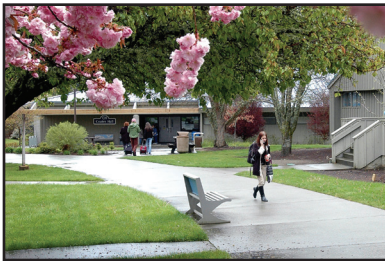




Rogue Community College



Redwood Campus
Grants Pass



Table Rock Campus
White City



Riverside Campus
Medford

Comprehensive Self-Evaluation

Submitted to
Northwest Commission on Colleges and Universities
September 14, 2011

Temporary User Identification and Password

The following confidential, temporary user identification and password are being provided for evaluators in their individual copies of this *2011 Comprehensive Self-Evaluation Report (2011 Self-Evaluation)*:

[AFFIX LABEL WITH
ID AND PASSWORD]

The user ID and password are necessary for evaluators to gain access to RCC's intranet documents and network drives.

To conserve paper, no appendices are attached to this *2011 Self-Evaluation*. All relevant forms, documents and other evidence in support of responses to Commission standards are available on the RCC website at www.roguecc.edu and are automatically linked for evaluators and the Commission in electronic copies of this *Self-Evaluation* in blue font. A glossary of common terms and acronyms, URLs, material references, and the exhibit list and acknowledgements are provided at the end of the report.

While a few significant documents, including publications such as the catalog, class schedule(s) and adopted budget will be provided as exhibits (available for evaluators' review on-site), any documents may be provided to evaluators, as requested, prior to the visit on **October 26-28, 2011**. For questions, or to request a specific document, contact:

Denise Swafford, MiM
Accreditation Liaison Officer/Administrative Coordinator
dswafford@roguecc.edu
541-956-7087



Rogue Community College

PRESIDENT'S OFFICE

3345 Redwood Highway
Grants Pass, OR 97527
541-956-7500

September 14, 2011

2011-12

Board of Education

Joseph Davis, *Chair*

Timothy Johnson,
Vice-Chair

Patricia Ashley

Randy Sparacino

Kevin Talbert, Ph.D.

Dean Wendle

Joseph Zagorski, Ed.D.

Dear NWCCU Evaluators:

Welcome to southern Oregon and Rogue Community College, a two-year public college serving Josephine and Jackson counties from three campuses: Redwood in Grants Pass; Riverside in Medford; and Table Rock in White City. At the urban Riverside Campus, RCC shares a facility with nearby Southern Oregon University in the RCC/SOU Higher Education Center, where you will be working during your October 26-28 visit. At the Table Rock Campus, the College focuses on career and technical education. Redwood Campus is the original, 80-acre rural campus in Grants Pass, which provides transfer, career, and preparatory education.

This *2011 Comprehensive Self-Evaluation* demonstrates RCC's significant contributions to quality learning and teaching, student success, and fiscal responsibility. Core Themes, derived from the Mission statement, are introduced in Chapter 1 and have been woven into the *Self-Evaluation*. Core Values: Excellence, Integrity, Respect, Innovation and Stewardship are clearly displayed in college achievements. Chapter 2 describes communities of function, including leadership, service, resources and capacity. Planning, assessment, and continuous improvement processes are described in Chapters 3 and 4; and, Chapter 5 centers on Mission fulfillment.

On behalf of the College and the RCC Board of Education, we would like to thank the numerous faculty, staff, and administrators who contributed to this outstanding report. Questions and requests for additional information may be directed to either of us by contacting Denise Nelson, Assistant to the President and Board of Education, 541-956-7001, dnelson@roguecc.edu.

Sincerely,

Joseph Davis
Chair, Board of Education

Peter Angstadt, Ph.D.
President

Table of Contents

COLLEGE OVERVIEW	1-2
PREFACE	3-7
Brief Update on Changes Since College’s Last Report	6-7
Response to Topics Requested by Commission	8-14
Recommendation 1 – Strategic Plan	8-12
Recommendation 3 – Part-Time Faculty Evaluations	12-14
CHAPTER ONE: MISSION, CORE THEMES AND EXPECTATIONS	15-26
Executive Summary (Eligibility Requirements 1 through 3)	15
Standard 1.A – Mission	15-17
Standard 1.B – Core Themes	17-25
Concluding Remarks	26
CHAPTER TWO: RESOURCES AND CAPACITY	27-89
Executive Summary (Eligibility Requirements 4 through 21)	27
Standard 2.A - Governance	27-45
Standard 2.B – Human Resources	45-50
Standard 2.C – Education Resources	50-64
Standard 2.D – Student Support Resources	64-77
Standard 2.E – Library and Information Resources	77-79
Standard 2.F – Financial Resources	80-84
Standard 2.G – Physical and Technological Infrastructure	84-89
Concluding Remarks	89
CHAPTER THREE: COLLEGE PLANNING	91-110
Executive Summary	91
Standard 3.A – College Planning	91-109
Concluding Remarks	109-110

CHAPTER FOUR: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT	111-146
Executive Summary (Eligibility Requirements 22 and 23).....	111
Standard 3.B – Core Theme Planning	111-132
Core Theme 1 – Promote Student Access and Success	
Core Theme 2 – Advance Student Learning	
Core Theme 3 – Strengthen Our Diverse Communities	
Core Theme 4 – Model Stewardship	
Standard 4.A – Assessment.....	133-141
Core Theme 1 – Promote Student Access and Success	
Core Theme 2 – Advance Student Learning	
Core Theme 3 – Strengthen Our Diverse	
Core Theme 4 – Model Stewardship	
Standard 4.B – Improvement	141-145
Core Theme 1 – Promote Student Access and Success	
Core Theme 2 – Advance Student Learning	
Core Theme 3 – Strengthen Our Diverse Communities	
Core Theme 4 – Model Stewardship	
Concluding Remarks	145-146
 CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION AND SUSTAINABILITY	 147-156
Executive Summary (Eligibility Requirement 24)	147
Standard 5.A – Mission Fulfillment.....	147-153
Standard 5.B – Adaptation and Sustainability	153-155
Concluding Remarks	156
 PRESIDENT’S CONCLUDING REMARKS	 157-158
 ACKNOWLEDGEMENTS	 159-161
 GLOSSARY OF COMMON TERMS AND ACRONYMS	 163-169
 URL REFERENCES	 170-176
 MATERIAL REFERENCES	 177-179
 EXHIBITS (Available on-site for Evaluators’ Review)	 180

College Overview

On June 11, 2011, Rogue Community College celebrated its 40th annual commencement with a record number of graduates who were awarded 642 degrees and certificates (unduplicated). RCC is a regionally accredited, comprehensive, two-year public college in southern Oregon serving two counties (Josephine and Jackson) through three campuses: Redwood (RWC)/Josephine; Riverside (RVC) and Table Rock (TRC)/Jackson. Other learning sites include the Small Business Development Center (SBDC), Esther Bristol Education Center and the Illinois Valley Business Entrepreneurial and Learning Centers in Josephine County; and Southern Oregon Rehabilitation Center and Clinics in Jackson County.

Authority and Operational Focus (Eligibility Requirements (ER) 1-4; 20-21)

RCC's accreditation status has been continuously affirmed since receiving correspondent status in 1971. The College is one of 17 community colleges in the state, each independently governed by its own local Board of Education and managed by the Department of Community Colleges and Workforce Development (CCWD).¹ CCWD is granted legal authority for approval of courses and curricula through Chapter 589, Division 6 of *Oregon Administrative Rules (OARs)*² adopted by the State Board of Education under the authority of Chapter 341 of *Oregon Revised Statutes*³ CCWD and the State Board are responsible for distribution of state aid, review and approval of new programs and courses, and governance rules for Oregon community colleges. In addition, the Oregon Community College Association (OCCA)⁴ serves as liaison between the colleges, state legislators and partners on issues from funding and economic forecasts to legislative policy, special studies and reports. RCC is also approved as a veterans' training college by the Veterans Administration.

Governing Board and Chief Executive Officer (ERs 5-8)

Board members represent both counties. They are elected for four-year terms and may be re-elected without term limits. A key responsibility of the Board is to hire and evaluate the President (Policy

I.C.030 –Board/Duties/ Responsibilities).⁵ The current president, Peter Angstadt, Ph.D., was hired in 2004. His performance is evaluated annually in a process led by the Board, and his contract has been continuously renewed. In 2011, the Board extended Dr. Angstadt's employment contract for four years. RCC is governed in a respectful, nondiscriminatory manner. Established ethical standards are set forth in Policy: *I.C.010 –Board/Duties/Code of Ethics for School Board*⁶ and *V.B.010 – Human Resources/Conduct/Conflict of Interest/Code of Ethics*.⁷

Administrators and Faculty (ERs 9-10; 15) RCC employs 95 full-time faculty; and 549 part-time instructors had classroom teaching contracts in 2010-11. Faculty enjoy intellectual and academic freedom (Board Policy: *II.A.010 – Freedom of Inquiry and Expression*⁸ and *VI.A.010 – Academic Freedom*).⁹ In addition, there are 157 full-time and 24 part-time classified employees and 47 exempt staff, including the president and three vice presidents (VP) (Interim VP of College Services/Chief Information Officer; VP of Instructional Services/Chief Academic Officer; and VP of Student Services/Chief Student Services Officer.) The Director of Business and Finance is the Interim Chief Financial Officer. Organizational charts outlining governance¹⁰ and three college divisions: *College Services*¹¹; *Instructional Services*¹²; and *Student Services*¹³ are included in Standard 2.

Educational Programs and Public Information (ER 11-14, 17; 22)

RCC offers five degrees: Associate of Arts Oregon Transfer (AAOT); Associate of Science (AS); Associate of Science Oregon Transfer–Business (ASOT–Business); Associate of Applied Science (AAS), and Associate of General Studies (AGS). Choices for areas of study applicable to the various degree and certificate options are available (see catalog, pp. 43-45). The College has 31 Career/Technical (CTE) certificate programs and 12 *Career Pathway Certificates (CPC)*,¹⁴ in addition to Academic Skills, and *Continuing Education (CE)*,¹⁵ which includes Community Education, SBDC and Workforce Training. The *2011-12 Catalog*¹⁶ (Exhibit A), *2011 Class Schedule*¹⁷ and *Continuing*

*Education Schedule*¹⁸ are available online. Three new AAS degrees in Graphic and Web Design/Web Developer, four new certificates in Web Design, Website Developer, Renewable Energy Technician, and Fitness Technician were all approved by the State Board in time for fall 2011 student enrollment.

Admissions and Enrollment (ER 16)

Admissions procedures¹⁹ are set forth in college publications and the website, including an admissions tutorial.²⁰ In 2009-10, enrollment increased by approximately 3 percent headcount and 18 percent (full-time equivalent (FTE)). The average enrollment increase elsewhere in Oregon community colleges

was approximately 15 percent. In 2010-11, initial reports indicate RCC student headcount was 11,820 (credit) and 6,835 (non-credit), equating to 18,655 (headcount); 6,202 (FTE). This represents a 4.7 percent decrease in headcount while FTE increased by 5.9 percent. A majority of students (51 percent) were reportedly enrolled in distance learning or “Other Sites.” This includes 2+2 students which tends to inflate headcount in this area. Approximately 39 percent attended RVC; 27 percent went to RWC; and 19 percent were enrolled at TRC. Another 11 percent represents 2,006 students who attended more than one campus.

Student Demographics

(*RCC At-A-Glance Data*)²¹ In the year ending June 30, 2011, females outnumbered male students by 12 percent; and white students represented 78 percent of the population followed by Latinos at 15 percent. Of other students reporting ethnicity (Black, Asian, Multi-Racial and Native American/Alaskan and Pacific Islanders), the numbers range from 0.5 to 2.0 percent. About 26 percent of students did not report ethnicity. Three international students attended RCC compared to nine last year. The average student is 33 years of age with about 45 percent at 25 years or younger, 47 percent ranging from ages 26-59 and 8 percent over 60 years of age.

Financial Aid

In 2010-11 financial aid²² totaling \$31,072,437 was awarded to 4,951 students. In addition, over 500 students received scholarship awards in excess of \$730,000 from the Foundation.

Financial Resources and Accountability (ERs 18-19)

A successful annual financial audit²³ was completed in December for the year ending June 30, 2010.

The *2011-12 Adopted Budget*²⁴ (Exhibit B) was

presented to the public and Board at \$36.1 million for the general fund. It is based on maintaining current enrollment and service levels, includes a decrease in state funding, a slight increase in property taxes, and tuition at \$85/

credit (\$10/credit more than last year). All revenue sources, including 16 percent from the state, are illustrated at left (Figure 1).

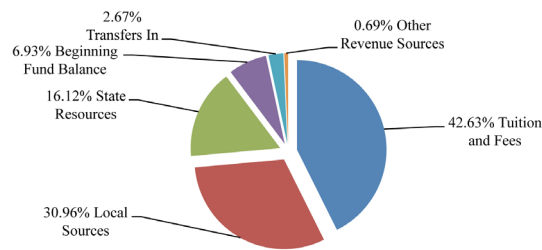


Figure 1: Revenue Sources

Concluding Remarks

Record-high enrollments, shrinking budgets, and pressures from state and national leaders demand accountability and results from educators. Community colleges have been identified as one of the keys for improving the future of the United States economy. The College demonstrates use of best practices and measurable indicators that prove commitment and contribution to this endeavor.

Findings from this *Self-Evaluation* demonstrate that RCC meets or exceeds expectations for learning and teaching through systematic evaluations, including environmental scans, personnel, program and service reviews, the budget process, learning outcomes, persistence, and completion rates. The Mission has been expressed and measured through new Core Themes (April 2010):

- (1) Promote Student Access and Success;
 - (2) Advance Student Learning;
 - (3) Strengthen Our Diverse Communities;
 - (4) Model Stewardship.
- Leadership, communication, an agile culture and planning are essential elements of RCC’s success. Progress and achievement of specific and measurable goals and objectives represent RCC’s contribution to a stronger, more viable economy.

Preface

Overview of Achievements Discussed in *Fall 2010 Progress Report*.²⁵

- **Highest GPAs in the State** – In an August 25, 2011, report from the [CCWD](#),²⁶ Director of Oregon Community College Uniform Reporting Systems, RCC was recognized for the seventh consecutive year for transfer students with the highest GPAs (3.17) in the state compared to those of other Oregon community colleges.
- **Received Go Oregon Economic Stimulus Grant** – RCC received \$5.25 million from the state for renovation and deferred maintenance projects 2010-11, which have included fresh pavement, sidewalks and curbing; modern security systems and lighting; replacement of aging heating, ventilation, and air conditioning systems; new carpeting and windows; and renovation of lecture halls, labs, classrooms and outreach centers. In addition, an annual transfer was made from the College Services fund account to a capital improvement maintenance account which created reserve funding for future maintenance projects. These funds were applied to computer network and telephone upgrades in 2011.
- **Developed and Adopted Four Core Themes** – Pursuant to NWCCU revised standards (2010), RCC identified and implemented four Board-approved core themes.
- **Completed Classified and Exempt Staff Position Analyses** – Completed review of all positions through a state comparative review process with assistance from the Local Government Personnel Institute (LGPI). Position descriptions and compensation were revised and adjusted accordingly with minimal financial impact on the college.
- **Constructed Illinois Valley Business Entrepreneurial Center (IVBEC)**²⁷ – This business center provides existing and emerging small businesses with combined economic development resources and is a collaborative effort between RCC, Josephine County, the Illinois Valley Community Development

Organization, and Southern Oregon Regional Economic Development, Inc. The IVBEC is located in Kerby, where the Illinois Valley Learning Center is also housed.

- **Web Access and Automated Services** – Improved Web access and automated services were added in Counseling/Advising, Human Resources, Library and Enrollment Services.

Brief Update on Changes Since RCC's *Fall 2010 Progress Report*

- **Resignation of Vice President, College Services/Chief Financial Officer** – In August 2011, RCC's VP of College Services and Chief Financial Officer resigned (after approximately 11 years) to take a new position in Spokane, Washington. The Chief Information Officer, College Services, was assigned to step in as Interim Vice-President and the Director of Business and Finance is serving as Interim Chief Financial Officer.
- **Experienced Enrollment Increases** – While an increase in enrollment is not unusual in a weak economy, a 17.57 percent increase for RCC in 2009-10 was unprecedented and far above the state average. This continued through 2010 (at about 13 percent from summer 2009 to summer 2010). Fall 2010 increases were 10 percent over fall 2009.
- **Changed Titles of Key Administrators** – To better coordinate with other institutions and to more accurately reflect duties, title changes for key administrators occurred in 2010-11. The title of "dean" was changed to "vice president"; "associate dean" was changed to "dean"; two associate deans' titles (in College Services division) were changed to (1) Chief Information Officer and (2) Facilities and Project Manager. Faculty "department head(s)" became "department chair(s)."
- **Completed College Master Plan (CMP)**²⁸ (Exhibit C) – In April 2011 the Board received the final draft of the CMP, which provides an important framework to guide incremental decisions for academic planning

and development of campus resources and facilities. One of the goals achieved in this process was creation of a comprehensive database of existing site data for all three campuses. Some of the recommendations outlined in the CMP have already been accomplished:

- 1. Relocation and Renovation of the RVC Bookstore** – The existing bookstore was not adequate in size and was not central to student activity. Relocation of the bookstore to its current location (H Building) was completed by spring 2011. It has been a strong visual presence with its connection to the RCC/SOU Higher Education Center and G Building (where Student Services is located) and serves as a focal point for the proposed RVC Plaza, a green area between the bookstore and G Building for student-focused interaction.
- 2. Development of a Performing/Theater Arts Facility at RVC** – Regional performing arts institutions, including the Britt Festival, the Ginger Rogers Craterian Theater and the Oregon Shakespeare Festival, provide a foundation for future expansion of RCC programs in theater arts, music, and drama. Acquisition of space in F Building offered an opportunity to create separate larger spaces for performing arts and physical education. This space opened for classes in fall 2011.
- 3. Improved Campus Common Areas at TRC**– TRC offers a large, high quality building that functions well for its current purpose: primarily CTE. However, because it was difficult to navigate, the building was divided into four regions, each with its own unique wall coloring. The colors match campus maps and directories, placed at strategic points throughout the building. It is now easier for students and visitors to locate service areas, classrooms and offices. In addition, televised and electronic message boards were placed at both main entrances to the building. In the student commons, where a coffee bar provides food and drinks, improved furnishings were added to create a casual gathering place for students.

- **Grant from Lumina Foundation through NACUBO for Baldrige/Excellence in Higher Education (EHE) Assessment Training in Association with Accreditation Self-Evaluation** – In 2009-10 RCC was one of six educational institutions (and the only community college) selected for this Lumina Foundation grant. The EHE process includes a highly regarded approach (based on the Malcolm Baldrige National Quality Award Program) to assessment which complements NWCCU's 2010 accreditation standards. The grant included an opportunity for a designated *NACUBO Project Challenge Team*, including Team Leader ALO/Administrative Coordinator, Denise Swafford; Vice President, Instructional Services/CAO, Cheryl Markwell; and Vice President, College Services/CFO, Lynda Warren to participate in a week of training in Florida with Dr. Brent Ruben, Rutgers University, author of the *EHE Guide*. RCC's project was centered on strengthening existing practices for accreditation. The grant also included a number of hours with a designated consultant who provided an opportunity for RCC to learn and apply the EHE model to a real-time assessment of the College in a two-day training period. The outcomes were included in a final *NACUBO Project Challenge Report*,²⁹ including assessment results and EHE overview and presented at the NACUBO Annual Conference in Tampa, Florida, on July 10, 2011.
- **Adopted Budget** – On June 21, 2011, the Board adopted the *2011-12 Budget*³⁰ at \$36.1 million. This balanced budget was achieved despite significant state funding cuts. The College receives 16.12 percent of its revenue from state support, a decrease of approximately 40 percent from 2000-01. Tuition was increased to lessen this gap (see below). A conservative, estimated decline in enrollment and a slight increase of 2.3 percent in property taxes were also built into the budget, based on economic forecasts.
- **Tuition and Fees** – Along with several other Oregon community colleges, RCC increased tuition by \$10/credit effective July 1, 2011.

Revenue from tuition and fees represents approximately 43 percent of the balanced budget. Comparatively, RCC’s tuition is one of the highest in the state. Based on CCWD’s *Oregon Community Colleges: 2011-12 Tuition and Fees*³¹, the average for Oregon’s community colleges is \$81.40/credit. The nearest community colleges—Umpqua (in Roseburg/ Douglas County) and Klamath (in Klamath Falls/Klamath County) are offering the lowest tuition rates at \$72 and \$73 respectively with comparable fees. RCC charges a quarterly fee of \$135 for college services for students carrying 12 or more credits and a \$4/credit technology fee.

- **Enrollment Increases** – Between 2007-08 and 2009-10 enrollment growth represents a net increase of approximately 46 percent and rising by early summer term forecasts (July 15, 2011).

<u>Data Item</u>	<u>2007-08</u>	<u>2009-10</u>	<u>Change</u>
Unduplicated Headcount	17,898	19,599	+ 9.5%
Total FTE	4,284	5,864	+36.9%

Among colleges with equivalent enrollment to RCC, the U.S. Department of Education ranked RCC 46th on the *Top 50* list of fastest growing community colleges in the nation. Oregon is ranked ninth in comparison to other states in the nation for enrollment growth at colleges and universities comparable in size. (Bradley, P., *Community College Week*, November 2, 2010.)

- **Created Stability Reserve Fund** – A stability reserve fund presently at 0.96 percent was established in 2010-11 on recommendation from the Board’s Budget Advisory Committee. This fund was created to help balance the flow of the budget based on fluctuations and assumptions related to enrollment and other significant, unpredictable factors.
- **Completed Faculty, Classified and Management, Administrative and Professional Employee Evaluations** – Implemented new procedures and performance evaluation tools and completed all faculty, classified and management evaluations

in 2010-11 under new processes which incorporate Mission and Core Themes.

- **Revised Emergency Preparedness Measures** – Facilities directors, in collaboration with a part-time instructor who is an expert consultant on emergency planning, have been working on improving emergency preparedness procedures, including plans for continuity and recovery of operations in case of catastrophic situations (Standard 3.A.5). The *Emergency Operations Plan*³² is scheduled to be completed and reviewed in 2011-12.
- **Updated Distance Learning (DL) Plan**³³ – The director of Instructional Media and Distance Learning, in collaboration with the vice president and deans of Instructional Services and the Academic and Training Council (ATC), revised and implemented a *2011 Distance Learning Plan*. In 2010-11 DL registrations increased by about 33 percent over 2009-10. Enrollment increased by approximately 25 percent in unduplicated headcount.
- **Updated Management, Administrative and Professional Employee Handbook**³⁴ – The Board of Education is expected to approve revisions to the handbook at its September 20, 2011 meeting. This document serves as a guide for exempt and non-instructional staff that have executive, supervisory, managerial, administrative support, confidential, professional, and/or policy development responsibilities.
- **Piloting Institutional Learning Outcomes (ILOs)**³⁵ – Development of ILOs was completed in 2010 and two programs – Electronics and Academic Skills (*sample syllabi*)³⁶ will begin piloting the process in Fall 2011. An Administrative Support Specialist is working with the CIO to develop a methodology for collecting and analyzing data received on ILOs college-wide.
- **Revising Program Evaluation Instruments** – New program evaluation instruments based, in part, on Core Themes and selected components of the Baldrige/EHE model are being implemented in 2012 Standard 3.B/Core Theme 2 – *Advance Student Learning*.

- **Implementing Fuels Reduction Program** – In collaboration with Josephine County Integrated Fire Plan Partners, Grants Pass Sanitation, the Oregon Department of Transportation, and the United Community Action Network, RCC received a \$75,000 grant in support of a fuels reduction project covering 50-acres at RWC. The grant was based on a wildfire hazard mitigation proposal for the county in spring 2010. This onsite project helped RCC meet goals for a safer and healthier environment and included a forest assessment plan. In addition to improved safety and reduced risk to college facilities and adjacent neighborhoods, the project created opportunities for local special-needs organizations and forest workers.

Highlights of Changes since Last Comprehensive *2001 Self-Study*³⁷

- **Established College Effectiveness Council (CEC)**³⁸ The Institutional Planning and Effectiveness Council was restructured and became CEC. CEC’s Mission (2010) is “to provide the College with necessary guidance and relevant data to engage in ongoing, purposeful, systematic, and comprehensive planning, assessment and continuous improvement processes that lead to mission fulfillment.”
- **Completed Memorandum of Understanding between Rogue Community College and the Rogue Community College Foundation**³⁹ (**MOU**)⁴⁰– In December 2010 this agreement provided a formal and clear understanding of the relationship between the College and Foundation, as affiliated but independent entities. The document is supportive of RCC’s and the Foundation’s missions. It delineates significant obligations and general agreements between the entities, particularly in handling donations and coordinating fundraising activities.
- **Began Preliminary Work for Potential Fundraising Campaign** – After two years of research, planning and preparatory work, RCC and the Foundation have agreed to move forward on a potential fundraising effort. Design and planning began in July 2011, and the process will last until approximately May 2013. The process will be headed and coordinated by the RCC Foundation executive director and staffed in collaboration with the college president.
- **Developed 12 Career Pathway Certificates (CPC)** – CPCs are state-approved programs offering between 12 and 44 credits designed to open doors to employment and educational goals. The CPC serves a dual purpose in giving students a competitive edge when applying for entry-level positions in areas such as Business and Management, Early Childhood Education, Health Care and Automotive Technology, while also carrying them a few steps toward achieving an AAS degree should they decide to take their education further. Certain certificates are eligible for federal financial aid, while others are eligible as a segment of an aid-eligible certificate or degree program. A Career Pathway Roadmap is a graphic display of the path a student may take from the first certificate of completion to the two-year or four-year degree paths. The roadmaps, including potential employment information, are available on the [Career Pathways](#)⁴¹ home page.
- **Completed Major Substantive Change Report on Distance Learning**⁴² – RCC filed a substantive change report with NWCCU in accordance with Policy A-2, *Substantive Change*, and Standard 2, Policy 2.6 – *Distance Delivery of Courses, Certificate, and Degree Programs* in 2009. RCC continues to expand its distance learning offerings online to improve access and provide options for students’ academic success. Distance learning in this report means the same thing as distance education, distance teaching, distance delivery or distributed learning.
- **Established 2008-12 Strategic Plan**⁴³ – The *2008-12 Strategic Plan* is the result of an inclusive, collaborative process of over 1.5 years that involved faculty/staff, student and community representatives. The process included a review of external and internal mandates, an environmental scan and review, and development of major guiding

components. The *Strategic Plan* was adopted by the Board of Education in June 2008. Action plans and quarterly reports on various department and college-wide objectives are shared college wide and posted online. Department-wide and college-wide annual assessments of goals and objectives occur in mid-summer; results and improvement plans are communicated and approved by the Board. Presently, plans are underway for the *2012-15 Strategic Plan*, including integration of Core Themes and alignment with the new accreditation reporting process (Standard 3.A).

- **Opened Early Childhood Education Center (ECE) RWC** (2006).
- **Opened Table Rock Campus** (fall 2005).
- **Acquired and Remodeled New College-Owned Buildings at RVC in Medford** (2005).
- **Hired New Foundation Executive Director** (2005).
- **Completed RCC/SOU Higher Education Center (HEC)** (2008) – The HEC was completed with state capital bonds for this project with Southern Oregon University (SOU) in Medford. The HEC is the first shared facility of its kind in the state of Oregon.
- **Achieved LEED Platinum Certification for HEC** (2010) – Leadership in Energy and Environmental Design (LEED) is a nationally recognized green building certification system developed by the U.S. Green Building Council to provide building owners with a guide for identifying and implementing sustainable practices and measurable green building design, construction, operations and maintenance solutions for the 21st century (U.S. Green Building Council 2011).
- **Received Federal Funding** (2005 – present) for TRiO/Student Support Services (SSS), TRiO/ Education Opportunity Center (EOC) and TRiO/Talent Search programs.
- **Received Title III Grant** (2005-10) – On September 30, 2010, a five-year Title III grant that had funded a substantial growth in DL access was concluded. During 2010-11 a process for continued funding of DL

expansion was developed. Instructional departments include goals and objectives for DL expansion within their annual departmental objectives. The student DL fee was increased to supplement DL faculty and staff previously funded through Title III and to support continuous DL curriculum development.

- **Bond Victory in Jackson County** (2004) – In November 2004, a \$24 million bond was approved by the voters in Jackson County. Approximately \$12 million of the bond proceeds were used to pay off the TRC remodel and outstanding Certificates of Participation, leaving \$12 million for RVC and other Jackson County improvements. Of the \$12 million set aside for RVC, \$4 million was used to purchase Buildings A, C, H and a small parking lot at RVC. One million (\$1 million) was set aside for infrastructure, replacement, remodeling and seismic upgrades, and approximately \$7 million was invested in the RCC/SOU HEC.
- **Hired New College President** (2004) – Peter Angstadt, Ph.D., is RCC’s fifth president.
- **Established Rogue Central Services** (2003) – After one year of study and planning in a college redesign initiative, RCC combined cashiering, registration and financial aid advising into a one-stop shop called Rogue Central. Rogue Central on each campus helps students with enrollment, tuition, fees, and tuition installment plan payments, bus passes and parking permits. The RCC schedule of classes, financial aid, advising, maps, and bus schedules are just a few of the services and information available to students at Rogue Central.

Response to Topics Requested by the Commission

RCC provided NWCCU with a *Fall 2010 Progress Report* on September 30, 2010, with specific recommendations under 2003 standards. A February 11, 2011, letter from the Commission in response to the *Fall 2010 Progress Report* indicated the College is substantially in compliance with criteria for accreditation, with a request for addenda to this *Fall 2011 Comprehensive Self-Evaluation Report* addressing Recommendation 1 (Strategic Plan) and Recommendation 3 (Part-time Faculty Evaluations) of the *Spring 2008 Focused Interim Evaluation Report* and October 2009 site visit on Recommendation 1.

Addendum to Response to Recommendation 1 Institutional Mission and Goals, Planning and Effectiveness

Recommendation 1: “It is recommended that RCC complete its *Strategic Plan* with the development and implementation of measurable outcomes, processes to collect data on achievement of the outcomes, and demonstration of data-based decisions affecting teaching, learning and resource allocation, so it can demonstrate compliance with Standard 1.B, Planning and Effectiveness.” (NWCCU 2003 Standards).

Response to Recommendation 1: In fall 2009, RCC submitted a *Focused Interim Evaluation Report*⁴⁴ addressing this recommendation. That report was followed by a site visit in October wherein the evaluator indicated: “The College should be commended for the efforts they have made to approve and implement the *2008-12 Strategic Plan* in spite of challenging state budgetary conditions. While variable progress has been made on established goals and objectives, it is clear that data is informing decisions and significant budgetary allocations have been made to support critical elements of the strategic plan.” Continuous integration and alignment of existing evaluation processes and verifiable data are present in the plan. On February 22, 2010, a letter from the Commission indicated, “. . . RCC now substantially meets the Commission’s

criteria for Recommendation 1 of the *Spring 2008 Focused Interim Evaluation Report*,⁴⁵ but needs improvement.”

RCC has implemented, monitored, and assessed Mission and Goals on a continuous basis and in a variety of ways since 1971. Development of the *2008-12 Strategic Plan* has been perhaps one of the most effective, inclusive and well-received processes and plans in RCC’s history. Future strategic planning efforts are being aligned with accreditation standards and reports. Plan cycles for 2012-15 and 2015-19 are currently being developed, including an environmental scan, a communication plan, timelines, assignments, and action plans. Strategic objectives will include measurable indicators of achievement and the 2010 Core Themes will guide the work.

Strategic Plan

The *2008-12 Strategic Plan* was adopted by the Board of Education on June 17, 2008. An intensive process involving a steering committee of community, board, faculty, classified, student and management representatives worked for over a year to develop the present *Strategic Plan*. The work included a review and revision of the Mission, Vision and Core Values, development of strategic initiatives and six strategic goals. Those college goals have been used to set division and department objectives for the past few years. [Quarterly Reports](#),⁴⁶ [Action Plans](#)⁴⁷ and [Annual Updates](#)⁴⁸ are continuously monitored and communicated to the college community.

An environmental scan (trends and [SWOT](#))⁴⁹ and a review of college mandates were completed in that process. Goals and related objectives were updated in conjunction with an annual assessment process. College-wide goals in the *2008-12 Strategic Plan* were last revised and approved by the Board on September 21, 2010. These goals were slightly adjusted at the June 14, 2011, annual assessment meeting. Changes are scheduled for review and approval on September 20, 2011. For

the 2012-15 Strategic Plan cycle, RCC intends to integrate strategic planning with Core Theme planning which has already begun to happen organically as goal champions, who are also Core Theme champions, have been connecting the dots between the 2010-11 Core Themes and the 2008-12 Strategic Plan goals during the 2010-11 assessment process.

2008-12 STRATEGIC PLAN GOALS AND OBJECTIVES

(June 14, 2011 Proposed Revisions)

Goal A – Culture: Develop and sustain an agile and inclusive culture that values learning and teaching; unifies and inspires staff, faculty and community members; spotlights campus strengths; and utilizes resources effectively.

Goal A Objectives:

- A.1 Identify and implement ways to revitalize the RCC culture to:
 - A.1.1 Support broader leadership development;
 - A.1.2 Inspire, support, and recognize staff;
 - A.1.3 Make RCC processes more inclusive;
 - A.1.4 Assert learning and teaching as the college’s main goals;
 - A.1.5 Improve communication flow at all levels;
 - A.1.6 Support the continued development of the faculty senate and other shared governance efforts that may arise;
 - A.1.7 Invest in adequate staffing and professional development.

Goal B – Quality Education/Advance Student Learning

Goal B Objectives:

- B.1 Allocate appropriate resources to support more staff teaching online and improve the quality and number of distributed learning offerings.
- B.2 Develop responsive course delivery options for students.
 - B.2.1 Maintain/expand student options in the Instructional Services Division and

plan for enrollment in “Magnificent 8” courses.

[Note: Magnificent 8 includes:

- WR115 – Introduction to Expository Writing
- WR121 – English Composition I
- MTH60 – Fundamentals of Algebra I
- MTH65 – Fundamental of Algebra II
- PSY101 – Psychology of Human Relations
- PSY201 – General Psychology I
- SP111 – Fundamentals of Public Speaking
- CS120 – Concepts in Computing I and Lab]

B.2.2 Support such class delivery methods as team teaching, blended classes, and cohort instruction.

B.2.3 Use student input to assist in making classes more available.

B.3 Focus on development and measurement of Institutional Learning Outcomes (ILOs) as an indicator of college-wide assessment of student learning in credit and appropriate non-credit courses.

B.3.1 Create a system for measuring student learning and continuous improvement, including a protocol for challenges to core courses.

B.4 Develop targeted learning outcomes in content areas that prepare students for workplace and academic success in conjunction with industry, local advisory committees, and other education partners.

B.4.1 Validate AAS, certificate and other program outcomes with local industry advisory committees.

B.4.2 Transfer departments monitor OUS transfer results, watching for GPA trends.

B.5 Implement the *College Master Plan* to:

B.5.1 Analyze current and future facility needs;

B.5.2 Review areas of focus for each campus;

B.5.3 Identify and apply sustainable practices in selected operational areas.

B.6 Identify and promote sustainable practices in selected curriculum areas.

Goal C – Career Pathways: Enhance students' abilities to move through their education and into the workforce by adopting a systemic pathways philosophy and framework within the College that is supported by our partners in education, workforce development, and industry.

Goal C Objectives:

C.1 Identify RCC programs compatible with Career Pathways and work with faculty, industry, and educational partners to develop Career Pathways Certificates based on industry needs and standards.

C.2 Extend Career Pathway development to other educational institutions, such as creating programs of study with high schools and increasing program/degree articulations with OUS schools.

C.2.1 Support activities and systems for nontraditional students entering STEM by building internal and external connections for student pathways.

C.3 Develop and strengthen efforts to collect data from all systemic pathways efforts.

C.4 Develop and improve institutional support and alignment to increase number of students transitioning from ABS to credit postsecondary work in a career pathway.

Goal D – Data-Informed Decision-Making:

Strengthen RCC's research and data processes to inform decision-making and improve the college's effectiveness to better serve both its internal and external communities.

Goal D Objectives:

D.1 Use an assessment of the institution's data needs to effectively support the identification and implementation of organizational goals and objectives, program priorities, and Core Themes.

D.1.1 Train staff regarding existing reports, and provide additional tools as necessary to enhance the effectiveness of their work.

D.1.2 Make data more accessible to and interactive for staff so that they may use data to improve college effectiveness in serving internal and external communities.

D.2 Support accreditation, planning, and assessment efforts with effective data collection and analysis.

Goal E – Student Access and Success: Promote full access to and success in courses and programs supported by marketing, partnerships and targeted services.

Goal E Objectives:

E.1 Support each staff member's ability to contribute to student access through the implementation, evaluation, and support of the RCC marketing plan.

E.2. Develop options to textbook purchase.

E.3. Increase access to credit education for target populations and target programs or cohorts.

E.3.1 Increase high school enrollment in credit education.

E.3.2 Increase Latino enrollment in credit education.

E.4 Evaluate the effectiveness of RCC student access policies and procedures including, but not limited to tuition/fees, enrollment, and financial aid and payment policies.

E.5 Implement best practice strategies that help students succeed in making satisfactory academic progress, accessing available resources, and meeting their stated goals.

E.5.1 Identify and address further gaps in student retention with curricular and student development initiatives that reflect the 27 statewide best practices.

E.5.2 Develop and implement performance measures that provide RCC better information about student retention.

Goal F – RCC/SOU Partnership: Strengthen the RCC/SOU partnership.

Goal F Objectives:

F.1 Identify opportunities to maximize resources for students, faculty, operations,

and programming at the Higher Education Center.

- F.2 Explore other areas where the two institutions can effectively partner to enhance services to region.

Assessment and Revision: Goals are reviewed and updated by the Board every year following an annual college-wide assessment done by the CEC, Executive Team and Goal Champions. The first annual assessment of the *2008-2012 Strategic Plan*⁵⁰ was completed on June 2, 2009; it was reviewed and approved by the Board of Education on August 31, 2009. The latest assessment of strategic plan goals and objectives (2010-11) was completed on June 14, 2011. That report was reviewed by goal assessment team participants and Executive Team in August; it will be presented to the RCC Board of Education program meeting and is scheduled for approval at that October 18, 2011 meeting. The *2010-11 Assessment Report*, including the *2011 Strategic Plan Updates* will be posted on the Strategic Plan website thereafter. The annual assessment process includes a review of outcomes related to department objectives and reports from goal champions. Success is based on demonstrated evidence of achievement and opportunities for improvement, including recommendations for modifications to the objectives, or replacing or removing the existing objective entirely. The annual meeting also includes a discussion and evaluation of the process.

Completion and Its Effects: In 2010-11, Goal B.5 is the obvious example of a complete or nearly complete objective that was reported in the *2010-11 Assessment Report* and subsequent *2008-12 Strategic Plan* update:

- B.5 Develop a comprehensive facility master plan that:
 - B.5.1 Analyzes current and future facility needs;
 - B.5.2 Features areas of focus for each campus;
 - B.5.3 Identifies and applies sustainable practices in selected operational areas.

In April 2011, the *College Master Plan (CMP)* was completed with assistance from Opsis Architecture,

LLP, and Abell Architectural Group, Inc. The CMP integrates requirements of RCC's Mission and Core Themes, community needs, educational programs, facilities and space utilization, and financial strategies for decisions on development of sustainable campus programs and facilities. Thus the goal has been met and was revised to "*College Master Plan*."

Implementation of Core Theme Planning⁵¹ After an affinity process (summer 2009) with faculty, staff and student representation, and several months of follow-up meetings and discussions, CEC recommended four Core Themes to Executive Team. These were subsequently reviewed and adopted by the Board on April 20, 2010. The themes were developed and implemented as outlined in Standard 1.B. Even though the themes are relatively new, they are discussed in detail throughout this Report: 1.B, 3.A, and 3.B, 4.A and 4.B. Core Themes are integral to the Mission and therefore are keys to determination of Mission fulfillment, sustainability and adaptability as summarized in Chapter Five. The Core Themes are evolving into the framework for guiding development of strategic objectives in the next planning cycle (2012-15).

Concluding Remarks: The *2008-12 Strategic Plan*, including quarterly reports, action plans, and annual assessment reports, has been consistently utilized for planning, effectiveness, and improvement processes. The Strategic Plan follows earlier plans, also consistently applied throughout RCC's 40-year history. Goals are annually assessed and continuously revised for improvement in pursuit of excellence in achieving the Mission. Measurable indicators of achievement, department goal setting and goal-assessment documents, as well as volumes of data, including over 400 different data reports, are used by faculty and staff for planning, research and reporting services every year. In 2010-11 over 7,000 printed reports were requested and provided to staff from a variety of sources and utilized in the annual assessment process. Strategic Plan Goal D includes improvement of data-informed decision-making, including identification of key data indicators, which has been a focus in Core Theme planning in the past two years. RCC's Chief Information

Officer, as champion of the goal on data-informed decision-making, is working with CEC and Executive Team to coordinate and redefine job descriptions of existing data management personnel. The CIO expects to add an institutional research coordinator position (already in the budget) as specific job requirements, experience and qualifications are refined. Presently, a number of support staff, faculty and administrators manage specific data and corresponding reports. For example, they monitor learning outcomes, student support services, recruitment, financial aid, career pathways, high school outreach, grading and enrollment.

In 2010, a subcommittee of the CEC, including the Grants and Planning Coordinator; Dean of Instruction and Transfer Education; Chief Information Officer; Department Chair (Academic Skills); and full-time faculty representative (Business Technology) began discussing ways to streamline strategic planning and align it with Core Theme planning. The committee has agreed to carry the President's recommendation not to change RCC's current Mission, Vision, Core Values and Core Themes in the 2012-15 planning process. This will ensure time to strengthen the good work that has been started and to absorb NWCCU's 2010 accreditation standards and reporting requirements, including any recommendations from the Commission. By fall 2012, when the College completes its Year-One, Standard-One Report for accreditation, a clearer, more defined plan and improvement process will emerge.

