from 1.5 MB to 1000 MB pipes.
2. IV and TRC will benefit from Distance Learning Technology grant dollars, when they are spent.
3. Wireless 'Net is available at RVC – G/Wards, the new Central Library in Medford, and on most of the RWC facility.

Objective 10.2

Each campus will work collaboratively with other campus teams to expand alternative delivery offerings.

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

8 (Mostly Met)

Comments:

1. **Note: Alternative delivery is usually institutional in nature and is not dependent upon campus collaboration. The objective, if continued, would be more meaningful if revised to read: Each campus will work with faculty to encourage participation in development of new alternative delivery offerings following the procedures used for distance learning proposals through the Instructional Media Department.**
2. In 2003-04, a decision was made to shift some Developmental Education classes to IP video. The decision saved canceling classes needed by students, but campuses were not involved in the decision.
3. Alternative delivery services are normally neither time nor space-bound and are therefore considered district (regional) rather than campus entities.
4. IP Video expansion is limited by the schedule and by equipment/rooms, not by campuses.
5. Academic and Training Council supervises percentages of expansion in alternative deliveries. Campuses provide moral support and promotion after decisions are made.

Institutional 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.

Objective 11.1

The college will work to enrich its institutional and campus culture and identity focusing on RCC's hallmarks and values.

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

8 (Mostly Met)

Comments:

1. *Mission, Values, Guiding Principles*, and now *RCC Goals* are included in the *RCC Catalog*. They are also on the *RCC Website*.
2. Web pages and access have been improved.
3. RVC has a Culture Committee, a local initiative sponsored by the RVC Campus Leadership team, which works to present one event per term.
4. RVC's new "tag line" for one of its objectives is "Kinda Nice" – referring to the attitude to be experienced by visitors, staff, and students.
5. RWC participates in Paint Your Heart Out.
6. RWC: Friday Forums
7. RWC: Monthly e-mails from the dean highlighting changes, additions to staff and to staff families, marriages, illnesses and deaths of family members, and items of importance to campus staff.
8. All campuses: Staff nametags to ease identification.
9. RWC: Safety, Facility and RATS Committees
10. Staff development work
11. Inservices
12. Picnics and socials
13. Professional Growth Funding increases
14. Health of college task forces, working groups, committees, and councils.
15. **Recommended: Identify and publicize "RCC Hallmarks." The Review Team was unable to identify such hallmarks from current documentation.**

Objective 11.2

The college will continue to strengthen its welcoming environment in order to retain and recruit high quality staff and faculty.

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

6 (Partially Met)

Positives

1. 25% discount for staff training from Continuing Education Department
2. Professional Growth funding
3. Customer service training for staff.
4. New employee orientations and tours

5. Good working environment
6. Benefit and salary packages
7. Training opportunities to learn, stay current: Tuition waivers, professional growth, overseas travel opportunities. **[Travelers in the group offered kudos to Wolfgang McAninch-Runzi and James Dunn for the quality of their educational contributions to the tours.]**
8. Collaborative bargaining – Faculty Association Management Advisory Team, Classified Association Management Advisory Team
9. Positive tones in communications
10. Participation in activities is up from 2001-02. Comfort levels? Trust? Knowing that your voice is heard?
11. Clear job descriptions
12. New RVC leadership structure is a great improvement for local issues.
13. New employees are invited to join in.

Problems

1. The college needs to better communicate internally of good things done.
2. Morale issues exist, as noted in the review done by the RCC Executive Council in 2004. Low morale resulted from compensation freezes, rising cost of health insurance, changing management, concern over ways in which the redesign and reorganization have impacted various departments, confusion over supervisors and on to whom one reports, and unanticipated job assignments.
3. Managers need management training to better assist staff to succeed at their jobs. A number of managers were not previously management and do not know the best ways to manage and encourage those they supervise.
4. A number of personnel at various levels do not feel “safe” telling administrators how they feel or what they need. Fear for job loss is real.
5. We have room to improve on this.

College Response

In January 2004, Executive Council implemented an effort to determine how staff felt about the redesign/reorganization of the College. Managers were asked to survey their staffs. Responses were sent to the Assistant to the President, who compiled them and presented a report to E-Council. Called the ‘time and temperature’ activity, E-Council then evaluated the redesign process themselves.

Four areas were identified as needing improvement:

1. Matrix management
2. Communication
3. Streamlined processes
4. Morale issues

E-Council was then grouped into teams to consider solutions. The process is not yet completed, but a number of the suggestions have already been implemented. Work continues during 2004-05.

After reviewing the results of the E-Council surveys, the Review Team recommends that E-Council present these findings and some of the solutions:

1. By a brief report at fall inservice
2. By an extended article in the first fall issue of *The Log*.
3. If morale issues are identified again in 2005 during the IPEC assessment, the group recommends a second survey, preferably the Noel Levitz standardized *Institutional Priorities Survey* that is the companion to the *Student Satisfaction Inventory*. be completed to fine-tune solutions to better fit the employees of the College and/or to identify issues that were not brought forward during the original surveys. [For information, see <http://http://www.noellelitz.com/solutions/retention/satisfaction/index.asp>]

DEVELOPMENT OF OBJECTIVES
AND
RECOMMENDATIONS FOR CHANGE

As campuses and departments of the College design objectives for following years, IPEC requests that they consider some adjustments.

1. Despite best efforts, review indicates that further work needs to be done to sharpen the language of the objectives and to make them more measurable. Added work on developing baseline data and then drawing comparisons, preferably using statistics, would greatly assist this assessment in 2005. For example, "ABC increased (or decreased) 2.75 percent from the 1999 baseline of 3,456."
2. Consider methods to assess each objective. Note changes from baselines in percentages. Provide statistical, numerical evidence as support where possible.
3. Institutional Research issues need further review and prioritization by the institution. It is important to have high quality data to do future assessments that provide an accurate view of the institution.
4. This Review Team suggested in 2003 that E-Council appoint a "champion" for each institutional objective to track its accomplishment. If the champion notices that no campus has provided a response, he/she can then request that work be completed. If there are no responses and no one wishes to "own" an objective, it should be removed from the list before assessment begins or by the assessment sub-committee.
5. IPEC recommends that a sub-committee of IPEC be formed to scrutinize proposed objectives for quality of writing, clarity of content, measurability, discussion of a single issue, and for clarity of writers' intent. This would prevent or lessen the changes of value statements or hallmarks, multi-headed objectives, unmeasurable statements, and the like being disguised as objectives.
6. Clarify institutional uses of campus vs. departmental objectives. In addition, it appears that the College should educate the college community about the campus and departmental objectives. Where can they be located? Who should read them? Why should they be read? How are they used? (etc.)
7. Restructure the Strategic Planning Database, to actively solicit the addition of activities that have been accomplished during the year, but for which no objectives may have been written. This will allow a more well-rounded presentation of what the college has actually accomplished as an institution. If you did something, tell us about it.
8. Avoid designing objectives that sound like mission or values statements; e.g., "The safety, security, and dignity of all students will be of the highest priority at all college locations." (2003-04 Institutional Objective 9.1)
9. Write with care, particularly avoiding universal statements that include "all," or generalizations such as "increase," or "maintain." These are extremely difficult to measure and/or evaluate.
10. Select objectives with care. Are they realistic? Are they measurable? Do you have a clear means of assessment? Are the numbers of objectives such that they can be reasonably accomplished during the year?

11. IPEC recommends limited numbers of objectives as follows:
 - a. Institutional: 1 to 2;
 - b. Campuses: 6 to 10;
 - c. Departments: 3 to 5.
12. Design each objective to accomplish one issue.
13. Where possible, focus objectives on the movement of budget dollars to fulfill the planned for goal/objective.
14. Campuses and departments should use the Student Satisfaction Inventories and redesign/reorganization plans when developing future objectives. Issues raised by students and co-workers should be a priority to address.
15. The institution needs to develop a definition of "learning community," so that campuses are working from the same page.
16. In designing 2004-05 objectives, build in measurement of the qualities desired; e.g., evaluate improvement by changes in student satisfaction inventories, etc.
17. Design another heading for use in the Strategic Planning Database that more accurately reflects President's Office objectives and objectives of other departments.

ROGUE COMMUNITY COLLEGE
Institutional Planning and Effectiveness Sub-Committee on Assessment

2003-04 Goals and Objectives Scoring Summary

Goal/Objective Number	Score on a scale of 0 (Not Completed) to 10 (Completed and well done)	
1.1	4	
1.2	0	
1.3	8	
2.1	8	
2.2	2	
2.3	4	
3.1	7	
3.2	7	
3.3	7	
4.1	6	
4.2	0	
4.3	8	
5.1	8	
5.2	10	
5.3	7	
6.1	4	
6.2	7	
7.1	10	
8.1	5	
8.2	9	
8.3	8	
9.1	10	
9.2	6	
10.1	4	
10.2	7	
11.1	10	
11.2	6	
Total	172	Average for all 27 objectives: 6.37