Addendum to Response to Recommendation 3 Part-time Faculty Evaluations

Recommendation 3: "It is recommended that RCC establish a college-wide process of evaluation of part-time faculty that supplements the effective Student Evaluation of Instruction (SEI) form currently used, with other regular inputs regarding the performance of part-time faculty (Standard 4.A.5; Policy 4.1, Faculty Evaluation)" (2003 Standards).

Response to Recommendation 3: An improved part-time faculty evaluation process was initiated in 2009-10 with outstanding and continuous success. Eight administrators have been evaluating part-time faculty on a coordinated schedule according to the number of terms for which each teacher has been contracted. When part-time faculty receive their 6th and 12th-term contracts (roughly covering their second and fourth years of teaching), they enter a rotation for intensive evaluation. Those that are successful in both will be intensively evaluated every five years thereafter. This is the same rotation for full-time faculty evaluations. In addition, those part-time faculty ready to step into adjunct faculty positions – members of the bargaining unit who have (a) 50 to 60 percent annual average of a full-time workload during qualifying terms; and (b) have achieved long-term status – are also evaluated, as are long-term faculty (those who have a cumulative total of 900 percent ILU workload or the equivalent of five years at 60 percent per qualifying term or 24 qualifying terms at any workload and who have not achieved adjunct faculty status. Part-time faculty evaluators include:

- Dean of Human Development and Student Leadership
- Dean of Instruction and Career/Technical Education
- Dean of Instruction and College Preparatory Education
- Dean of Instruction and Transfer Education
- Dean of Instruction and Workforce/Continuing Education
- Director of Student Programs
- Vice President of Instructional Services
- Vice President of Student Services

By fall 2010, approximately 64 part-time faculty received intensive evaluations. Included in the first round were faculty in their first two years of teaching, as well as some long-term faculty whom department chairs had identified as possibly needing attention. In addition, approximately 37 full-time faculty who had been scheduled for regular intensive review in 2009-10 were

evaluated. Of the part-time faculty evaluated in Instructional Services, 96 percent had received a satisfactory performance rating. Student Services evaluations resulted in 100 percent satisfactory performance – all indicating a very high level of teaching competence among full-time and part-time faculty. Those whose evaluations were not satisfactory have either been dropped from the part-time faculty pools for subsequent assignment or will be re-evaluated during subsequent terms for specific improvements. They will then be deemed satisfactory or dropped from the pools entirely. Since the *Fall 2010 Progress Report*, part- and full-time faculty have continued to be evaluated in the new cycle with 96 percent achieving a satisfactory performance rating.

Adding intensive evaluations for part-time faculty, aligning faculty evaluation instruments with *The Eleven Standards of Good Teaching*,⁵² represent a substantial improvement in part-time faculty evaluation management at RCC over the past two years (emphasis added). Faculty evaluation at RCC is now broader and more systematic for *all* faculty, whether their assignment is classroom or online teaching, counseling or tutoring.

The evaluation procedures are described in a *Faculty Evaluation Guidebook*⁵³ and discussed in new faculty orientations scheduled near the end of each term and approximately one week prior to the start of fall term. The orientations are two-hour, informational sessions presented by the Vice President of Instructional Services in collaboration with the Instructional Services deans. New and part-time faculty are invited to attend. These sessions are offered at each campus at a variety of times and days, providing numerous scheduling options. Faculty who are not able to attend the face-to-face orientations can review a PowerPoint presentation, *Teacher's Guide to RCC 101*⁵⁴ on the [Faculty Resources website](#).⁵⁵

Based on success to date, the part-time faculty evaluation process is anticipated to become increasingly more efficient and effective. The evaluation process is consistent with NWCCU standards and RCC's own expectations related to Mission, Core Values, Core Themes, programs, and services. For more information on the faculty

evaluation processes see 2.B.6 or the *Fall 2010 Progress Report*, pages 25-32.

Student Evaluation Instrument (SEI):⁵⁶ As the NWCCU evaluator pointed out, part-time classroom faculty were solely evaluated using one indicator of performance — the SEI. This was done annually with decreasing frequency after the first year of teaching. Full-time classroom faculty used the same form. It should be noted that both full-time and part-time faculty who have non-classroom assignments, librarians and counselors, for example, used a variety of different instruments specific to their professional practice.

These varying instruments were not built on any common themes but evolved in isolation at the department level. The college-wide review prompted by the Commission's recommendation focused RCC's work on aligning common elements in these myriad of instruments with the standards and practices of *The Eleven Standards of Good Teaching* adopted by faculty in 1998. Changes to the SEI were implemented in 2008-09 based on faculty recommendations and met with mixed results. On one hand, faculty liked the additional information; however, according to the deans who review all SEI results, there were no noticeable improvements in faculty performance. On the other hand, department secretaries, who processed these paper-and-pencil instruments, reported an immense added burden in typing the open-ended narrative.

To reduce the heavy staff impact of processing, an electronic collection method, "What-Do-You-Think™" will be piloted this fall 2011, allowing students to provide feedback on all credit (and some non-credit) classes each term. In a July 25, 2011, article by Tim Sohn in *Campus Technology* magazine titled "Oregon Colleges Implement Online Teacher Evaluations," RCC was included in a list of other colleges and universities in the state moving to this web-based evaluation for student input using CollegeNet™ software from Portland. The evaluations are not public and are assessable only by students, faculty and administrators. The University of Oregon has been using the program and reports a dramatic increase in evaluations (more than double) from fall term implementation to the next fall term. This software is expected to

provide more reliable data than ever before. The process represents a cost savings in staff time as well as student's time filling out evaluations during class, in addition to providing instructors with prompt results for consideration in their performance.

Improved Part-time Faculty Evaluations: In addition to the students' evaluations, part-time faculty intensive evaluations now include:

- A *Professional Development Plan*⁵⁷ (required from all faculty annually)
- An annual Self-Assessment, based on *The Eleven Standards of Good Teaching*.
- A classroom observation conducted by one of the aforementioned administrators or designee including a *written summation*⁵⁸ regarding the part-time faculty member's performance.

Concluding Remarks: The commitment of RCC faculty and administrators to excellence is demonstrated in a 2010-11 report, *GPA Report for Students Enrolled at Oregon's Community Colleges in 2008-09 and also Enrolled in the Oregon University System in 2009-10*.²¹⁴ The report by CCWD's Oregon Community College Uniform Systems Director indicates transfer students from RCC have carried the highest GPA (3.17) of students in the state for seven years in a row, which

may be attributable to the high 96th percentile of satisfactory performance ratings of part-time faculty evaluated to date.

RCC's ability to monitor and verify the quality of hundreds of part-time faculty represents a challenge shared by other community colleges in the state. Nonetheless, the College has clearly established an effective, college-wide process for part-time faculty as outlined in this addendum and the *Fall 2010 Progress Report* indicating significant and continuous improvement. The revised process replaces the single-indicator SEIs, as directed by the Commission and meets NWCCU's expectations as outlined in Standard 4.A.5; Policy 4.1, Faculty Evaluation (2003).

Outcomes have already begun to clarify faculty roles and responsibilities, motivate faculty, and provide evidence of outstanding teaching effectiveness. Feedback from evaluators and those who have been evaluated is positive. At a recent part-time faculty professional development session, a teacher who had recently been evaluated spoke positively and appreciatively about the rich feedback the observation and evaluation process provided to her, which prompted another participant to request an early evaluation even though it was not that instructor's rotation year.

CHAPTER ONE

MISSION, CORE THEMES, AND EXPECTATIONS



Mission instills the passion and the patience for the long journey.

– Peter Senge

EXECUTIVE SUMMARY

Eligibility Requirements 1-3, Operational Status (ER 1) and Authority (ER 2) are reiterated in this chapter. Mission and Core Themes (ER 3) are also discussed. RCC receives its authority to operate and award associate degrees and certificates from the Oregon Department of Community Colleges and Workforce Development (CCWD), Division 6 of the *Oregon Administrative Rules (OARs)* adopted by the State Board of Education under the authority of *Oregon Revised Statutes (ORS)*, Chapter 31. The College is one of 17 community colleges operating within Oregon. Each is governed by a local, elected Board. *RCC's Charter*⁵⁹ was issued by the state on November 3, 1970. The College has a clearly defined, Board-adopted Mission statement, which is reviewed during periodic three- and four-year planning cycles and updated/adopted accordingly. In 2009-10, Core Themes were also developed, implemented and adopted by the Board. The Core Themes are consistent with the Mission and meet requirements for legal authorization. The themes are appropriate for community colleges granting associates degrees in Oregon. Resources are devoted in support of educational Mission and Core Themes.

STANDARD 1.A – MISSION

Standard 1.A.1: RCC has a widely-published Mission statement approved by its governing board that articulates a purpose appropriate for a college of higher learning, gives direction for its efforts and derives from, and is generally understood by, its community.

Mission Statement: “Rogue Community College provides quality education to help learners achieve their goals, and to support the social, civic, cultural and economic vitality of our diverse community.”

The above-referenced Mission is widely published on the [website](#),⁶⁰ in the [catalog](#),⁶¹ [class schedules](#),⁶² and planning documents and is posted in board meeting rooms and other gathering places. It was last revisited and revised in 2007-08 when RCC updated its Mission, Vision, and Core Values, and identified strategic initiatives and goals which became the *2008-12 Strategic Plan*. The *Strategic Plan* was adopted by the Board of Education on June 17, 2008. The Mission and associated language were also revisited in 2009-10 in the Core Theme development process. Even though no changes were made, the Mission was carefully evaluated in its parts.

Standard 1.A.2: The College defines Mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates college accomplishments or outcomes that represent an acceptable threshold or extent of Mission fulfillment.

The College defines Mission fulfillment based on its purpose, traditions, characteristics, expectations, and outcomes. The extent of Mission fulfillment is evidenced through annual assessment results and accomplishments that are weighted on performance indicators for objectives in each of these four Core Themes:

1. Promote Student Access and Success
2. Advance Student Learning

3. Strengthen Our Diverse Communities

4. Model Stewardship

Performance on these themes and associated objectives is measured by a set of key indicators that were identified in the 2009-10 Core Theme Planning process. Where baseline data does not exist, it is being created. In the theme on *Advance Student Learning*, for example, the first step was a three-year project wherein new Institutional Learning Outcomes (ILOs) were developed, established and are being piloted beginning this fall 2011. As learning outcomes are achieved and documented, a long-term Instructional Services goal will come to fruition. As various indicators of achievement were identified, other baseline and benchmark performance levels are also being aligned for all Core Themes.

For purposes of establishing an acceptable threshold or extent of Mission fulfillment, representatives of Executive Team, the CEC and Core Theme Champions met on July 20, 2011, to assess progress on Core Theme objectives and indicators and exchange information about direction and development of the themes in 2011-12. The scoring methodology was based, in part, on the scoring values (0-10) used in the annual assessment of *2008-12 Strategic Plan* goals and objectives; and in part, on the Baldrige/Excellence in Higher Education scoring methodology for evaluation of documentation:

9-10: **Exceeds** Expectations

ALL - Existing evidence is provided and equivalent to substantial documentation that leads favorably to results beyond expectations.

5-8: **Meets** Expectations

MANY/MOST – Most evidence provided is current and compares or may be compared favorably with peers/leading colleges or otherwise creates a baseline for target achievement.

2-4: **Partially Meets** Expectations

SOME/FEW – Some evidence provided may be developed for favorable results in the future.

0-1: **Does Not Meet** Expectations/No Progress Made

NONE – No work on trend or comparative information or data has been developed or produced or it does not exist at all.

It was agreed that a score from 2-4, indicating the college “partially met” expectations would be acceptable, especially at this early stage of Core Theme implementation. A score of between 5-8 would be representative of very good progress deemed to have “met” expectations, and a score of 9-10, was not expected because it would indicate that all outcomes and indicators represent superior, conclusive results and evidence that “exceeds” expectations and may be considered state or national “models” for Core Theme objectives and/or key college performance indicators.

The main point of the scoring exercise was to carefully examine each of the indicators identified in the Core Theme planning process for validity and potential development to date. The exercise was also established as a basis for beginning the improvement cycle on Core Theme planning in 2011-12. The average score for all four Core Themes was 4.75—a good mid-range for meeting expectations:

1. Promote Student Access and Success
Meets Expectations (5)
2. Advance Student Learning
Meets Expectations (5)
3. Strengthen Our Diverse Communities
Partially Meets Expectations (3)
4. Model Stewardship
Meets Expectations (6)

Assessment results are further outlined in *Chapter Four: Core Theme Planning*, and detailed procedures and scoring guidelines, along with the final scores, follow *Chapter Five: Mission Fulfillment, Adaptability and Sustainability*.

College Effectiveness Council (CEC)

CEC⁶³ played a major role in guiding Core Theme development. After numerous discussions about expectations, the Council revised its Charter in October 2010. The Council recognized that continuous improvement processes are ongoing at various levels of the College including a variety

of short- and long-term objectives for different purposes and plans. Therefore, the Council changed its focus from a planning and assessment managing/directional team to a planning and assessment liaison/leadership team. Core Themes and verifiable, assessable performance indicators have served as a point of reference for strengthening existing plans, including the *2008-12 Strategic Plan* goals and objectives. CEC determined one of the most effective way to assist divisions and departments would be to identify common college baseline data, reports, resources and indicators of achievement, and to align planning and effectiveness efforts with the Core Themes, Strategic Plan and accreditation standards and reporting process. Presently CEC's Mission statement is to "Engage the College in efficient, purposeful, systematic, ongoing planning; conduct effective assessment of that planning; and initiate improvement based on that planning."

Establishing the common data elements and key indicators of achievement will be an ongoing activity and opportunity as the College moves forward to the *2012 Accreditation Year One, Standard One Report* and the proposed *2012-15* and *2015-19 Strategic Plan* cycles. The common data and Core Themes will continue to be an area of focus on development. In that context, NWCCU's accreditation standards alone have been perhaps the most comprehensive, visibly important influence for RCC's reflective review process. They include this self-study, peer review, and structured requirements for strengthening assessment, planning and improvement processes.

Expectation

For purposes of analysis in this *2011 Self-Evaluation*, communicating the change in accreditation standards and process, establishing Core Themes, and strengthening existing practices were major first steps. The college community was thoughtful and collaborative throughout the process. Faculty, staff, students, community partners and the Board of Education welcomed the opportunity to learn and participate, including the Baldrige/EHE training and college assessment work where that new methodology was applied in October 2010. Beneficiaries embraced the work

and participated in Core Theme planning and assessment processes, as well as evaluating and reporting on strengths and areas of improvement.

RCC aims to continuously build on strong traditions, including patterns of responsiveness, flexibility, and proven results – meeting students where they are, while maintaining the focus on a 21st century workforce and associated learning and teaching environments as outlined in the Vision and 2011 *College Master Plan* (CMP). Improving data-informed decision making based on such shared vision and plans is an ever-present goal. While the College presently shares a universal mission with community colleges across the nation (to educate and train students for the workforce in a weakened economy), Core Themes represent RCC's expectation for measuring the proven and sustainable extent of its unique purpose in southern Oregon. Core Themes in their broad sense are presently a common denominator for planning and assessment processes from individual to department to division performance. Initial expectations for the Core Theme planning process and end product were exceeded.

STANDARD 1.B – CORE THEMES

Standard 1.B.1: The College identifies Core Themes that individually manifest essential elements of its Mission and collectively encompass its Mission.

RCC's Core Themes were derived from the Mission and represent four main components of the Mission. These themes were adopted by the Board of Education on April 20, 2010. The themes provide the necessary framework to help the College evaluate the extent of success in fulfilling and sustaining its expressed purpose. The themes were analyzed as individual mission-critical elements in *Chapter Four, Standards 3.B, 4.A., and 4.B.*, and were synthesized in *Chapter Five* to determine extent of Mission fulfillment. All four themes and associated objectives are best described and understood in their parts, but hold greater meaning as they are combined as a whole to accomplish the Mission.

Process for Establishing Core Themes

CEC worked steadily to develop and address the Core Theme concepts introduced by NWCCU in *2010 Accreditation Standards*. Members include the college president and accreditation liaison, who is one of two RCC-trained evaluators under *NWCCU 2010 Standards*. The other trained evaluator is the Dean of Instruction and Transfer Education, who serves as CEC chair. Also on CEC are the Dean of Instruction and College Preparatory Education, the Vice President of College Services/Chief Information Officer, the Grants and Planning Coordinator, the Vice President of Instructional Services and Vice President of Student Services, two faculty representatives (one full-time Mathematics instructor; and one part-time Business Technology instructor) and a classified representative.

When *Revised NWCCU Standards* were announced, CEC voted to do the accreditation report under the new standards and noted major changes to be addressed including Core Theme planning. CEC designed an 80+ member initial “think tank” of administrators, community members, students, faculty, and classified who began work on developing Core Themes under the guidance of skilled facilitators in an affinity process. A subcommittee of volunteers collated and refined the massive output that emerged from the process into a “Top 20” list of concepts. Those suggestions were forwarded to the College as a whole for review. The results returned to CEC which massaged the content into the Core Themes adopted by the Board of Education on April 20, 2010.

CEC selected a “champion” for each Theme to guide development, action planning and assessment. Brief descriptions of the intent of each theme and measurable objectives for each were established. Champions then worked with their teams to develop indicators to measure progress on achievement of Core Theme objectives. The next Core Theme assessment process is scheduled for approximately the same time of year (in July/August) 2012 prior to the *Year One, Standard One* accreditation report deadline.

Standard 1.B.2: The College establishes objectives for each of its Core Themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes.

RCC has established 10 objectives covering all four themes — two related to “Promote Student Access and Success;” four on “Advance Student Learning;” two for “Strengthen Our Diverse Communities;” and two for “Model Stewardship.” In addition, a brief description for each theme and 26 verifiable indicators of achievement, including rationale for each indicator, were agreed upon, reviewed by the Board on September 21, 2010 and assessed in July 2011. Achievements and areas of improvement regarding those indicators of achievement were captured in the July 2011 Core Theme assessment meeting and will be shared with the college community at October 2011 Council and Board meetings.

Descriptions

Core Theme champions and CEC prepared a brief description of each theme to provide a better understanding of the intent of the theme to college beneficiaries. The descriptions evolved slightly during the Core Theme development process.

Core Theme Objectives

Each Core Theme continues to be monitored according to 2-4 specific, measurable, achievable, realistic and timely (SMART) strategic objectives that are measured through indicators of achievement. The objectives have also been refined as the work has evolved.

Indicators of Achievement

Key indicators of achievement that will serve as performance measures were also established in the Core Theme planning process. Of these 26 indicators, CEC continues work to identify top indicators sometimes referred to as “dashboard” indicators.

As work progressed in Core Theme Planning, information was distributed to the college and community via email, website, press releases, the [CEC newsletter](#)⁶⁴ and board policy [I.A.010-Mission and Membership/Core Values and Core Themes](#).⁶⁵

Themes and expectations on accreditation were shared with CEC, Executive Team, the Board, and college councils, faculty senate and other councils including management, faculty and classified groups. During spring 2011, faculty, staff and administrators were requested to submit evidence of mission-critical work they had done or were doing in support of Core Themes. Their responses were forwarded to the ALO for review and passed

along to Core Theme champions by email for incorporation into their assessment reports, where applicable.

A summary of the outcomes of this work is provided in the following pages and in Chapter Four. The themes were numbered for purposes of aligning objectives and themes. The numbers do not represent any particular order of importance or priority.

1. PROMOTE STUDENT ACCESS AND SUCCESS

Description: As a community college, a central tenet of college work is access to educational opportunities. Marketing messages, tuition rates, course offerings, program location, hours of operation, inviting buildings and grounds, financial aid processes, application and admissions policies, and college responsiveness all contribute to

maximizing college access. Promoting students' ability to achieve success involves effectively responding to the academic, career, and socio-emotional, financial, and physical needs of a diverse student population.

Objective 1.1: Promote educational opportunities through affordable, practical marketing and recruitment practices, adequate programs and course offerings, clear admissions processes, and inviting buildings and grounds.

1.1 Indicators of Achievement	1.1 Rationale for Indicators
Intelliworks™ Data ¹	Tracks webpage hits, event attendees, and individual enrollments within two years of high school graduation.
Student Financial Aid Data	Provides cost of attendance to the College and students, tracks college of choice. Tracks number of outreach sessions and number of TRiO completed applications; tracks time to award from complete application and first application; and tracks number of dropped applicants.
Student Registration Data	Tracks registrations by location, day and time; tracks open and closed sections and space availability; tracks unfinished or dropped registration attempts.
Student Survey Data ² (CCSSE, SENSE and SSI)	Provides data regarding students' interest in and satisfaction with access to specific programs and services, campus resources, programs and services; collects recommendations for improvement of space needs.
Student Application Data	Tracks demographics of applicants; tracks source of information about RCC.
Calling Campaigns for Enrollment	Tracks number of calls made for placement test and orientation appointments; tracks reasons for total withdrawal.

¹ Constituent Relationship Management software designed specifically for higher education and used for recruitment.

² Community College Survey of Student Engagement™ (CCSSE); Survey of Entering Student Engagement™ (SENSE); and Noel-Levitz Student Satisfaction Inventory™ (SSI).

Objective 1.2: Support student persistence through utilization of selected practices from *Oregon's 27 Best Practices in Student Retention* as they contribute to Oregon's *Milestone and Momentum Points* data.

1.2 Indicators of Achievement	1.2 Rationale for Indicators
Early Alert "Save our Students" (SOS) System Data	Provides data from instructors (by department and/or by course) utilizing the system; tracks reasons for referral; actions taken to promote persistence; and final grade(s) of student referred.
Career Pathways Data	Tracks student progress toward earning 15 college credits in one year, and/or ever earning 15 college credits or more as compared to non-pathway students.
Learning Communities Data	Provides data on success (GPA) and persistence (completed and re-enrolled) towards completion of two college-level credits at RCC as compared to a control group.
Developmental Programs	Tracks success (P grades) and persistence (enrolled subsequently in higher level course) of academic skills students.
Degree Audit	Tracks college-level classes completed; tracks degrees and certificates earned.

2. ADVANCE STUDENT LEARNING

Description: RCC's principal purpose is to help students learn and achieve their educational goals. To do so, the College provides pre-collegiate study and support (ABE/GED/ESL and academic skills); curricula that prepare students for transfer and career and technical education (CTE) and lead to both certificates and degrees; workforce training/continuing professional education to meet the needs of incumbent workers and employers; and community education to meet non-credit education need. Services such as testing, tutoring, library, and distance learning support the delivery of these programs. To *Advance Student Learning*,

the College considers instructional program effectiveness balanced with demand and resource allocation. Successful student transfer data and advisory committee validation are reviewed to determine on-going effectiveness. Based on this input, student learning outcomes are identified and assessed. Assessments and necessary corrections ensure that learning is of the quality that meets student needs.

Objective 2.1: Provide an integrated course of study helping students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

2.1 Indicators of Achievement	2.1 Rationale for Indicators
Student Data on Achievement of Institutional Learning Outcomes (ILOs) and Content Learning Outcomes (CLOs), combined as Student Learning Outcomes (SLOs)	Assessment of achievement of ILOs and CLOs informs about students who complete educational courses, programs, and degrees. As a result, student achievement will be based on documented data. Note: Collection of data will occur at course and department or program level.

Objective 2.2: Review educational service delivery content and rigor in courses; and (2) provide data for annual and long-term resource planning. Review educational service delivery content and rigor in courses; and (2) provide data for annual and long-term resource planning.

2.2 Indicators of Achievement	2.2 Rationale for Indicators
<p>Program-Level Reviews/ILOs</p> <ul style="list-style-type: none"> a. Transfer Data b. Career Technical Education and Student Success Data c. Adult Basic Skills - Oregon Quality Indicators and Oregon Pathways for Adult Basic Skills (OPABS) implementation d. Continuing Education – Stakeholder Satisfaction and Return on Investment (ROI) 	<p>Provides necessary documentation to evaluate its cycle of planning, practices, resource allocation, application of capacity, and assessment of results leading to clear achievement of goals and objectives, meaningful results and continuous improvement.</p>

Objective 2.3: Provide opportunities for workforce training and continuing professional education compatible with college’s mission and goals. Enhance student employability by developing career pathways and connecting students to workforce opportunities.

2.3 Indicators of Achievement	2.3 Rationale for Indicators
<p>Input from program advisory committees and workforce and economic development partners on workforce, professional and CTE education priorities.</p>	<p>Informs internal and external environments. This helps identify current and emerging patterns, trends, and expectations. Priorities can be addressed as resources permit. Instructional programs can be increased, as needed (resources permitting) or discontinued if external conditions change.</p>

Objective 2.4: Provide adequate instructional support to help students achieve their educational goals.

2.4 Indicators of Achievement	2.4 Rationale for Indicators
<p>Program-Level Reviews Library (LIB) including inventory, faculty input on collections, student use statistics, classroom instruction, student enrollment, transfer student achievement of information, literacy competency, faculty and staff support and use.</p>	<p>Provides regular and systematic evaluations of the quality, adequacy, utilization, and security of LIB and other student and faculty services and resources data used to make data-informed decisions about necessary improvements</p>
<p>Tutoring services, including numbers of students served, disciplines supported, staffing quantity and quality, budget, and plans for adding services as needed.</p>	<p>Provides RCC with holistic alignment, correlation, and integration of programs and services.</p>
<p>Computer and laboratory equipment inventory for each instructional program, including quantity and quality of equipment and projected needs for replacement and growth.</p>	<p>Provides information about quality and quantity of equipment needed to manage and support achievement of goals and intended outcomes of programs and services.</p>
<p>Classroom media equipment, including quality and quantity of equipment and projected needs for replacement and growth.</p>	<p>Assists in developing plans to provide adequate technological infrastructure that will support college operations, programs, and services.</p>
<p>Distance Learning (DL) support, including numbers of courses developed and delivered, users trained and served, student and faculty user satisfaction, and recommendations for meeting future challenges.</p>	<p>Creates effective learning environments with appropriate programs and services to support student learning, educational programs, and methods of delivery. DL provides the alternative delivery of programs and courses needed or desired by 21st century learners and nontraditional students.</p>

3. STRENGTHEN OUR DIVERSE COMMUNITIES

Description: *Strengthen Our Diverse Communities* complements many of the intended outcomes in the other core themes from access and success, to delivery of a quality education, to efficiency of physical, financial, and human resources. To fulfill its role in the communities it serves, the College aims to contribute to the personal, professional and educational journeys of students and employees alike. “Communities” refers to the internal and external college stakeholders directly or indirectly

affected by the Mission. “Diverse” refers to the wide range of people that work and learn and teach at the College—all with different goals, expectations and world views. By demonstrating the Core Values: *Excellence, Integrity, Respect, Innovation* and *Stewardship* in purposes and plans; policies and procedures; programs and services; celebrations, activities, and events, the intended outcome is a richer, more viable college, region and state.

Objective 3.1: Provide a safe, positive, inclusive place for beneficiaries to work and learn.

3.1 Indicators or Achievement	3.1 Rationale for Indicators
President’s Annual Employee Climate Survey	Reflects employee opinion on working environment, including recommendations about what RCC should “start, stop, and continue” doing. 2010-11 results created the baseline for identifying and addressing issues to improve working environment.
Student Survey Data (CCSSE, SENSE and SSI)	Provides an inventory and culture of evidence regarding student opinion about their learning experience, including state and national benchmarks for comparing RCC results with similar colleges for an improved learning environment.
<i>Students Rights, Freedoms, and Responsibilities Statement</i> and <i>Human Rights Policy</i> and Procedures	Existing policies and procedures establish mutual expectations for working and learning in a safe and positive environment, including ongoing issues that lead to continuous improvement of these key policies and procedures.
Safety Committee Meeting Minutes, Reports, Training and Safety Measures	Provides evidence of proactive, continuous work with verifiable results that ensure safety for students and staff, including mandatory <i>Campus Crime Awareness and Campus Security Act of 1990 (Clery) Report</i> and <i>Occupational Safety and Health Act (OSHA) of 1970</i> mandates.

Objective 3.2: Engage beneficiaries in social and cultural activities, programs and services that complement careers and educational goals and contribute to a more viable community.

3.2 Indicators of Achievement	3.2 Rationale for Indicators
Diversity Programming Board (DPB) Goals and Outcomes	Provides information about number, scope and effectiveness of educational opportunities designed to lead to an increase of faculty/staff and student awareness and understanding of cultural diversity. Other factors that may be added to the DPB goals and outcomes are data on Latino and high school outreach initiatives, Career Pathways, Discovery Programs, and TRiO Student Support Services, Educational Opportunities Center, and Talent Search, as well as the work of the SBDC and IVBEC in developing and growing local businesses.
Calendar of Key College Celebrations, Events and Activities and Training Opportunities including, but not limited to, General Education Electives, Theater, Music, Arts and Humanities	Creates baseline to determine number and impact of key college events for building social, welcoming and celebratory activities for beneficiaries. Provides information about the number and scope of cultural and social activities and classes offered by and through RCC.

4. MODEL STEWARDSHIP

Description: As a community college, RCC commits itself to responsible and resourceful guardianship of community resources and adherence to sustainable practices. *Model Stewardship* reflects the importance of caring and

conserving those resources through intelligent governance; effective leadership; pursuit of additional resources; efficient use of financial, physical and human resources; and attention to the environment in which the College operates.

Objective 4.1: Pursue additional resources.

4.1 Indicators of Achievement	4.1 Rationale for Indicators
Fundraising Efforts, Progress and Results	The RCC Foundation is collaborating with the College on the potential of a capital campaign to raise funds based on a recent feasibility study. Progress and results of the effort will provide additional, mission-critical resources.
Grants Team Quarterly Reports and Annual Priority Projects Report	The grants coordinator and team develop an annual grant project list based on college priorities and provide quarterly information about requested and received grant funding.

Objective 4.2: Utilize college resources (human, financial and physical) effectively and efficiently.

4.2 Indicators of Achievement	4.2 Rationale for Indicators
<p>Annual adopted budget and planning documentation. Key elements include:</p> <ul style="list-style-type: none"> a. Human Resources b. Strategic Planning c. Core Theme Planning d. College Master Plan (CMP) e. Other College Planning 	<p>An annual budget, including key planning elements, is necessary to effectively inform, administer and direct resources and avoid the sporadic “ups and downs” that come from erratic state funding. State law mandates an annual adopted budget by June 30. In addition, the planning documentation guides funding needs and may be used to schedule priorities and new initiatives:</p> <ul style="list-style-type: none"> a. Human Resources – Employee compensation, evaluation and professional growth. b. Strategic Plan – Identifies key college goals and associated funding needs and priorities. c. Core Theme Plan – Core Themes represent mission-critical strategic objectives that must be a first priority when utilizing human, financial and physical resources. d. CMP – Provides framework for campus facilities, instructional and student services, including development, deferred maintenance, and improvements based on available resources and associated planning needs. e. Other Planning - Emergency preparedness, new programs, and a variety of vital plans must be managed in collaboration with other priorities within a manageable budget.
<p>Faculty and Staff Evaluations (including remediation plans, where applicable).</p>	<p>Routine employee evaluations provide employees with recognition for achievements and feedback for improvement. The net result is better service to all beneficiaries. Employee evaluations are tied to Mission, Values, Core Themes and goals and help faculty and staff to model stewardship at all levels.</p>
<p>Faculty and Classified Collective Bargaining Agreements; <i>Management, Administrative and Professional Employees Handbook</i> and <i>Faculty Handbook</i></p>	<p>Up-to-date bargaining agreements and handbooks outline clear, contractual language to guide activities and set mutual expectations between the College and personnel, thus ensuring fair and equal practices in human resources.</p>
<p>Resources expended for faculty and staff professional development opportunities.</p>	<p>Numbers of participants and amounts expended for professional development. The amounts expended and the outcomes may also be noted in personal and professional growth on evaluations and form the baseline for future opportunities, needs and funding, as well as for procedural and policy changes.</p>
<p>American College and University Presidents’ Climate Commitment Goals (ACUPCC 2010)</p>	<p>Informs college of progress in meeting and setting realistic, long-term goals and best practices related to sustainability practices.</p>

CONCLUDING REMARKS

In 2007-08, RCC strengthened its Mission in the process of developing and implementing the *2008-12 Strategic Plan*, which included review and revisions to the existing Mission and Core Values. Core Themes were developed in 2008-09 in a similar collaborative, broad-based, inclusive process wherein the four themes were identified, established and adopted. These themes represent key components of the Mission and will serve as the framework for future planning and decision-making. The Mission is widely understood and the Core Themes are beginning to weave their way into resources, capacity, planning and evaluation processes. Core Theme planning has set the stage for strategic planning cycles in 2012-15 and 2015-19. It is anticipated that those efforts will be aligned with the accreditation standards and reporting cycle. This fall 2011, as RCC gears up to review and update its planning processes and *2012-15 Plan*, the themes will be further developed, evaluated and adjusted as necessary so that in 2012, in RCC's *Year One, Standard One Report*, the College will be able to provide further evidence of integration of the themes into the warp

and weft of RCC. Integration of Core Themes and the Strategic Plan has already begun organically as champions have assessed progress on various goals and objectives and have made necessary changes to match them up with Core Themes and objectives.

The College is facing challenges, including ramifications from anticipated budget reductions, unprecedented enrollments and new mandates from state and national authorities. These mandates require improved efficiency and effectiveness, increased completion rates, trained more workers, and small businesses to strengthen the ailing economy. RCC's Mission, Vision, Core Values, Strategic Initiative and Goals along with the added Core Themes, center this work.

Continuous improvement at all levels is a daily activity that varies based on changing trends, student demographics, enrollment, advances in technology, distance learning, social responsibilities and constraints on human, physical, and financial resources. Under the revised accreditation model, a more inclusive, innovative, and intuitive college is emerging.

CHAPTER TWO

RESOURCES AND CAPACITY



Excellence is never an accident; it is always the result of high intention, sincere effort, and intelligent execution; it represents the wise choice of many alternatives – choice not chance, determines your destiny.

– Aristotle

EXECUTIVE SUMMARY

In this Chapter, Eligibility Requirements 4-21 are covered. These ERs relate to communities of function, including governance, qualified personnel, programs with clearly defined learning outcomes and services that lead to associate degrees and certificates.

Key policies discussed within these standards include the *Student Rights, Freedoms, and Responsibilities Statement*,⁶⁶ Board policies on academic freedom and ethics, and the *Human Rights Policy*.⁶⁷ Financial stability and accountability, including annual budget development, and audit processes are also covered. Core Themes are exemplified throughout these standards. RCC's governance structures are well known and understood. Beneficiaries and constituents contribute to the processes.

STANDARD 2.A – GOVERNANCE

2.A.1: The College demonstrates an effective and widely understood system of governance with clearly defined authority, roles and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators and students on matters in which they have a direct and reasonable interest. RCC endeavors to include all beneficiaries in its decision-making structures and processes whenever possible.

College Councils

Each campus has a Campus Council that meets once per month, chaired by a vice president. The purposes of the Campus Councils are to:

- Provide a regular forum for campus staff and students to discuss new or ongoing issues relating to daily operations of the College;
- Provide a timely and efficient venue to express campus, community or college needs, concerns, and successes;
- Provide a troubleshooting and/or brainstorming resource for campus and college issues;
- Serve as a clearinghouse and referral agent for issues that need to be addressed at a different level or by other systems or teams; and,
- Maintain open and efficient lines of communication between functional groups on each campus.

Councils have representatives from Instructional Services, College Services, Student Services, management, full- and part-time faculty, students, and classified staff. Council meetings are open and staff may choose to participate based upon work schedules and agenda topics. Ad hoc committees for each council require designated members to represent campus functional areas. Campus Councils have authority to propose solutions, identify needs, gather input, and refer or champion issues at the appropriate decision-making level.

The Councils do not address personnel issues relating to job performance, evaluation, or discipline; however, within the context of proposing solutions to existing problems, a Council may discuss recommendations for new or additional positions or the reallocation of existing positions. Campus councils do not make decisions around issues that are already within the purview of existing groups; e.g., contract issues are discussed

between faculty, classified and management at Faculty Association Management Advisory Team (FAMAT) and/or Classified Association Management Advisory Team (CAMAT) meetings. The Councils may not set budgets or approve spending; however, they may, in the context of proposing solutions to existing problems, discuss recommendations for budget priorities, needs or changes. Councils are not responsible for formally evaluating staff or programs but may be called upon to assist with various evaluation processes.

Executive Team (E-Team)

Chaired by the College President, E-team considers recommendations and opinions of faculty, staff, administrators and students on matters in which they have direct and reasonable interest and, in consultation with the Board of Education, is the authority for final decisions that directly impact the Mission. Decisions from Executive Team affect budget, human resources, planning, procedures and policies and are based on the Mission, Vision, Values, *2008-12 Strategic Plan*⁶⁸ goals and objectives, and Core Themes and objectives.

College Divisions

Three divisions at RCC include College Services, Student Services and Instructional Services. Each division is headed by a vice president. The Vice President of Instructional Services is also the Chief Academic Officer, and the Vice President

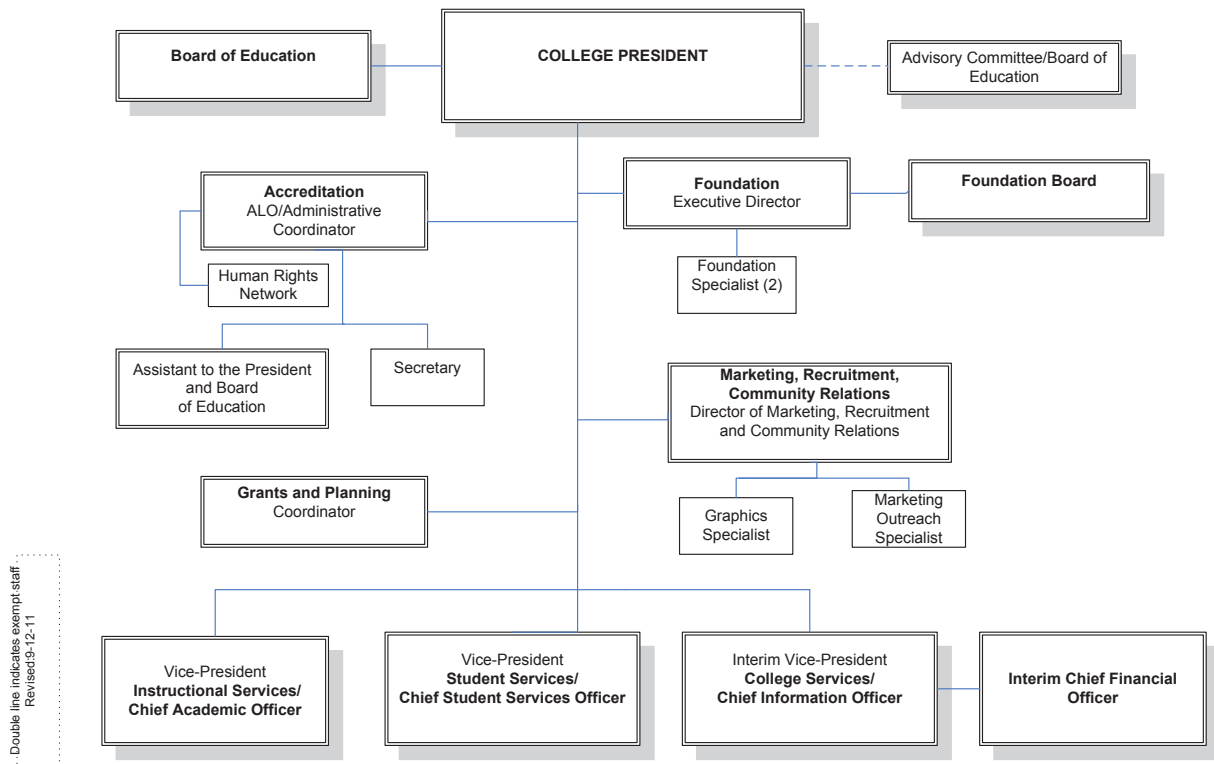
of Student Services is the Chief Student Services Officer. The Chief Information Officer is currently the Interim Vice President of College Services and the Director of Business and Finance is serving as Interim Chief Financial Officer. The VPs, CFO, ALO, and Grants and Planning Coordinator report directly to the College President.

Selected teams and councils chaired by a vice president or representative from the division have different charters and goals that are updated annually:

- Academic and Training Council (ATC)
- Curriculum and Academic Standards Committee (CASC)
- Student Development Council (SDC)
- College Effectiveness Council (CEC)
- College Services Leadership Team (CSLT)
- Budget Advisory Team (BAT)

The college president also works closely with the Executive Director of the RCC Foundation. [Organizational charts](#)⁶⁹ for College Services, Instructional Services and Student Services, including the various departments and functions in those divisions are available for review online. Following is a visual of the direct functional lines under the Board and president's direction which, in addition to the aforementioned areas, include accreditation, community relations, grants and planning (Figure 2):

Figure 2: Organizational Chart (Governance)



Other Governance Groups include the Faculty Senate, Faculty Association Management Advisory Team (FAMAT) and Classified Association and Management Team (CAMAT) FAMAT/CAMAT

There are two bargaining groups: the Faculty Association Management Advisory Team (FAMAT)⁷⁰ and the Classified Association Management Advisory Team (CAMAT), referenced above. The [classified and faculty bargaining agreements](#)⁷¹ are posted on the Human Resources website.

Faculty Senate

A separate, non-bargaining group supports the RCC commitment to shared governance, Board Policy, *VIII.D.010 – Instruction/Faculty Senate*⁷² recognizes the Senate in its right to consider and advise the president and Executive Team on educational policy and student life issues that relate directly to the educational process, such as extracurricular activities and freedom of action and expression.

2.A.2: In a multi-unit governance system, the division of authority and responsibility between the systems and the college is clearly delineated. System policies, regulations and procedures concerning the college are clearly defined and equitably administered. The College is presently governed by a seven-member Board of Education, college President, Interim Vice President of College Services/Chief Information Officer, Vice President of Instructional Services/Chief Academic Officer, Vice President of Student Services/ Chief Student Services Officer and Interim Chief Financial Officer.

*A General Information and Administrative Procedures Handbook (GIAP)*⁷³ designed in 2001 has been updated regularly and is now on-line. The “Table of Contents” links to various procedures, processes, forms and documents. These policies and procedures are accessible to all personnel and may be adjusted, revised or eliminated to keep pace with state and local mandates, to improve efficiencies, and to provide improved direction or control where applicable.

Board Policy

Board policy consists of formally adopted written statements that constitute basic Board leadership and provide direction to the President and staff in matters of decision-making and/or specific actions. Among those are Board organization, authority, Mission/Vision/Values/*2008-12 Strategic Plan/Core Themes*, guiding principles/goals, human resources and student matters, business operations, contracts, budget, instruction, and community relations. Board policy is subject to review and change; however, unless circumstances require immediate action, Board Policy *I.D.100-Formulation, Adoption, Amendment, Suspension and Distribution of Policies*⁷⁴ dictates, “no policy shall be voted upon at the first meeting during which it is discussed.”

Administrative Procedure

Guidelines for staff are administered by management and specify required action(s) in a specific situation(s). Administrative procedures to provide clear and positive direction are designed to coincide with and carry out the intentions of Board policy. General information about issues of interest to faculty and staff are referenced by administrative procedure.

Differences among board policy, administrative procedure, and processes for creating, revising or removing policies and procedures are further outlined in *Standard 2.A.6 and AP-045 – Process, Review and Approval of Policy (Board) and Procedure (Administrative)*.⁷⁵

2.A.3: The College monitors its compliance with the Commission’s standards for accreditation including the impact of collective bargaining agreements, legislative actions, and external mandates. RCC achieved correspondent status in 1971 and has been continuously affirmed by NWCCU based on 10-year comprehensive evaluations in 1981, 1991, and 2001, including five-year interim, focused interim, and progress reports as directed by the Commission. Affirmation was last confirmed in February 2010. RCC meets Commission ERs, policies and standards, and files an annual report.

Federal, state and local trends, collective bargaining, legislative actions and external

mandates are monitored by the President and Board of Education with assistance from the Department of Community Colleges and Workforce Development and the Oregon Community College Association. An environmental scan, including local, state and national trends, and a SWOT (strengths, weaknesses, opportunities and threats) analysis, is monitored by the president and Board and in collaboration with college beneficiaries in the three- and four-year planning cycles through CEC.

GOVERNANCE/GOVERNING BOARD

2.A.4: The College has a functioning, governing board consisting of at least five voting members, a majority of whom have no contractual employment or financial interest in the college. If the college is governed by a hierarchical structure of multiple boards, the roles, responsibilities and authority of each board as they relate to the college are clearly defined, widely communicated and broadly understood. RCC has a single [Board of Education](#)⁷⁶ with seven elected members representing Jackson and Josephine counties from designated zones. Members serve the Board on four-year terms with no restriction on term limits. These board representatives have no contractual, employment or other financial interest in the College. One Board representative has served RCC for over 23 years and has represented the Board on the Oregon Community College Association Board, which includes a college president and board representative from each of Oregon’s 17 community colleges. Original, long-standing board members still actively serve the College through the [RCC Foundation](#)⁷⁷ and [Board Advisory Committee](#).⁷⁸ Two of the past four college presidents have also served on the Foundation Board. Pursuant to *Oregon Revised Statute* (ORS) 294.336, members of the Advisory Committee are also appointed to serve on the Budget Committee. New Board members must qualify by taking an oath of office before assuming the duties of office (ORS 332.005 (2)).

2.A.5: The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole. Pursuant to [Board Policy I.B.030 – Authority](#),⁷⁹ individual Board members have legal authority only when acting as a quorum of the Board in session. The Board cannot be bound by any statement or action of individual members or of employees, except when such statement or action is authorized by the Board. Decision-making requires a quorum of the Board (four of seven) members. An executive committee of the Board includes the Chair, Vice-Chair and third member of the Board who rotates monthly with this responsibility. The Board Executive Committee meets with the president and president’s assistant one week prior to the monthly board meeting to set the monthly agenda.

2.A.6: The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of college policies, including those regarding its own organization and operation.

The Board creates, revises and maintains board policy in collaboration with college administrators. Policies are reviewed and provided to the Board section-by-section or as needed when new or revised policies are required. Generally, the Board reviews and discusses the policy at a first reading and the policy is returned for a second reading with any suggested amendments. Upon approval, policies are marked “amended and approved,” dated, and filed on the website for reference. Board policies are divided in nine sections:

- (1) Board of Education (organization and operation);
- (2) General Operations;
- (3) Administration;
- (4) Business /Non-Instructional Operations;
- (5) Human Resources/General;
- (6) Human Resources/Instruction;
- (7) Students;
- (8) Instruction; and
- (9) Community Relations.

There are distinct differences between “Board Policy” and “Administrative Procedure.” While one serves the other, Board Policy is the main principle or authority for rule and management. Policy is created and/or reviewed and voted upon by a majority of the Board ([III.A.060 –Policy Development](#)).⁸⁰ Procedures are developed by management to coincide with and carry out the

intentions of the Board [I.D.130 – Formulation of Administrative Regulations](#).⁸¹ Administrative procedures are open to regular review, update and revision as needed. Recommendations for revision are encouraged to maintain reliability and usefulness. E-Team reviews and makes recommendations on a case-by-case basis. This is similar to the Board’s policy review process. Unless circumstances require immediate action, each recommendation will be subject to a “first reading” for discussion and further research, if necessary, followed by a “second reading” where E-Team will generally approve, postpone or reject the new or revised procedure.

Board Policy [III.A.040 –Administrative Regulations/Staff Advisory Functions](#)⁸² dictates that administrative procedures for college operation should include staff that may be affected by the procedures. The administration maintains open channels of communication with beneficiaries regarding procedures and informs the Board, especially when presenting recommendations of policy or procedure for Board action. The President’s Office is responsible for maintaining communication with staff regarding administrative procedures and board policy via email and the website. Board-approved policies and E-Team-approved administrative procedures are accessible to employees via Intranet. Any department and/or individual wishing to make changes to administrative procedure or to create a new procedure can bring the issue to the attention of a division vice president or the ALO/Administrative Coordinator, President’s Office for E-Team review and input.

2.A.7: The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the college. It delegates authority and responsibility to the Chief Executive Officer (CEO/College President) to implement and administer board-approved policies related to the operation of the college.

Pursuant to Policy [I.B.010 – Authority, Policy](#)⁸³ and in accordance with *ORS 332.515*, one of the duties of the Board includes appointment of the “executive clerk” or college president, and with approval by the Board, the President will appoint a deputy clerk (the Chief Financial Officer). The

Board has evaluated the current president annually in June resulting in continuous contract renewal since 2004. In 2011, the President's contract was renewed for four years.

2.A.8: The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner. The Board participates in planning, assessment, and overall strategic direction through participation on various subcommittees, including facilities, finance and audit, legislative, and Foundation. Board members engage in monthly meetings, special sessions, annual retreats, and an annual self-evaluation process. The Board completed its last self-evaluation on March 15, 2011. Representatives were in agreement on all areas of the evaluation including Mission, the Board's own work and progress, communication with the College, policy development, evaluation and implementation, monitoring of goals and outcomes, meeting frequency, representation to the college community, and approachability and cooperation with each other. They also identified strengths and opportunities in open-ended questions about their role as a community college board. In addition, the Board schedules an annual half- to full-day retreat with the President to discuss future action and improvement plans. The 2011-12 retreat is scheduled on September 23, 2011. The Board is presently involved in support of the college's efforts to following through on a feasibility study on the viability of a capital campaign (one of the President's priority projects for 2011-12) in collaboration with the RCC Foundation Board. The President's priority initiatives are set forth in *Chapter Three – College Planning*.

GOVERNANCE – LEADERSHIP AND MANAGEMENT

2.A.9: The College has an effective system of leadership staffed by qualified administrators with appropriate levels of responsibility and accountability who are charged with planning, organizing, and managing the college and assessing its achievements and effectiveness. In 2009, all administrative position descriptions were revised and reviewed by Local Government

Personnel Institute (LGPI). Position descriptions are available for review on the Human Resources network drive (see user ID and password on inside cover). In 2010-11, the Director of Human Resources, in coordination with an evaluation committee, developed these leadership competencies: Collaboration, Communication, Innovation, Stewardship, Encourage the Heart, Job Knowledge, and Integrity in the administrative and professional employee evaluation process. All staff in this employment category were evaluated in 2010-11 under the new evaluation process. Innovation, stewardship and integrity are three of the five Core Values. The other two are excellence and respect. Also, see 2.B.2.

2.A.10: The College employs an appropriately qualified college president/CEO with full-time responsibility to the college. The CEO may serve as an *ex officio* member of the governing board but may not serve as its chair. RCC's President has two master's degrees and a doctoral degree and is the chief executive and administrative officer of the Rogue Community College District on behalf of the Board of Education. He serves as the chief clerk of the Board. The President is accountable to the Board for implementation of board-approved policies. The President represents the College in the community, to the legislature, and to other Oregon community colleges. The President is expected to be an innovative and visionary educational leader who is committed to community colleges. The President is responsible for other chief executive duties as assigned by the Board of Education and performs duties incumbent to the office.

2.A.11: The College employs a sufficient number of qualified administrators who provide effective leadership and management for the college's major support and operational functions and work collaboratively across college-wide functions and units to foster fulfillment of the college's Mission and accomplishment of its Core Theme objectives. Over the past ten years, RCC has reorganized to become more efficient in organizational structure. The current organizational structure is divisional with three vice presidents; College Services, Instructional Services and Student Services (four Instructional Services Deans, one Student Services Dean, and

an Interim Chief Financial Officer, who reports to the Interim Vice President College Services, are in senior leadership positions). Department chairs and coordinators for various instructional programs are full-time faculty. Campus Councils and ad hoc committees for each campus meet monthly and are comprised of faculty, administrators and classified staff. Their plans, decisions, recommendations and information items are shared at weekly E-Team meetings.

The current organizational structure has fewer managers than it did ten years ago, but it is more efficient in its reporting structure. The Faculty Senate also meets monthly and all three college vice presidents participate in those meetings, contributing to a shared governance model. FAMAT and CAMAT meet monthly or more frequently if needed. Senate and faculty and classified bargaining meeting highlights are also shared at E-team. In addition to E-team the president meets weekly with vice presidents and other staff who report directly to him. The president and three vice presidents also meet two to four times per month.

GOVERNANCE/POLICIES AND PROCEDURES (ACADEMICS)

2.A.12: Academic policies, including those related to teaching, service, scholarship, research, and artistic creation are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas. RCC has a well-established process for communicating academic policies to staff and faculty. Primary responsibility in this area rests within the Instructional Services Division. Policies are published and available to students in the college catalog, on the website, in program, and graduation guides and in other publications as appropriate. Academic standards and policies are reviewed by the Curriculum and Academic Standards Committee (CASC), composed of members from management, faculty and classified staff. If recommended for approval, draft policies are referred to the Academic and Training Council (ATC) for vote. In addition to the aforementioned employee groups, council membership includes department chairs and coordinators (from academic

and CTE programs), the Vice President and Deans of Instruction, and representatives from the Student Services Division. Policies approved by ATC are then published as needed. While academic policies are not subject to E-team approval, ATC follows state guidelines and matters of significance are often discussed with E-team and/or the Board of Education. Topics discussed may include graduation requirements for degree and certificate programs (including general education and related instruction); time limits for program completion; “teach outs” for suspended or revised programs; and awarding of credit based on standardized industry competencies, among others.

Academic procedures are published on the college’s [Faculty Resources website](#).⁸⁴ These include, but are not limited to, grading, administrative drop, class rosters, *Faculty Evaluation Guidebook*, student retention processes, learning and teaching strategies for instructors, content learning outcomes and rubrics, sample syllabi, and the academic integrity policy on cheating and plagiarism. See also 2.A.15.

Scholarship, research and artistic creation are not required or policy-directed at the community college level. Nonetheless, RCC faculty, staff and administrators have contributed to numerous scholarly and artistic projects over the years. A few examples include development of the college’s RogueNet accounting and data collection system that has been sold and implemented at five other community colleges in Oregon, an online writing lab and online tutoring services, a certification model textbook for student government leaders, a mathematics textbook, Career Base Camp for student career exploration, First Friday Art Night for the Grants Pass community, and recognition for *Dissertation of the Year Award* from the National Council for Student Development, an award that bestows recognition to an individual whose doctoral dissertation excels in making a substantial contribution to the literature and/or practice of community college student development.

2.A.13: Policies regarding access to and use of library and information resources – regardless of format, location, and delivery method – are documented, published and enforced. Policies regarding library procedures and guidelines are

available through online documents, staff manuals, and general college publications. All circulation desks have supplies of printed bookmarks explaining circulation and Internet guidelines (Administrative Procedure 037: *Information Technology Acceptable Use Procedure*).⁸⁵ All policies, regulations, and procedures are documented, updated, and made available to beneficiaries.

Faculty librarians periodically collaborate to review existing collection development guidelines for all formats and to propose new ones. Amended guidelines are submitted to ATC for approval. These guidelines reflect needs of students, faculty, and programs. They also serve as a working plan for the selection and weeding of library materials. Examples of library policies include hours of operation, collection development guidelines, computer use, circulation policies and cooperative agreements.

All new full-time and part-time faculty are invited to attend orientations, which contain a library component that describes resources and use. Librarians also offer periodic workshops at inservice and department meetings upon request. College librarians teach 200-300 library-based research classes throughout the year. In 2009-10, 269 classes completed sessions offering information about basic policies and procedures for accessing library resources. Also see 2.C.6.

2.A.14: The College develops, publishes, widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs. To promote student access, RCC publishes *Transfer Credit Procedures*.⁸⁶ in the catalog and on the [Enrollment Services website](#).⁸⁷ The College accepts 100-level and higher college courses from regionally accredited colleges when they meet the following transfer credit acceptance criteria:

- Students have earned a grade of C- or better;
- Students have made application to an RCC program;
- Credit/contact hours, curriculum and outcomes are equivalent to courses offered at RCC, are graded on a similar basis, and are taught by qualified professionals; or,
- Contents meet the above criteria or are otherwise deemed appropriate substitutions for RCC courses.

Courses from non-accredited institutions must meet the criteria listed above to be considered for transfer acceptance. Prospective students who want to transfer in courses from non-accredited institutions must produce evidence of the above criteria for education. RCC department chairs and program coordinators review courses earned at colleges that are not regionally accredited.

College level courses taken in countries other than the United States are first evaluated by an international academic evaluation agency, then compared to RCC's transfer credit acceptance criteria. A list of several of these agencies can be found online in the [International Admission Application](#)⁸⁸ packet. Students may use the agency of their choice for a course-by-course or comprehensive evaluation, including grades.

During the 2008-09 academic year, Student Records staff evaluated 677 transfer transcripts. That increased by approximately 27 percent in 2009-10 to 864 transfer transcripts. The increase is indicative of increasing student mobility. Records staff input transfer courses into the Degree Audit System then notify students of the audit results. This process has an average three-week turnaround time from submission of an evaluation request to receipt of results. Students are generally pleased with the quick response, although they are often confused about why some classes transfer and others do not. Records staff communicate with students via email, telephone and in person to explain transfer credit evaluation results and practices as requested.

GOVERNANCE/POLICIES AND PROCEDURES (STUDENTS)

2.A.15: Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities, are clearly stated, readily available, and administered in a fair and consistent manner.

Students' rights and responsibilities including academic honesty, appeals, and grievances are outlined in the following policies and communicated in course syllabi, the college catalog, and online in administrative procedures and board policy. Procedures for appeals and grievances are set forth in the policies:

Student Rights, Freedoms, and Responsibilities

The *Student Rights, Freedoms, and Responsibilities Statement* is maintained and administered by the Vice President of Student Services and is available online. This policy is distributed and discussed at student orientations. Students are required to acknowledge receipt of the *Student Rights, Freedoms, and Responsibilities Statement* by signing an acknowledgment form at their mandatory orientation session.

The following information regarding academic honesty is recommended to faculty for course syllabi:

“Academic Honesty/Plagiarism: Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the right to take action on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging from loss of points to expulsion from the class or college.”

To strictly enforce this policy, the college recently purchased Turnitin™ — a plagiarism detection software which is being piloted in fall 2011.

Human Rights Policy

The *Human Rights Policy* and procedures are maintained and administered by the ALO/Administrative Coordinator, President's Office. The *Human Rights Policy* and harassment prevention statement, including sexual harassment,

are reviewed periodically with staff at inservice and at department meetings upon request. The *Policy* is also provided and reviewed at new employee orientation. New employees are subject to harassment prevention training which includes the *Human Rights Policy* and are also required to acknowledge receipt of the policy by signing a training verification form.

The College sends a twice annually reminder regarding harassment policy (last reminder forwarded June 1, 2011) as follows:

“This message is provided on behalf of the Human Rights Network (HRN) to keep the RCC community informed and up-to-date on current college policy and procedures for dealing with harassment issues (attached):

‘All students and employees will be able to work and learn in an environment free of discrimination and harassment, including sexual harassment. All complaints about behavior that may violate this Human Rights Policy shall be promptly investigated.’

If you have any **questions** or would like to **schedule training** for your students or staff or wish to discuss this matter, in confidence, contact [name, email and telephone number provided] or any one of our HRN representatives [list attached]. Please also visit our website at www.roguecc.edu/HumanRights.”

Procedures for handling issues of academic dishonesty, appeals, and grievances are set forth in the *Student Rights, Freedoms, and Responsibilities Statement*. Grievances and harassment or sexual harassment procedures are set forth in the *Human Rights Policy*. These policies are provided as indicators of achievement in the Core Theme on “Strengthen Our Diverse Communities,” Objective 3.1 which states RCC will “provide a safe, positive, inclusive place for beneficiaries to work and learn.” Strict enforcement of these policies and procedures, including regular review and revision of the procedures for improvement is a routine practice.

Accommodations for Persons with Disabilities

The Vice President of Student Services is the college's designated Americans with Disabilities

Act (ADA) Officer. The College provides reasonable accommodations to facilitate the participation of students, employees and the general public with legally protected disabilities. For students, the Disability Services Coordinator is responsible for planning and accommodation. Human Resources handles accommodations for employees, including assistance with ergonomics and an employee assistance referral plan for stress and mental health issues. Facilities staff are responsible for disability laws and necessary accommodations for public buildings, halls, pathways, sidewalks and parking. Information regarding non-discrimination on the basis of disability is also addressed in the *Human Rights Policy*, posted online in administrative procedures, on the Human Rights Network website, in the catalog, and in course syllabi. Human Rights Network Representatives include the ADA Officer, Equal Employment Opportunity Officer, Director of Human Resources, and Director(s) of Facilities/ Security and Safety.

The following information is also recommended for all faculty to be included on course syllabi:

“Americans with Disabilities Act

Students with a documented disability that may require assistance should contact the Disability Services Office for coordination of your academic accommodations. The Redwood Campus Disability Services Office is located in the Wiseman Tutoring Center, 541-956-7337 or TTY 541-956-7338, or <http://learn.roguecc.edu/developmental/support/>. The Riverside Campus Disability Services Office is located in the G Building-Room 207-Second Floor, 541-245-7537 or TTY 541-245-7587, <http://learn.roguecc.edu/developmental/support/>.”

2.A.16: The College adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with college expectations. Its policy regarding continuation in and termination from its educational programs

(including its appeals process and re-admission policy) is clearly defined, widely published, and administered in a fair and timely manner.

Admissions and placement testing policies are in place to assist students in the enrollment process. A mandatory orientation session for new students is required. Information about satisfactory progress and appeals processes are clearly defined and are widely published in the college catalog, class schedules, and online, as follows:

Admissions

Students admitted to RCC must meet at least one of these three general admission requirements:

- Complete a high school program of study; or
- Complete a GED or an Adult High School Diploma (ages 17 and younger may be required to verify completion); or
- Pass six college credits that apply to a program at RCC.

Placement Testing, Policies, and Procedures

If none of the above criteria are met and the prospective student is 18 or older, the student must take a Compass Placement Test and score at least 62 in reading, 32 in writing and 25 in math during one test session.

In 2010-11, for the first time since 1989, the College dedicated one FTE staff as an Admission Advisor solely to work with new students. In December 2009, to promote accurate and consistent admission information, RCC initiated an [online admission application](#)⁸⁹ for credit students. The process has moved through its transition period smoothly. An anticipated challenge was the low or nonexistent computer literacy levels of a small population of prospective students. Student Services Assistants (student employees) and Student Services staff help those with limited computer skills fill out the application. An [online tutorial](#)⁹⁰ was created to explain the process step-by-step and to describe why RCC asks for certain information. A favorable, unanticipated result of the online application monitored by the Admission Advisor is that the process has helped to eliminate duplicate records for returning students.

Placement policies guide the enrollment of students in courses and programs through an

evaluation of prerequisite knowledge, skills, and abilities. New students who have never attended college are required to take a placement test to ensure a reasonable probability of success at a level commensurate with college expectations. [Placement Indicator Chart](#)⁹¹ scores were developed and are updated, when necessary by the Math, Academic Skills and Humanities (Writing) department chairs together with the Counseling Department. These test scores are regularly evaluated to ensure placement into appropriate levels of reading, writing and mathematics. The orientation and advising process is designed to assure a greater probability of student success and to foster adequate progress toward the student's academic goal.

Placement tests may be waived based on a transcript with successfully completed college-level reading, writing, and math classes; placement test results from another college; or an SAT transcript with scores of 500 or higher in writing and 470 or higher in math.

Orientation

Upon completion of the placement test, students are assisted in registration for a mandatory new student orientation session. The current orientation seminar includes details about the college in general, explanation of the placement test scores, selection of a major, and information about career and technical or academic programs. Students are also provided with a step-by-step registration "how-to" and meet with a counselor or an academic advisor to plan their first term of study. Throughout the student's academic career, the College engages in an advising process that requires regular meetings with a counselor/academic advisor in order to plan each term of study and ensure a greater probability of academic success.

Satisfactory Progress

Once enrolled in classes, students are deemed to be in academic difficulty when they are not making satisfactory progress toward their goals. A student whose term and/or cumulative grade point average is below a 2.0 and/or who does not successfully pass 50 percent of his/her credits attempted will first be placed on academic warning, second

on academic probation and finally on academic suspension if the academic difficulties continue. Students placed on academic warning are notified by academic advisors about available services for resources and assistance. Students on academic probation must meet with a counselor to discuss [Satisfactory Academic Progress](#)⁹² policies. The student and counselor then develop an academic plan of action that will aid the student in regaining satisfactory academic standing. Once placed on academic suspension, students cannot register for classes and must petition for reinstatement to the College.

Appeals

RCC policy regarding continuation in and termination from educational programs, including its appeals process and readmission policy, are clearly defined, published on the website and in the catalog, and administered in a fair and timely manner. Once each term, when grades are posted, students are notified of academic probation and suspension. If a student is on academic probation or is suspended, his/her online report card includes a link to a letter explaining his/her status and how to proceed. Students suspended for the first time must sit out one term and may then appeal to the Academic Reinstatement Committee to return. Students suspended a second time must sit out a year and must file an appeal for reinstatement. The committee meets two weeks before the beginning of each term to review appeals. Responses to appeals are provided within 24 hours. If accepted for reentry, the student is assigned to work with a personal counselor during his/her reinstatement term.

2.A.17: The college maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the college for those activities, including student publications and other student media, if offered. Student life and leadership opportunities for students include student government and Alpha Zeta Pi Chapter of the international student honor society, Phi Theta Kappa, various other student clubs and [The Byline](#)⁹³ (student newspaper). The college maintains and publishes clear policies relating to the roles and

responsibilities of students who participate in these activities. Faculty and staff advisors guide these student life activities. See 2.D.11.

Associated Student Government of Rogue Community College (ASGRCC)

ASGRCC is recognized as the primary representative voice of the students to the administration and Board. ASGRCC has been self-chartered since 1971. The scope and authority for the ASGRCC are derived from and granted by the president and board. The *ASGRCC Constitution and Bylaws*⁹⁴ are the governing policies and operating procedures for the ASGRCC and its executive council. The purposes are to:

- Strengthen and maintain a sound academic environment.
- Provide student representation to the administration and the community.
- Create the opportunity for the development of character.
- Provide programs for the social and cultural enrichment of students.
- Provide students with a self-governing structure.

ASGRCC charters all student organizations, organizes co-curricular activities, plans legislative lobbying events and provides assistance to campus departments and special events. ASGRCC also participates in the OCCA Student Association and submits a certification model of ASGRCC operations to the College Student Services Administrators (CSSA) group on an annual basis. The CSSA recognizes and certifies outstanding student leadership models, and ASGRCC has been recognized and certified by CSSA since 2008.

Student Newspaper

The Byline is a monthly newspaper publication produced by students with the guidance of a faculty advisor. It is a wholly student-produced publication, a valuable aid in the establishment and maintenance of an atmosphere that encourages free, responsible discussion and continued intellectual expression and is available online. Final authority and responsibility for operation of *The Byline* rests with the Board of Education, as do all duly authorized activities and programs

of the College. The board has the responsibility to serve as publisher of *The Byline* but is not to be involved in on-going operations and decisions related to publishing the student newspaper. The responsibility for developing, managing policies and procedures for operating *The Byline* is delegated by the Board to the President, who established a Publication Board for management and oversight of *The Byline*. As a result of this delegation, the Publication Board serves as publisher of *The Byline*.

Student Clubs and Organizations

Students are encouraged to join or form groups that meet common interests of membership. Each club must have a college advisor, usually a full-time faculty member. The club must serve an educational purpose. The advisor assists in planning and evaluation of club efforts. Each club is granted a voting seat on the ASGRCC Inter-Club Council (ICC). ICC exists to facilitate the functions of the ASGRCC clubs. Examples of existing student clubs include: Art, Book and Drama clubs, Christ on Campus, Club Latino, Education and Environmental Sustainability Club, Massage Therapy and Physics clubs, Math Study and Spanish Study clubs, Science Club, Student Nurse Organization, and Veterans Club.

2.A.18: The College maintains and publishes its human resources (HR) policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students. The HR mission is “to provide quality service to faculty, staff, students and the public in areas of human resources’ policies and procedures, benefits, compensation, employment, and training that supports the college’s commitment to excellence.” In so doing, HR policies that stem from state and federal law are set forth in Board policy sections *V-Human Resources/General Operations* and *VI-Human Resources/Instruction*.⁹⁵ Other HR policies and procedures are maintained electronically and are accessible online at the [Human Resources website](#)⁹⁶ and through links to board policies and/or administrative procedures. These policies and other administrative procedures are drafted, regularly reviewed, maintained, and administered in a manner that ensures consistent, fair, and equitable

treatment of employees, including but not limited to the employment and hiring procedures.

Human Resources procedures, policies, forms and agreements include:

- Position Openings, Recruitment and Hiring Procedures
- People Admin™ User Guides (an online system for hiring, recruitment and applicant tracking)
- Student Employment Procedure
- Drug-Free Workplace
- Retirement Procedures
- General Procedures
 - » Criminal Background Checks
 - » Donated Sick Leave Program
 - » Electronic Resource Procedure
 - » Employment Verification Procedure
 - » Field Trip Guidelines
 - » Workers Compensation Procedures
 - » Ergonomic Procedures
 - » Volunteer Processes

All employment contracts and handbooks are also maintained by HR in collaboration with FAMAT and CAMAT bargaining teams and the management team and posted on the HR website:

- *Faculty Collective Bargaining Agreement*
- *Faculty Handbook*
- *Classified Collective Bargaining Agreement*
- *Exempt (Management) Handbook*

In addition, necessary forms for following administrative procedures and policies are also reviewed, revised updated and available online, including position authorization, employee evaluations, timecards and other payroll forms, plans of assistance, professional growth, leave, ADA accommodations, workers compensation forms and other risk management forms, such as the Incident Report form. Finally, all required employee online training and tests may be reviewed through the HR site, including Hazard Communication, Blood Borne Pathogens, FERPA and Harassment Prevention.

2.A.19: Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Employees are initially apprised of their conditions of employment, work assignments, rights and responsibilities for employment through the online job announcement and position description. Upon hire, classified, full-time faculty, management, administrative, and professional employees participate in an extensive new employee orientation in which they are provided a detailed verbal review and hard copy documentation of the conditions of employment, work assignments, rights and responsibilities. Part-time faculty orientations are offered prior to the start of each term and cover many of the same topics.

For eligible classified employees and faculty, conditions of employment, rights, and responsibilities are generally established through the collective bargaining process. A *Faculty Handbook*, updated annually, provides additional information. The *Management, Administrative and Professional Employee Handbook*⁹⁷ details the conditions of employment for non-union management employees. Revisions are scheduled for review and approval (first reading) by the Board of Education each September. The [collective bargaining agreements](#)⁹⁸ and faculty and management employee handbooks are maintained in print and electronic format and are accessible online through the Human Resources website. The *2011-12 Faculty Handbook*⁹⁹ is also posted on the Faculty Resources website. Employees are given hard copies of the collective bargaining agreements at time of hire and when documents are updated. Revisions are communicated via email to affected employees. Conditions of employment for part-time faculty are also detailed on the reverse side of the individual notice of assignments mailed each term. A list of individual faculty and management contract renewals is reviewed and approved by the Board annually. Exempt employee contracts are renewed and signed annually on July 1. The contract includes employee name and job title, contract period, base daily salary, annual salary, number of contract days and number of non-contract days.

Employees receive ongoing communication of any changes or updates through oral and written assignment from their supervisors. This includes position description changes, collective bargaining agreement updates, or memoranda of understanding (MOUs). Likewise, criteria and procedures for evaluation, retention, promotion, and termination are communicated through a variety of means, including (1) verbal and written communication from supervisors, college administration and Human Resources; (2) through documented board policies and administrative procedures; (3) evaluations; (4) applicable collective bargaining agreements; (5) employee handbooks; and (6) state and federal rules, regulations, and laws. Impending or proposed changes to employee contracts are discussed at faculty (FAMAT) and classified (CAMAT) union meetings and E-Team and Board meetings, when applicable.

2.A.20: The College ensures the security and appropriate confidentiality of human resources records. The College stores HR records in designated, secure, fireproof filing cabinets that remain locked to ensure security and confidentiality. A limited number of staff have permission to access the files. Official personnel files never leave the HR office, and only authorized parties are allowed to review personnel files under the supervision of a HR representative. After leaving employment at RCC, former employees' personnel files are scanned and archived in the document imaging system. Access to the electronic archived files is limited to authorized HR representatives only. Management of HR documents is guided by Administrative Procedure 035 – *Records Management Policy and Procedure*,¹⁰⁰ as governed by ORS 192 and 357 and OAR 166-450-0090 on Personnel Records.

GOVERNANCE/POLICIES AND PROCEDURES (INSTITUTIONAL INTEGRITY)

2.A.21: The College represents itself clearly, accurately, and consistently through its announcements, statements and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic

programs can be completed in a timely fashion. It regularly reviews its publications to ensure integrity in all representations about its Mission, programs and services. Institutional integrity of mission, programs and services is evidenced in all publications. As part of its periodic review process for all publications, in 2008-09 RCC hired an outside auditor, Propeller Communications, to conduct a marketing study and communication review. As a result, external and internal print, online and media communications were redesigned to be more user-friendly. The redesign was based on direct feedback from student, staff, and community focus groups. Graphics standards were developed and brand messaging was improved. Graduation guides for all certificate and degree programs, which outline term-by-term progression through the curriculum were redesigned and are available online. The marketing plan is evaluated annually in the strategic plan and core theme plan processes (Goal E.1 and Core Theme 1, *Promote Student Access and Success*).

The catalog is published annually and includes the Mission, as well as information about programs and services. Academic intentions, purposes and plans, programs and services, and policies and procedures applicable to students and the general public are included. The credit schedule of classes has changed substantially in design over the past two years to meet new publication standards and is now available online. Information about the college's programs and services, Mission and Core Themes are also included in the schedules. Finally, the continuing education (non-credit) schedule was also redesigned to better market classes to those seeking personal enrichment, small business and workforce development opportunities.

2.A.22: The college advocates, subscribes to, and exemplifies high ethical standards in managing and operating RCC, including its dealings with the public, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed. RCC operates with the highest of ethical standards. Ethics training is provided at new employee orientations and periodically at inservice and department meetings. Ethics policies were established by the Board.

Ethics Standards

The following Board policies govern standards on ethics: *I.C.030 – Code of Ethics for School Board Members*¹⁰¹ and *I.E.030 – Pecuniary Interest in Contracts*.¹⁰² In addition, the College adheres to the Oregon School Board Association’s (OSBA) *Government Standards and Practices Laws: A Guide for Public Officials*. This addresses updates on the most commonly asked questions that public officials have about *Government Standards and Practices Commission* (GSPC) laws. The manual provides an advisory opinion as described in ORS 244.280(3). If a public official takes action accurately based on the information contained in this manual, the individual may not be prosecuted by the GSPC for violating government standards and practices. Oregon Revised Statutes, Chapter 244, addresses conflicts of interest. These laws are generally known as Government Standards and Practices. The laws are enforced and interpreted by the Oregon GSPC in *ORS 244.040 – Code of Ethics; ORS 244.020(1) – Actual Conflict of Interest; ORS 244.020(7) – Potential Conflict of Interest; and ORS 244.120(2) – Methods of Handling Conflicts*.

Employees are prohibited from taking any action to fraudulently influence, coerce, manipulate or mislead an auditor engaged in the performance of an audit for the purpose of rendering the financial statements materially misleading. The President, Interim Vice President of College Services, and Interim Chief Financial Officer adhere to the National Association of College and University Business Officers (NACUBO) *Code of Ethics*, which is incorporated into the employment contracts of the listed or equivalent positions.

Complaints and Grievances

Employee complaints and grievances are resolved at the lowest level possible. Employee grievance processes and timelines are outlined in detail in collective bargaining agreements or in the *Human Rights Policy* when applicable to harassment, including sexual harassment. Student grievance processes and timeline are outlined in the *Student Rights, Freedoms and Responsibilities Statement*. Depending on the nature of the complaint from the public/third parties, the issue is referred to the President or one of the Vice Presidents whose

oversight includes an area related to the issue or complaint.

2.A.23 The college adheres to a clearly-defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the college has education as its primary purpose and operates as an academic college with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications. The policies described in 2.A.22 above are applicable to potential conflicts of interest of the governing board, administration, faculty and staff, including *Oregon Revised Statutes 244.040, 244.020(1), 244.020(7); 244.120(2)*. The College does not require conformity to specific codes of conduct except for behavior that is prohibited by law. The College does not seek to instill specific belief systems or world views on faculty, staff or students. RCC’s primary purpose is education.

2.A.24: The College maintains clearly-defined policies with respect to ownership, copyright, control, compensation and revenue derived from the creation and production of intellectual property. The aspects of intellectual property ownership are outlined in board policy and in the collective bargaining agreements between the faculty and classified associations. Board Policy *VI.C.010 Instruction/Compensation for Publications and Inventions*¹⁰³ differentiates between creative material produced by a private individual and material created for use within the college environment:

“The ownership of any materials or processes developed solely by an RCC employee’s individual effort and expense shall vest in and be copyrighted or patented in the name of the employee. The ownership of materials or processes produced solely for the College and at college expense shall vest in the College and be copyrighted or patented, if at all, in its name.”

The policy continues with definition on how employees will embark on projects that will

result in college-owned materials. It refers to the bargaining agreements for provisions for determining the ownership of publications, inventions, copyrights, and patents of such items. The policy specifies that no employee can require students to purchase textbooks from the sale of which the employee receives any royalties. Further, the collective bargaining agreement, in reference to this board policy, provides for the implementation of the policy. It specifies,

“Before development of intellectual property occurs in which the College has a participatory role, the Faculty member and the College shall develop a written contract of the services and/or compensation to be given by the College and the product to be produced by the faculty member.”

It defines six discrete ownership categories and how each would be created and compensated, the modification of developed materials, and how the materials may be used during an employee’s tenure at the college, as well as after separation. RCC has entered into a limited number of agreements with faculty regarding intellectual property following this policy and has applied the provisions in the bargaining agreement in each case.

2.A.25: The College accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “accreditation” and “candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the United States Department of Education. RCC is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Accreditation status and supporting documentation are provided for public review at www.roguecc.edu/accreditation, including specialized accreditation documentation for Practical Nursing, Emergency Medical Technician and Massage Therapy programs. All claims to accredited status are based on written NWCCU communications or documentation from specialized accrediting agencies where applicable.

2.A.26: If the College enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services with clearly-defined roles and responsibilities is

stipulated in a written and approved agreement that contains provisions to maintain the integrity of the college. In such cases, the College ensures the scope of the agreement is consistent with the Mission and goals of the College, adheres to college-wide policies and procedures, and complies with NWCCU’s standards of accreditation. RCC adheres to the *Community College Rules of Procurement*,¹⁰⁴ drafted through a statewide, collaborative effort by representatives of participating Oregon community colleges. These rules prescribe public contract for special procurements (exemptions), whereby a Local Contract Review Board may approve a special procurement (pursuant to *ORS 279B.085*), under personal services contracting rules, competitive procurement process rules, and supplementary provisions for community colleges. The procurement rules were formally adopted by Oregon colleges through Board resolution. The RCC Board adopted the most recent version on March 15, 2011. The College enters into contractual agreements with clearly defined parameters as to the scope of work, time frame, costs and purpose of the work to be performed or products to be provided. RCC follows *OAR 137-046-0100-137-049-0910* and *Community College Rules of Procurement* in accordance with *ORS 279A.065* and *279.070* in the contracting process, including formal and informal solicitations. Contractual agreements are reviewed by the Contract and Procurement Manager and approved by the President, Interim Vice President of College Services or Interim Chief Financial Officer in order to maintain institutional integrity.

GOVERNANCE/POLICIES AND PROCEDURES (ACADEMIC FREEDOM)

2.A.27: The College publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment. The following policies pertain to academic freedom at RCC:
(1) Board Policy *VI.A.010 – Academic Freedom*¹⁰⁵ states that academic freedom is vital and acknowledges the need to protect employees from censorship or restraint which might interfere with

the pursuit of truth in teaching. The policy also addresses academic responsibility and notes that instructors are not to introduce controversial matter having no relationship to the subject of the course being taught.

(2) *II.A.010 – Freedom of Inquiry and Expression*,¹⁰⁶ acknowledges the need for inquiry and expression in learning and teaching processes.

(3) Members of the campus community also have the right to peaceably assemble and demonstrate.

The *Faculty Collective Bargaining Agreement* specifies employee rights in Article 5. It is agreed that academic freedom is essential and that instructors are entitled to freedom in research, publication and instruction (Article 5(A)1). Academic responsibility is included just as in district policy. Article 5 also specifically grants faculty members their freedoms, rights and responsibilities as citizens. While the College may not censor or discipline instructors speaking/writing as citizens, instructors also have the responsibility to ensure that they are speaking/writing personally and not on behalf of the College (Article 5(C)1).

College policy also dictates that employees and students will be able to work in an environment free from discrimination and harassment, including sexual harassment (Human Rights Policy). The Policy references board policies *VD.070 – Nondiscrimination Statement*,¹⁰⁷ *II.B.010 – Sexual Harassment*,¹⁰⁸ and Title IX, of the 1972 Educational Amendments. All complaints about behavior that may violate this policy are referred to the Human Rights Network Liaison and promptly investigated.

2.A.28: Within the context of its Mission, Core Themes, and Values, the college defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the college and individuals within the college may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason

and prospects of truth. Moreover, they allow others the freedom to do the same. Board policies *II.A.010* and *VI.A.010* referenced in 2.A.27 above clearly promote an environment that encourages and supports academic freedom and independent thought as a means for advancing student learning as well as learning by faculty and other college personnel. Board policy dictates that beneficiaries shall be entitled to work and learn in an environment that supports independent thought and the pursuit of knowledge. Individual world views are valued and may be discussed in the classroom and through different training opportunities for faculty and staff.

2.A.29: Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such. RCC faculty with teaching responsibilities use a variety of methods to present scholarship fairly, accurately, and objectively. Evidence for this can be ascertained from sources such as the *Student Rights, Freedoms, and Responsibilities Statement*; regular faculty evaluations. A January 2011 qualitative survey on objective teaching responsibility distributed to all faculty:

1. How do you handle teaching a controversial subject that is part of your curriculum?
2. How do you handle a controversial subject that comes up spontaneously in your class?
3. What do you do when controversial topics come up that aren't relevant to your course content?
4. How do you ensure fair or adequate coverage of a controversial subject?
5. Do you identify your own opinions and beliefs within the material being taught, and if so, how?

The *Student Rights, Freedoms, and Responsibilities Statement* indicates that an RCC instructor “should include opportunity for free discussion, inquiry and expression related to course content. Student academic performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters not related to curricular standards.” Monitoring teaching responsibilities by regular

faculty evaluation also tracks/documents this practice. All probationary faculty are subject to student evaluations each term for the first year (in at least one class); regular full- and part-time faculty and probationary faculty in their second and third years must have student evaluations at least once per year in at least one class. In addition, probationary faculty receive annual intensive evaluations for the three years they are on probationary status; regular faculty receive an intensive evaluation every five years unless a problem occurs to trigger an intensive review. The intensive evaluation process includes self-assessment and performance observation, with both formative and summative components.

Finally, in the [Faculty Survey Results on Objective Teaching Responsibility](#)¹⁰⁹ at least 75 percent of teaching faculty who responded indicated they present content (directly or indirectly) that contains some element of subjectivity; they must, therefore, strive to present scholarship in a fair, accurate, and objective manner. As an example, students are presented with these instructions for in-class writing prompts in Writing 115, Introduction to Expository Writing, where they are developing college-level writing skills:

“You are being tested for college-level writing. Be aware of how you present your ideas, especially if the topic (or your views of the topic) could be considered controversial. Avoid racial, ethnic, or sexist slurs or stereotypes, inflammatory rhetoric, and profanity. Approach the issue formally and demonstrate an awareness of your audience; you are not being judged on your views, but on how well you present them – the writing itself.”

While some faculty responded they would openly express their opinion on a topic, most responded they would prefer to play “devil’s advocate” so every aspect of a topic could be safely and comfortably explored in the classroom. Most faculty responses indicated a desire to “encourage exploration and critical analysis” among students, while remaining “objective, keep[ing] biases in check [and] view[ing] subject matter from a technical point of view.”

GOVERNANCE/POLICIES AND PROCEDURES (FINANCE)

2.A.30: The college has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources, including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management and transfers and borrowings between funds.

Board approval is required for monitoring and operation of capital budgets, reserves and quarterly transfers. The Board reviews, makes recommendations, and approves the annual budget.

Oversight and Management of Financial Resources

RCC’s long-standing, Board-approved policies regarding the oversight and management of financial resources are well-established in Section *IV.A -Business and Non-Instructional Operations/ Finance and Budget*.¹¹⁰

- 010: Budget Officer
- 020: Budget Preparation and Adoption
- 030: Transfer of Funds/Use of Contingency Account
- 040: Accounting Systems
- 050: Petty Cash
- 060: Paying of Bills
- 070: Financial Report
- 080: Annual Audit/Appointment of Auditor
- 090: Contract Review
- 100: Identity Theft Protection

In addition, RCC prepares a Comprehensive Annual Financial Report (CAFR) and is audited annually by an independent accounting firm that specializes in community college audits. Investment policy is also governed by state law.

Fundraising/Investments

In December 2010, the College entered into a *Memorandum of Understanding (MOU)*¹¹¹ with the RCC Foundation to better support the missions of both entities: For the College, “to provide quality education to help learners achieve their

goals, and to support the social, civic, cultural and economic vitality of our diverse community”; for the Foundation “to receive and manage funds to provide opportunities for student success and support for college programs, faculty and staff advancement as well as campus development and community enrichment.” The agreement indicates the Foundation Board will advise the College on fundraising laws and will be responsible for raising, investing and endowing funds given to support the College and for specific college purposes in accordance with the laws of the state of Oregon and all applicable federal laws. The Foundation is also subject to its own independent financial audit.

STANDARD 2.B – HUMAN RESOURCES

2.B.1: The College employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. In addition, job descriptions accurately reflect duties, responsibilities, and authority of the position. As of January 2011, RCC employed approximately 297 full-time employees: 95 faculty, 157 classified, 35 management, and 10 administrative and professional exempt staff. In addition, the College employed 441 part-time employees: 414 faculty, 24 classified, and 3 management, administrative and professional staff (November 2010 Integrated Postsecondary Education Data System (IPEDs) data.) The College also employs student workers funded by federal work study and general funds, as well as other staff on a temporary, at-will employment status.

The criteria, qualifications, and procedures for selection of personnel are clearly and publicly posted on the college employment website. Vacant, budgeted positions are opened either internally or to the public with E-Team approval. Online job postings include the position description, screening criteria, working conditions, job location, salary and benefits information, as well as other pertinent details regarding the position.

The College utilizes a [screening committee process](#)¹¹² for all regular (permanent) budgeted

position openings; including classified, management, administrative, professional, and full-time faculty positions. The documented process is available on the Human Resources website; it details the screening committee guidelines, representation requirements, and responsibilities. Hiring recommendations are made to the appropriate vice president or dean for second interviews and a final decision. Screening committee members are required to undergo training by a Human Resources representative prior to serving on a screening committee.

All college positions have written position descriptions that accurately reflect duties, responsibilities, and authority of the position. The position description provides the following information (as applicable): classification, title, group/step, department, supervisor, location, a general statement of responsibilities, supervision received, supervision exercised, examples of duties – essential functions, specific duties, screening criteria (education, experience, knowledge, skills, abilities, and licenses), physical demands of position, and working conditions.

Faculty position descriptions are standardized, maintained electronically, and placed on file in Human Resources. In addition, a copy is placed in the employee’s personnel file. Position descriptions are reviewed prior to opening a vacant position or when significant changes are made to assigned duties. In addition to the position description, the *Faculty Collective Bargaining Agreement*¹¹³ addresses faculty workload requirements, professional duties, and responsibilities. Board policy *VI.B.010-Qualifications of Instructors*¹¹⁴ details the required qualifications of instructors.

The College uses a point factor analysis for the classification and group placement of all classified, management, administrative, and professional employee positions. A position analysis questionnaire (PAQ) is completed by the employee and supervisor then submitted to HR for review. The College contracts with Local Government Personnel Institute for PAQ review, classification, placement, and job description development and revision. All new positions and changes to existing positions undergo this review process. Position descriptions are reviewed by the employee and

supervisor during the annual evaluation process and changes are submitted to Human Resources for review. Official position descriptions are maintained electronically on file in HR and are available for review as requested.

2.B.2: Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities. Administrator and staff performance is evaluated annually. On July 1, 2010, to promote leadership beliefs and concepts college-wide, RCC implemented a new performance assessment instrument for management, administrative, and professional employees. The majority of first-year employee performance evaluations utilizing the performance assessment tool were completed on or before June 30, 2011. Performance evaluations occur annually in a two-year cycle as follows:

Year 1: This is intended to be a formal, summative evaluation of the employee's performance against established performance standards. The following components are completed: Both supervisor and employee (self-evaluation) complete a [Performance Evaluation Form](#),¹¹⁵ refer to previous years' evaluations, assess previous year goals (if applicable), and establish and write goals for the coming year. The supervisor shares expectations, and training needs that may be identified.

Year 2: The second year evaluation is a formative assessment intended to provide ongoing feedback on how the employee is doing. Employer and supervisors refer to the previous year's evaluation and make adjustments to goals as needed. They discuss notable performance observations from the year in order to adjust direction, if necessary, and conduct a [360-Degree Performance Evaluation](#)¹¹⁶ process.

The purpose of the *Management, Administrative and Professional Employee Performance Evaluation* is to demonstrate the college's commitment to organizational excellence through individual performance and contributions to the Mission and Core Themes. This process is designed to assist with improvement of individual performance, leadership and overall increased institutional effectiveness. The process is formative and designed to provide constructive,

open communication and feedback between management, administrative, and professional employees and their supervisors. The performance evaluation recognizes achievements, establishes training needs, suggests areas for improvement, and encourages professional development.

The Board and President have indicated that, while leadership is a role shared by all employees, management, administrative, and professional staff play key leadership roles and are required to demonstrate the following core competencies: innovation, collaboration, communication, job knowledge, encourage the heart, integrity and stewardship, which are equivalent to the RCC Core Values: innovation, respect, integrity, stewardship and excellence. The [Competency Dictionary](#)¹¹⁷ provides a detailed description of each quality.

Optional Evaluation Tool for Self-Improvement

Group Informational Feedback Technique (GIFT) is an evaluation process using small group discussion among students/staff to provide feedback on an instructor's or manager's performance. The purpose of the session is to assist an individual in improving teaching and/or management style and to increase communication between supervisor/instructor with staff/students. The GIFT is a formative, voluntary, performance evaluation process that may be conducted during class time or regular work hours at the instructor's or administrator's request. GIFT results remain confidential between the instructor/manager and the students/staff to be used as a personal assessment tool for continuous improvement. A key advantage is giving and receiving honest, open feedback that benefits instructor/managers as well as the students/staff they serve.

Classified Staff

Article 10.A.6 of the [Classified Collective Bargaining Agreement](#)¹¹⁸ specifies that classified performance evaluations will be performed annually prior to the employee's anniversary date and more frequently as necessary. The classified performance evaluation tool is designed to strengthen communication and facilitate regularly scheduled, formal performance reviews, with these distinct purposes:

- To demonstrate RCC’s commitment to organizational excellence and align performance with Vision, Mission, Core Themes and Core Values;
- To provide performance feedback and clarification of expectations by recognizing performance achievements and creating plans for performance adjustment where appropriate;
- To review existing goals and identify new ones;
- To encourage professional growth and align with career direction;
- To review position descriptions, including potential revisions and subsequent reclassification issues.

2.B.3: The college provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties and responsibilities.

As an educational institution, RCC expects and encourages continued professional growth of staff. Financial support for professional development is closely tied to an employee’s approved professional growth plans. The plans are described in the appropriate contract and establish annual professional goals, outline activities, and develop a timeline for achievement. Funds provide financial assistance for faculty, classified and management staff. Amounts available to employees are described in the applicable contracts and handbooks referenced herein. The maximum amount for full-time faculty is \$850 per year; \$650 for adjunct faculty; and up to \$510 for part-time faculty (Article 15 of Faculty CBA). Classified employees working at 50 percent or more are eligible for up to \$750 per year. (*Classified Professional Growth Guidelines* and Article IX.G of the Classified CBA). Managers access support by application to the appropriate dean or vice president, with approval by the president or designee. Funds may be used for: (1) educational pursuits, including classes, conferences, workshops, retreats, and online opportunities; (2) travel and registration to attend an educational pursuit; (3) software, but not hardware; (4) supplemental teaching and/or research

materials; and (5) memberships that provide access to professional development opportunities, such as journals, software and training.

Additional Professional Growth Resources

Tuition waivers and reduced tuition for faculty and staff and a variety of internal, targeted, professional development activities that are cost free are led by faculty or administrators with expertise in the area. These are available to all staff and faculty. Examples of some of these offerings, hosted by the Student Services Division in 2010-11, included *Getting In and Paying Up – Admissions and Financial Aid Overview*; *Assertiveness Training – In the Moment Communication with Students*; *Crisis Intervention – Process/Referrals to Counseling*; *Scanning 101 – Overcoming the Fear of Becoming Paperless*; *Degree Audit*; and *My Rogue/Faculty Resources*.

Instructional Services hosted *Engaging Students: Practical Strategies for Success*; *Research on Learning Cognition, Development, Culture and the Brain*; *Learning Outcomes: Course, Program, Institution*; *Best Practices: Creating an Active Learning Environment*; *Instructional Learning Outcomes*; and *Seven Powers of Great Teachers*. The Instructional Services Division also maintains a growing collection of resources and information for faculty at the Faculty Resources website. This site includes white papers, current research publications, webinars, hints/suggestions, and information on best practices.

College Services/Governance hosted *Communication Tools for Managers*; RAPs training; Lockdown Procedure; Earthquake Procedure; Emergency Preparedness; Collective Bargaining Rules and Disciplinary Procedures; *Harassment Prevention Training*; *Ethics, Review of New Accreditation Standards and Core Themes*; and *Baldrige/Excellence in Higher Education Assessment* training.

College-wide inservice meetings include well-known speakers, state legislators, reviews of strategic planning, budget information/updates, workshops and department meetings. Recent inservice highlights included an introduction to BARNGA – a simulation activity designed to explore factors related to communication problems

in intercultural situations. In 2009, a project grant from the RCC Foundation provided the opportunity to host an internationally known speaker, Donna M. Beegle, Ed.D., who shared her life experience in poverty and education with her presentation *Interrupting Generational Poverty Barriers*, followed up by various workshop discussions on the topic including the *Class Continuum: An Exploration of Class in America*.

Fall inservice has transitioned from an all-day, all staff meeting to a pre-term/fall term week of meetings, training and informational sessions for College Councils, faculty senate and various departments. Highlights for fall 2011 will be accreditation, planning, and budget. Spring inservice was cancelled and scheduled as one of two unpaid/furlough days in 2010-11. The trend has been moving from all-day meetings, College closed for a day, to training opportunities throughout the year (referenced above). So the College can remain open for students, inservice is selected as a logical, unpaid/furlough day, when needed, to balance the budget.

2.B.4: Consistent with its Mission, Core Themes, programs, services, and characteristics, the college employs appropriately qualified faculty sufficient in number to achieve the educational objectives, establishes and oversee academic policies, and assures the integrity and continuity of its academic programs, wherever offered and however, delivered. In order to assure the integrity and continuity of its academic programs, RCC hires the most qualified individuals available to fill full- and part-time faculty positions. Dedication to students and their success is a primary criteria, followed closely by the educational and/or technical background of the applicant. Faculty are employed pursuant to Board Policy *VI.B.010 – Qualifications of Instructors* and *OAR 589-008-0100* on competency requirements.

Courses Transferable to Institutions of Higher Education

Faculty must have a master's degree or higher in the area they will be instructing. Under certain circumstances, a master's degree in a related area may be accepted. An applicant with a bachelor's degree may be considered if he/she has complete

knowledge of the subject area to be taught and is pursuing a master's degree as part of a professional development plan. Under limited circumstances, a full-time faculty member with a master's degree in the subject area may be designated as the "Teacher of Record." These faculty accept responsibility for course content and assessment of outcomes, and work directly with course teachers to ensure students are receiving the best instruction possible. This model is used in the 2+2 articulation system, where high school teachers may not have a master's degree but are required to have an appropriate discipline endorsement.

CTE and Activity Courses

RCC seeks faculty who have a master's degree in the area they will be instructing, where applicable. If a master's degree is not the terminal degree, as in certain technical fields, then applicants with bachelor's degrees are preferred AND, if applicable, must hold professional certifications in the areas they will be instructing. An example of such certification is an Automotive Service Excellence (ASE) or American Welding Society (AWS) Certified Instructor. In certain circumstances, combinations of professional experience and academic preparation may be deemed appropriate by the dean. Full-time faculty hired in this situation are required to demonstrate annual progress toward completion of the terminal degree in the field as a condition for retaining employment.

Faculty Numbers

Faculty have a strong voice in determining that there are sufficient numbers to achieve the college's educational objectives. A part of the annual program evaluation, *Mission/Indicators of Achievement*, department faculty are required to:

- Review departmental offerings to ensure enough courses (quantity and an appropriate selection) are offered at each campus to meet student and articulation degree demands;
- Review input from beneficiaries;
- Propose course or staffing adjustments to achieve balance of effectiveness and efficiency.

The Instructional Services Division participates in systematic review of the delivery of its programs

and services. At the department level, information from transfer institutions, economic development partners, students, and program advisory committees is analyzed along with achievement of intended outcomes.

2.B.5: Faculty responsibilities and workloads are commensurate with the college's expectations for teaching, services, scholarship, research and/or artistic creation.

To outline the College's expectations for teaching and service, the *2011-12 Faculty Handbook* (Exhibit D) directs faculty to work as directed by the district under district policies and to fulfill their duties under the *Faculty Collective Bargaining Agreement (CBA)*. Board Policy *VI.B.020 – Faculty Hours on Campus*:¹¹⁹ “Teaching faculty shall have office hours on campus and be available for faculty-related duties, as stated in the *CBA*”. The *CBA* sets the number of contract days each year with an annual workload that FAMAT agrees is “fair and equitable” (Article 13(A)1). The basic annual workload is 45 ILUs (Instructional Load Units). ILUs vary due to the type of class taught (*Faculty CBA*, Article 13(3)).

Artistic creation, scholarship and research are not required of faculty at Rogue Community College, which is not to say they do not exist. Core Values, including excellence, innovation and stewardship are demonstrated in the tremendous work that faculty, staff and administrators subscribe to and achieve in their daily activities.

2.B.6: All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the college works with the faculty member to develop and implement a plan to address identified areas of concern. Each faculty member participates in evaluation annually; those

annual assessments culminate in an intensive evaluation on a regular schedule. Both annual and intensive evaluations are based on the member's job description and workload agreement and are filed in the member's personnel file.

Full-time Faculty Evaluations: The purpose of the annual evaluation is to identify staff strengths and areas of improvement. This provides a basis for and assistance in accomplishing professional growth, assists the College in continuously improving programs, and provides a basis for recommendations regarding salary step advancement, retention, and non-retention. This summative faculty evaluation provides a comprehensive, ongoing management assessment of the faculty member's continuing professional development and contribution to students, the department, and RCC in the fulfillment of its Mission.

Intensive Evaluation: Intensive Evaluation of all faculty is conducted according to the processes developed in consultation with FAMAT. Evaluation criteria for the various faculty roles (classroom distance learning teachers, tutors, counselors, and librarians) are based on the specific job description of the faculty member being evaluated. Intensive evaluations may utilize any or all of the following: student questionnaires, the faculty member's professional growth plan, a review of course materials, input from a peer observation, self-assessment, input from department chair or coordinator, a review by the appropriate vice president or dean, and such other evaluation instruments as appropriate.

Intensive evaluation cycles for probationary full-time faculty members are completed during each year of their probationary status. Regular full-time faculty members are evaluated once every five years. Fixed-term and grant/contract faculty members may receive an intense evaluation whenever appropriate.

Part-time Faculty Evaluations: In addition to the new online student evaluation instrument “What do you Think™,” part-time faculty members are also evaluated on a schedule. The schedule and improved process were initiated in 2009-10 on recommendation of NWCCU evaluators and have been successful (see *Preface, Addendum*

on Recommendation 2 – part-time faculty evaluations, pp. 12-14). The vice presidents and deans evaluate part-time faculty on a coordinated schedule by number of contract terms. When part-time faculty receive their sixth and twelfth term contracts (roughly in their second and fourth years of teaching), they enter a rotation for intensive evaluation. Those that are successful in both are evaluated every five years thereafter. This is the same rotation for full-time faculty evaluations.

In addition, those part-time faculty ready to step into adjunct faculty positions – members of the bargaining unit who have 50 to 60 percent annual average of a full-time workload during qualifying terms and long-term status – are also evaluated along with long-term faculty who have a cumulative total of 900 percent ILU workload or the equivalent of five years at 60 percent per qualifying term or 24 qualifying terms at any workload and who have not achieved adjunct faculty status. Each evaluated instructor receives a copy of the written evaluation form with commendations and recommendations.

If the College determines that the performance of a faculty member (full or part-time) could be improved through a directed, supportive process, that opportunity will be provided. If the College determines that a *Plan of Assistance* is appropriate, it will include areas for improvement and supporting rationale or evidence indicating need for improvement. Specific improvement activities to be completed along with expected outcomes for each improvement opportunity are listed. Measurable outcomes will be stated and will include projected completion dates. The following tools, documents, and resources are provided to assist in these evaluation processes:

- *Collective Bargaining Agreement, Article 16*¹²⁰
- Faculty Evaluation Components (pp 55-58 of the *Faculty Handbook*)
- *Professional Development Guidelines*¹²¹ – (A Professional Development Plan is required yearly for *all* full- and part-time faculty)
- *Classroom Faculty Self-Assessment*¹²² (based on *The Eleven Standards of Good Teaching*)¹²³
- *Part-time, Non-Instructional and Full-time Faculty Administrative Evaluation*¹²⁴

- *Classroom and Online Faculty Observation*¹²⁵ – A resource for administrative evaluation of observations conducted by a vice president, dean or designee, including written summation of the faculty (including part-time faculty) member’s performance.
- *Sample Syllabi*¹²⁶ – Instructor syllabi are the responsibility of each instructor. Resources for developing individual course syllabi include a sample template, sample course outline and direction from the department chair.
- Student Evaluation – To reduce the heavy staff impact of processing student evaluation results and comments, the “What do you Think™” program is being piloted fall 2011. This will allow students to provide feedback on all credit (and some non-credit) classes each term.

STANDARD 2.C – EDUCATION RESOURCES

2.C.1: The College provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its Mission; culminate in achievement of clearly-identified student learning outcomes; and lead to collegiate-level degrees or certificates with designers consistent with program content in recognized fields of study. RCC certificate and degree program courses are consistent with college and state missions on education and lead to collegiate-level degree and certificate awards. Certificate and degree programs are approved through processes outlined by the Oregon Department of Community College and Workforce Development (CCWD). Rigor is defined by CCWD as “...Collegiate level work [that] provides the acquisition of knowledge and skills beyond what is normally gained before or during the secondary school level. It is characterized by analysis, synthesis and applications in which students demonstrate an integration of skills and critical thinking. [It applies not only to]... collegiate/ university transfer courses; it includes professional technical and other courses that exceed basic skills, workplace readiness, and fundamental basic skills.” The degree designations AAOT, ASOT, AS, AGS and AAS are authorized by CCWD and applied to curriculum approved by the RCC

Board of Education and the Oregon State Board of Education as part of the college's annual program review and approval process. The Academic and Training Council delegates this work to the faculty-led Curriculum and Academic Standards Committee and reviews and approves the work annually during spring term. Student learning outcomes and course learning outcomes are described in 2.C.2 and *Chapter Four, Core Theme 2, Advance Student Learning*.

Transfer

Appropriate content and rigor is evidenced in transfer students' success after attending RCC and through alignment of curriculum with other similar community college programs (where applicable) and approved by CCWD. For seven consecutive years, RCC students who transferred to Oregon universities have maintained the highest GPAs of all community college transfer students throughout their junior and senior years. The Oregon University System and CCWD provide the data annually. The course content alignment that ensures these successful transfer results stems from the transfer discipline of those participating in the statewide AAOT degree. The general education outcomes required for successful transfer set forth by the Joint Boards' Articulation Commission are identified and included in degree courses. Additionally, the departments of mathematics, writing, computer science and business have agreed on a level of common learning outcomes, easing transfer among community colleges to universities within the state. In business and computer science, community college programs have also entered into statewide AS articulations based on similar content and rigor. These degrees are also approved by CCWD.

Career and Technical Education (CTE)

In CTE programs, content is aligned with employer or industry standards. Appropriate outcomes are demonstrated by student success on licensing or certification exams in such areas as nursing, electronics, EMT/paramedic, welding, and automotive technology. Licensure and certification exam data is generally not available to the College; however, instructors frequently hear about test results from students. More anecdotal information

is gleaned from CTE advisory committee members at annual meetings. Faculty request feedback from students on practicum experiences and expect quality performance of skills before graduation. They regularly seek input on areas where either different or more in-depth content is necessary or where additional rigor may be exercised to enhance graduate performance.

Student performance, advisory committee input, and industry skill sets also provide the basis for both content and institutional learning outcomes deemed necessary for success in the discipline or degree field. These learning outcomes are dispersed throughout the various courses of the curriculum, ensuring that students who successfully complete the program will have achieved all the required outcomes. These outcomes are provided to students on course outlines (and syllabi) and are assessed during completion of a course.

All certificate and degree program courses are approved through processes outlined by CCWD. CTE program content is aligned with employer or industry standards. Student success in subsequent employment is evidence of appropriate rigor.

CCSSE Data

In the March 2011 administration of the Community College Survey of Student Engagement (CCSSE), RCC student responses were notably positive compared to results of (1) both colleges of similar size and (2) the national 2011 cohort. The CCSSE survey items were connected to NWCCU's revised standards, highlighting those questions that provided corroborating evidence. This standard's emphasis on the educational relevance and rigor of the learning outcomes can be gauged by student responses to questions of analysis and synthesis of new material, questions of degree of engagement with course content, and amount and depth of preparation required for success in classes and more. Among the 21 indicators CCSSE identifies with this *Standard 2.C.1*, the mean response of RCC students was more positive than one or both comparator groups on 13 questions aligned with this standard. On the final six aligned questions, the mean response of RCC students was statistically and significantly higher than both comparator

groups. One of these six questions measured student effort in preparation for class (reading, studying, writing, rehearsing, and homework), indicating that RCC teachers have a high level of expectation for student preparedness. Holding high expectations for performance is a fundamental teaching tool. When paired with letting students know they will be supported by faculty and support services to reach this high bar, students are more likely to succeed. These measures corroborate RCC transfer students' subsequent success at the upper division level. The 2011 CCSSE Data results were discussed with other community college at a state-wide workshop on August 10, 2011 and will be explored in more detail with CEC in 2011-12.

2.C.2: The College identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

The College recognizes that learners are more likely to be successful when they know what the expectations are for their learning. Instructional Services reviews proposed course outlines to assure that learning outcomes are the central component and that each outcome is paired with an assessment. During 2009-10 and 2010-11, all courses were reviewed and updated by the Academic and Training Council to ensure those elements were present. The expectations are published in syllabi and available as requested.

Courses

Each course outline for credit-bearing courses is learning-outcomes based. For example, when students are initially introduced to the course, they are told what they will learn in the class rather than what the teacher will teach. Even though grades are not assigned in many non-credit courses, such as Workforce Training and Continuing Education, these course syllabi will also eventually include written learning outcomes in their formats. In the two cases above, the learning outcomes on the course outlines are published for each student through each course syllabus. As the non-credit courses of the Adult Basic Skills program convert to a more standardized, statewide curriculum, a learning-outcomes focus will increasingly be used.

Programs/Degrees

“Programs” at RCC are defined as those curriculum “chunks” that end in a degree or certificate. Programs and degrees arrive at their learning outcomes in different ways, depending on the context in which they exist. The outcomes process described below does not include a listing of outcomes separate from those contained in each discrete course; students in the program may request and receive a published list of all the outcomes they will encounter in the program.

Programs/degrees that articulate with universities coordinate course learning outcomes so students can smoothly transfer, carrying the requisite knowledge to be successful. For CTE programs, many employment fields define desired outcomes for job applicants (for example, Nursing, Paramedic, and Apprenticeship), so departments directly apply those outcomes as the program learning outcomes for students. These are divided among the courses as appropriate for delivery.

A few programs including, Academic Skills, Electronics Technology and Science, have compiled a list of overarching outcomes for their entire departments/disciplines. This design-down curriculum development approach informs the content of each course, establishes how the courses work together sequentially, and generally supports a cohesive delivery of learning outcomes.

During 2009-11, as each course outline was being reviewed for an outcome focus, departments were asked to identify over-arching learning outcomes to use as assessment points and to inform future course development. These outcomes, and the extent to which students successfully achieve them, will be reported in the regular program evaluation process. When completed, they will be published along with advising materials for each program and discipline.

Also during 2009-11, faculty identified a set of institutional learning outcomes (ILOs) to be included in courses and programs throughout the curriculum. These 26 outcomes are not content-specific; they are collegiate success dispositions and are assessed at the course level along with course/content learning outcomes. An [ILO rubric](#)¹²⁷ that describes performance at the emerging,

practicing and mastery levels was designed by a group of faculty. The 26 learning outcomes fall within five categories:

1. **Personal Growth** – Students will balance life and civic responsibilities, believe in themselves, accept and commit to change, self-reflect, and be tolerant and respectful of themselves and others.
2. **Communication** – Students will engage in quality communication using active listening and reading skills and expressing ideas appropriately in oral, written and visual work.
3. **Approach to Learning** – Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development and adapt to new situations.
4. **Critical Thinking** – Students can recognize own and others' assumptions and cultural contexts; raise significant and relevant questions; demonstrate an ability to seek, organize, analyze, and interpret data; foresee consequences of actions; and engage in behaviors that support sustainability.
5. **Application of Knowledge** – Students will synthesize and use knowledge in familiar and unfamiliar situations to effectively solve problems and complete tasks.

When faculty assess student mastery of content, they also assess student levels of mastery of these success dispositions. Scoring results are collected at the course level and analyzed at the department level for trends and curricular implications. These institutional learning outcomes compiled at the department level are reported in the regular program evaluation process. Planning has begun for a method to inform individual students on their ILO accomplishments.

2.C.3: Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with college-wide policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education. Course credits are granted once a student successfully completes a course with a passing grade. Grades are based on documented student achievement and awarded

in a manner consistent with policies that reflect generally accepted norms in higher education. For each course, faculty provide students a course syllabus that includes information about ILOs, course outline and expectations, academic honesty policy, classroom behavior guidelines, assignments/activities/labs and the instructor's grading criteria. Other important issues outlined in the course syllabus include instructor contact information and office hours, required and recommended textbooks and materials, course objectives, course description, general information about cell phones and other disruptive devices, accommodations for disabilities, tutoring center hours, smoking policy and inclement weather procedures.

Grading System

The quality of student work in most core program courses is measured by a system of grades consisting of five letter grades that are used in calculating grade point average. For college level courses (100 or 200 level) instructors may assign a plus or minus to grades A, B, C or D. Plus and minus do not calculate into a student's grade point average. A grade of D or F does not satisfy prerequisite or program requirements.

Academic Skills development courses, (less than 100 level), are graded P for Pass and NP for No Pass. A 'P' grade indicates the student has earned a C or better. College grading policies are provided in the catalog. Class syllabi explain how many points are required to earn each grade.

Student grades are input online by faculty at the end of each quarter. Faculty are required to sign in by individual user name and unique password, which authenticates each user. End-of-term grades and credits granted are recorded on report cards and transcripts no later than three working days from the last day of the term.

Degree and certificate requirements are listed in the catalog and on graduation guides that are available online and in the Counseling Department. These requirements are set by the College and are consistent with accreditation standards and state requirements. In addition, Oregon sets minimum credit requirements, foundational course requirements, distribution course requirements and elective course requirements for degrees

and certificates granted by community colleges. Evaluators run degree audits on students' records for each student who completes a degree or certificate program and applies for graduation and/or transcripts. Degrees and certificates are granted to students who meet the established criteria.

General descriptions of RCC's transfer and CTE degrees are in the catalog. For example, the Associate of Arts degree was developed as a statewide degree under the direction of the Joint Boards Articulation Committee. To comply with NWCCU's requirements for general education, the courses approved for this degree represent an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. This 90-credit degree requires coursework in oral and written communication, mathematics and health and wellness. In addition, students must select varying numbers of courses from the three discipline-study areas: humanities and the arts, social science, and biological or physical science courses including laboratory components.

2.C.4: Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning.

Admission and graduation requirements are clearly defined and widely published. All degree programs AGS, AS, ASOT, AAOT and AAS are built around *Program Approval Guidelines* from CCWD. The program development process ensures that discipline studies and general education are appropriately addressed within the 90-credit structure, achieving the synthesis possible at an associate degree level. These guidelines require faculty to consider the prerequisite knowledge and skills needed to be successful in entry courses, and to delineate courses or levels necessary for successful program entry. Guidelines also direct that curriculum be reviewed by faculty to prevent undue repetition or proliferation of courses, as well as to ensure that sequencing of curriculum moves from simple to complex.

Department-specific content of Associate of Applied Science degrees is defined by labor market requirements for the field and, in some cases, by external accrediting bodies for specialized

programs. Nursing, Emergency Medical Technician/Paramedic and Massage Therapy have been accredited by such external bodies. Their affirmation documentation is posted on the website.

Transfer degree content, in the case of AAS degrees, is prescribed by the receiving college or university. The depth and breadth of degree courses are reviewed and approved by faculty, the registrar and chief academic officer to best prepare transferring students for success in upper division work.

In the AAOT degree, students have more latitude in selection of courses from a menu designed to prepare them for a broad range of upper division work. All courses approved for the transfer degree are reviewed for alignment with the Joint Board Articulation Committee's (JBAC) general education outcomes and criteria.

Admission and Graduation Regulations:

Alphanumeric course designators are used for degree programs, with 100-level courses generally containing more preliminary, basic knowledge and skills. The 200-level courses are more advanced. Admission requirements, prerequisites, and completion/graduation requirements for degree and certificate programs are updated and published annually in the catalog and on the website.

2.C.5: Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. RCC has well defined structures that allow faculty to exercise a major role in curricular design, approval, implementation, and revision. These structures are hierarchical and include individual faculty members, programs, academic department chairs, the Curriculum and Academic Standards Committee (CASC), and Academic and Training Council (ATC) in the following ways:

Individual

Individual faculty members have clearly articulated authority and responsibility for curriculum.

- Article 5.A.1 of the CBA states: “The Board and the Association agree that academic freedom is essential to the fulfillment of the purposes of education, and they acknowledge the fundamental need to protect employees from any censorship or restraint which might interfere with their obligations to pursue truth in the performance of their teaching functions.”
- Faculty are included, often as the majority, and hold significant participatory roles in the key decision-making structures for curricula.
- Faculty, operating within their department units, are the primary evaluators of the achievement of their program goals and intended outcomes. In addition to analyzing their department results on the Core Theme outcomes, department-level faculty annually have the opportunity to set goals that are specific to their needs. In 2011-12, faculty will also be responsible for assessing the outcomes of those idiosyncratic goals and determining future plans, as appropriate.

Programs

Programs are separate areas of study within a department. Programs are state-approved areas of study generally culminating in a degree or certificate. Programs are staffed, designed, implemented and revised by faculty. Faculty work with the CASC and the ATC to design, approve, and implement curriculum. New programs are developed, and revisions to existing programs are made in a manner consistent with accreditation requirements and CCWD guidelines. Additions and changes require ATC approval.

Academic Department

Academic departments consist of faculty and staff under the leadership of a department chair and the supervision of an instructional dean. The department delivers instruction within a particular academic, developmental, or career/technical area. It has both administrative and academic functions (see *Faculty Handbook*, p. 35). Several key functions highlight faculty curricular work within the department including the *administrative* function, which holds faculty within the department responsible for the Program Evaluation Process. The *academic* function of the department includes

key curricular responsibilities for faculty including:

- Delivery of curriculum (instruction);
- Planning and implementation of departmental goals and strategies;
- Development of program and curriculum standards;
- Scheduling classes, department meetings, and advisory meetings; and,
- Overseeing selection and maintenance of departmental equipment and inventory supervision.

Curriculum and Academic Standards Committee (CASC)

The CASC is composed of faculty, classified, and management representing a broad cross section of the College. Faculty work with and within CASC to design, approve, and implement curriculum. CASC annually reviews all degree and certificate programs; it reviews and recommends any new credit-bearing course and program proposals for ATC, including revisions to current courses and programs. CASC is chaired by faculty.

Academic and Training Council (ATC) (see *Faculty Handbook*, pp. 36-39)

ATC is responsible for maintaining the uniformity and quality of academic standards at RCC. ATC oversees both credit and non-credit classes. It also provides a forum in which instructional leadership can share the best in current learning and teaching practices. ATC includes:

- Department faculty chairs, coordinators, faculty and directors;
- Vice presidents, deans, and assistants;
- Chief academic officer; and,
- Representatives from other divisions as appropriate.

Faculty Senate

The Senate is comprised of elected faculty members with liaisons from management. According to its by-laws, the Senate “ensures the highest quality of educational standards... and ensures the provision of maximum educational opportunities within the college district.” The

Faculty Senate maintains the right to consider and advise the president and E-Team on all matters of educational policy that include such fundamental matters as curriculum, methods of instruction, program and course evaluation, facilities, materials for instruction, standards for admission and retention of students, and criteria for granting certificates and degrees. The Senate is supported by administration through Board Policy *VIII.D.010 Faculty Senate*¹²⁸ and has established *bylaws*.¹²⁹

Management/Board and Education/State Agencies

Faculty are not members of but have access to, receive guidance from, and are responsive to the policies, procedures and practices set forth by the administration, the college Board and the state authoritative agencies. Faculty are also included on the college Board's monthly agenda for sharing updates on faculty activities. Executive Team, Management Team and College Council meetings are open to faculty. Faculty representatives are also always asked to assist in college-wide planning and decision-making processes. For example, two of four RCC facilitators during the *2008-12 Strategic Plan* process were full-time faculty leaders.

Curriculum Design and Approval Process

RCC has well-defined processes in place for faculty to exercise a major role in curricular work. Faculty maintain the lead role in curricular design and approval. The College may add new programs if criteria indicate the necessity to do so. New programs are developed by department faculty teams or individual faculty. All new program proposals are evaluated and approved by the CASC and the ATC. In addition, new degree and certificate programs must also be approved by the Board of Education and the Oregon State Board of Education. The major components of this process include a program development rationale, a needs analysis for identified skills, meeting state program approval requirements, preparation of the notice of intent to develop a new program, labor market information worksheet, program application standards and, ultimately, state board approval.

Although the College as a whole seeks to be a learning and teaching organization, the primary implementation of curricula is accomplished

through instruction — the teaching work that is done by faculty.

Faculty also play a key role in curricular revision. Faculty working within their respective disciplines and on standing committees review curricula for degrees and certificates annually. For the degree and certificate programs, in-depth analysis occurs each fall and winter, comparing department/program performance to a set of internally derived standards and to the appropriate Core Theme indicators. Faculty in applied degree and certificate programs meet semi-annually with local industry advisory committees to receive updates on the industry, to evaluate current programs, to further develop goals for the subsequent budget year, and to discuss how trends and environmental conditions might affect program curricula. Based on faculty input, the College may adjust programs to better meet workplace or student needs, or replace programs that have outlived their need or have deficiencies that RCC cannot address.

As graduation guides are updated for the following year, they are monitored to assure that all programs contain required components, total credit counts, and correct linkages with other programs and departments. Individual course outlines are reviewed and updated annually by department faculty.

New Hires

Faculty also have an active role in the selection of new instructors and staff. HR procedures require hiring teams to include faculty representatives. The role is primarily defined through the faculty member's participation in departmental work (*Faculty Handbook*, p. 35). Faculty departmental hiring functions include (a) assisting in the *hiring*, evaluation, and workload recommendations for faculty and staff; and (b) promotion of staff quality through hiring, selection, and staff development.

Screening committees require broad representation to provide different perspectives. The HR director ensures that the screening committee consists of a combination of at least one manager, one classified, and one faculty member from the hiring department, as well as one or two other college staff from outside the department.

The department chair and department full-time faculty, in cooperation with their respective vice presidents or deans and Human Resources, are responsible for recruiting, screening, and assigning appropriately qualified part-time faculty in sufficient numbers to meet the needed course demands. Part-time faculty pool criteria (job descriptions, areas of focus, and specific qualifications when appropriate) are set by department chairs in conjunction with faculty and the respective dean. Department chairs have the explicit discretion to not offer a course if a qualified candidate is not found.

Learning Outcomes

Faculty with teaching responsibilities also take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. Under faculty leadership, Student Learning Outcomes (SLOs) are incorporated at both course and program levels and are reviewed and assessed by faculty. SLOs include two main components:

- 1. Content Learning Outcomes (CLOs):**
Identify student learning that is essential to the course; and,
- 2. Institutional Learning Outcomes (ILOs):**
Identify skills and attributes traditionally identified as “soft skills” or student “success dispositions.” ILOs were developed on-site in response to faculty input and external stakeholder initiatives.

In support of the Core Theme, *Advance Student Learning*, in 2009-10, faculty in all departments updated and revised all 900+ credit course outlines to include both CLOs and ILOs. Official course outlines may be reviewed on the accreditation network drive (see user ID and password on inside cover). In addition, each course has incorporated assessment of the ILOs into content where they naturally “fit” within the content. Key assessment points within each department and program are currently under development by faculty. These are an integral part of program assessment in strategic and Core Theme planning processes. Instructional Services is gearing up to assess and collect data on the newly incorporated ILOs in correlation to the formerly reviewed CLOs. In fall 2011, pilot

departments will begin collecting this data, with a rollout to all departments scheduled once system checks have been done.

Team White Water

A volunteer RCC faculty group known as Team White Water coordinated ILO writing efforts in 2008-10. Team White Water has participated in outcomes-focused professional growth/training through the White Water Institute over the last three years. The team worked with departments and the College to write, refine and revise ILOs; define and develop ILO assessments; and to develop and implement tracking systems for recording, sorting and analyzing the resultant student data. Team White Water’s work will continue in 2011-12. The group will meet with departments to review their course outcomes, ILOs, and to identify key assessment points. The end goal is to solidify a set of assessable program-level outcomes. As the college moves into 2012, this data will become a key performance indicator within the Instructional Services Division and College Effectiveness Council. More information on the White Water initiative is described in *Chapter Three*.

President-Faculty Advisory Meetings (RWC, RVC and TRC)

The college President has scheduled quarterly meetings with any/all faculty on each campus for informal discussions on the state of the College and to exchange questions and suggestions regarding issues for compliment or concern. These meetings are set at a time when the most faculty representatives may be able to participate. The ALO/Administrative Coordinator also attends these meetings to follow-up on any opportunities or questions raised.

2.C.6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process. The Library’s mission is “the support and improvement of instruction and learning by providing facilities, materials, and services that meet research and informational needs of the students, faculty, staff and the community at large.” The Library has an extensive schedule of hour-long instructional sessions in information

research which are taught to entire classes brought to the library by faculty. Sessions are individually tailored to meet the needs of the students in each class. Reference librarians meet with faculty prior to the class session to plan focused information on pertinent resources and subjects. During FY 2009-10, RCC's reference librarians presented 297 classes to 5,516 students *and* faculty — 40 percent more than the previous year. All RCC Libraries have dedicated computer labs designed primarily for instruction. Classrooms are used as open research labs when not in use for instruction. These electronic classrooms are equipped with instructor work stations, LCD projectors and work stations for student use.

Library faculty also teach an online course in information literacy (LIB127). This web-based research class offers students the opportunity to experience and learn about modern methods of introductory and advanced academic research. A series of 10 weekly assignments is presented via links from the course homepage. Students interact with the instructor and classmates through the ANGEL™ Learning Management Suite. The course continues to evolve as resources improve and is currently a general education requirement for degree completion.

All full- and part-time faculty orientations contain a library component that describes resources and use. Workshops are also occasionally offered at in-services and departmental meetings. Librarians serve on the CASC. Also see *Standard 2.E-Library and Information Resources*.

2.C.7: Credit for prior experiential learning (CPL), if granted, is: (a) guided by approved policies and procedures; (b) awarded only at the undergraduate level to enrolled students; (c) limited to a maximum of 25 percent of the credits needed for a degree; (d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the college's regular curricular offerings; and (e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements.

The college makes no assurances regarding the number of credits to be awarded prior to the completion of the college's review process. CPL is a process that allows students to demonstrate undergraduate college-level knowledge and/or skill to earn credit for existing RCC classes. The Curriculum and Academic Standards Committee approves RCC's policies and procedures for granting experiential learning credit. CPL is limited to a maximum of 25 percent of the credits needed for a degree. Students' documented achievement must be equivalent to the college's regular curriculum. To be eligible for CPL, students must have completed at least 12 non-CPL credits and be enrolled in at least three credits (excluding Credit by Examination) at the time application is made.

CPL is based on the assessment of documents. It is not graded on an A through F scale. CPL is awarded to students only as part of a current degree or certificate program. It is awarded course by course, not in blocks. RCC makes no assurances regarding the number of credits to be awarded prior to the completion of the review process. Exceptions to this are documented procedures for credit in recognition of standardized training, continuing education, and experiential learning. Standardized trainings, workshops and in-service education hours have been reviewed by Emergency Medical Technology, Criminal Justice, Fire Science and Early Childhood Education department chairs and have been deemed comparable in content to RCC courses.

In some cases, and with departmental approval, credit may be awarded for non-credit training previously taken at RCC. Departmental faculty review the content and relevance of any submitted material, comparing it to RCC credit course outlines for content, outcomes and assessments. Another avenue for CPL is available by submitting a written portfolio through which evidence of relevant learning is documented for faculty assessment. Students may be required to enroll in CPL 120, a course that guides them through the portfolio process. CPL portfolio classes are listed on students' transcripts in the term in which the course is taken. Other types of CPL are noted as a pre-comment at the head of a student's transcript using the name of the course(s) for which the CPL

is granted. Prior learning credits are supported in Board Policy *VII.A.090 – Credits for Prior Learning*¹³⁰ (also see *Standard 2.C.16*). Credits may be determined by one or a combination of methods: written examination, interview, performance examination or portfolio review. While these processes for awarding CPL are in place, in reality, few students take advantage of them.

CCWD is developing a model *Non-Credit to Credit Framework*¹³¹ based on information collected from various community colleges in 2010-11. This is an economic advancement initiative. In this analysis of non-credit to credit, considerations may include: (1) curriculum, (2) credit for prior experiences, (3) CPL and (4) Credit for Prior Credential/Certification. RCC's progress in developing processes for awarding credit under this framework may be reviewed in the draft framework that CCWD is developing. So far, RCC has included Early Childhood Education, Apprenticeship and Criminal Justice as examples in the framework.

2.C.8: The final judgment in accepting transfer credit is the responsibility of the receiving college. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving college's degrees. In accepting transfer credit, the receiving college ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers.

Where patterns of student enrollment between colleges are identified, the college develops articulation agreements between the institutions.

To ensure that transfer credit is accepted according to procedures that provide adequate safeguards to ensure high academic quality, relevance to the student's programs and institutional integrity, RCC employs student records specialists who use standardized procedures and tools to guarantee that credits transferred in are appropriate for RCC programs. Likewise, to ensure that the credit earned at other institutions is comparable in nature, content, academic quality and level, RCC evaluators refer to College Source™ online. Evaluators check for accreditation status, course descriptions and transcript keys to compare another

institution's courses to RCC's courses. Although accreditation is not mandatory in accepting transfer credit, it gives an assurance that the education quality and institutional standards are consistent with those of RCC. When there is a question about course content, evaluators consult with department chairs for assurance that the course is similar in nature to RCC's course or is an appropriate substitute in the opinion of the department chair.

Articulation Agreements

Where there are identified patterns of enrollment between institutions, RCC has developed formal and informal articulation agreements. Currently RCC has articulated AS degrees with Southern Oregon University and Oregon Institute of Technology. In addition, RCC, Oregon State University and Capella University have degree partnership programs in common. All students accepted into RCC's AS degree in Nursing are automatically considered co-enrolled with Oregon Health Sciences University. Formally articulated associate degrees assure RCC students junior standing in the articulated program when they graduate and transfer. Informal degree partnerships and co-enrollment agreements benefit RCC students by making advising at their target transfer university available and encouraged. These agreements also forge good working relationships between academic advisors at RCC and at the colleges and universities for which RCC is considered a feeder school.

EDUCATION RESOURCES (UNDERGRADUATE PROGRAMS)

2.C.9: The general education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and

social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. RCC offers the AAOT developed as a statewide degree under the direction of the JBAC. This 90-credit degree requires coursework in oral and written communication, mathematics and health and wellness. In addition, students must select varying numbers of courses from three discipline study areas: humanities and the arts, social science, and biological or physical science courses, including laboratory components.

RCC also offers an ASOT degree, with the coursework built around the lower-division requirements of the specific articulating universities requirements. Some require very specific lower-division courses, and some allow students to choose from a menu of courses; however, all programs of study offered at RCC, regardless of articulating university, require oral and written communications, mathematics, and discipline studies in humanities and the arts, social sciences, and laboratory sciences.

Each AAS degree and all certificate programs of 45 credits or more require, at a minimum, written communications, mathematics, and human relations courses. The faculty-led CASC reviews all degree and certificate programs to assure inclusion of these elements.

Oregon Legislature's Influence on Degree Completion: House Bill (HB) 2913 was passed by the Oregon legislature in 1987 as an attempt to provide a smooth credit transfer from the state's 17 community colleges to all seven of the state's universities. The State System of Higher Education (now the Oregon University System) (OUS) has made revisions to the requirements over the years but the intent has remained the same. The JBAC has maintained responsibility for oversight of the AAOT which has been offered by community colleges in the state for nearly 20 years. According to a CCWD study in 2007, it is the most popular

degree awarded at all of the 17 community colleges.

2.C.10: The college demonstrates that the general education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the college's Mission and learning outcomes for those programs. Baccalaureate programs are not offered at RCC.

General education learning outcomes required in the AAOT program are those specified by JBAC. Oregon community colleges adopted these statewide outcomes as the basis for their discipline course requirements. The assessment of each outcome is described within the course outline of each core course. AAS and AS learning outcomes, described in 2.C.9 (above), vary depending on the requirements of the articulating university. However, each learning outcome and its assessment is specifically described in each course outline of the degree program and is represented to the student in the syllabus of each required and elective course. These learning outcomes and the criteria that define them include writing, oral communication, mathematics, health and wellness, arts and letters, social science, science, and computer science.

The college Mission and component Core Theme, *Advance Student Learning*, identify transfer service delivery as an ongoing objective, with review of student achievement in transfer success as a measurement for that objective. The improved planning model for these transcripts is in its beginning stages.

2.C.11: The related components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas. The degree designations used (Associate of Arts Oregon Transfer, Associate of Science, Associate

of Science Oregon Transfer, Associate of General Studies, and Associate of Applied Science) are authorized by CCWD and are applied to curriculum approved by the RCC Board and the Oregon State Board of Education as part of the formal program approval process. The rationale behind the AAS degree (RCC's applied degrees, frequently with certificates embedded in them) is described in the catalog: "These programs are designed for career entry at the conclusion of one or two years of study." All certificate and degree program courses are also approved through processes outlined by the CCWD. CTE degree content is aligned with employer or industry standards. Student success and appropriate rigor may be evidenced in practicum, Cooperative Work Experience, and subsequent employment.

Learning Outcomes

Each certificate and degree program identifies content and student-learning outcomes that are necessary for success in the discipline or degree field. These learning outcomes are dispersed throughout the various courses of the curriculum, ensuring that students who successfully complete the program will have achieved all required outcomes. These outcomes are identified to beneficiaries in course outlines (and syllabi) and they are assessed in individual classes. [Diesel](#) and [Landscape CTE course outlines](#)¹³² are good examples.

Faculty Qualifications

The RCC Board has adopted *Advance Student Learning*, as a Core Theme. The Board recognizes that student learning outcomes need to be clearly identified and assessed. Job announcements in CTE areas clearly delineate that instructors need knowledge of the discipline in addition to academic degrees. The following excerpt from a RCC job announcement for an Automotive Technology instructor demonstrates this:

Education: An associate's degree with two years or equivalent educational and/or industry is required. A bachelor's or master's degree is preferred. Recent automotive training courses preferred.

Licenses and Certificates: Current ASE Master Auto Technician certification is required. Factory and brand-specific certifications are desirable.

Experience: Current industry experience with diagnosis and repair of automotive transmission/transaxles required; community college teaching experience preferred.

Knowledge of: Automotive industry; automotive systems which include engine repair, manual and automatic transmissions, front ends, brakes, heating and air conditioning, and electrical systems.

Proficient using various software such as service manuals, engine diagnosis/wave forms; computer applications for communication and learning, including, but not limited to, word processing, the Internet, multi-media presentations; curriculum development; the community college's Mission, role in higher education, and student population; and sensitivity to a diverse student body and its needs. Spreadsheets and other advanced computer applications preferred.

Ability to: Direct and assist students in labs with the diagnosis and repair of automotive transmission systems in live situations. Communicate effectively and respectfully with diverse students, staff, and community members. Demonstrate experience or potential for innovation and creativity in both the classroom and related educational duties; demonstrate a commitment to professional standards and growth.

Position descriptions are posted, updated and available in electronic format through the Human Resources network drive (see user ID and password on inside cover). Board policy *VI.B.010 – Qualifications of Instructors* requires that instructors have at least a master's degree or equivalent in the subject field. For CTE programs, this policy indicates that experience in and knowledge of the occupational area is foremost for consideration in the hiring process.

EDUCATION RESOURCES (GRADUATE PROGRAMS)

2.C.12 – 2.C.15: The College does not offer four-year or graduate degrees; therefore, these standards are not applicable.

EDUCATION RESOURCES (CONTINUING EDUCATION AND NON-CREDIT PROGRAMS)

2.C.16: Credit and non-credit continuing education (CE) programs and other special programs are compatible with the college’s Mission and goals. Continuing education, including work force training, credit or non-credit courses, is supportive of the Mission, Core Themes, Core Values and college goals. In order to fill current skill shortages in the local workforce, CE strives to research, develop and communicate offerings through the Oregon Employment Department Region 8 Labor Market Analysis (to find unmet employment niches that the College may provide training to fill) and by following up on direct requests for training from local employer groups, e.g., the Southern Oregon High Performance Enterprise Consortium and the local Dental Society. Courses and special programs are usually limited in duration and are targeted to a specific skill, license or technology.

[Continuing education](#)¹³³ strives to fill the current skill shortages in the local workforce. [Workforce training](#)¹³⁴ offers responsive, employment-focused training for southern Oregon citizens and businesses in fields where no other RCC program is offered. RCC is committed to developing a productive workforce capable of fueling the region’s economic engine and improving the quality of life for its residents in support of Core Themes, *Advance Student Learning* and *Strengthen Our Diverse Communities*. Credit or non-credit CE can be delivered as a customized, on-site training course for one business, as special programs targeting short-term skills training for the mature worker changing careers, or as Continuing Education Units (CEUs) that may be required for license renewal.

During course development, a conscious effort is made to create a pathway of learning leading to

initial employment and promotion in the chosen career. College certificates and degrees are also possible. The Academic and Training Council manages appropriate policies and procedures for all instructional endeavors. “Its decision-making structures and processes make provisions for the consideration of the views of faculty, staff, administrators and students on matters in which they have a direct and reasonable interest” as required by NWCCU (*Standard 2.A.1*). In addition, processes are in place to award academic credit for non-credit courses if the scheduled instruction follows academic acumen set by the awarding department. The award of credit indicates accomplishment of required learning outcomes found within an existing instruction credit. (See 2.C.7.)

2.C.17: The College maintains direct and sole responsibility for the academic quality of all aspects of its continuing education programs and courses. CE (and/or special learning activities) programs or courses offered for academic credit are approved by the appropriate college body, monitored through established procedures with clearly-defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the college’s CE (and special learning) activities. Courses developed for continuing education and special learning programs follow the same “direct control” guidelines as do courses for academic credit and programs as defined in the CCWD guidelines. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the college’s CE activities. “Direct control” requires RCC to maintain direct and sole responsibility for the academic quality of all aspects of all programs and courses. This is done through management and faculty representation on the Curriculum and Academic Standards Committee. CASC reviews CE program designs and courses to ensure accreditation and state requirements are met and that CE program outcomes are targeted to the current needs of students and employers. Administrators provide oversight in carrying out the Oregon community college approval processes.

The Board of Education is responsible for final approval of programs and courses.

CE courses and programs may serve target populations outside of those requiring traditional academic credits or programs. These courses and programs follow the same guidelines of direct control.

Recommendations from community advisory committees, professional licensing groups, and state/federally funded program guidelines also apply and are identified as an indicator of achievement for the related objective in Core Theme 2, *Advance Student Learning*.

CE programs may also include Adult Basic Skills (ABS) courses developed in accordance with institutional standards. These Oregon universal learning standards for specific subject areas taught within ABS include, math, reading, speaking, and listening. The ABS program is monitored and assessed following guidelines required as a recipient of Title II federal funds as well as through institutional program review and Oregon intensive program review every seven years for all ABS programs. Indicators of Program Quality used in CCWD's analysis may be found at their website under ABE. Department faculty are integral to the planning and evaluation of ABS programs. Oregon ABS programs use standardized CASAS testing to measure success.

2.C.18: The granting of credit or Continuing Education Units (CEUs) for continuing education courses is (1) guided by general accepted norms; (2) based on college Mission and policy; (3) consistent college-wide, wherever offered and however delivered; (4) appropriate to the objectives of the course; and (5) determined by student achievement of identified learning outcomes. Courses developed and offered for CEUs either through workforce training or instructional programs follow college and state procedure for approval and administration, as governed by CCWD and based on OAR 589-006-005 Definitions for Division 006, Chapter 589:

(15) "Continuing Education Units (CEUs)" is defined as the form of recognition given for completion of a unit of training for selected

occupational supplementary courses. CEUs are based on time attended and not on the assessment of learning.

(21) "Direct Control" is defined as the college's direct and sole responsibility for the academic quality of all aspects of all programs and courses through the management and supervision by faculty and institutional administrators.

(33) "Non-credit course" is defined as a course that does not offer college credit for completion and generally cannot be used as part of a credit-based degree or certificate program. No assessment of learning generally takes place.

(35) "Occupational supplementary program" is defined as a state-approved program designed for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement.

"Other Education Courses" (OAR 589-006-0400) is also followed: Under the authority of Ordinance 341.425, the State Board delegates authority to the department to approve "Other Education Courses." Such approval authorizes the community college to receive state funding to support those courses. In the strictest sense, CEUs are most valuable for students in licensed trades that need approved CEUs to maintain and support their licenses. Most of RCC's occupational supplementary courses (not directly targeting licensed trades) support granting of CEUs. All occupational supplementary course work is submitted for approval using a course outline as follows:

- Course number and title
- Type and length of course
- Institution and assigning department
- Number of CEUs authorized
- Prerequisites
- Course description
- Course outcomes (educational and behavioral), skills, and assessment

2.C.19: The College maintains records which describe the number of courses and nature of learning provided through non-credit instruction. Using RCC's Course Management System, non-credit courses offered through CE are recorded and documented. CE includes community education and workforce training. Student data from registration forms are collected within the system and applied to the course information submitted by CE staff. The process for information submission to the Course Management System is as follows:

Quarterly Submissions: CE staff submit detailed course requests prior to each educational term that describe the following:

- Type of course (Community Education or Short-Term Skills Training)
- Course number and title
- Date, time, location, and duration
- Budget information for tracking revenue/expense

Non-Quarterly Submissions: Courses added during the term or educational quarter are typically Customized, Contracted or Short-Term Skills Training resulting from constituents' requests. The process for submitting this information is as follows:

- Budget is submitted that describes the course number, section, date, time, duration, and all information for tracking revenue/expense; and,
- A course *Add Form* document is submitted to course management for inclusion in the tracking system.

The college tracking system allows CE staff to identify and track student coursework and success in real time. Upon request, the college has the capacity to supply detailed reports, which have also been identified as an indicator of achievement in the Core Theme planning process.

STANDARD 2.D – STUDENT SUPPORT RESOURCES

2.D.1: Consistent with the nature of its educational programs and methods of delivery, the College creates effective learning environments with appropriate programs and services to support student learning needs.

A wide variety of programs and services for students may be reviewed on the [Student Services website](#).¹³⁵ Some of these services are discussed below:

Libraries

The libraries in Josephine (RWC) and Jackson (RVC and TRC) counties provide collections, student-use statistics, classroom instruction, student enrollment, transfer, and student achievement of information literacy competencies. In some classes, textbooks are available for loan/check-out during the term.

Counseling

The Counseling Department's goal is to help students succeed and make the most of their RCC experience. Academic advisors and counselors provide retention and support services to current students as well as individuals who are interested in becoming students. The Counseling Department can offer assistance with:

- Making career and educational choices
- Returning to school and adjusting to change
- Developing academic plans for accomplishing goals
- Improving interpersonal communication skills
- Coping with stress and anxiety

Discovery Programs

Bright Futures (RVC) and Moving On (RWC) programs provide career guidance for parents, displaced homemakers, and students who are returning to education after an absence. Courses help students raise self-esteem, set educational goals, and explore living wage careers.

Financial Aid Literacy

Over the past ten years, the Financial Aid Department has been working to improve communication and understanding about Financial

Aid with students. Presently 99 percent of RCC's correspondence to students regarding their financial aid is electronic (email prompt, student access to web-based application status and award tracking). Impacts have been an increase in student access to individual information and ability to self-serve; information provided to students in "real-time"; improved student response time; and decrease in costs associated with maintaining and producing paper output. Between 2001-02 and 2011-12 (as of July 1, 2011) financial aid applications increased from 3,430 to 13,361. Federal student loans amounted to \$13,987,704 in 2009-10 compared to \$2,948,916 ten years ago. However, the Cohort Default Rate on these loans increased by about two percent between 2001 and 2009.

Scholarships

The RCC Foundation awards student scholarships one to two times per year. Deadlines for applications, including classes on writing scholarship applications, are publicized through Student Services.

Smoking Policy

Pursuant to a Board policy, effective July 1, 2011, smoking is permitted only in designated smoking areas at RCC. Covered, separated smoking areas with seating and waste baskets to accommodate students and staff are available on all three campuses.

Student Employment

Human Resources Student Employment Services supports RCC by offering employment guidance and coordinating efforts to provide students with educational employment opportunities. Student Employment Services offers experiences that promote learning and foster career development.

Each year nearly 200 students earn approximately \$450,000 working at the college. Student employees serve in virtually every office and department at the college and perform a myriad of duties in support of the college mission.

Even more important, research shows that employment is a primary factor in student retention and success. Students who work are more likely to earn a degree, and they earn grades comparable to their non-working peers. Part-time work experience

can also be a significant factor in development of work ethics and career choice.

HR Student Employment Services offers program oversight and assistance to currently enrolled students in finding jobs to meet their financial needs and experiential goals. Campus-based job opportunities include Learn and Earn and Federal Work Study (FWS). Community Service job opportunities are available on- or off-campus through FWS when funding is available. All RCC student employee positions require students to be enrolled in a minimum of 6 credits at RCC and to meet the minimum grade point average required for the position. Most regular positions require a 2.0 GPA, but lab aid/peer tutor positions require a 3.0 GPA.

Departments advocate that a student's primary responsibility is to be academically successful. Campus-based employment is intended to be a productive learning experience, and students are encouraged to choose jobs that relate to their academic and occupational goals.

Further information regarding Human Resources Student Employment Services and employment opportunities for students is provided on the RCC website.

Student Government and Student Life

(See *Standard 2.A.17*)

TRiO/Student Support Services (SSS), TRiO/Educational Opportunities Center (EOC) and TRiO/Educational Talent Search (ETS)

These three federally funded programs are designed to serve special populations. TRiO/SSS assists first-generation college students who qualify as financially disadvantaged or have a documented disability and are interested in attending at RWC. Students must also plan to transfer to a four-year college or university. TRiO/SSS helps students raise GPAs, increase test scores, and overcome academic difficulties.

TRiO/EOC provides information, mentoring, and assistance on college admissions to qualified high school seniors and adults who want to enter or continue a program of postsecondary education. Services included in this program are college planning and research, financial aid assistance, and college application and test fee waivers. To enter

the program students must be a veteran, qualify as low income, and be first generation students or low income.

TRiO Educational Talent Search assists middle and high school students with education at the postsecondary level, encourages completion of secondary school and undertakes a program of postsecondary education. Students must meet federal guidelines and attend a TRiO/ETS target school within Jackson County.

Tutoring and Testing Centers

Free drop-in tutoring is available to registered students. Tutoring Centers are located on all three campuses to assist, usually with math, writing and science; however, professional tutors may be available for most subjects upon request. A technology center (computer lab) is also located at each Tutoring Center, and services are publicized in the catalog, schedules and syllabi.

Testing Centers are also available on all three campuses for make-up tests, specialized exams and to accommodate the need for testing accommodations due to disability.

Equipment

Computer and laboratory equipment, media equipment, support for distance learning students, and accommodations for veterans and students with disabilities are also available and evaluated annually in the Service Area Performance Evaluation process.

Other Resources

Public transportation, food services, ATMs, art galleries, student lounges and student offices are also present at all three campuses. Parking at RWC and TRC is free. RVC spaces are subject to fees based on location in the Medford downtown area. Childcare is available on the Redwood Campus. Redwood also offers auto repair for students and community members for a \$25 service fee and cost of parts.

2.D.2: The College makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies and other disclosures required by federal and state regulations are made

available in accordance with those regulations.

The safety and security of students and employees is of major importance to the College. Staff and students are directed to call the local 9-1-1 operator as a first response in the case of an immediate threat or emergency situation. Verbal and non-verbal threats, threatening behavior, acts of violence and related actions against employees, students, visitors, guests or other individuals by anyone on RCC property is not tolerated and lead to disciplinary action, which may include dismissal, expulsion and/or prosecution. See Board Policy *II.B.100 – Conduct of Persons on Campus*.¹³⁶

*Crime statistics*¹³⁷ are compiled in a mandatory annual report in compliance with the Clery Act of 1990, posted online and otherwise communicated to students and staff through various publications, meetings or training sessions.

Reporting

Any staff member who is involved, witnesses, or has knowledge of a violation of the [Student Code of Conduct](#)¹³⁸ is required to file an [Incident Report](#).¹³⁹ The Incident Report directs the user to the appropriate routing according to the violation. The VP initiates fact finding, responds appropriately and notifies others who may be tracking safety and security issues, for example – the Human Rights Network Liaison if the situation involves allegations of sexual harassment or the Safety/Security Officer if the situation requires information about restraining orders.

Notwithstanding the relationship between the individual initiating the threat or threatening behavior and the person(s) threatened, all RCC students and employees have a responsibility to report to their instructors, supervisors, security personnel, human resources or human rights network representatives, any threats they have witnessed, received, or been told that another person has witnessed or received. Any RCC employee or authority receiving such a report shall pass it along immediately to the Director of Facilities/Public Safety Officer. The director will prepare an Incident Report for immediate review and action. Reports of employee misconduct will be immediately referred to the Director of Human Resources. Reports of student misconduct will be immediately referred to the Vice President of

Student Services. Students and employees are encouraged to suggest ways to reduce or eliminate risk that will also be recorded by the designated Public Safety Officer for assessment, referral and action.

Even without an actual threat, students and employees have a duty to report to their instructors, supervisors, security personnel, Human Resources or Human Rights Network representatives, any job or classroom-related behavior they regard as threatening or violent or that might be a security risk on an RCC-controlled site.

Violent Acts

Any person(s) who make(s) substantial threats, exhibit(s) threatening behavior, or engage(s) in violent act(s) on RCC property will be immediately removed from the premises and may not return without written permission from the college President. The College will immediately review the matter and, after review, will take appropriate action that may include, but is not limited to, suspension and/or termination of any business relationship, reassignment of job duties, suspension or termination of employment or enrollment, and/or criminal prosecution, if applicable. These procedures are outlined in administrative procedures (AP), [AP-064, Domestic Violence](#)¹⁴⁰ and [AP-063, Workplace Violence](#).¹⁴¹

Domestic Violence

Domestic violence is abusive behavior that is physical, sexual and/or psychological and is intended to establish and maintain control over a partner. RCC will not tolerate domestic violence, including harassment of any employee or student, while on campuses and at other facilities. This includes physical, verbal and non-verbal threats; threatening behavior; and related actions against employees, students, visitors, guests or other individuals by anyone on RCC property that may result in physical or emotional injury or otherwise place one's safety and productivity at risk.

Any employee or student who threatens, harasses or abuses someone at the College or uses college resources such as work time, workplace, phones, fax machines, mail, email or other means to threaten, harass, or abuse someone may be

subject to disciplinary action, which may include dismissal and/or expulsion. Disciplinary action may also be taken against students or employees who are arrested, convicted or issued a permanent injunction as a result of domestic violence when such action has a direct connection to the student's performance or the employee's duties at the College. Domestic violence victims *and* perpetrators are encouraged to tell a trusted instructor, co-worker, supervisor or manager, Human Resources and/or Human Rights Network representative (a list of advocates is provided on the [Human Rights Website](#))¹⁴² about their situation and ask for assistance. The College will provide resource and referral information (available from Human Resources, Counseling or the Human Rights Network), as needed.

Dangerous Weapons

No person may be in possession of a firearm, destructive device, or other dangerous weapon, as defined by ORS 161.015, or give the appearance of being in possession of a dangerous weapon while on duty or attending classes on RCC-controlled property, unless such possession is authorized. Authorization must be obtained from the college President, in writing. Peace officers or other public safety personnel who are permitted by law to carry weapons while on duty shall be automatically authorized to possess those weapons under this subsection. Such authorization may include use in conjunction with approved instructional demonstrations by public safety officers, members of the armed forces or otherwise for campus safety. See Board Policy [II.B.040 – Possession of Firearms](#).¹⁴³

Students of Concern

“Students of Concern” is an effort to track and report inappropriate behavior. Any member of the management team may assist with protocol when a student is demonstrating strange or offensive behaviors that are not necessarily violations of the Student Code of Conduct such as frequent sleeping on campus, showering regularly on campus, panhandling, disorientation, or verbal outbursts for no apparent reason. Counseling Department referrals are often made in an attempt to find resources for the student prior to any campus rules

being broken.

Restraining Orders

Individuals who apply for or obtain a protective or restraining order that lists RCC campuses or other facilities as protected areas should provide the Public Safety Officer with a copy of the related petition and declarations and/or the temporary or permanent protective or restraining order.

Confidentiality

All reports are treated with confidentiality and respect for the privacy of the reporting individual(s) and will be directed to the designated Public Safety Officer or other administrator(s) as deemed appropriate. Reports of employee misconduct will be immediately referred to the director of Human Resources. Reports of student misconduct will be immediately referred to the Vice President of Student Services. There will be no reprisals taken against an employee or student solely for being a victim of harassment or violence in the workplace.

Safety

RCC also maintains a [Safety Awareness](#)¹⁴⁴ website that is up-to-date and includes the Campus Crime Awareness and Security Act of 1990 Report (Clery Act) and mandatory on-line information and training on handling of [hazardous materials](#)¹⁴⁵ and [bloodborne pathogens](#).¹⁴⁶ There is a designated Safety/Security Officer for each campus and the College has an active Safety Committee.

2.D.3: Consistent with its Mission, Core Themes, and characteristics, the college recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies. RCC is a comprehensive community college. It is also an open admissions college. Students are admitted with a high school diploma or equivalent and required to complete a placement test (COMPASS) if they do not have prior college-level math or English credits to inform their educational goals. A mandatory orientation session is required once students have been formally admitted and

successfully completed the placement test. The orientation is also mandatory for new degree or certificate-seeking students.

Orientation

The orientation process is designed so students may self-select their orientation session. Registration for orientation is conducted online. Once registered, the Counseling Department helps students prepare first-term academic planners and tentatively supplies approval for course registration. If the student fails to attend his/her scheduled orientation session, the “OK” to register is revoked until orientation is attended. Student Services Assistants in the Counseling Department call prospective students two days prior to remind them of their scheduled orientation meeting.

A new orientation process developed in 2010-11 is a formal, two-hour session designed to acquaint students with basic college policies and procedures, educate them about valuable academic progression and degree completion requirements, provide academic advising to enable initial college success, and assist with the course registration process. The orientation is conducted by Counseling. Following orientation, students may meet individually with advising assistants, academic advisors or counselors to plan their first term. During this advising session, students receive information about the New Student Orientation (HD 50) and College Student Success and Survival (HD 100) series of courses, a logical continuation to the information provided during orientation.

Transferring In

Students who are transferring college credits from another college to RCC have their transcripts evaluated by a transfer admissions advisor who assesses student records to determine if the placement test and/or orientation requirements can be waived. If those requirements are waived, students transferring credits can choose to attend the orientation program or view an [online orientation](#)¹⁴⁷ session.

Tracking

Communication, tracking, and reporting of all interactions with prospective students is managed by the constituent relationship management software, Intelliworks™. Email marketing

campaigns, event registrations, prospective student database management, recruitment funnel monitoring, Web-based program inquiries, and other functions are aggregated and managed by the software, allowing for efficient reporting and data-informed decision making. Intelliworks™ data is also identified as an indicator of achievement in Core Theme objective 1.1 under *Promote Student Access and Success*.

Recruitment

In order to *Promote Student Access and Success*, *Strengthen Our Diverse Communities* and *Advance Student Learning*, RCC also engages in strategic recruitment activities while maintaining the open-door admission policy. Strategic recruitment efforts include a number of outreach activities and events designed to target groups identified in the *2008-12 Strategic Plan*, including high school students and the growing Latino population.

Latinos: For the Latino population, RCC orchestrates a series of workshops, conferences and summer programs designed to help teenagers transition from high school into college. Beginning with the summer bridge program HOLA (Helping Oregon Latinos Advance), Latino students are prepared for the rigors of college-level coursework and equipped with fundamental leadership skills. These students are then transitioned in OLI (Oregon Leadership Institute), where their leadership and mentorship skills are refined and fortified through coursework and workshops. OLI is a program designed to foster both Latino leadership and Latino retention in education. Latino students take a series of classes designed to teach leadership and mentoring skills and are then engaged in “Saturday Seminars” to practice these skills. The Saturday Seminars also bring Latino high school students together with mentors.

Participants in OLI are charged with assisting in the organization and delivery of *Educacion, Un Mundo de Oportunidades* (EMO), an all-day annual conference targeting Latino high school juniors and seniors. Throughout the day, approximately 200 high school students attend workshops designed to deliver information about college access and preparation. During winter and spring terms, OLI mentors are called upon to assist in development and presentation of the actual leadership institute,

wherein local Latino youth are brought to campus for one Saturday each month to be further exposed to college access and success opportunities. Both EMO and the OLI events are used to recruit attendees into HOLA, beginning the cycle anew.

High Schoolers: With regard to the general high school population, RCC schedules and maintains regular visitation days at public and private high schools within the service district; delivers on-site admission workshops; conducts on-site placement tests, campus tours, and “college experience” events; makes access and preparation presentations at the high schools; holds college fairs; recruits into concurrent and dual enrollment programs; and advertises for high school-specific programmatic offerings and scholarship opportunities. RCC also reaches out to high school students by partnering with The Job Council to organize and deliver “youth success” events intended to demonstrate how higher education provides access to local careers. Students with above average GPAs are recruited for the Rogue Ambassadors Program designed to acknowledge and reward outstanding academic performance in high school with free tuition in exchange for maintaining a certain GPA and engaging in service learning. (See 2.D.13).

2.D.4: In the event of program elimination or significant change in requirements, the college makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

In the event of program elimination or significant change in requirements, a [teach-out procedure](#),¹⁴⁸ which was last reviewed and approved by the Academic and Training Council in 2002, is in place. The 2011-12 catalog (page 37) also assures students they will be able to complete course requirements on their track in the event a program is suspended. Declared majors making significant progress each term of the academic year in the eliminated program are identified then formally advised of the program’s status. They are subsequently notified about what they need to do to complete the program within a specified timeframe. Students who do not comply with the teach-out plan may forfeit their right to complete the program in question but will be advised about any program

opportunities that might exist should they choose another major. Recent programs that have been subject to these procedures were Nursing Assistant/Health Careers and Respiratory Therapy programs in 2003. No other programs have been suspended since that time. A modified teach-out procedure was applied for AAOT and ASOT-Business majors when the state changed writing requirements in 2009-10.

2.D.5: The College publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information. RCC's catalog is updated and published annually. The following information is covered in the 2011-12 Catalog.

- (a) Mission and Core Themes (p. 4);
- (b) Entrance requirements and procedures (pp. 8-9);
- (c) Grading policy (p. 12)
- (d) Academic programs and courses including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings (pp. 43-183);
- (e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (pp. 247-257);
- (f) Rules, regulations for student conduct, rights, and responsibilities (pp. 240-245);
- (g) Tuition, fees, and other program costs (pp. 9-10);
- (h) Refund policies and procedures for students who withdraw from enrollment (pp. 9-10);
- (i) Opportunities and requirements for financial aid (pp. 20-23);
- (j) Academic calendar (p. 3).

Printable versions of the catalog and credit schedules are available online. The *2011-12 Fall/Winter/Spring schedules* are now available online in two formats:

- (1) **The Searchable Schedule:**¹⁴⁹ Search by term and course title, course number, category (art, business, math) department, or instructor.

- (2) **The Digital Schedule:** Looks like a printed schedule. Pages can be “turned” and individual pages or the entire publication can be downloaded as a PDF and printed.

The digital schedule contains interactive links throughout, including a link that takes viewers to the searchable schedule. Other features of the digital schedule include the academic calendar; frequently called numbers; registration, advising, financial aid, and distance learning information; resources such as bookstore and library hours; policies; the president's welcome, student success stories, and program ads.

For fall 2011, RCC discontinued printing class schedules. The digital schedule (referenced above) replaces the printed schedule, while the searchable schedule provides the latest, most up-to-date information about classes and availability. The nationwide trend has been to cease printing class schedules and convert to online schedules, partly due to the high cost of printing and partly because the class listings are constantly changing (classes get canceled, new classes are added, meeting dates and/or times change). As soon as a schedule is printed, it is out of date. An online schedule allows RCC to provide students and staff with the most current information. In the past, the College has printed four credit schedules and four non-credit schedules at an annual cost of more than \$70,000. RCC is contracting with PageSuite™, a digital publications company that “hosts” RCC's publications on its website – eight schedules plus the annual catalog — for \$1,500 per year. RCC will use the savings to publish a new magazine that is more of a marketing piece. The first issue is scheduled to be published in October as both a print and digital version.

2.D.6: Publications describing educational programs include accurate information on: (a) regional and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; (b) descriptions of unique requirements for employment and advancement in the occupation or profession. Catalog and program advising materials outline requirements for entry into each program as well as occupational or professional requirements.

Existing licensure requirements are delineated, where applicable, and may include passing state or national exams. In addition, descriptions of unique requirements for employment and advancement opportunities in the occupation or profession, along with information needed to satisfy those requirements, are provided. Good examples may be tracked through the [Career Pathways](#)¹⁵⁰ website where information about career ladders or “pathways” for many programs from a 15-credit certificate to an associate’s degree and beyond is laid out. This allows students to see how they might progress from one educational level to the next and what potential careers or jobs exist at each level of training. The college presently offers 12 Career Pathways certificates. In addition, most instructional departments have developed websites that provide detailed information about potential career(s). These often include the overall employment outlook, wages, job descriptions, licensure requirements, career videos, frequently asked questions, and program application information. Advising materials may be found in multiple places on the website, in the catalog, and in hard copy form in [Graduation Guides](#).¹⁵¹

2.D.7: The College adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The college publishes and follows established policies for confidentiality and release of student records.

RCC adheres to a *Records Management Policy and Procedure* (AP-035) adopted by the Board of Education in 2007. These record management procedures were established in accordance with state law related to document management and retention specifically for community colleges. The policy provides for secure retention of college records regardless of their form. The policy is posted for beneficiaries on the administrative procedures web page. It separates records into two categories: (1) those that contain personally identifiable information and (2) those that do not. Records that contain personally identifiable information require more responsible use, care, control, retention and disposal measures.

Most student records are created and retained in the Student Information System (SIS) database or as scanned documents in the Application Extender (AX) database. The College provides reliable, retrievable backup of these records, regardless of their form. The SIS database is backed up with twice-daily snapshots then backed up nightly, weekly, monthly and quarterly on tape. AX servers are on a mirrored SAN comprised of two physical servers with multiple hard drives that replicate data every five minutes between the two servers. These servers are co-located at RWC in separate buildings. There is a twice-per-day snapshot of the AX data, which is also backed up weekly, monthly and quarterly on tape.

RCC started scanning student records when the college grew from one to two campuses in 1997. Transfer transcripts, once maintained in a fireproof vault on the RWC and unavailable to advisors at RVC, are now accessible on all three campuses. Financial aid advisors scan in tax or dependency verification documents and promptly return them to the students. This process has scaled back the necessity to store hard copy documents and freed physical space for other users.

The Family Education Rights and Privacy Act (FERPA):¹⁵² FERPA policy is also outlined in administrative procedure. These procedures describe RCC’s confidentiality policy and detail guidelines for release of student information. All faculty and staff are required to take an online [FERPA tutorial/test](#)¹⁵³ prior to accessing the database or teaching/grading. Student employees also take the online FERPA test and sign a confidentiality agreement when they are hired.

2.D.8: The College provides an effective and accountable program of financial aid consistent with its Mission, student needs, and college-wide resources. Information regarding the categories of financial assistance (such as scholarships, grants and loans) is published and made available to prospective and enrolled students. RCC effectively delivers federal, state, institutional, and private sources of aid to eligible students as a means not only of access but also for support in reaching academic goals. Financial Aid staff are divided into two major groupings:

(1) service counter specialists cross-trained in financial aid, enrollment services and cashiering functions; and (2) financial aid processing specialists who review applications and make awards. Programs offered include the following:

- Federal Academic Competitiveness Grant (ACG)
- Federal Pell Grant (Pell)
- Federal Supplemental Education Opportunity Grant (SEOG)
- Federal Work Study (FWS)
- Oregon Opportunity Grant (OOG)
- State-administered Scholarships

- Foundation Scholarships
- Third-party scholarships
- Unsubsidized Federal Direct Loan (UFDL)
- Subsidized Federal Direct Loan (SFDL)

Additionally, RCC offers tuition vouchers, tuition awards and veterans educational benefits. Information on these programs is available in the annual catalog, in class schedules, in other consumer information, on financial aid publications, and on the RCC website. RCC's net recipient headcount and net disbursement value by headcount over the four most recent years is provided in Figure 3 below.

Figure 3: Net Headcount and Reimbursement Data

Acad. Year	2007-08		2008-09		2009-10		2010-11 (March 2011)	
	Net Rec. Headcount	Net Disb. Value	Net Rec. Headcount	Net Disb. Value	Net Rec. Headcount	Net Disb. Value	Net Rec. Headcount	Net Disb. Value
Pell	1994	\$4,381,157	2573	\$6,342,037	3843	\$12,560,894	3891	\$16,436,981
SEOG	629	\$166,000	348	\$92,900	318	\$95,600	263	\$84,800
ACG	37	\$26,595	30	\$19,652	35	\$24,282	16	\$12,955
SFDL	892	\$2,658,545	1242	\$3,711,009	1641	\$5,037,060	1848	\$6,231,292
UFDL	743	\$2,219,264	976	\$3,294,149	1353	\$4,863,771	1764	\$7,490,141
FWS	112	\$167,955	87	\$131,233	82	\$127,392	81	\$140,000
OOG	1259	\$1,075,550	1352	\$1,876,543	1917	\$3,268,146	291	\$396,123
State	24	\$37,932	38	\$78,069	47	\$81,597	38	\$38,493
Foundation	321	\$401,456	328	\$413,652	348	\$426,454	414	\$504,432

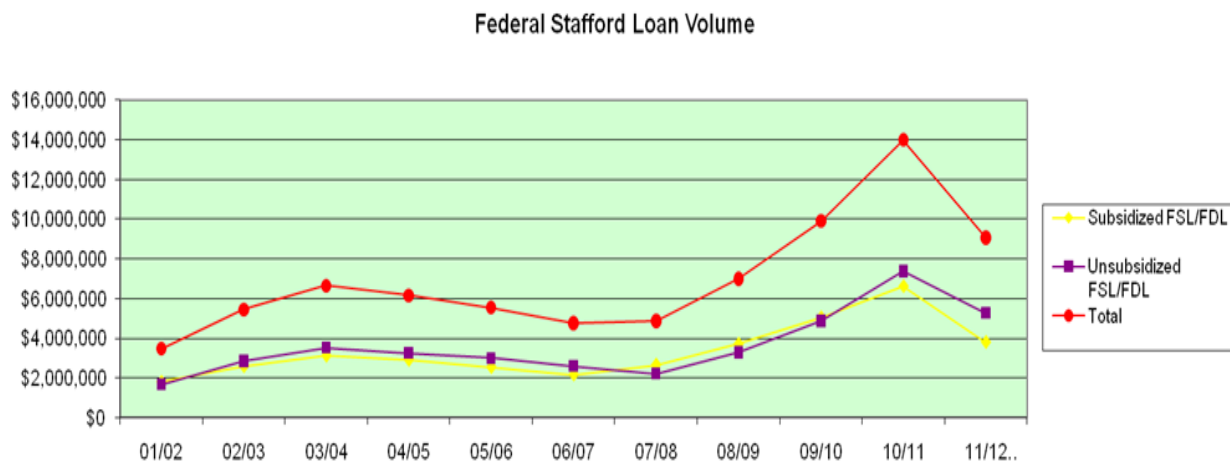
Subsidized and unsubsidized federal loans have increased by over \$10 million in the past eight years (shown in Figures 4 and 5). The loans doubled from \$4,877,809 to \$9,900,831 in 2009-

10. Presently the 2011-12 rates indicate another record-breaking year at \$9,069,158 as of August 10, 2011.

Figure 4: Subsidized and Unsubsidized Federal Loans

	2001-02	2010-11	2011-12 (as of 8/10/11)
Subsidized FSL/FDL	1,796,672	\$ 6,606,026	\$3,796,702
Unsubsidized FSL/FDL	1,680,430	\$ 7,381,678	\$5,272,456
Total	3,477,102	\$13,987,704	\$9,069,158

Figure 5: Federal Stafford Loans



2.D.9: Students receiving financial assistance are informed of any repayment obligations. The college regularly monitors its student loan programs and the college’s loan default rate. Federal regulations require all borrowers to participate in loan entrance counseling only once; however, to promote informed borrowing and default prevention, RCC uses *annual* online loan entrance counseling as an application to trigger loan certification and as a means of using repetition as a learning tool. Secondly, those students that are deemed to be “at risk” for default (prior defaulters, those with a credit completion rate of less than 67 percent and those with cumulative high debt of more than \$30,000) are also directed to participate in an in-person, one-hour, small-group

loan counseling session. During the session, RCC reaffirms borrower rights and responsibilities, outlines long-term career/debt repayment goals, and aligns borrowing, practices supportive of program completion. To avoid promoting increased borrowing RCC does not package loan debt in initial Award Letters. Rather, RCC provides information on loan availability at the point of award, and only if the student finds it necessary to borrow does the College permit him/her to participate in the application process. Increased borrowing is attributable mainly to the economic condition of the counties RCC serves and to the fact the College has a high unemployment population coming to school and borrowing, not only to afford college, but also to live.

Cohort Default Rate

RCC monitors its cohort default rate (Figure 6) and reports annually to NWCCU. Current projections

are 16.8 percent for the 2009 fiscal year. RCC's projected three-year rate is in the low 20-percent range.

Figure 6: Default Rates

FY	Rate Type	Program	Numerator	Denominator	Rate	Process Date
2009	2Yr Draft	FFEL	88	523	16.8	1-16-2011
2008	2Yr Official	FFEL	72	503	14.3	7-31-2010
2008	2Yr Draft	FFEL	75	504	14.8	1-2-2010
	3Yr Trial	FFEL	121	506	23.9	1-22-2011
2007	2Yr Official	FFEL	83	637	13	8-1-2009
	2Yr Draft	FFEL	85	639	13.3	1-3-2009
	3Yr Trial	FFEL	138	637	21.6	10-30-2009
2006	2Yr Official	FFEL	108	734	14.7	8-2-2008
2006	2Yr Draft	FFEL	110	731	15	1-5-2008
	3Yr Trial	FFEL	148	736	20.1	10-29-2009
2005	2Yr Official	FFEL	111	759	14.6	7-28-2007
	2Yr Draft	FFEL	116	750	15.4	1-6-2007
	3Yr Trial	FFEL	168	749	22.4	10-29-2009
2004	2Yr Official	FFEL	100	717	13.9	7-29-2006
2004	2Yr Draft	FFEL	100	680	14.7	1-7-2006
2003	2Yr Official	FFEL	54	575	9.3	7-30-2005
2003	2Yr Draft	FFEL	54	551	9.8	1-8-2005

2.D.10: The College designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students. The College has an in-house computer program which enables the student and staff to see courses for which a student has been approved to register.

Advisor Preparation: All new Counseling Department staff and full-time faculty who will be academically advising students receive extensive training and job shadowing prior to advising students and having access to advisor program software.

Advising for Success: Students meet with their program faculty advisors once they have completed a certain level in reading, writing and math sequences. RCC also has a Degree Audit Program which enables students and staff to see how the courses taken apply to degrees. The Degree Audit Program is an indicator of achievement in the Core Theme planning process for measuring achievement of objectives in Core Theme 1, *Promote Student Access and Success*.

Information on Advising: At the mandatory new [student orientation](#),¹⁵⁴ students receive information about how to read the catalog, which shows degree requirements for all certificates and degrees. Counseling Development faculty teach college success and survival courses that are free and frequently recommended to new students. In these classes, students plan for up to two years of academics and also learn how to use the advising tools on the website. Program advisors prepare/

distribute advising guides and often establish two-year program completion guides. The Counseling Department has also developed an [advising website](#)¹⁵⁵ that explains advising processes.

Retention: The Counseling Department manages an Early Alert System (Save our Students [SOS]) program accessible for faculty from approximately the second through sixth weeks of term. During this time faculty may refer struggling or frequently absent students to the Counseling Department. SOS is designed to provide support services students may need to succeed. Instructors are encouraged to speak with students about their academic progress, low test scores, and/or missing assignments. Students who (1) are struggling personally; (2) may not be aware of campus resources; or (3) are no longer attending classes may be referred to Counseling. Students are contacted by telephone or email. SOS is **not** used for Web-based classes when students have not logged on. In fall 2010, SOS received 253 referrals with 52 students referred more than once by a different or the same instructor. SOS is also an indicator of achievement for objectives on *Promote Student Access and Success*.

2.D.11: Co-curricular activities are consistent with the college’s Mission, Core Themes, programs and services and are governed appropriately.

Student Clubs and Organizations: Students have an opportunity to meet new people with similar interests, to learn, to work in groups, and to get involved around campus through student clubs.

The Associated Student Government of Rogue Community College ([ASGRCC](#))¹⁵⁶ encourages students to become involved with existing clubs or to form new clubs. Chapter XI of the *ASGRCC Constitution* governs the formation and operation of student organizations and club. To assist student clubs and organizations in effective operations and student leadership principles, the ASGRCC has developed an Inter-Club Council (ICC) and a procedures manual. ICC operates as an advisory board to all college-chartered student organizations and also serves as a networking resource for student leaders. A representative from each club is required to participate in an ICC monthly meeting. Each club must submit a budget, expenditures,

and quarterly revenue reports. The ASGRCC Director of Clubs and Organizations facilitates the operation of the ICC and is available to answer questions regarding necessary forms and financial information needed to charter a club.

Charters are active for one year and are subject to review and renewal. A designated advisor is responsible for oversight of club activities and programs to ensure conformity with the Mission and Core Themes. They assist by planning and participating in club functions, including evaluation of efforts to provide meaningful social, cultural, and recreational opportunities within club purposes, a component of Core Theme initiatives in *Strengthen Our Diverse Communities*.

A [Social and Activities Calendar](#)¹⁵⁷ is also available for students and staff on the website. RCC also hosts a Facebook page, follows Twitter and posts relevant YouTube videos accessible through the website.

Here is a sampling of active clubs:

- **Art Club** – Students attend galleries and exchange information and ideas about art.
- **Club Latino** – Encourages students and community to reach educational potential; promotes culturally diverse activities and provides an environment to develop effective leadership skills.
- **Environmental Sustainability Club** – Raising awareness of local and global environmental issues, while encouraging and enabling sustainability on campus and in community.
- **Massage Therapy** – Fosters student success in pursuit of careers in massage therapy/licensing.
- **Math Study Club** – Working together to learn and teach math.
- **Student Nurse Organization** – Fosters student success in nursing and creates and promotes ideology of nursing between members, the school community, and general public.
Note: Anecdotal evidence of the success of the SNO mission can be related to the experience of two spring graduates from the Nursing Program hired by Asante Health System (the acute care medical center in Medford) this summer. Asante hosted a job fair to fill several

Certified Nursing Assistant openings. These RCC students were informed by Asante that there were many applicants, including some with three or four years experience, but they were selected with no experience because of RCC's reputation for a complex and thorough training program.

- **Byline** – The student newspaper is also consistent with co-curricular activity for students that are consistent with the college Mission and Core Themes.

2.D.12: If the college operates auxiliary services (such as student housing, food service and bookstore), they support the college's Mission, contribute to the intellectual climate of the campus community and enhance the quality of the learning environment. Students, faculty, staff and administrators have opportunities for input regarding these services. RCC Auxiliary Services include a bookstore and food services on all three campuses. Student housing is not provided.

Bookstores: The bookstores support the Mission by contributing to the intellectual climate of the College and enhancing the learning environment by providing access to the educational materials needed by students for a quality education. In addition, the bookstores employ student workers. This provides learning opportunities and assists with delivery of services. Department chairs, Faculty Senate and Academic and Training Council (ATC) provide input into the services provided at the bookstores.

Food Service: All three campuses contract with an outside vendor for food services. The vendor is chosen through a request for proposal (RFP) process and is selected by a cross-functional team. The RFP requests information on menu selection, including lower cost items, and ways to incorporate students into the operation.

2.D.13: Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the college's Mission and conducted with appropriate college-wide oversight. Admission

requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students. RCC does not offer intercollegiate athletics. Other co-curricular programs, however, include various leadership opportunities. Leadership opportunities offered to students are supported and supervised by Student Services personnel. All budgetary expenditures, contracting rules and activity requests are monitored according to college-wide policies and procedures. See *Standards 2.A.17* and *2.D.11* for details about specific leadership activities for students. The Oregon Leadership Institute (OLI) and the Rogue Ambassadors programs are good examples of co-curricular leadership activities for students. OLI is described in *Standard 2.D.3*.

Rogue Ambassadors

Introduced in 2009, Rogue Ambassadors is a program designed to acknowledge outstanding academic performance in high school students. It promotes service learning. High school graduates with a 3.5 GPA (or better) can attend free of charge in the second year of attendance after paying one-half the cost of the first year; maintaining a 3.0 GPA and providing 66 hours of service learning on or off campus. This program has multiple goals:

- To increase the attractiveness of RCC to the local high school population;
- To promote awareness of RCC course offerings as transferable to a four-year school;
- To promote success of transfer students at the four-year school; and,
- To acknowledge the importance of service in a learning model that prepares individuals for the work world and the social community.

Students participating in these programs have met all admission criteria of the general student population, must meet academic standards comparable to, or higher than, those outlined in the college-wide Academic Progress policy, enroll in approved leadership curriculum, and meet all standards and requirements related to financial aid, if applicable.

2.D.14: The College maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education courses or programs is the same person whose achievements are evaluated and credentialed. The college ensures that the identity verification process for distance education students protects student privacy and that students are informed in writing at the time of enrollment of current and projected charges associated with the identity verification process.

RCC maintains an effective identity verification process for students enrolled in distance education courses and programs by requiring students to provide a unique and private login and password each time they access their online course(s). The following message is prominently displayed on the Rogue Online homepage: “All Rogue Online users are responsible for maintaining the security of usernames, passwords and any other access credentials assigned. Access credentials may not be shared or given to anyone other than the user to whom they were assigned.”

Rogue Online faculty are encouraged to review and implement, as appropriate, the *Best Practice Strategies to Promote Academic Integrity in Online Education*, produced and distributed by the Western Cooperative for Educational Telecommunications. This material is included in both face-to-face and online, self-paced faculty training materials. Other self-paced copyrighted training materials are included in the ANGEL™ course management software.

Proctored testing is available at all three RCC campuses as well as at the Illinois Valley Learning Center in Kerby. RCC distance learning staff monitor U.S Department of Education rules and regulations and stay abreast of changes in technology that could impact identity verification processes. They notify students in writing of changes prior to implementation.

STANDARD 2E – LIBRARY AND INFORMATION RESOURCES

2.E.1: Consistent with its Mission and Core Themes, the college holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the college’s Mission, Core Themes, programs, and services, wherever offered and however delivered. The Library is an integral part of the Instructional Services Division’s delivery of educational resources and the Core Theme, *Advance Student Learning*, with libraries at RWC, RVC and TRC. The Library’s print collection is comprised of 30,909 volumes, 4,788 e-books and 127 current serial subscriptions. Additionally, students have access to the holdings of SOU (616,207 volumes/2,105 serial subscriptions) and the Jackson County Library System (551,884 volumes/1,332 serial subscriptions) through long-standing cooperative agreements that provide mutual access to library materials. Students generate requests for materials online and, in most cases, can expect to have items in hand at any campus within three days. Students may also have books and other library materials delivered by courier to any of the 15 public library branches in Jackson County. In addition, interlibrary loans are available at no charge from any library.

The Library also supports access to a wide array of electronic resources (see Figure 7). Students and faculty access these databases directly when using on campus computer labs or staff computers. For off-campus research and distributed education students, there is 24/7 remote access available through the library proxy server located at RWC.

2.E.2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources for faculty, staff, and administrators. Librarians regularly assess the adequacy of library and information resources that support the curriculum. In response to Core Themes 1 and 2, *Promote Student Access and Success* and *Advance Student Learning*, the goal of the library is to select, acquire, organize, and maintain materials that support the educational program. Selectors make decisions on materials,

Figure 7: Electronic Library Resources

Resources	Description
ArticleFirst	Can't find article? Request it here.
<i>Chronicle of Higher Education</i>	News and articles for college and university staff.
College Source	College catalogs
Criminal Justice Periodicals Database	Full-text articles from law enforcement & criminal justice journals.
CQ Researcher	Reports on current events.
EBSCOhost	Scholarly, full-text articles from over 30,000 journals.
<i>Gale Virtual Reference Library</i>	Full-text articles from 105 treatise and encyclopedias
LexisNexis Academic	Searchable archive of newspapers, legal documents, public records and business information.
netLibrary	4,793 Full-text eBooks
Opposing Viewpoints Resource	Essays on current, controversial issues.
<i>The Oregonian</i> newspaper	Full-text archives from July 1987 to the present.
<i>The New York Times</i> newspaper	Full-text archives from June 1980 to the present.

regardless of format, following the [Collection Development Guidelines](#).¹⁵⁸ Collaboration with instructional departments and other college divisions is an important strategy to gather feedback and ensure maximum library support of educational programs as well as providing resources devoted to furthering college goals and communities of interest.

Student feedback plays an important role in planning for library and information resources. Students are surveyed periodically by librarians to measure satisfaction with library services and resources. Additionally, librarians monitor student requests, questions and interlibrary loans to assess whether library resources are congruent with educational programs. Librarians employ various other means of collecting data and feedback from affected users, including collection assessments, facilities assessments, and Noel-Levitz Student Satisfaction Inventory™ feedback, when available, in addition to the annual instructional program evaluation process.

Collection assessment is an ongoing review of resources available to students and faculty, while facilities assessment is used to identify problems and deficiencies in the library physical plant. The student survey provides assessment of information resources, facilities and services, and the annual program/service area evaluation considers library use, collection, staffing, budget and facilities.

2.E.3: Consistent with its Mission and Core Themes, the college provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered. The Library conducts hour-long instructional sessions in information research taught to entire classes brought to the library by faculty. Sessions are individually tailored to meet the needs of the students after consultation with the instructor. During FY 2010-11, RCC's reference librarians presented 297 classes to a total of 5,516 students and faculty, *40 percent more than the previous year* (emphasis added). This is the equivalent of approximately two class sessions per instructional day. All RCC libraries have dedicated computer labs designed primarily for instruction and serving as open research labs when not in use for instruction.

Library faculty support information literacy instruction through online research classes. Introduction to Library Research Methods (LIB127) is a popular course that is currently required for the AS, AAS and AGS degrees. This Web-based research class offers students the opportunity to experience and learn about modern methods of introductory and advanced academic

research. Enrollment in this course for FY 2009-10 was 668 students. In 2010-11 those numbers are expected to exceed 1,000 students. The course continues to evolve as research resources improve and students' needs change.

Reference librarians at RCC participate in presentations at new faculty orientations that are offered each quarter on all campuses. They demonstrate database access techniques and discuss library policies and procedures, including plagiarism issues, with new instructors. RCC librarians also periodically offer workshops during inservice and attend department meetings to demonstrate database use; they also discuss copyright issues/policy. (See Standard 2.4.24)

2.E.4: The College regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered. RCC regularly evaluates the quality, adequacy, utilization and security of library holdings and services, regardless of format or delivery method. The Library uses the following methods to achieve this goal:

Collection Assessment: Assesses the adequacy of information resources that support the curriculum. This is an ongoing internal review of resources available to students locally and through cooperative agreements. Factors included in collection assessment are student surveys, annual program reviews, library surveys, circulation, interlibrary loan (ILL) statistics, and the Collection Development Guidelines.

Course Assessment (LIB127 Introduction to Library Research Methods): Students are periodically given the opportunity to evaluate all courses and instructors including LIB127. The evaluation consists of a series of questions designed to determine student views on instructor's ability, subject knowledge, course content and course administration.

Facilities Assessment (including *2011 College Master Plan*):¹⁵⁹ The safety, security and adequacy of library facilities are assessed annually. This is an ongoing process including the RCC Safety Committee, facilities staff, and librarians. Regular

walk-through inspections are conducted to note problems and deficiencies. Urgent problems are corrected immediately while other issues shape long-term planning goals. Attention to safety is an objective in Core Theme 3, *Strengthen Our Diverse Communities*. Facilities assessment practices also support Core Theme 4: *Model Stewardship*.

Library-Based Instruction Assessment:

Assesses library-based research classes which are designed to meet the needs of specific courses and instructors. This is a two-part process, the first of which consists of periodically surveying students about their library-based class experience. Second, librarians consider the number of information literacy courses taught at each campus, the number of students in the classes, performance on assignments and student satisfaction.

Library Student Survey: Assesses information resources, facilities and services. Library surveys are designed to measure student satisfaction with library services and resources. Survey results are considered when making recommendations and formulating goals for adjustments in services and resource allocation.

Noel-Levitz Student Satisfaction Inventory™ (SSI): Assesses information on resources, facilities, and services. Noel-Levitz is a nationally recognized survey of student satisfaction and expectations, which includes two library-specific items. The survey results are considered when making recommendations and formulating goals for adjustments in services and resource allocation. SSI and two other relevant student surveys are identified as indicators of achievement in Core Themes 1 and 3, *Promote Student Access and Success* and *Strengthen Our Diverse Communities*.

Program or Service Area Evaluation: These annual reviews cover Library information resources, facilities, and services. The evaluation considers library use, library collection, staffing, budget and facilities. Planning for services, staffing, and budget allocation is based, in part, on the analysis. Program/Service Area Evaluations are an indicator of achievement for measuring success in Core Theme 2, *Advance Student Learning*.

STANDARD 2.F – FINANCIAL RESOURCES

2.F.1: The College demonstrates financial stability with sufficient cash flow and reserves to support its programs and services.

Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities. RCC demonstrates fiscal stability with sufficient cash flows and reserves to support programs and services. Financial reports (income statements) are prepared on a monthly basis for the Board of Education. Budgets are developed annually through a broad-based process that incorporates input from all sectors of the College through the Budget Advisory Team (BAT). These groups meet bi-weekly between October and June to make recommendations on discretionary accounts and disseminate information to the college community. As reliable information becomes available, future years' projections are also completed. Executive Team reviews the recommendations and makes decisions on position changes. A balanced budget, in accordance with Oregon Local Budget law, is then presented to the Budget Committee, which approves the budget and presents it to the Board of Education for final adoption. Budget adjustments are brought to the board for approval on a quarterly basis. The [2011-12 Adopted Budget](#)¹⁶⁰ is available online and is provided as Exhibit B.

Risk is managed appropriately to ensure financial stability. The College has a contingency reserve amount (typically \$1 million) for unexpected expenditures. In addition, the College has an emergency fund (typically \$100,000) for emergency facility repairs. The Board of Education enacted a Stability Reserve Fund in 2010-11 to help stabilize the dramatic changes the College has been facing in state funding. Cash flows are reviewed monthly to anticipate short-term needs and to plan for long-term liabilities. These factors are also considered during the budget planning and development process. Core Theme 4, *Model Stewardship* was predicated on the college's commitment to excel in responsible and resourceful guardianship of community resources.

2.F.2: Resource planning and development

include realistic budgeting, enrollment management and responsible projections of grants, donations and other non-tuition revenue sources. RCC maintains a conservative, transparent and fiscally responsible budget philosophy that involves maintaining stable reserves, widespread participation in budget planning, and accountability in expenditures. Assumptions regarding enrollment are based on trends, and the college continues to research and write grants and pursue other non-tuition revenue sources described below:

Budget: As evidenced by the [Comprehensive Annual Financial Reports](#),¹⁶¹ and the annual adopted budget, financial planning and budgeting is realistic and timely.

Enrollment: While the College has seen enrollment increases in the past few years due to the economic situation, this has been offset by increased costs to offer additional sections of classes. Since there is a concern that current enrollment levels will be difficult to maintain once the economy begins to rebound, future year budgets are based on reduced enrollment levels. Non-tuition revenue sources such as property taxes are projected based on historical or projected growth patterns. State revenue is projected based on information received from the Oregon CCWD.

Grants: In addition to routine budgeting, RCC relies on the Grants Team, chaired by the Grants and Planning Coordinator, to conduct an annual process to collect and evaluate potential grant projects from throughout the College. The Grants Team does an initial ranking of proposed grant projects which are then reviewed and approved by the president and vice presidents. Projects which receive the highest ranking reflect college-wide and division-based priorities. These garner the most attention by the Grants Office in terms of grant funder research and grants development.

A check and balance system is in place prior to grant project development. The Grants Office, in collaboration with each grant project champion, must receive approval from Executive Team to proceed on developing and submitting individual grant proposals. In addition to the [Annual Grant Priorities List](#),¹⁶² other grant opportunities that emerge during the year must be vetted in a similar fashion before the project can proceed. Potential

grant applications are summarized on a [Preliminary Grants Request](#)¹⁶³ form and presented to Executive Team for review and discussion. The Grants Team serves as liaison for all grant opportunities and grant seekers to advance the Mission and Core Themes, prevent duplication of effort, and maximize grant revenue opportunities.

Other Revenue: Donations and other non-tuition revenue sources are tracked and managed by the RCC Foundation and outlined in the MOU between RCC and the RCC Foundation. In 2011-12, the Foundation is spearheading a potential fundraising campaign with a preliminary goal of raising funds to support program endowment(s), scholarships and community/economic growth projects in cooperation with RCC and in consultation with the Clements Group, L.C. Priorities for the proposed campaign are discussed in *Chapter Four* under the theme *Model Stewardship*.

2.F.3: The College clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies. RCC's budget process is outlined on the budget website. Beginning around October of the prior year, planning begins for the next fiscal year's budget. The Budget Advisory Team (BAT) begins to discuss tuition and fees and other key budget issues. The team is made up of cross-functional, cross-employee-group representatives whose responsibility it is to bring ideas, conduct analysis, and communicate financial scenarios to and from the broader college community. In January, expenditure and revenue projections are finalized. In addition to these projections being shared with BAT, they are shared and discussed at each of the three Campus Council meetings, and at Faculty Senate, FAMAT and CAMAT, Executive Team, and the Board of Education. Frequent emails are sent to college beneficiaries explaining the process and referring individuals to the website where they can get more information. In 2010-11 a PowerPoint presentation, with audio, was posted on the budget website explaining the process and various components and assumptions in the proposed budget.

Beginning in April, the Budget Committee,

comprised of the Board of Education and Advisory Committee, holds advertised public meetings where beneficiaries have an opportunity to comment on the budget. In addition to planning for the subsequent year, a five-year financial projection is created. Since the state of Oregon budgets on a biennium basis, this projection allows RCC to make adjustments that will carry it through the biennium. The college's clearly defined policies, procedures and communication process in developing the budget, and the final adopted budget and planning documents associated with the budget plans are indicators of achievement in Core Theme 4, *Model Stewardship*.

2.F.4: The College ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally-accepted accounting principles and through its reliance on an effective system of internal controls. RCC meets Board Policy [IV.A.040 – Business and Non-Instructional Operations/Finance and Budget/Accounting Systems](#)¹⁶⁴ and state and federal regulation through its accounting system. Financial functions are centralized in the Budget and Financial Services Office. The Interim Chief Financial Officer reports to the Interim Vice President of College Services and President. Both administrators serve on Executive Team.

Accounting functions are managed through an integrated financial management system called RogueNet that was developed in-house specifically for community colleges and is used by 5 of the 16 other community colleges in Oregon. RogueNet is managed for the other colleges with proceeds generated from the sale and use of the service. RogueNet maintains all required accounting data for state reporting and can also support customized local reports. RogueNet supports multiple reporting options for use by budget managers and the Budget and Financial Services Office. The system provides electronic Purchase Order (POs) requests that are electronically approved by budget managers. The system provides controls that limit a user's access to proper accounts and will stop the approval of a request if budget is not available to cover the PO.

Financial records at RCC are audited by an

independent auditing firm specializing in governmental auditing. The Budget and Financial Services Office performs monthly reconciliations looking for any errors that need correction. Any corrections are made in a timely manner. The Business and Financial Services Office has been recognized for outstanding achievement by the Government Finance Officers Association of the United States and Canada.

2.F.5: Capital budgets reflect the college's Mission and Core Theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the college's Mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes. Responsibility for capital projects and facilities is delegated by the Board of Education to the Interim Vice President of College Services and Interim Chief Financial Officer. Capital planning is carried out through the 2011 College Master Plan (Exhibit C).

Bonds and Certificates of Participation: RCC may request capital project funding through a bond measure that must be approved by the district's voters. Once approved, a tax levy is assessed on the property owners within the district's boundary to cover the debt service expense. In addition to a bond measure, the College has the option to fund capital projects through the issuance of a Certificate of Participation (COP). Unlike the bond measure, with a COP the College is required to fund debt with general operating funds.

Capital Improvement Fund: RCC makes annual allocations to the Capital Improvement Fund, which provides for maintenance for repairs, minor projects and small facility-related emergency expenses. Each capital project is assigned a unique account code and is monitored by the facilities directors in coordination with the Budget and Financial Services Office. Any deviations from the approved allocations are noted and may require additional justification, demonstration of financial viability, and approval by Executive Team. If

a project is not completed within two years of its original funding date, the excess funds are moved to the emergency reserve in the Capital Improvement Fund – Maintenance. For example, in 2008-09, \$108,181 of this emergency reserve fund was used to pay for failed air conditioning units at RWC. In 2011-12, \$116,350 is being used to upgrade the aging telephone system.

In 2004, a successful bond campaign to assist with further development of campuses in Medford and White City was approved for \$24 million. A similar campaign in Josephine County for \$15 million failed in November 2006; however, \$5.25 million received from the state for renovation and deferred maintenance in 2008 was used to make much-needed improvements, especially at RWC. Of proceeds from the 2004 Jackson County bond levy, approximately \$12 million was used to pay off the TRC remodel and outstanding COPs, leaving \$12 million for RVC and other Jackson County improvements. Of the \$12 million set aside for RVC, \$4 million was used to purchase Buildings A, C, H and a small parking lot. Another \$1 million was used for infrastructure, replacement, remodeling and seismic upgrades. Approximately \$7 million funded completion of the RCC/SOU HEC.

Go Oregon Economic Stimulus Grant: The \$5.25 million in state funding was part of an initiative designed to stimulate the economy. Improvements to date have included new pavement, sidewalks and curbing; modern security systems and lighting; replacement of aging heating, ventilation and air conditioning systems (HVAC); new carpeting and windows in many buildings; and renovation of lecture halls, labs, classrooms and outreach centers. In addition, an annual transfer is made from the College Services Fund account to Capital Improvement Fund – Maintenance account to create a reserve for future maintenance projects.

2.F.6: The College defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations. Auxiliary enterprises at RCC are accounted for in Proprietary Funds. These include the Auxiliary

Services Fund and the Other Auxiliary Services Fund. Each enterprise is then designated by department codes. The Auxiliary Services Fund accounts for the Bookstore. The Other Auxiliary Service Fund accounts for the operation of ATM machines; Diesel Technology; facility rental; Friends of the Library; Gallery projects (Art); Health, Physical Education and Recreation; theater productions (Humanities); Massage (income from practice massages for Massage Therapy program); Math (calculator rentals); pay phones; RogueNet intergovernmental agreements (*Standard 2.F.4*); the Testing Centers; and Welding. The College President or designee is authorized to make fund transfers as necessary from the Proprietary Funds to support the general operation of the College.

2.F.7: For each year of operation, the college undergoes an external financial audit, in a reasonable timeframe, by professionally-qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

RCC undergoes a comprehensive audit every year by an independent accounting firm specializing in governmental audits. RCC must respond in writing in a timely fashion to all audit findings and management letters. Any audit findings or management letters are always follow-up items in the next audit. During the exit conference, the President and/or Interim Vice President of College Services, and the Interim Chief Financial Officer are present to hear the recommendations, commendations, and corrective actions suggested by the auditors yearly. In December, the auditors present the *Comprehensive Audited Financial Statements*, the audit findings, management letter and the responses to the management letter to the Board of Education's Finance and Audit Committee. A summary version of the report is also presented to the Board of Education in December.

The Government Finance Officers Association of the United States and Canada (GFOA) awarded RCC with a Certificate of Achievement for Excellence in Financial Reporting for its comprehensive annual financial report for the

fiscal year ended June 30, 2009. This was the sixth consecutive year that the College has achieved this prestigious award. To be awarded a Certificate of Achievement, a government entity must publish an easily readable and efficiently organized, comprehensive, annual financial report. This report must satisfy both generally accepted accounting principles and applicable legal requirements.

2.F.8: All college fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the college has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its Mission, the college has a written agreement that clearly defines its relationship with that organization.

The RCC Foundation was established in 1980, nine years after the College was established by local voters. It supports the College through student scholarships and direct project support at all three campuses. It is one of the largest community college foundations in the state and is recognized by the College as one of its greatest strengths in a comprehensive SWOT compiled in April 2010. The non-profit RCC Foundation, which currently manages an endowment valued at more than \$6.5 million, receives and manages gifts and bequests, sponsors fundraising events and coordinates five active public committees: (1) Awards Committee (scholarship and special projects); (2) Board Development; (3) Executive Committee (4) Finance and Investments; and (5) Gifts and Fund Development. A member of the RCC Board of Education and the college President serve as *ex-officio* voting members of the Foundation Board. Additionally there is a college staff liaison for scholarships and programs.

In Decemeber 2010, RCC and the RCC Foundation executed an MOU further defining the college's relationship with the Foundation in support of RCC's and the Foundation's Missions. While the College agrees to share strategic and Core Theme planning, priorities, environmental scans and related strategic directions with the Foundation, the Foundation will be responsible for raising, investing and managing donations, endowment funds and other contributions, grants,

gifts and transfers of property within state and federal guidelines. Presently the Foundation is coordinating efforts for a possible capital campaign. Potential goals and priorities are being discussed in association with a recent feasibility study and in cooperation with RCC and the Foundation Board in consultation with The Clements Group, L.C.

2. G. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE – PHYSICAL

2.G.1: Consistent with its Mission, Core Themes, and characteristics, the college creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the college’s Mission, programs, and services. RCC facilities and technical infrastructure support the Mission and Core Themes by building and maintaining a physical environment that provides an accessible, healthy, safe, and secure learning and working environment. In so doing, the College demonstrates principles set forth in the Core Themes: *Model Stewardship* (including physical resources), *Strengthen Our Diverse Communities* (including a safe working and learning environment); and *Promote Student Access and Success* (welcoming buildings and grounds). The College engages in ongoing efforts to enhance existing facilities and to provide space sufficient to meet beneficiaries’ needs. Three campuses in two counties cover an area that spans 4,801 square miles. The original campus at RWC is on an 86-acre wooded site comprising of 30 buildings totaling 177, 535 square feet. RVC, the urban campus, is comprised of six buildings totaling 117,175 square feet in downtown Medford; and TRC in White City comprises a 107,000-square-foot facility. The College has a 12,000-square-foot learning center in the Illinois Valley (Josephine County) and a 13,640-square-foot Small Business Development Center and art complex in downtown Grants Pass.

Deferred Maintenance

The College recently completed two years of deferred maintenance projects with stimulus

funding from the state, including renovation projects and a technological infrastructure enhancement. The \$5.25 million in stimulus funding was used to improve 11 specifically deficient areas, which have improved accessibility and enhanced the learning and working environments:

1. Upgraded an outdated, potentially unsafe main electrical service and panels to RWC’s largest building, which houses the library, learning center, art gallery, and math lab and offices;
2. Upgraded HVAC systems and equipment to energy-saving units and controls on 11 buildings at RWC, replacing equipment up to 30 years old;
3. Replaced all failing, aging decks and modified or replaced ADA accessible handrails at 17 RWC locations;
4. Replaced unsafe sidewalks and installed new access walks and ADA ramps as needed at RWC;
5. Completed renovation of a 33-year-old, tiered lecture hall/theater building at RWC. Provided a modernized learning environment for students and public;
6. Replaced over 100,000 square feet of deteriorating carpeting throughout the district;
7. Installed new asphalt on eight underdeveloped parking lots at RWC, providing a total of 788 paved parking spaces. Upgraded all parking lot lighting and added additional lighting for a safer and more secure environment;
8. Replaced or repaired seven roofs on buildings district-wide;
9. Replaced over 200 single-pane, uninsulated windows with energy-efficient, double-glazed insulated units;
10. Renovated kitchen entry, dining hall and classrooms of the 12,000-square-foot IVBEC and IVLC; and,
11. Upgraded the main underground fiber backbone of the technology infrastructure at RWC, installed internal network cabling in several buildings district wide, and upgraded phone infrastructure and security cameras in many locations.

In addition to providing safer and more enhanced learning environments, RCC has begun to reap

the benefits of energy savings from the improved facilities and equipment. Future deferred maintenance projects, upgrades, replacements and renovations will be planned in consultation with the new digital database of all campus buildings and program areas created through the 2010-11 facilities planning process and recommendations. A Performance Arts/Physical Education renovation and new bookstore at RVC have already been completed pursuant to recommendations from the *CMP* in Section 4.0, RVC, (pp. 39 and 41).

2.G.2: The College adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

RCC is proactive in safe use, storage, disposal and monitoring of hazardous and toxic materials. In 1997, RCC did a comprehensive cleanup of all hazardous materials. RCC has since developed an online training testing module for staff as it relates to proper handling and storage of hazardous or toxic materials. RCC complies with OAR, Chapter 437, Division 155 (Hazard Communication), to ensure (1) that the hazards of all chemicals produced or imported by chemical manufacturers or importers are evaluated and (2) that information concerning their hazards is transmitted to affected employees.

This transmittal of information is accomplished by means of a Hazard Communication Program. This law was developed as part of the “Employee Right to Know Act,” which makes access to information on hazardous chemicals possible. The Hazard Communication Program is designed to assist in locating more comprehensive reference materials. Program and training describe the requirements of OAR and ways employees may benefit from the information. This information is also reviewed with new employees at new employee orientation.

2.G.3: The College develops, implements, and reviews regularly a master plan for its physical development that is consistent with its Mission, Core Themes, and long-range educational and financial plans. In April 2011, the RCC Board of Education received and reviewed the completed *College Master Plan* prepared by the College with Opsi Architecture and Abell Architectural Group (Exhibit C). The process was inclusive of faculty,

students, administrators, Board members, the RCC Foundation and community members representing a wide range of viewpoints. Significant background development was completed on campus facilities including a digital database of all campus buildings and program facilities, which allows for a better understanding of current facility capacities. The *CMP* also focused on academic trends and financial feasibility. A variety of master plans, strategic plans, the new Core Themes, and other campus planning documents were reviewed in the planning processes (*CMP*, p. 11).

In the final analysis, a student-centered, instruction-oriented, facilities-directed plan was created that offers a snapshot of current reality with a focus on movement towards a 21st century community college. This vision includes, among other content, technology and multi-media classroom delivery, globalization, distributed asynchronous learning, multi-cultural personal and social connections, student achievement based on learning outcomes, “real world” interaction and application of learning, data-informed and research-driven plans, programs and services, and multiple social and emotional literacy opportunities. These qualities are captured in institutional planning (*Standard 3.A*) and Core Theme planning, assessment and improvement processes (*Standards 3.B, 4.A. and 4.B*). The *CMP* will be used in annual planning assessment processes and it will be an important document for reference in future fundraising efforts.

2.G.4: Equipment is sufficient in quantity and quality and managed appropriately to support college functions and fulfillment of the college’s Mission, accomplishment of Core Theme objectives, and achievement of goals or intended outcomes of its programs and services.

The College has processes and resources for managing sufficient equipment to support various instructional and operational equipment needs. Instructional Services and the ATC in collaboration with the Instructional Media Department (IM) are responsible for instructional media equipment. Operational equipment and other classroom equipment needs are handled by College Services and include planning and equipment needs ranging from furnishings to teaching apparatuses or for new or remodeled space. Equipment may also be

needed for special events or for replacing/repairing normal wear and tear.

Instructional Media Equipment: IM is responsible for providing and maintaining the following equipment and related support services:

- IT for all classrooms and common areas within the district as well as lending media production equipment for on-and off-campus use;
- Course Management System (ANGEL™) software for distance and blended learning;
- An Instructional website that allows faculty to post educational resources including streaming digital media for students; and,
- IP Video connectivity between three class/meeting rooms on each campus and one multi-use room at IVLC.

IM Classroom Standards: In 2006, as instructional technology evolved from primarily analog to digital, a set of [IM Classroom Standards](#)¹⁶⁵ was developed and has since been updated to reflect advances in technology and teaching methodologies. The guidelines provide for three levels of classroom support with the current minimum standard: a networked computer, DVD playback, audio support and video/data projection, overhead projector and wall screen. More advanced systems with podiums that include the basic components, along with document cameras, interactive display panels, and inputs for laptops and touch screen control panels are added to classrooms as budgets allow. Classroom standards are maintained to assure consistency for faculty teaching in multiple classrooms at multiple campuses. Basic operating instructions and technical support phone numbers are provided in all classrooms and meeting spaces. Training and support include online video tutorials, one-on-one and small-group training.

IM Hours of Operation: Media centers are located on each campus, and staffed by full-time classified technical support staff, instructional media technicians and student assistants. Hours of operation are dictated by need, but support is generally available from 7:30 a.m. – 9:30 p.m., Monday through Friday.

User Input: A number of processes are used to solicit input from program and service areas in an effort to provide users with an effective and efficient range of instructional equipment and services. IM staff work closely with the Director of Curriculum and Scheduling, who maintains a database of classroom attributes and attempts to match faculty requests for specialized instructional equipment with suitably equipped rooms. Requests for the delivery of portable equipment are tracked to determine the need for permanent equipment installations. Input from users is provided through user requests for specific types of equipment or consultations that involve reviewing instructional strategies and offering alternatives for meeting those objectives. IM staff regularly consult with program and service area users involved in planning for the construction of new or remodeling of existing facilities.

Typical Classroom Furnishings: The condition of desks/tables and student chairs is monitored by facilities staff on each campus in the routine performance of duties. Faculty or staff who note damage or need for cleaning can submit a work order to the Facilities Department outlining the need. Typical non-technical classroom teaching equipment (whiteboards, board cleaning cloths, teacher podiums, teacher stools) are also monitored by the department, although thin staffing affords only occasional attention to each room per term. Teachers are supplied with whiteboard markers by department secretaries, but are asked to not leave them in the rooms. Staff who note classroom improvement needs can also relay that information to the campus ad hoc management committees with responsibility for monitoring that facility.

Prior to the beginning of each term, facilities staff reset the appropriate number of tables and chairs in each classroom. While the term is in progress, instructors are asked to return room arrangements and room furniture (if shifted from other locations) to original locations.

Other Classroom Equipment: A college-wide inventory of classroom instructional equipment is kept for accounting purposes, but it does not include a repair or replacement schedule. Each department whose curriculum requires specialized equipment monitors the supply and condition of

that equipment. Similarly, department instructors are aware of changes in technology and may propose or request necessary upgrades.

Operational Equipment: The College supports departments in maintaining necessary equipment for various activities that meet industry standards. Leased equipment is often the most cost-effective way to allow for the upgrade of equipment before it reaches the end of its usefulness. An example is the leased copiers throughout the district that were just replaced in July 2011. For other key equipment, RCC carries maintenance contracts and and/or enforces policies that include maintenance and safety. The College has an annual budget for necessary operational equipment, including maintenance and repair. Also, see *Standard 2.F.5*.

Technology Fund: When upgrades or repairs are necessary, two methods allow for requesting funds. In 2003-04, the college began affixing a Technology Fee for students carrying specified credit loads. Seventy-five percent of the total collected is allocated for computer technology (computer labs, desktop computers, software and peripherals for example) and 25 percent is devoted to non-computer technological needs such as welding cutting machines, mannequins for nursing or EMT training, car brake lathes, a sound system for the jazz band, autoclaves for science prep rooms, and gym equipment. The computer upgrade and replacement decisions are made at each campus level, with computer technician staff in lead advisory roles. Student lab needs are always the first priority, along with college-wide software licenses. These allocations and this process have allowed RCC to have a roughly four-year turnover on nearly all college computers, keeping both students and staff operating on recent, serviceable equipment.

Non-Computer Technology Fund: Faculty from multiple disciplines sit on a committee to allocate the non-computer technology fee funds. They solicit upgrade and replacement needs from instructional departments and prioritize those requests within the budgeted amount. In cases

where a request exceeds budget, the committee frequently banks half the funds for the item and combines that resource with the next year's funds (available as an advance each fiscal year on July 1), purchasing the item prior to fall term classes. Sometimes grant or other funds are also identified that can be used in leverage. Since inception of the technology fee, the majority of these non-computer technology needs have been met within the budget available. Staff who serve on the committee find it the most rewarding committee work at the College, meeting many needs very efficiently. During 2009-10 and 2010-11, these funds were banked to offset budget shortfalls, but emergency replacement and repairs were also funded, as necessary.

Budget Equipment Allocation Process: In 2010-11, a new process was developed for departments to request budget allocations for equipment or facility modifications that exceed the non-computer technology fee scope such as a new lift system for automotive or re-wiring of the welding building to accommodate more welding machines. These large expenses need actual budget allocations and are considered in establishing the overall budget. This process will be included as part of the revised annual program evaluation in the Instructional Services division, feeding needs directly into the following year's budget-building process.

Donations: In collaboration with the RCC Foundation — a 501(c)3 organization, department/program advisory committee members and other community partners, the College receives donations of industry-specific, workplace equipment. The Foundation ensures that donors receive a tax deduction and appropriate acknowledgment for their gift. Meanwhile, students have an opportunity to learn with updated equipment that the College may not otherwise be able to afford. Examples of such gifts include vehicles for the EMT, Fire Science, and Automotive programs; electronic hospital beds; dental software; and electronics laboratory equipment.

STANDARD 2.G – PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE-TECHNOLOGICAL

2.G.5: Consistent with its Mission, Core Themes, and characteristics, the college has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered. RCC Information Technology (IT) is charged with oversight of most district technology resources, including:

- Network Infrastructure, both Local Area and Wide Area
- Administrative Information System (AIS) Applications Development and Maintenance
- Internet Connectivity and Website
- Email and Outlook Web Access (OWA) Email
- Desktop Applications
- Student Computing
- Hardware and Software Maintenance
- User Support

IT is organized into four departments:

1. **IT Programming Services** – Staffed by one Coordinator, and five Programmer/Analysts; charged with AIS design, development, implementation, and support.
2. **IT Internet Services** – Staffed by one Director, one Programmer Aide, and one Telephone Technician; charged with website development and telephone operations.
3. **IT Network Services** – Staffed by two directors, five Network Administrators, and ten Computer Lab Tutors; charged with all network infrastructure design, development, implementation, and support, as well as student computer lab support.
4. **IT User Support Services** – Staffed by four Help Desk Technicians; charged with end-user Help Desk support.

The three RCC campuses are interconnected through lines leased from Charter Communication, operating at 1000MB. Each campus has at least

one dedicated server room, each with dedicated electrical circuits and heating/cooling. On campuses, the inter-building connectivity is via 1000MB fiber optic line, while desktops are served with copper connections operating at 100/1000MB. Network infrastructure active electronics are typically HP platforms. Network servers are typically Dell Intel platforms, running Microsoft operating systems. Network electronics and server systems are added and/or upgraded as deemed necessary by IT. Internet connectivity is made via a 50MB connection to Charter Communication. The campus firewall is a FortiNet FortiGate, preventing unauthorized access to internal devices.

System availability is regularly monitored by Network Services staff. A regular maintenance window is reserved from 3–7 a.m. every Thursday. Nightly backups are conducted via “cloud” backup, meaning backup storage is reliably offsite. In case of catastrophic failure at any campus, the other campuses are capable of being quickly configured to take over interim operations.

User computers, both employee and student, are typically Dell Intel platforms running Microsoft Windows operating systems. A few employees use Apple Macintosh computers. Office productivity packages are Microsoft Office Suites™. Multiple Dell/Windows student computer labs are provided at all campuses, and a Macintosh student computer lab is provided at RVC. The standardization on HP, Dell, and Microsoft technologies allows IT staff to maintain a reasonable level of expertise, as well as to keep hardware and software support at manageable levels.

2.G.6: The College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and college operations.

Training is typically conducted on an individual basis, as well as through occasional group training during inservice or department meetings, as requested. User Support Services provides such trainings as appropriate. New employees receive basic training during their incoming orientation, addressing specific needs according to their assigned positions. Ongoing support is available

to employees at all campuses via User Support Services. Trained technicians are on call from 8 a.m. to 5 p.m., Monday through Friday. Support is available onsite at all student computer labs during open hours.

2.G.7: Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services. A committee named IT3 (Institutional Technology Think Tank), comprised of members from every area of IT, IM, and Computer Science, meets weekly. IT3 addresses immediate technology issues, engages in brainstorming and troubleshooting, and undertakes systems design and planning.

2.G.8: The College develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services. The IT area, particularly Network Services and User Support Services, regularly communicates and interacts with all departments to ensure accurate forecasting

of technology needs. A Technology Fund committee operates at each campus, gathering user technology needs from IT and prioritizing those needs against available funding.

Equipment replacement is on a typical four-year cycle. In 2009-10, RCC's 10-year old computer network communications infrastructure was overhauled, including new fiber optic lines, new cables and new servers. The telephone system was replaced in spring 2011. Both projects were funded with dollars received from 2008-09 state economic stimulus funds.

CONCLUDING REMARKS

Responses to the above-referenced standards represent a summation of the human, physical, and financial resources and capacity which substantiate the college's ability to fulfill its Mission. Administrators, faculty and staff have continuously demonstrated stewardship, excellence and innovation in balancing the effectiveness and efficiency of the programs and services delivered to achieve the college's purpose. Learning and teaching are Job One, and the work is results-oriented, flexible and sustainable.

CHAPTER THREE COLLEGE PLANNING



If we can know where we are and something about how we got there, we might see where we are trending--and if the outcomes which lie naturally in our course are unacceptable, to make timely change.

– Abraham Lincoln

EXECUTIVE SUMMARY

In this chapter, the College describes its planning, assessment, and decision-making processes including the Emergency Operations Plan (3.A.5). Eligibility Requirement 23 on College Effectiveness is demonstrated here and in *Chapters Four and Five*. The *2008-12 Strategic Plan*¹⁶⁶ has been a highly effective, meaningful and systematic framework for comprehensive planning. New Board-adopted Core Themes were developed and implemented in 2009-10 and will be the framework for future college planning efforts. Therefore, as the College prepares for future strategic planning cycles in *2012-15 and 2015-19* respectively, Core Themes will be integrated as overarching goals (3.A.1, 3.A.2). Broad-based input into college planning and assessment processes is also described in this Chapter, as is information about specific existing and developing performance indicators the College uses to measure success (3.A.3, 3.A.4). Core Theme Planning Standard 3.B is covered in *Chapter Four*.

Through careful analysis and integration of both strategic and Core Theme planning, a pattern of connectivity between present and future strategic initiatives is emerging. Four basic assumptions are central to RCC's approach to planning:

1. The process is as important as the plan.
2. Success depends on supportive leaders, good communication, regular assessment, and knowledge of the college culture.
3. The goal of planning is continuous improvement and necessary change.

4. For maximum efficiency, planning should always include consideration of available resources and capacity. (Ruben and Tromp, 2010).

A college planning flow chart centered on CEC guidance is provided on p. 110.

STANDARD 3.A- COLLEGE PLANNING

3.A.1: The College engages in ongoing, purposeful, systematic, integrated and comprehensive planning that leads to fulfillment of its Mission. Its plans are implemented and made available to appropriate constituencies.

RCC develops, implements, monitors and maintains college-wide plans to efficiently and effectively fulfill its Mission. These plans include the whole gamut from financial and facilities planning, to academic and distance learning planning, enrollment and persistence planning, to learning outcomes, and to individual professional growth plans. RCC attributes excellent leadership, continuous communication, an inclusive culture, and distinct assessment procedures to its current and past progress and achievements. The president and vice presidents, the Board, CEC, Executive Team, and ATC, guide development and implementation of plans and processes, and communication is critically important. As documented in this Self-Study, assessment includes analysis of functions (programs and services) and synthesis of interests (purposes and plans). Assessment examines the planning process *and*

the implementation of plan activities. Setting and meeting outcomes is vital to the overall success of RCC planning.

The planning framework includes Mission, Vision, Core Values, *2008-12 Strategic Plan*, and Core Themes. These are statements about purpose, principles, and future and are subject to review. Planning incorporates needs and expectations of beneficiaries and constituents (or stakeholders) who contribute to planning. Using the planning framework in collaboration with stakeholders, next steps are an environmental scan, goal adjustment or setting, establishing strategic objectives and action plans, and creating the actual “plan.” The plan serves as a visible symbol of the chief planning process and documents, which at RCC has traditionally been the Strategic Plan.

An important part of the strategic planning process from the 1990s to 2011-12 has been an annual review of progress and achievements. Results have typically been recorded in the *Assessment of Strategic Goals and Objectives*¹⁶⁷ which is systematically generated by CEC, shared with Executive Team, the Board, and other college constituents, and sets the annual cycle anew.

College Effectiveness Council (CEC)

CEC serves as an oversight/liaison team to communicate and ensure that purposeful, ongoing planning, assessment and improvement processes are integrated and aligned for effectiveness. CEC’s mission includes providing guidance of strategic objectives in support of goals and themes. The Council also guides development and/or identifies relevant data, performance indicators, and other key information and reports to engage and assist beneficiaries in carrying out purposes and plans. CEC provides oversight on compliance with accreditation standards and processes. The Council orchestrates annual planning and assessment processes; it reports results and recommendations for review and action. Currently a Strategic Plan Subcommittee appointed by CEC is working on details associated with a CEC-adopted recommendation to integrate strategic planning and Core Theme planning in the upcoming 2012-15 and 2015-19 planning cycles.

Reporting and Membership: CEC reports to the President, Executive Team and Board. A quarterly newsletter provides updates on CEC activities to college beneficiaries via email and posting on the CEC website. The Council meets monthly and holds special sessions as needed. Membership includes representation from faculty, classified, and administrative staff, including Instructional Services, College Services, Institutional Research, Student Services, and the President’s Office. The chair is appointed annually by the president and serves as liaison to the president. CEC committees may require involvement of other personnel on an *ad hoc* basis.

Present and Future Planning Expectations

The *2008-12 Strategic Plan*, including Mission, Vision, Core Values, Strategic Directions, Goals, Objectives and Action Plans, *Summative Reports* and *Annual Assessment Reports*, has traditionally been the central, foundational force for work on Mission fulfillment. In 2009-10, in accordance with NWCCU’s revised standards, Core Themes became an addition to the internal planning framework. (*Board Policy I.A.010-Mission and Membership/Mission-Vision-Core Values-Core Themes*).¹⁶⁸

In 2011-12, RCC continues to reshape its overall planning process to integrate strategic and Core Theme planning. The goal is to eventually have a combined, Mission-driven set of Core Themes and Strategic Objectives to be developed in the 2012-15 planning cycle. It is anticipated this revised framework will provide solid direction for faculty, staff and administrators who presently set individual, department, or division-level goals based on the *2008-12 Strategic Plan*. A combined approach will systematically increase efficiency in resources and capacity as well as programs and services. These efficiencies will subsequently result in a more successful college with common purposes, plans, goals and intended outcomes—all leading to Mission fulfillment.

The Strategic Plan Subcommittee, including three administrators and two full-time faculty representatives, began meeting in February 2011. They have been discussing necessary steps for facilitating the integration of Core Themes into the Strategic Plan to coincide with completion

of the *2008-12 Strategic Plan* in summer 2012. The subcommittee's recommendation has been reviewed and approved by CEC pending refinement of next steps, including timelines, individual and group assignments and processes. Executive Team reviewed the recommendations in August 2011, and the final proposal will be discussed with the Board of Education at its September/October meetings and retreat. In addition, a special Board of Education Program meeting on October 11, 2011, will be devoted to the topic of "Measuring Success." CEC's presentation will include information about efforts to strengthen existing plans and processes through verifiable indicators of achievement. CEC's recommendation is described under *2012-19 Proposed Planning Process* (p. 95); however, before moving forward, it is helpful to review the steps that led to the *2008-12 Strategic Plan* development and implementation process.

2008-12 Strategic Plan Development Process

In 2007-08, RCC launched a college-wide process that included a Strategic Planning Steering Committee whose role was to oversee the process, collect input from stakeholders, examine work products and make recommendations to the Expanded Executive Team (Executive Council), which at that time included all college managers, along with faculty, classified and student representatives. Recommendations were forwarded to the Board for review and discussion. The Steering Committee was chaired by the president and included a designated Board representative; faculty, classified, management and student representatives; and five key community leaders from Josephine and Jackson Counties. Current Mission, Vision, and Core Values were analyzed and strategic issues were identified for use in developing specific, measurable and timely strategic plan goals and objectives. The result was the *2008-12 Strategic Plan*, adopted by the Board in June 2008. That Plan has guided Mission-critical efforts for the past three years. The process was coordinated by the Grants and Planning Coordinator, based on past RCC practices and "the Ten Classical Steps" for strategic plan development from Bryson (2004). Faculty and staff who were not members of a team were informed of progress and solicited for input through

department meetings, planning teams' meeting minutes posted on the website, by email, through the CEC quarterly newsletter and at fall and spring inservice.

Overview of 2007-08 Planning Exercises

Exercise 1 (Subcommittee Assignment) Identify

College Mandates: Internal mandates included 2004 successful bond election for Jackson County facility development. External mandates included compliance issues (local, state and federal policies, laws, codes and/or regulations; the state charter; and accreditation standards).

Exercise 2 (Strategic Planning Steering Committee Assignment) - Identify Stakeholders:

A *stakeholder* was defined as "any person, group or organization that can place a claim or interest in RCC resources, programs and services." (Bryson, 2004).

Exercise 3 (College-wide Assignment) - Vision:

At Fall 2007 inservice all faculty and staff engaged in a visioning exercise. Results were posted and used to kick-off the work in Exercises 4-8.

Exercise 4 (Planning Teams' Assignment) -

Environmental Scan: A two-part review was conducted to (1) identify key educational and socio-economic trends and data; and (2) identify Strengths-Weaknesses-Opportunities-Threats (SWOT).¹⁶⁹ These were collected, shared and discussed among teams.

Exercise 5 (Planning Teams' Assignment) -

Mission, Vision, Values: Teams reviewed and made recommendations for revisions of the 1998-99 Mission, Vision, and Values statements, which were synthesized by a group of team representatives.

Exercise 6 (Planning Teams' Assignment)-

Strategic Issue Development: Each team identified strategic issues to be faced during 2008-12. The four teams met for an all-day retreat to review and choose the final slate of strategic issues from those identified by each team.

Exercise 7 (Planning Teams' Assignment) -

Goals, Objectives, and Performance Measures: Six goals (see Preface, Addendum 1, pp. 9-11) were established and goal champions were assigned to develop objectives, measures of success and an action plan.

Exercise 8 (Planning Teams' Assignment) - Evaluating the Selection of Objectives: CEC and Executive Team reviewed each objective, identified priorities, and established six college goals.

Exercise 9 (CEC Assignment) - Reassess Strategic Plan and Strategic Planning

Process: Every summer CEC meets with champions of the six goals and Executive Team to assess achievement in an all-day meeting. Accomplishments and recommendations are captured in a detailed report presented to the Board by September/October and shared with the college community by email, at inservice, and online.

The assessment also includes discussion regarding the planning process. The Board reviewed and approved the 2011 assessment report on October 20, 2011.

Strategic Plan Expectations

The purpose of the exercises which led to the development of present Strategic Plan Goals A-F (below) was to help the College envision and carry out strategic direction. The *2008-12 Strategic Plan* has guided fundamental decisions and actions that are responsive to relevant challenges and opportunities. It will be aligned and integrated with Core Theme objectives in the next planning cycle.

Elements of success have included communication, engagement, commitment and action by and between beneficiaries. The last update to the *2008-2012 Strategic Plan* is scheduled for review and approval at the September 20, 2011 Board meeting and is based on a June 14, 2011 annual assessment.

The original six goals have been maintained, while slightly amended over the past two years to better reflect college priorities and the addition of Core Themes. These revisions were approved by CEC on July 26 and by Executive Team on August 22, 2011. Core Themes and objectives were assessed by CEC/Executive Team on July 20, 2011. The *Core Theme Assessment Report* will be finalized this fall and shared with the Board at a special October 11th Program meeting titled, "Measuring Success." Core Theme assessment results are also discussed here in *Chapters One, Four and Five* and were shared with the college community for review and input by email, on the website and at fall 2011 Campus Council meetings.

Connecting College Goals and Core Themes

A review of the goals in the *2008-12 Strategic Plan*, shows the Core Theme connection organically developing:

Goal A – Culture: "Develop and sustain an agile and inclusive culture that values learning and teaching, unifies and inspires staff, faculty and community members, spotlights campus strengths, and utilizes resources effectively."

Connections to the Core Themes and possible future plan integration may include *Model Stewardship* and *Strengthen Our Diverse Communities*.

Goal B - Quality Education - Advance Student Learning: Revised in the 2010 assessment process—another clear and deliberate connection to Core Theme 2, *Advance Student Learning*.

Goal C - Career Pathways: "Enhance students' ability to move through their education and into the workforce by adopting a systemic pathways philosophy and framework within the College that is supported by our partners in education, workforce development, and industry."

This goal has a strong connection to these themes: *Promote Student Access and Success*; *Advance Student Learning*; and *Strengthen Our Diverse Communities*.

Goal D - Data-Informed Decision-Making: "Strengthen RCC's research and data processes to inform decision-making and improve the effectiveness to better serve both its internal and external communities."

This goal remains crucial to success of planning efforts and decision-making processes college-wide. An important challenge and opportunity for CEC is to identify a few clear and distinct indicators that faculty and staff may use as a "dashboard" in future planning efforts and processes. Narrowing hundreds of indicators to 26 in the past year through the Core Theme planning process is indicative of important progress on this goal.

Goal E - Student Access and Success: "Promote full access to and success in courses and programs supported by marketing, partnerships, and targeted services."

Another clear and deliberate connection to Core Theme, *Promote Student Access and Success* has been addressed in this goal.

Goal F - RCC/SOU Partnership: “Strengthen the RCC/SOU partnership.” The college’s partnership with Southern Oregon University is unique in the way education is delivered and resources are coordinated and maintained through the sharing of the HEC on RVC. This partnership is connected to all four Core Themes.

2012-19 PROPOSED PLANNING PROCESS

On July 26, 2011, the Strategic Plan Subcommittee presented recommendations to CEC for integrating RCC’s strategic planning and Core Theme planning processes in 2012-19. The recommendation is being developed for review and approval by Executive Team and the Board of Education for implementation in 2011-12. The rationale for the recommendation is to strengthen existing processes and plans.

Rationale

In complying with revised accreditation standards, RCC experienced some duplication of process and effort in 2010-11 between the six goals (above) and the four Core Themes. Both planning processes require strategic objectives. Both have champions. Both require action plans, identifiable indicators

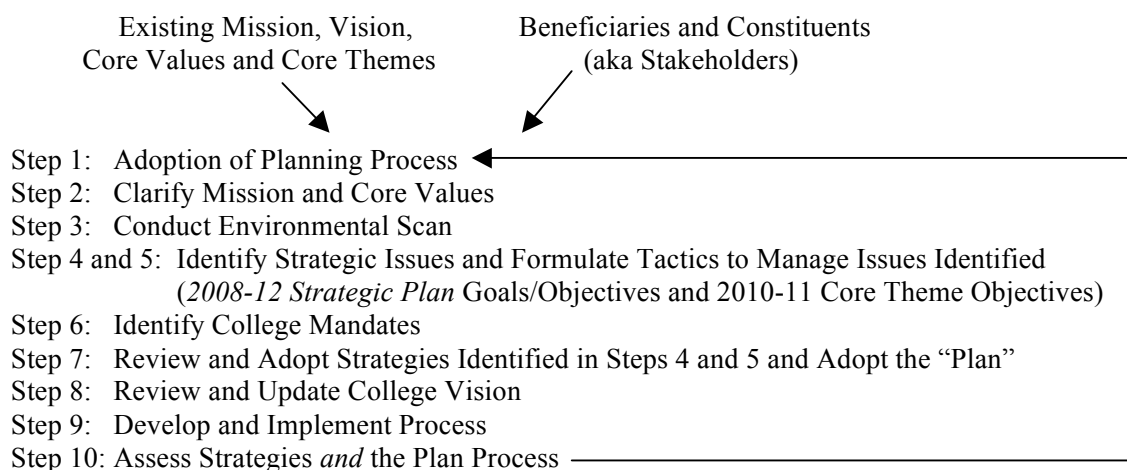
of achievement and attention to assessment. The overlap is clear; however, the College determined there was merit in completing the *2008-12 Strategic Plan*, while simultaneously running the course on the first year implementation of the Core Theme work. Meanwhile, the CEC subcommittee began working to develop a process to integrate the two efforts as the *2008-12 Strategic Plan* cycle nears an end in 2011-12. Until then, the two processes will continue as the new process is being developed and adopted. The recommendation is based on the strengths of previous plans and past experience. To align with the biennial accreditation process, a three-year plan and a subsequent four-year plan will be developed and implemented.

2012-15 Plan: The three-year Plan (2012-2015) will include *continuation of the current* Mission, Vision, Core Values, and Core Themes.

2015-19 Plan: The four-year Plan (2015-2019) will include a *review and updates* to the current Mission, Vision, Core Values, and Core Themes, as required in the analysis.

Bryson’s “Classical Ten Steps” described (in part) in the “*2007-08 Planning Exercises*” (Figure 8) will be similarly applied to each new planning cycle, which will be guided by Mission, Vision, Core Values, and Core Themes. Planning always includes input from a broad range of representative stakeholders.

Figure 8: Planning Procedures



2012-15 Environmental Scan

CEC will spearhead another environmental scan during fall term 2011, using trend information collected in the *President's Annual Employee Climate Survey (2011)*¹⁷⁰ and including a review of the 2010 Strengths-Weaknesses-Opportunities-Threats analysis with various councils and committees. This will set the stage for development of the 2012-15 Plan. In the president's survey, one of four questions included a request for information about perceived local, state and national trends which were summarized as follows:

1. Increasing enrollment in distance education courses and programs.
Note: Increasing fuel costs (indicator of continued trend).
2. Consolidation of online courses within state to lessen competition.
Note: Increasing availability for classes on the World Wide Web (indicator of competition).
3. Decreasing federal and state budgets
Note: Develop new/creative options for supplementing the budget.
4. Downturn of economy and lack of employment.
Note: Keep abreast of skills and education required for changing future jobs; and create local farming and small business opportunities in the region.
5. Advancing technology.
Example: Ipads in libraries; training on sophisticated cell phones.
6. Increasing high school dropouts.
Possible Cause: Drain of resources on local public schools.

Strategic opportunities and challenges that emerge from this process will be paired with the 2011 assessments of strategic and Core Theme planning goals and objectives.

Established Practices

Following established practice, champions will be assigned one or more strategic objectives and will (with the assistance of their chosen teams) provide action plans detailing how the objectives will be implemented, measured for success, and communicated. Minor revisions will be made to

strategies and action plans based on progress, achievement or change in direction. All will be reviewed and approved by Executive Team and the Board of Education. Some of these current established practices include:

Quarterly Updates: *Progress reports*¹⁷¹ from champions and their teams are submitted to the Grants and Planning Coordinator for presentation to CEC, Executive Team and the Board of Education. Reports include progress made on achievement of intended outcomes based on annual benchmarks and other indicators of success, identifiable strengths and opportunities and proposed changes or next steps.

Annual Action Plan(s):¹⁷² An action plan is prepared for each goal or theme by the assigned champion and his/her team. This plan illustrates the communication plan, resources needed, specific tasks, anticipated benchmarks or milestones (measures of achievement), individual and group assignments and completion dates. The Annual Action Plan represents an integral part of the process to ensure the probability of effective implementation of the plans.

Annual Assessment and Reporting: Goal champions' action plans are culminated in a comprehensive annual *Summative Report*¹⁷³ typically completed in late spring. The *Summative Report* is used when goal champions meet with Executive Team and CEC in summer to assess their plans and goals. An annual *Assessment of Strategic Plan Goals and Objectives* report is completed, reviewed, and approved by CEC and E-Team before being presented to the Board of Education for review and discussion at its September/October meeting.

Communication

Annual division and department-level planning, including individual performance evaluation processes, is ongoing: (1) assess; (2) identify strengths and area for improvement; (3) plan improvement projects/action plans; (4) implement projects; (5) complete projects; and (6) analyze impacts and incorporate results in subsequent action plans. The vice presidents are goal and Core Theme champions. They work closely with each other and their divisions, departments, and councils

to achieve and measure success. Past year's achievements are announced at all-staff gatherings, at Board of Education meetings, in College Councils and Executive Team meetings and in monthly and/or end-of-year email communication to the college community.

Major college achievements and challenges are often also identified in the catalog, class schedule, and annual budget message, as well as in faculty handbooks and in a letter to staff with their annual employment contracts. A press release is also prepared for local media on outcomes and achievements. Planning efforts are in place to ensure that Mission fulfillment is guided by Core Themes.

3.A.2: The College's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies. Planning processes at all levels are widely understood, easy to access, and directly impacted by Mission and Core Themes. Board Policy *III.A.040 Administrative Regulations/Staff Advisory Functions*¹⁷⁴ mandates the president to maintain open channels of communication with faculty and staff and to consider counsel, especially from groups representing large segments of faculty and staff. These stakeholders or their representatives are included in planning and development of procedures and processes which may affect them.

The Board is actively involved in planning, assessment, and overall strategic direction through participation in and review and approval of college goals and objectives, budget, facilities, instructional and student services plans. They participate on various subcommittees, including facilities, finance, audit, legislative, and Foundation. Board members engage in monthly meetings, special sessions, annual retreats and an annual self-evaluation process. The Board receives regular reports from various divisions and departments, advisory committees, and faculty, student and classified representatives at monthly meetings and at quarterly program meetings. Program meetings typically cover in-depth information on topics like learning outcomes, distance learning, emergency preparedness, student safety, Faculty Senate, various programs, services, and plans upon request

and/or recommendation by the President and Executive Team.

Broad-Based Planning Processes Exemplified

In addition to the interaction and dialogue between the College and the Board, opportunities for input by stakeholders in comprehensive planning processes are provided in a few examples:

2007-08 Strategic Plan Process: The 2007-08 planning included broad-based team representatives from faculty, staff, students and administrators, the Board and business and community partner representatives who committed to the monthly meetings.

2007-11 Learning Outcomes Development Process: Since 2007, RCC has sent teams of faculty and administrators to the White Water Institute for a four-day session every summer. White Water is a non-profit organization based in Oregon and led by educators with extensive backgrounds in teaching, curriculum design, and leadership. Two of the founders, Ruth Stiehl, Ed.D., Professor Emerita of Oregon State University, and Don Prickel, Ph.D., Professor Emeritus at Oregon State University, have worked with the college teams for years in various faculty development initiatives.

In 2009, to increase awareness about the importance of student learning outcomes and assessment, Dr. Stiehl was invited to RCC to broaden knowledge about learning outcomes and associated assessment process in a general session at fall inservice. She also worked exclusively with faculty in a daylong workshop. At commencement, as a follow-up, faculty and staff from Instructional Services were asked to jot down ideas about what they believed contributed to the success of the graduates in front of them. That input easily divided into six categories: Communication Skills, Critical Thinking, Persistence, Application of Knowledge, Approach to Learning and Personal Growth. These categories formed the basis for present Institutional Learning Outcomes (ILOs).

In 2010, a college team presented RCC's ILOs, descriptions of the indicators that could be used to assess students' mastery of those outcomes, and the beginning of a model for outcomes assessment at White Water. In 2011, two department chairs

shared RCC's assessment model for measuring achievement of ILOs, which had been developed over the past year. They described the current visions of the process for collecting data and feedback and identified ways the data will be used to provide for both program and individual course improvement (also described in *Chapter Four* under the Core Theme *Advance Student Learning*. Drs. Prickel and Stiehl *praised the inclusive nature of the RCC ILO development process* and the breadth and depth of result. RCC's work was described as "exceptional" and "unique" compared to other community colleges they have worked with. As a result, *three RCC faculty have moved into leadership positions at the White Water Institute.* (Emphasis added).

Preliminary Work on Learning Outcomes for Student Services: At the 2011 workshop, two additional team members from Student Services also presented preliminary work on mapping student outcomes. This connection between Instructional Services and Student Services on ILOs will be strengthened during 2011-12 and used to improve program and service learning outcomes.

2008-09 Development of Faculty Senate: Approximately 40 faculty representatives and two vice presidents are members of the Faculty Senate, formed in 2008-09. The Senate's mission is "to pursue empowerment, excellence, diversity, equality, dignity, respect and integrity through thoughtful leadership and envisioning in all areas of teaching, learning and academic freedom." This group of college constituents provides another important venue for shared governance at RCC. Faculty Senate representation and input are being incorporated into planning efforts.

2008-09 Marketing Audit Process: In 2008-09, the Marketing Department engaged in a professional study performed by [Propeller Communications](#).¹⁷⁵ This audit included brand positioning, student interviews, usability testing, and evaluation of materials, graphic standards, and planning workshops. Workshop participants included faculty, staff, and current and prospective students. Students enrolled in degree and certificate programs, community education, CE, and academic skills were in the mix. Other

participants included high school principals, high school students' parents, and community business leaders. Recommendations from the audit have been incorporated into current marketing plans and processes.

2008-09 and 2009-10 Financial Planning

Workshops: The former Vice President of College Services/Chief Financial Officer hosted annual all-day financial planning sessions in the past two years. These sessions included faculty, staff, Board members, and students. In 2008 the workshop was a facilitated appreciative inquiry process—to provide a more affirmative and inclusive approach to financial planning. The 2009-10 workshop included opportunities for participants to create budgets based on ideas generated by their various groups. Some of the ideas generated are listed here. Many of the suggestions are presently being explored.

- Consider differentiated tuition
- Decrease cost of textbooks
- Consider fees for admission and tutoring services
- Provide summer term contracts for faculty willing to work at part-time costs
- Provide tiered employee benefits
- Support RCC Foundation in fundraising efforts
- Provide flexible/creative compensation or workload packages
- Manage enrollment for programs vs. cost and return on investment
- Analyze revenue and expenditures for all departments
- Increase course capacities (class size) across the board
- Present early retirement incentives

The president and Interim CFO welcome suggestions for building efficiency and decreasing inefficiency and have created a website for posting ideas at <http://www.roguecc.edu/president/BudgetBoard/>. In addition, the president schedules informal, quarterly, all-college question and answer sessions via videoconference for this kind of dialogue. In the spirit of the theme, *Model*

Stewardship beneficiaries are welcome to propose ideas any time through “open doors”.

2009-10 Core Theme Development Process: A process for establishing themes was initiated by CEC in summer 2009. A group of approximately 80 faculty, staff, students, Board and administrators participated in an all-day affinity process followed by several months of follow-up meetings and discussions, which culminated in CEC’s recommendation of the four Board-adopted Core Themes introduced in *Chapter One*. The current Strategic Plan and Core Theme Plan include input from faculty, staff, students, administrators, and the general public and are posted online.

2009-10 Accreditation Planning: As part of a comprehensive communication plan, the ALO made presentations to the Board, campus councils, management team, Faculty Senate, and student government to review the upcoming *Self-Evaluation* process, including information about the *2010 Revised Standards*. Faculty and staff at fall inservice and *Welcome Back* Campus Council meetings in September/October volunteered or were assigned to participate in the *2011 Self-Evaluation*. Training, including expectations, timelines, and guidelines for groups with research and writing assignments was provided and posted online.

The College received monthly updates and drafts of responses for review and input. Beneficiaries submitted reports; responded to requests for information; exchanged ideas, suggestions and questions with the president, ALO, CIO, theme champions and others. All three vice presidents, the ALO, two part-time faculty (editors), the Grants and Planning Coordinator and a dean from Instructional Services participated in NWCCU’s annual meeting and training in February 2010. At fall 2011 campus council meetings, stakeholders will learn about self-study results and preparations for the October 2011 NWCCU evaluators’ visit.

2010-11 College Master Plan (CMP): The CMP development process included guided tours, interviews, surveys, and three open house sessions, where internal and external stakeholders had an opportunity to provide input. Preliminary plans were also posted online for comments and

questions. The development process included evaluation of current RCC buildings for capacity, structural integrity, earthquake preparedness, general safety, lighting, HVAC, and security. Buildings were reviewed in relation to academic and service priorities, including access for the disabled and adequate space for anticipated programmatic and service needs during the next few years. Priorities for remodeling and replacement were identified.

2010-11 Baldrige/EHE Training and College Assessment Process: Training, facilitation and workbooks on the Excellence in Higher Education assessment process were provided as part of a successful grant from the Lumina Foundation through NACUBO. On October 4-5, 2010, 44 faculty and staff, including the president and all three vice presidents, faculty and classified representatives, one Board member and one student representative participated in an exercise to learn the assessment model. Participants applied the EHE principles category-by-category including (1) Leadership, (2) Purposes and Plans, (3) Beneficiaries/Constituents, (4) Programs and Services; (5) Faculty and Staff Workplace; (6) Assessment and Information Use; and (7) Outcomes and Achievements to assess the College as a whole. The exercise resulted in a list of strengths, opportunities or areas of improvement, and associated *sample* action plans. Even though it was a training exercise, evidence demonstrated beneficiaries clearly understand the college’s purpose, plans, and priorities. (Emphasis added). Results were reviewed by CEC, communicated to participants via email and posted on the accreditation website along with an overview of the [EHE model](#).¹⁷⁶ The *EHE Guide and Workbook* has been added to the RCC library collections.

Annual Budget Process: Every year, college faculty, staff and administrators are invited to participate in budget and financial planning processes. In preparing the *2011-12 Budget*, the former Vice President of College Services/Chief Financial Officer and the Director of Business and Financial Services prepared a PowerPoint presentation on various revenue sources, expenditures and assumptions required for financial planning and budget. The budget presentation was

delivered to Campus Councils, Executive Team, FAMAT, CAMAT, Faculty Senate, and the Board of Education. It was posted on the intranet for review, questions and input. The PowerPoint was well used and received positive feedback. It replaces earlier efforts that included (1) departmental discussion and sharing of information about their budgets, and (2) day-long workshops and half-day retreats.

Annual Classified and Faculty Bargaining Processes: Faculty/Management and Classified/Management Advisory Teams collaborate to make decisions about contracts, including but not limited to wages, hours and conditions of employment for all employees within the units. Clear grievance procedures and due process are set forth in the agreements. These bargaining teams are a model for the state in collaboration, communication and inclusive processes based on input from beneficiaries.

3.A.3: The College’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its Mission.

The College relies on various data sources, reports, trends and benchmarks to analyze progress and changes to strategic goals and objectives. Some are quantitative (based on routine surveys or reports involving students, faculty, staff, and community), and some are qualitative (obtained through meetings ranging from the Board of Education, Executive Team, Faculty Senate, Student Government and College Councils or from the Chief Information Officer and his staff). While this information has been informing college decision-making and analyses for nearly 40 years in many cases, 26 indicators were identified or reaffirmed through the Core Theme planning process in 2009-11.

Indicators of Achievement: CEC has taken responsibility for managing and disseminating key planning information and reports and is presently working on identifying the most significant of the 26 performance indicators for the college community to utilize in planning processes. Champions were asked to be clear about the purpose of each indicator selected. These rationales are described in *Chapter One, Standard 1.B.2.*

The indicators help tell a story about the direction of the objectives they serve to measure. They are easy to understand, sustainable, and address needs and concerns of the beneficiaries. Many of the indicators identified refer to controllable factors and have a potential for benchmarking or peer comparisons. These measures address qualitative and quantitative issues and provide helpful strategy for future action. While some are simply informational, others may eventually lead to key or dashboard indicators. “Dashboard Performance Indicators” is a new term introduced through EHE training and is defined as “a set of performance measures or indicators that summarize and display results for areas of organizational functions identified as *essential* to assessing organizational excellence.” (Ruben, 2010, page 90).

Promote Student Access and Success (Eleven Indicators Identified)

1. Career Pathway Certificate Data
2. Degree Audit Data
3. Early Alert System Data/Save Our Students (SOS)
4. Student Registration Data
5. Intelliworks™ Data
6. Student Financial Aid Data
7. Learning Communities Data
8. Developmental Programs Data
9. Calling Campaigns for Enrollment
10. Student Application Data
11. Student Survey Data
 - A. Community College Survey of Student Engagement (CCSSE)
 - B. Survey of Entering Student Engagement (SENSE)
 - C. Noel-Levitz Student Satisfaction Inventory (SSI)

Advance Student Learning (Four Indicators Identified)

12. Student Data on ILOs (Recently completed development)
13. Program Evaluations (Instructional): Scheduled for fall 2011.

14. Service Area Evaluations (Instructional/Library, Tutoring, Computer and Lab Equipment, Media Equipment in the classrooms and DL Support): Scheduled for fall 2011.
15. Annual Input from Program Advisory Committees (Included in Environmental scan)

Strengthen Our Diverse Communities (Four Indicators Identified)

16. Safety Committee Goals and Objectives
 - A. Mandatory Reports – Compliance with state and federal laws (OSHA and 1990 Clery Act)
 - B. Safety Measures – Continuous mandatory training, drills and information.
17. College Policy and Procedure
 - A. *Human Rights Policy*
 - B. *Student Rights, Freedoms, and Responsibilities Statement*
 - C. *Emergency Operations Plan (EOP) – (Standard 3.A.5).*
18. *Diversity Programming Board Goals and Objectives*¹⁷⁸
19. *Calendar of Key College Celebrations, Events and Activities.*¹⁷⁹

Model Stewardship (Seven Indicators Identified)

20. Adopted Budget
 - A. *2011 College Master Plan*
 - B. *2008-12 Strategic Plan*
 - C. *2010-11 Core Theme Plan*
 - D. Employee Compensation
21. Annual Performance Evaluations (Faculty, Staff and Management) – New Evaluation processes were incorporated in 2009-10 and 2010-11.
22. Resources for Employee Professional Development
23. Employee Contracts and Handbooks
 - A. Collective Bargaining Agreement RCC Education Association (Faculty)
 - B. Collective Bargaining Agreement Oregon School Employee Association (Classified)

- C. *Management, Administrative, and Professional Employee Handbook*
- D. *2011-12 Faculty Handbook*

24. Fundraising Efforts
25. Grants Team Quarterly Reports and *Annual Priority Projects Report*¹⁷⁷
26. American College and University Presidents' *Climate Commitment*

The *President's Annual Employee Climate Survey* and various student survey results have also been identified and may be utilized in assessing the Core Theme *Strengthen Our Diverse Communities* and other Core Themes as the data is interpreted and communicated. Further details about the three surveys identified (above): CCSSE, SENSE and SSI are provided in *Chapter Four*, under the Core Theme *Promote Student Access and Success*.

Key Data/Dashboard: Clear and visible access to college goals, themes, and measures of success is a challenge for any organization. According to an article in *Campus Technology* magazine (May 11, 2011) titled, "They Can See Clearly Now," it is not unusual for performance indicators to number in the dozens. Once identified, the indicators must be prioritized. Information that forms the indicators may include enrollment numbers, survey results and other input from different stakeholders. This volume of information can be overwhelming to the untrained eye. While many tools and internal data are available from the CIO via Institutional Research, different constituents may not always agree on or understand the metrics.

As various support staff in different departments have been assigned to manage specific data and corresponding reports ranging from learning outcomes, student support, high school outreach, and career pathways to grading and enrollment, the data may be compiled in different ways for a variety of purposes.

CEC has reviewed the most common data sources to identify key reports or performance/dashboard indicators for this report; however, the intention is to further narrow the list so selected indicators may be employed more consistently and effectively across the institution. Major steps in the past year have included (1) creation of a

database with contact information for advisory committee members; (2) implementation of the aforementioned Intelliworks™ software for recruitment and strategic enrollment management; (3) annual demographics data (*At-A-Glance*);¹⁸⁰ (4) a digital database (including maps and schematics) of all campus buildings and program areas for a better understanding of current facility capacities (2011 CMP); and (5) use of the Course Management System (Angel™ from Blackboard) to track achievement of learning outcomes.

College and Statewide Data and Information Sources

- CCWD is an excellent source for comparative data, including Oregon community college goals and applicable state and federal mandates.
- OCCA provides up-to-date information on statewide challenges and initiatives and serves as liaison between colleges, legislators and other partners on issues from state funding and economic forecasts to legislative policy, special studies and reports.
- President Angstadt represents RCC on the monthly Oregon Community College Presidents' Council (OCCPC) coordinated by OCCA. A Board representative also serves on the OCCPC Board, which meets quarterly.
- The president leads an RCC Legislative Committee with Board, student, faculty and staff representation, as needed.
- All three vice presidents represent the College on statewide councils in the areas of (1) business and financial issues, through the Oregon Community College Business Managers, (2) instruction, through the Council of Instructional Administrators, and (3) Student Services, through the Council of Student Service Administrators. Statewide issues are shared at weekly Executive Team meetings.
- The Oregon School Board Association (OSBA) provides free service and a newsletter, the *OSBA Newsclips*, for members. Information about state and federal policies affecting education, local and statewide events, training opportunities, and grant opportunities are included.

- The Director of Marketing, Recruitment, and Community Relations provides *News to Use* (from state and local newspapers) and forwards links via email to the college community.
- RCC news is posted on the front page of the website.

3.A.4: The College's comprehensive plan articulates priorities and guides decisions on resource allocation and application of college capacity.

The Budget Advisory Team (BAT) completed an all-day retreat on July 28, 2011, in preparation for budget and financial planning in 2011-12. BAT is made up of a cross-section of faculty and staff who are responsible for reviewing and discussing strategies for increasing revenue, decreasing expenditures, and prioritizing the management of resources and capacity. In the face of further state budget reductions, the budget planning process in 2011-12 will be challenging. The Mission and Core Themes will inform the strategic planning processes. As in past years, the president and vice presidents will continue to engage the college community in straight-forward discussions about pending budget shortfalls. To generate budget-saving and revenue-producing ideas (*Model Stewardship*), Executive Team will work with various groups to give and receive input on budget decisions.

Goals in Budget Process

1. Minimize negative impact on employees. (*Model Stewardship and Strengthen Our Diverse Communities*)
2. Keep processes transparent and inclusive of all faculty and staff. (*Model Stewardship and Strengthen Our Diverse Communities*)
3. Maintain student accessibility, affordability, persistence and progress. (*Promote Student Access and Success*)
4. Provide High Quality Education and Services for Growing Numbers of Students (*Advance Student Learning*)

Financial Planning 2012-13

Capacity for service is an ever-present factor in college planning. To meet the growing needs of students, the College must provide faculty, support staff and management, with expected and well-

deserved competitive salaries and benefits. An efficient, comfortable, safe, inclusive, attractive, well-equipped and secure working environment is also essential. Factors for fiscal consideration always include costs to students, salaries for employees, grant planning and other revenue generating ideas.

Cost to Students: As evidenced in the tuition and fee schedules, the cost of an education is rising (it nearly doubled in the past 10 years) to keep up with diminishing state funding and to meet student demand for service.

Ten-Year Tuition History

Year	In-State	Out-of-State	Int'l
2011-12	\$85	\$104	\$284
2010-11	\$75	\$91	\$251
2009-10	\$73	\$89	\$244
2008-09	\$68	\$83	\$227
2007-08	\$66	\$80	\$220
2006-07	\$64	\$77	\$213
2005-06	\$59	\$71	\$191
2004-05	\$59	\$71	\$191
2003-04	\$59	\$71	\$191
2002-03	\$49	\$59	\$159
2001-02	\$47	\$57	\$157
2000-01	\$45	\$55	\$150
1999-00	\$45	\$55	\$150

In addition to tuition, various fees have been applied to services in an effort to cover costs. (See Figure 9, p. 104).

Salary Considerations: In 2003-04, 2004-05, and 2011-12 faculty and staff have been requested to reduce or delay salary increases. In 2009-10, all staff agreed to a zero increase. Unpaid/furlough days were added to the academic calendar as follows:

2009-10	Four (4) Days
2010-11	Two (2) Days
2011-12	Four (4) Days

From 1990 to present, the College has maintained adherence to five days of campus closure during

winter break. Since 2003, the College has continued to schedule ten campus closure days on Fridays in summer term. In 2007-08, the College had to reduce its force by eliminating 32 positions. In 2010-11 a retirement incentive included a lump sum \$10,000 benefit for any full-time faculty who retired during that fiscal year. Only one faculty member participated. In 2011-12 a one-year transition year is offered to all full-time employees who retire but work less than half-time in a calendar year.

As history has proven, when the economy takes an up-turn and the currently unemployed and underemployed find work, enrollment levels will drop. This, in turn will lower revenue from tuition and fees, but will also lessen demand for college personnel and services. A balance of effectiveness and sustainability in realistic financial planning is critically important to college success.

Academic Master Plan

To respond to the need for increased planning and to incorporate Instructional Services information into college-wide planning, the Vice President of Instructional Services/Chief Academic Officer has assigned staff to pull together course- and department-level data. These elements will include:

- **Student Data:** Full-time Equivalents (FTE) served, headcount served, number of specific majors, number of dual credit students and classes, numbers and percentages of degrees and certificate completers, transfer student and other student success data.
- **Staff Data:** FT faculty numbers, numbers of PT faculty (average) in a year, ratio of FT to PT faculty, and numbers of classified support staff directly assigned to Instructional Services.
- **Cost Data:** Cost of PT faculty per term, FT overload cost, percentage of non-teaching loads per department, and percentages of under-loads per year.
- **Enrollment Data:** Number of sections per campus, number of available seats, enrollment pressure (waitlists, closed classes) and number of DL courses.

This data will be combined with employment data and advisory committee input on current

Figure 9: Three-Year Fee History

Student Fees	2009-10	2010-11	2011-12
Adult High School Diploma	\$25/term	\$25/term	\$25/term
Agency Handling	\$25/term	\$25/term	\$25/term
Academic Skills (ABE/GED Prep/ESL)	\$26/term	\$26/term	\$26/term
College Services Fee (0 enrolled credits)	\$10/term	\$10/term	\$15/term
College Services Fee (1-5 enrolled credits)	\$30/term	\$30/term	\$55/term
College Services Fee (6+ enrolled credits)	\$50/term	\$50/term	\$95/term
College Services Fee (12+ enrolled credits)	*	*	\$135 /term *
Computer Proficiency Exam	\$50/exam	\$50/exam	\$50/exam
Distributed Learning Access Fee	\$10/hr.(max.\$40)	\$10/hr.(max.\$40)	\$10/hr.(max. \$40)
GED RCC Site Fee	\$25/tester	\$25/tester	\$25/tester
GED Reinstatement Fee	\$50/tester	\$50/tester	\$50/tester
GED Retest	\$10/test	\$10/test	\$10/test
GED Test	\$110/tester	\$110/tester	\$110/tester
GED Transcript Fee	\$5/transcript	\$5/transcript	\$5/transcript
High School Completion	\$63/class	\$63/class	\$63/class
Instructional Fees	Varied	Varied	Varied
Late Charge for Student Account	\$15/incident	\$15/incident	\$15/incident
Late Registration Fee	\$45/incident	\$45/incident	\$45/incident
NSF Check	\$25/incident	\$25/incident	\$25/incident
Nursing Application Fee	\$50/application	\$50/application	\$50/application
Official Transcript Fee	\$5/first \$1/additional	\$5/first \$1/additional	\$5/first \$1/additional
Penalty for Non-Payment	5% acct/bal.-min \$5	5% acct/bal.-min \$5	5% of acct/bal.-min \$5
Student Credit Line	\$25	\$25	\$25
Student Credit Line – Truck Driving	9% install amt.	9% install amt.	9% install amt.
Technology Fee (credit classes)	\$4/credit	\$4/credit	\$4/credit
Technology Fee (non-credit)	\$4/course	\$4/course	\$4/course
Transportation/Bus	\$80/term	\$30/term	\$30/term
Community Testing Fees	Original Fee	Fee Waived	Fee
Agency Testing	\$30/test/indiv.	\$30/test/indiv.	\$30/test/indiv.
State Codes Testing	\$30/test/indiv.	\$30/test/indiv.	\$30/test/indiv.

*Additional credit level added for 2011-12

and future program directions to make annual recommendations on instructional budget needs, program directions, and facility needs. In turn, these recommendations will inform program and service area evaluations as well as other planning efforts in College Services (e.g., facilities) and Student Services (e.g., enrollment services). The results will be improved assessment and decision-making processes college-wide and will be reported as indicators of achievement on the Core Theme: *Advance Student Learning*.

Distance Learning Plan¹⁸¹

A comprehensive DL plan was completed by the Instructional Media department in fall 2011 in collaboration with ATC and other Instructional Services Division leaders. Fall 2010 web and telecourse offerings included 141 sections from 17 subject areas and enrolled 2,961 students representing 1,171 FTE. RCC ranks fourth in *Oregon 2009-10 Distance Learning Enrollment* reports among the other 16 community colleges. The DL Plan remains a work-in-progress. For example, one of the IM department's year two goals was to develop Criminal Justice, Fire Science and Emergency Medical Technician programs. Within a week of discussing this with a part-time instructor, department chairs called to begin the process of stipend requests to complete major DL development in these areas. Technology advances that affect delivery options are occurring rapidly. Additional data and information about future trends are included in the DL Plan appendices.

Student Persistence Plan (SSP)

The objective of the Student Persistence Plan is to provide a clear and organized approach to improved student access and persistence. The Student Development Council will have primary responsibility for the plan as it develops. As RCC's current completion and retention statistics do not meet college expectations, the SPP will incorporate 27 best practices for student success identified for the state of Oregon. These practices have demonstrated proven methods, strategies, and interventions that have an effect on student engagement and persistence. These state-identified practices fall under six general categories: (1) Curricular Initiatives, (2) Institutional Assistance and Academic Interventions,

(3) Student Development Initiatives, (4) Campus Climate, (5) Electronic and Online Tools and (6) Institutional Leadership and Assessment. The 27 *Best Practices* are outlined in more detail in *Chapter Four, Standard 3.B* on Core Theme, Planning under the theme *Promote Student Access and Success*.

College Master Plan (CMP)

The 2011 CMP includes an evaluation of current buildings for capacity and structural integrity, along with academic and student service priorities. This resource provides an opportunity for more integrated approaches to decision-making. It offers a snapshot of current reality with an eye on implementation of key qualities of a 21st century community college that include:

- Student Centeredness
- Technology and Multi-Media in Classroom Delivery
- Virtual Meetings
- Global Classrooms
- Distributed, Asynchronous Learning
- Multicultural Personal and Social Connections
- Student Achievement Based on Learning Outcomes
- Real World Interaction and Application of Learning
- Data-informed and Research-Driven Plans, Programs and Services
- Multiple Social and Emotional Literacy Opportunities (Financial, Health, Arts and Environment)

Facilities Priorities: Deferred maintenance is the best way to track value of buildings. In the CMP, buildings were assessed from low to high quality. Low ratings were recommended for first analysis beginning with the Redwood Campus Science Building. High ratings indicated buildings that are structurally adequate for 30-50 more years.

Overall goals for future facilities plans:

1. Creating a *Campus Heart/Identity* – A place for Student Services and student activities in the center of each campus

2. Creating a *Sense of Place*, including green spaces RVC and TRC
3. Improving *Way Finding* (Improving signage and roads; also included in Propeller Communications 2008 Audit and *Recommendations Report*);
4. Bringing in *Natural Light* (specifically at Table Rock Campus);
5. Implementation of the *21st century college* attributes.

Other general plans recommended for each campus include:

Riverside Campus

- Renovate B and H Buildings (partially completed summer 2011)
- Restore Building F (fall 2011 completion)
- Renovate G Building (student center)
- Demolish or Replace Building A
- Create Green space between G and H (“Urban Plaza Connector”)

Redwood Campus

- Move Student Services to center of campus
- Create perimeter road/parking
- Improve Science and Nursing Facility
- Improve signs and directions for better traffic flow
- Replace outlying buildings
- Add proposed tennis courts based on community partnership

Table Rock Campus

- Improve vehicular circulation
- Expand machine shop
- Add green space
- Add Flex-Tech Building (Additional space/classrooms, including welding)
- Infill Blue Room (Potential Justice Training and Education Center)
- Relocate Student Services (to opposite end of campus near food services and bookstore)

Consider 10 acres adjacent to building for long-term, “front-door” concept.

The CMP notes academic offerings that represent growth and opportunity: Allied Health and Nursing, Automotive, Manufacturing, Welding, Physical Education, Theater Arts, Science, and Library Services. Potential benefits for a proposed Criminal Justice and Training Education Center at TRC are also outlined on page 56.

Allied Health: A current example of planning (in progress) is the informed decision to create a new Allied Health Department in 2011-12. This decision was based on data regarding current employment trends and workforce needs. It includes considerations from the *2011 CMP*: a priority initiative for upgrade and expansion in the rapidly growing science and health academic programs (p. 18), resource allocation, and application of college capacity, while fulfilling two elements of the Mission: *Advance Student Learning* and *Model Stewardship*.

The delivery of continuing education in credit programs (Massage Therapy, EMT/Paramedic and Dental Assisting) and community-based physical education and recreation courses will intersect with the department, creating revenue for new program development.

Health care is expected to remain one of the fastest growing industries both statewide and nationally through 2018. The Oregon Labor Market Information System (OLMIS) describes employment in the field as growing in every sub-sector and projects continued growth. The federal Bureau of Labor Statistics lists the following factors for anticipated growth: fast growing population of older age groups; a higher incident of injury and illness among older age groups; improved survival rate of severely ill and injured patients who need extensive therapy and care; early diagnoses increasing ability to treat conditions; and increased demand for dental care as people retain their natural teeth longer.

President's Priorities: In June 2011, the president communicated priorities to Executive Team. These are clearly linked to current Core Themes and Strategic Plan (SP) Goals:

College priorities, budget allocations to fulfill those priorities, and establishment of relationships to college capacity are guided by a series of planning processes and tools (many of which have been discussed in 3.A.3 above).

Priority: Develop Contingency Plan for Anticipated Budget Shortfall (July 1, 2012)

Objective: Cut costs and increase revenue sources.

Core Theme: *Model Stewardship*

SP Goals: Data Informed Decision-Making (Goal D)

Priority: Complete Fall 2011 Comprehensive Self-Evaluation Report for Accreditation

Objective: Compliance with accreditation standards and reporting requirements set forth by the Northwest Commission on Colleges and Universities.

Core Theme(s): All Themes: *Promote Student Access and Success; Advance Student Learning; Model Stewardship; and Strengthen Our Diverse Communities*

SP Goals: Culture, Quality Education, Career Pathways, Decision-Making, Student Success and Partnerships (Goals A-F)

Priority: Prepare for 2012-15 Strategic Plan to include integration of Core Themes and 2012 Standard One, Year One Accreditation Report

Objectives: Strengthen new and existing planning and improvement processes.

Core Theme(s): All four themes demonstrate compliance with *2010 Revised Standards*

SP Goals: (Goals A-F)

Priority: Examine Potential Strategies for Distance Learning Options

Objective: Monitor and meet student demand, stay ahead of competition, while meeting state and federal regulations.

Core Theme(s): All four themes may be connected to this priority.

SP Goals: Quality Education; Career Pathways and Student Success (Goals B, C, and E)

Priority: Further Develop Student Tracking Processes

Objective: Identify job placement and completion rates for state and public advocacy and better comply with the federal requirements for disclosure.

Core Theme(s): *Promote Student Access and Success; Advance Student Learning*

SP Goals: Quality Education; Decision-making and Student Success (Goals B, C, and E)

Priority: Investigate Opportunity to Market to Foreign Students/Out-of-District

Objective: Coordinate and recruit a cohort of foreign students interested in learning and living in southern Oregon.

Core Theme(s): *Model Stewardship; Strengthen Our Diverse Communities*

SP Goals: Culture and Decision-making (Goals A and B)

3.A.5: The College’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal intuitional operations.

RCC participates significantly in emergency preparedness, contingency planning and continuity of recovery operations. A revised *Emergency Operations Plan* (EOP) was completed in 2011. The EOP provides guidance for RCC actions during response to, and short-term recovery from, major emergencies or disasters. It promulgates a framework within which RCC will bring a combination of technical capabilities and resources, plus the sense, judgment, and expertise of its emergency response personnel, department directors, and other decision makers to address issues. Specifically, the EOP describes the roles and responsibilities of various departments and personnel when an incident occurs; it establishes high level guidance that supports implementation of the National Incident Management System (NIMS), including adherence to the concepts and principles of the Incident Command System (ICS). Both systems were created to handle complex, multi-jurisdictional response with systematic, proactive guides for all levels of government, non-government and private sectors to work seamlessly together.

Charles Phenix is a principal advisor for the Department of Homeland Security; FEMA; a lead Emergency Support Function Coordinator for Federal National Response; Incident Commander; Operations Section Chief; and consultant for rural local agencies, including Rural Metro Fire Department in Grants Pass and FEMA. He teaches Incident Command System Training courses for RCC and for various local, state and national agencies. He has been instrumental in working with the College Emergency Preparedness team in updating and incorporating the EOP.

Emergency Preparedness

RCC views emergency management planning as a continuous process that is linked closely with training and exercises to establish a comprehensive preparedness agenda and culture. The Emergency Management Program Coordinator (EMPC), who is the Director of Facilities, Jackson County, is responsible for maintaining the EOP through a

program of continuous improvement, including ongoing involvement of RCC departments and agencies and individuals with responsibilities and interests in this plan. The purposes of the basic plan are to:

- Provide a description of the legal authorities upon which RCC has structured its emergency management organization, including the emergency declaration process, activation of mutual aid agreements, and request for resources and emergency spending powers;
- Describe the situational context under which RCC will respond to an incident, including a community profile and discussion of hazards;
- Assign and describe roles and responsibilities for RCC departments tasked with emergency preparedness and response functions;
- Describe a concept of operations that provides a framework upon which RCC will conduct its emergency operations and coordinate with other agencies and jurisdictions;
- Describe an emergency response structure, including activation and operation of the RCC Emergency Communications Center (ECC) and implementation of ICS; and
- Discuss RCC’s protocols to maintain and review the EOP, including training, exercises, and public education components.

Continuity of Operations: Each department is responsible for identifying lines of succession in management’s absence. All employees must be trained on the protocols and contingency plans required to maintain leadership. The EMPC will provide guidance and direction to department chairs for maintaining continuity of operations during an emergency. Individual department chairs are responsible for developing and implementing actions to ensure continued delivery of vital services during an emergency.

Assumptions: The president and Board will commit available resources to protect the health and welfare of students and staff. Although it is likely that outside assistance will be available during most disasters, it is necessary for RCC to be prepared to carry out short-term disaster response and recovery operations on an independent basis.

The President, Executive Team, department directors, managers, and faculty will assume their responsibilities in the implementation of the plan. Specific responsibilities are outlined in the Implementation Guide. All incidents will be managed using NIMS and ICS management structure.

College Responsibilities/Long-Term Recovery:

- Provide for the removal, temporary storage and disposal of disaster-related debris, including hazardous and other contaminated materials.
- Disseminate information concerning federal, state, local, private and non-profit disaster assistance programs.
- Develop procedures to facilitate reestablishment of normal activities following a disaster.
- Design plans to facilitate and coordinate efforts to fully restore utility services (phone, power, water, cable and sanitation) following a disaster.

Emergency Levels

There are three levels of emergency situations—routine, major and disaster. In general, RCC’s response depends on the severity of the event and the potential threat to lives and property.

- **Routine Emergency:** A routine emergency is a type that occurs frequently. It is small, localized in nature, and does not have a significant impact on the health and well being of students, faculty or staff outside of the confined area of the emergency. All routine emergencies will require an *Incident Report*.
- **Major Emergency:** Major emergencies are unusual incidents that directly affect a small portion of a campus or campuses. Conditions exceed normal resource utilization and require well-coordinated public information. The potential for the incident to escalate is minimal to moderate. Outside resources may be necessary to assist.
- **Disaster:** During a disaster, a consolidated, centralized response is needed to ensure student, faculty, staff and public safety. RCC resources are insufficient to meet incident demands, so outside assistance will be sought

and integrated into the overall response. Coordination of public information is essential. A disaster often affects an entire community or region of the two-county service district.

General Computer Controls

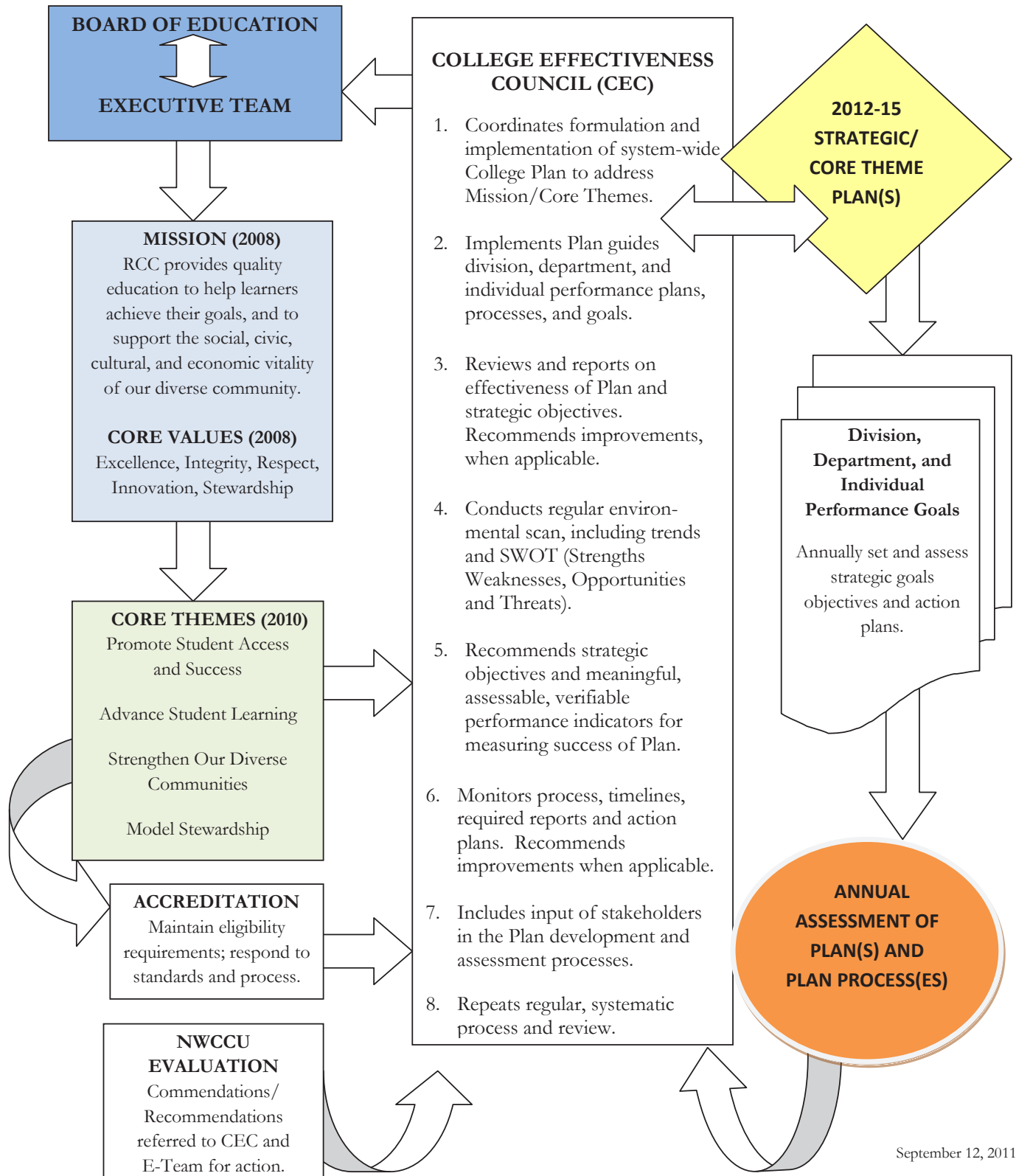
Computers are maintained through various objectives set forth in *Entity-Level Control Form for General Computer Controls*.¹⁸² The objectives include strategic planning and risk management processes to support financial reporting requirements, reliable systems that include appropriate data backup; recovery processes; physical security; access to programs; and data control to prevent unauthorized use, disclosure, modification, damage or loss of data.

Drills/Preparedness

To ensure the safety of staff and students, the College conducts lock-down drills to test the emergency preparedness system at various locations and times. The last lock-down drill occurred in January 2011 at the HEC. Also in January 2011, RCC joined thousands of Oregonians in an earthquake drill: *Drop, Cover, and Hold On* in *The Great Oregon ShakeOut* -- the largest earthquake drill in Oregon history. The College’s “Timely Warning Notification System” was also tested and adjustments were made for future communication.

CONCLUDING REMARKS

In this chapter, the College has demonstrated ongoing, systematic purposes and plans that contribute to Mission fulfillment. These plans are reviewed for effectiveness and are implemented to provide for continuous improvement. Planning processes include broad-based opportunities for input from stakeholders whenever appropriate. In addition, planning and decision-making process are informed by a collection of appropriately defined data. These are analyzed carefully to evaluate Core Themes and levels of success at fulfilling the Mission. Priorities are articulated in strategic goals and objectives and guide resource allocation and application of capacity, when appropriate and applicable. College planning includes a current emergency operations plan for continuation of operations in the event of a catastrophic event.



September 12, 2011

CHAPTER FOUR

CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT



You never know a line is crooked unless you have a straight one to put next to it.

– Socrates

EXECUTIVE SUMMARY

As RCC’s primary purpose is education and educational effectiveness is the focus of this report (ER 23), this Chapter represents the main topic from which plans and planning culminate to serve the college mission. This Chapter describes the Mission in components (Core Themes).

Student achievements in education (ER 22) is also addressed through validation of published learning outcomes and assessment of those expected results in the Core Theme, *Advance Student Learning*. The other Core Themes, which are woven into the essence of this report and contribute to overall college effectiveness, are *Promote Student Access and Success*, *Strengthen Our Diverse Communities*, and *Model Stewardship*. Explanations for these Core Themes are provided in *Chapter One, Standard 1.B.1*; however, in a few words, the themes may be summarized as follows:

Core Theme 1–Promote Student Access and Success (Promote)

Promote is about support for a diverse student population with various academic, career, social, emotional, financial, and physical needs.

Core Theme 2–Advance Student Learning (Advance)

Advance is the intent to help students learn and achieve their educational goals from academic skills to transfer education, to career and technical education and on to continuing education.

Core Theme 3–Strengthen Our Diverse Communities (Strengthen)

Strengthen means to contribute to the intellectual, cultural, social, and economic vitality of RCC’s

internal and external working and learning communities.

Core Theme 4–Model Stewardship (Model)

Model is the fiscal responsibility inherent in effectively managing physical, financial and human resources.

PLANNING AND IMPLEMENTATION

As noted in *Chapter Three, Standard 3.A*, RCC has a variety of college-wide, ongoing, participatory planning initiatives, including (1) processes for developing plans, (2) the actual plans, and (3) plan assessment, results, and improvement cycles. This chapter addresses specific standards on “Core Theme Planning” (3.B), including connection to the college’s comprehensive plan(s) (described in 3.A). Specific objectives and indicators of achievement (3.B.1-3.B.3) and assessment and improvement of those objectives, as they support purposes and plans (4.A.1-4.B.2) are also addressed.

STANDARD 3.B. – CORE THEME PLANNING

3.B.1: Planning for each Core Theme is consistent with the college’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the Core Theme’s objectives.

Core Theme Development Process

Development began with an affinity process—the World Café—on August 17, 2009. The World

Café was an all-day workshop hosted by CEC which included a broad-base of approximately 80 stakeholders who voluntarily participated in the process. Trained RCC facilitators led the group, which included the president, all three vice presidents, many department chairs, other faculty, managers, classified staff, board and student representatives. A series of questions designed to extrapolate key components of the Mission led to identification of the final four Core Themes. The following questions were used to begin and guide the discussion:

1. What is the primary work RCC does to bring the Mission to life?
2. Of the primary work RCC does, how do all areas of the College contribute?
3. Develop 4-5 broad statements or themes that represent the primary work identified.

Following the workshop, a CEC subcommittee began reviewing the statements, grouping similar thoughts to narrow ideas to a *Top 20* list¹⁸³.

By statute, community colleges' primary work includes these "Basic Four" functions: (1) transfer education, (2) basic skills, (3) career and professional or technical education, including workforce and short-term skills training and (4) continuing or community education. Initial discussions centered on the Basic Four for purposes of expediting the work. However, the enthusiastic response to the process, coupled with the college's culture, values, and history of success, provided a more in-depth view of RCC's purpose and intention. Core Values like excellence and stewardship rose to the top of the stakeholders' lists. The ability to understand and accommodate different skill sets, goals and world views of students *and* employees was also frequently mentioned. Making a difference in improving the outlook for economic recovery was also high on the Mission-critical list.

Even though the Basic Four were evident in results, there was a strong feeling that RCC's Mission also includes accessibility, social connections, and financial literacy. These four themes emerged:

- Promote Student Access and Success (Champion-Vice President Student Services/CSSO)

- Advance Student Learning (Champion-Vice President Instructional Services/CAO)
- Strengthen Our Diverse Communities (Champion-ALO/Administrative Coordinator)
- Model Stewardship (Champions-Interim Vice President College Services/CFO)

Core Theme Champions

Champions (referenced above) and their teams were required to develop brief descriptions of each theme and to begin establishing objectives and indicators of achievement in consultation with CEC. After numerous discussions, intended outcomes, indicators and rationale for indicators were approved by the Council and subsequently by the Executive Team. The information was posted online in September 2009, along with a request for input and questions from employees who were asked to picture their work in the themes. Over time, the themes were refined. Presentations, including information about the purpose of the themes, the planning process and results, were made to CEC, Executive Team, the Board of Education and Campus Councils. The Board adopted the themes in April 2010.

Progress on this *Self-Evaluation*, including reminders of the predominant themes and opportunities for input, were emailed monthly. With less than 18 months to engage in Core Theme planning, employees were encouraged to provide what they believed was supportive evidence. Responses were forwarded to the ALO, then categorized and disseminated to Core Theme Champions for analysis.

Core Theme Assessment and Organic Integration of Themes

During Core Theme Planning, a massive set of proposed data, evaluation tools, tactics, terms, and methodologies were narrowed to a few key performance indicators. In 2011-12, CEC intends to further narrow the indicators to a set of key or dashboard indicators. Each champion has identified two to four objectives and four to ten indicators of achievement for each theme. It was understood from the onset that Core Theme champions would be required to assess progress on theme objectives for the first time in this *Self-Evaluation* report; however, **integration of the themes has**

been an organic process as champions have connected Core Theme efforts to Strategic Plan Goals A through F (emphasis added). After the *2010-11 Assessment of Strategic Plan Goals and Objectives*¹⁸⁴ was completed on June 14, 2011, CEC organized an assessment of the Core Theme Objectives using a similar assessment process. The *2010-11 Assessment of Core Theme Objectives*¹⁸⁵ report will be completed by September 30. It will include recommendations for improvement, communication and action plans for Core Theme Planning in 2011-12. The report will be useful as CEC continues to align strategic planning and Core Theme planning processes with a goal of integration of the two plans for the 2012-15 planning cycle.

Because responses are similar or identical in some of the standards, each response is provided in four parts by theme. Each theme, associated objectives, indicators and rationale for each measure, intended outcomes and an explanation for each theme were recommended and approved by CEC and subsequently by Executive Team. On April 10, 2010, the Board adopted all four themes.

CORE THEME 1: PROMOTE STUDENT ACCESS AND SUCCESS

Kori Bieber, VP of Student Services/Chief Student Services Officer, is the champion of this theme. Under her leadership, two objectives were recommended and approved:

Objective 1.1: Promote educational opportunities through affordable, practical marketing and recruitment practices, adequate programs and course offerings, clear admissions processes, and inviting buildings and grounds.

Objective 1.2: Support and promote student persistence through utilization of selected practices from *Oregon's 27 Best Practices in Student Retention* as they contribute to Oregon's *Milestone and Momentums*¹⁸⁶ Data.

Many elements of the Core Theme, *Promote Student Access and Success*, align directly with the colleges *2008-12 Strategic Plan*, specifically Goal B - Quality Education/Advance Student Learning; and Goal C - Career Pathways, but most significantly, Goal E has evolved from "Student

Enrollment Growth" to "Student Access and Success," and is an example of the organic process described above.

All programs and services within the Student Services division can be aligned with core theme objectives. Adjustments and opportunities to reorganize services have also been made to align with budget planning and strategic planning processes and CMP goals. The balance of efficiency and effectiveness is a top priority. These functions are described in detail under *Resources and Capacity* in *Chapter Two*, specifically under *Standard 2.D*, including recent improvements to student orientation, on-line services for counseling and admissions processes, focus on social connections, and financial literacy. Recruitment and enrollment management initiatives, student persistence and completion are also priority focus areas for the division and the Student Development Council.

Human Development and Student Leadership: Student Leadership; Student Orientation; Counseling; Clubs

Marketing/Recruitment and Community Relations: High School Outreach; Placement Testing; Latino Programs; Campus Events and Social Media (Also, see *Strengthen Our Diverse Communities*); and Community Relations

Enrollment Services: Rogue Central; Admissions; Student Records, and Data Management

Financial Aid: Federal and State Grants (PELL, SEOG, OOG); Direct Loans (Subsidized and Unsubsidized); Federal Work Study; and Scholarships (Foundation and Third Party)

Student Programs: Discovery Programs; Veterans' Services; and Disability Services

Federal Grant Funded Programs: TRiO/Educational Opportunity Center, and Talent Search, and TRiO/Student Support Services

CORE THEME 2: ADVANCE STUDENT LEARNING

Cheryl Markwell, VP of Instructional Services/Chief Academic Officer, is the champion of this theme. Under her leadership, four objectives were recommended and approved:

Objective 2.1: Provide an integrated course of study helping students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

Objective 2.2: Review educational service delivery, using clear indicators to (1) establish appropriate content and rigor in courses; and (2) provide data for annual and long-term resource planning.

Objective 2.3: Provide opportunities for workforce training and continuing professional education compatible with the college's Mission. Enhance student employability by developing career pathways and connecting students to work force opportunities.

Objective 2.4: Provide adequate instructional support to help students achieve their educational goals.

All elements of the Core Theme, *Advance Student Learning*, align directly with the *2008-12 Strategic Plan*, specifically *Goal B – Quality Education/ Advance Student Learning*. This is another example of a *2008-12 Strategic Plan* goal that was restructured to align with a Core Theme.

All programs and services within the Instructional Services division can be aligned with core theme objectives. In fact, the theme *Advance*, and all four objectives, were created specifically to incorporate learning outcomes and to align with the Basic Four and associated services like testing and tutoring, library, DL, computer and lab equipment and the entire scope of programs and services within the scope of this division's responsibility and control.

CORE THEME 3: STRENGTHEN OUR DIVERSE COMMUNITIES

Denise Swafford, Accreditation Liaison Officer/ Administrative Coordinator, President's Office, is the champion of this Core Theme. Under her leadership, two objectives were recommended and approved:

Objective 3.1: Provide a positive, inclusive place for beneficiaries to learn and work.

Objective 3.2: Engage beneficiaries in social and cultural activities, programs and services that

complement careers and educational goals that contribute to a more viable community.

Programs and services that align with this theme are inclusive in the areas or functions that support objectives in *Core Theme 1 - Promote* (including for example, TRiO and Discovery Programs and Diversity Programming Board activities) and *Core Theme 2 – Advance* (including, for example, the Small Business Development Center, Workforce and Short-term Skills training, and specific course offerings that contribute to cultural enrichment and/or contribute to improvement in economic conditions in the region). Two key college policies and procedures have also been aligned with objectives that fall within this theme.

CORE THEME 4: MODEL STEWARDSHIP

Lynda Warren, Vice President of College Services/ Chief Financial Officer was the champion of this Core Theme. Since her resignation in August 2011, the Interim Vice President of College Services and Interim Chief Financial Officer will co-champion *Model*. Two objectives were recommended and approved:

Objective 4.1: Pursue additional resources.

Objective 4.2: Utilize college resources (human, financial and physical) effectively and efficiently.

Note: This theme originally carried one objective to utilize financial, physical and human resources efficiently, *while* pursuing additional resources. In July 2011, the Assessment Team recommended a second objective for the pursuit of additional resources. This change was effected immediately.

All services within the College Services division can be aligned with core theme objectives, especially in support of effective and efficient coordination of human, financial and physical resources (Objective 4.2):

Auxiliary Services (Cafeteria/Food Service and Bookstore (also see, *Promote Student Access and Success and 2008-12 Strategic Plan Goal E2- Develop options to textbook purchase*); Budget and Finance; Human Resources/Payroll; Student Employment; Facilities/Safety; Internet Services; Information Technology; Purchasing and Contracts; Shipping and Receiving; and Institutional Research.

Budget, is of course, a key planning process that contributes to all divisional and departmental purposes, plans, programs and services. Grant-writing and fundraising goals are also dependent on succinct alignment of the areas of function described above. Also inherent in these objectives are strategic planning objectives under *Goal A – Culture*, “Develop and sustain an agile and inclusive culture that values learning and teaching, unifies and inspires staff, faculty, and community members, spotlights campus strengths, and utilizes resources effectively.”

Within the scope of that goal which directly relates to the theme and also to the Core Theme, *Strengthen Our Diverse Communities*, is support of professional growth, leadership development, Faculty Senate (shared governance model) and investment in quality faculty and staff. The primary purpose of all college programs and services is **learning and teaching** to which the college devotes its **resources**. (Emphasis added). Detailed descriptions of the various functions that fall within this theme are described in *Chapter Two, Resources and Capacity* under *Standards 2.A-G: Governance, Human Resources, Education Resources, Student Support Resources, Library and Information Resources, Financial Resources and Physical* including Technical Infrastructure (Physical Resources).

3.B.2: Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

CORE THEME 1: PROMOTE STUDENT ACCESS AND SUCCESS

The objectives of *Promote* were established to support access for each community member to join the College’s learning enterprise; and, once there, to support individual success. Access is promoted through streamlined processes, improved on-line and telephone admission processes, mandatory student orientation sessions, social connections, career counseling and financial aid described in *Chapter Two, Standard 2.D., Student Support Resources*. Marketing and recruitment strategies are also incorporated in this theme.

Intended Outcomes

1. Marketing messages will increase awareness of RCC in our local communities.
2. Recruitment efforts strategically create relationships to increase likelihood of enrollment.
3. Cost of attendance for programs is reasonable for the population served.
4. Programs and course offerings adequately meet demand.
5. Admissions processes are clear, inclusive, and efficient.
6. Financial literacy information, financial planning tools, and resources are readily available.
7. Emotional skill-building and support is considered an appropriate component of education and is an important component of college readiness.
8. Social identity and a sense of belonging create connections in the college environment and contribute to student persistence.
9. Career decision-making and goals provide a relevant framework for academic pursuits.

CORE THEME 2: ADVANCE STUDENT LEARNING

Likewise, the components of *Advance* were specifically selected to align with the Mission relative to the delivery of instruction (“... to help learners achieve their goals . . .”). Each instructional program and service area function contributes to that effort. The assessment of verifiable indicators points to the success or area for improvement that should be evident in achieving that outcome (as defined by measures appropriate for each specific area). For example, indicators of achievement will be found in program level reviews which will include transfer, CTE, ABS data as well as ROI for CE (the Basic Four). Program and Service Area reviews will weigh in on library and tutoring services, computer and laboratory equipment, media equipment and DL support. In addition to the various learning outcomes, another indicator that will speak to this theme includes input from [Program Advisory Committees](#)¹⁸⁷.

Intended Outcomes

1. Identify CLOs at course and program level, incorporating them into all course outlines.
2. Identify ILOs at the course and program level, incorporating them into all course outlines.
3. Units respond to SLOs data, making changes as necessary.
4. Evaluate programs and services to determine achievement of clearly-identified goals.
5. Ensure faculty in all four key areas of learning (Transfer, CTE, ABS and CE) have a primary role in evaluation of educational programs and services.
6. Review planning cycles for balance of effectiveness and efficiency, alignment with Mission and Core Themes, and responsiveness to stakeholders.
7. Training opportunities for the unemployed, underemployed, and incumbent workforce are available and timely.
8. Provide appropriate library instruction and support for students, faculty, staff and administrators.
9. Create effective learning environments (classrooms, labs and library) with appropriate programs and services to support student learning needs (Tutoring and Library Services).
10. Maintain laboratory learning equipment of sufficient quality and quantity to appropriately support academic programs (Computer and Laboratory).
11. Provide appropriate and adequate technology infrastructure to support academic programs.
12. Provide necessary instruction and support for faculty and students in effective use of technology related to its programs (Classroom Media Equipment) and DL support.

Program and Service Area Evaluations:

Objectives in *Advance Student Learning* require all instructional units to review performance outcomes for a balance of effectiveness (achievement of stated goals,) and efficiency (the quantity of service provided given the available resources). An annual program evaluation is required by each department

and service area involved in instructional delivery. In the past, these evaluations have been subjective, self-assessments of performance, based on NWCCU standards, Carl D. Perkins' requirements (as appropriate), Office of Civil Rights requirements for access, and other mandates and reporting requirements. The results of these reviews were submitted previously to NWCCU as evidence of program quality and effectiveness.

To review the last evaluation results go to www.roguecc.edu/accreditation, go to "Routine Reports"; select "2010 Progress Report" (pp. 20-24). Other past program evaluations are available upon request. The introduction of Core Themes will significantly change the content of these annual assessments. At the same time, Instructional Services (the major contributor to the *Advance Student Learning* theme) has shifted its goal objectives within the *2008-12 Strategic Plan* to also align more closely with *Advance Student Learning*. This alignment reduces duplication of effort in reporting and positions the division for necessary change within each year's strategic action plans. The first such review that specifically incorporates the Core Theme will occur in fall 2011.

Beneficiaries and Constituents: In the Program Evaluation context, beneficiaries are the audiences who benefit from the department's/program's services. Constituents, on the other hand, refers to student needs and other internal RCC needs that the department/program serves.

Learning Outcomes: RCC recently adopted ILOs, believing that student success in learning goes beyond grades assigned in separate courses. This component of helping learners achieve their goals is incorporated into the theme *Advance*, as is specific focus on local employment needs. Job placement and career advancement are keys to achieving the goal for many students. Simultaneously, the division is gearing up to assess and collect data on the newly-incorporated ILOs, as a correlation to the formerly reviewed CLOs. In fall 2011, pilot departments will begin collecting this data, with a rollout to all departments scheduled once the system checks have been done. Once learning outcomes data are collected and

departments have analyzed longitudinal data on effectiveness and efficiency, the annual review will provide:

- An opportunity for departments to analyze SLO data and propose changes, if necessary;
- An opportunity to review the effectiveness of previous changes and respond, if necessary;
- A review of annual effectiveness and efficiency, proposing changes, if necessary;
- An annual snapshot of labor market demand (in the case of CTE programs) and each program's ability to meet that demand given available resources and student numbers;
- Transfer students' success at their subsequent institutions balanced with the department's ability to meet demand, based on faculty and other resources; and,
- Instructional Service areas' (library, media, testing and tutoring, dual credit, DL support and other services) ability to meet demands, given the available resources and balanced with user satisfaction measures.

Assessment Results: Annual reviews incorporating the new elements of Core Theme Planning, student learning outcome data and enhanced measures of effectiveness and efficiency will also contribute to the Instructional Services' evolving *Academic Master Plan, 2011 CMP and 2008-12 Strategic Plan, Goal B-Quality Education/Advance Student Learning*. The *Academic Master Plan* will guide the ongoing levels of support for and the selection of programs. A baseline for departmental efficiency has been set using 2009-10 data, as nearly all units have been operating at peak rates through the enrollment boom.

Trends and SWOT will become the basis for analysis, comparing this peak to future service and expenditure levels. When the first annual (revised) program evaluation occurs in fall 2011, **efficiency data** for 2010-11 will be compared to the baseline, and **effectiveness measures** for each instructional department's 2010-11 performance will be added as a second baseline.

On the following page (Figure 10) is an example of the specific detail that will be available to department chairs every year in completing their program evaluation work.

Figure 10: Program Data

YEAR	YEAR DESC	DEPT CODE	DEPARTMENT	SEC COUNT	HC DUP	HC UNLUP	AVG HC	TUITION FEE REV.	EXPENDITURES
2010	2009-10	1800	ACADEMIC SKILLS	166	3387	1820	20.40	966,518.00	\$1,039,784.39
2010	2009-10	1801	ADULT BASIC SKILLS	266	8155	4466	30.66	7,176.00	1,594,823.57
2010	2009-10	1200	ART	166	1430	923	8.61	362,052.00	439,382.01
2010	2009-10	2000	AUTOMOTIVE TECH	53	683	86	12.89	171,179.00	424,332.32
2010	2009-10	1300	BUSINESS/OFFICETECH	225	4297	1918	19.10	1,054,649.00	814,339.83
2010	2009-10	1001	C.N.A.	8	81	44	10.13	29,260.00	95,292.88
2010	2009-10	1500	COMPUTER SCIENCE	174	4238	2176	24.36	843,696.00	605,128.30
2010	2009-10	2403	CONSTRUCTION	57	780	245	13.68	163,552.00	492,577.56
2010	2009-10	2301	CRIMINAL JUSTICE	41	819	345	19.98	193,602.00	206,837.21
2010	2009-10	1010	DENTAL ASSISTING	20	460	116	23.00	176,027.00	98,855.49
2010	2009-10	2001	DIESEL TECH	60	609	62	10.15	120,120.00	234,486.02
2010	2009-10	2302	EARLY CHLDHED ED	147	1377	458	9.37	301,236.00	205,936.75
2010	2009-10	2402	ELECTRONICS	76	559	199	7.36	156,008.00	330,747.97
2010	2009-10	1002	EMS	36	670	189	18.61	165,062.00	294,271.50
2010	2009-10	2308	FIRE SCIENCE	75	1026	590	13.68	91,928.00	163,461.46
2010	2009-10	1003	HPER	145	3583	2381	24.71	396,228.00	186,858.43
2010	2009-10	1700	HUMANITIES	411	8791	4374	21.39	2,435,230.00	1,576,724.52
2010	2009-10	9102	APPRENTICESHP	57	426	164	7.47	98,651.00	202,527.31
2010	2009-10	2404	MFR ENGINEERING	59	380	122	6.44	88,627.00	168,073.76
2010	2009-10	2202	MASSAGE	29	505	61	17.41	76,846.00	108,333.70
2010	2009-10	1900	MATH	300	7359	4239	24.53	2,252,691.00	1,248,114.09
2010	2009-10	1701	MUSIC	39	424	326	10.87	94,219.00	21,190.60
2010	2009-10	1004	NURSING	17	542	71	31.88	159,431.00	507,248.23
2010	2009-10	1105	PRACTICAL NURSING	7	111	32	15.86	45,430.00	167,326.71
2010	2009-10	2200	SCIENCE	311	7062	1975	22.71	1,159,773.00	1,088,075.06
2010	2009-10	2300	SOCIAL SCIENCE	244	6078	3215	24.91	1,743,903.00	876,627.38
2010	2009-10	1601	TRUCK DRIVER TRNG	28	93	33	3.32	106,509.00	73,628.49
2010	2009-10	2401	WELDING	66	280	92	4.24	100,562.00	145,745.49
2010	2009-10	9005	WORKFORCE DEV	1	24	24	24.00	0.00	0.00

Figure 11 (below) is the format (from the revised [Program Evaluation Form](#))¹⁸⁸ showing various indicators of department/program effort. The non-revenue baseline data shown above will

be provided for corresponding boxes for each program. Faculty will complete each section and analyze the data, considering the balance of effectiveness and efficiency.

Figure 11: Section from 2011-12 Program Evaluation Form

No. of Majors	Completers/ (No. of Transfer Students)	Completers (Success Statistics/All GPAs)	Dual Credit Courses/ Sections/ Students	*Transfer Degree: Support Provided	**CTE: Labor Market Demand	***CTE: Employment Statistics

* Number of sections last year offered in support of other degrees/certificates.

** Available from [Oregon Labor Market Information System \(OLMIS\)](#).¹⁸⁹

*** If known; will be represented as number employed from the previous year's completers.

Figure 12: Section from 2011-12 Program Evaluation Form

FTE	No. of Sections	Excess Demand	Headcount Served	Average Headcount Section	No. of DL Courses/ Sections/ Students	No. of Mag 8 Classes ¹	SP Goal B.2.2*

*No. of classes to “support such class delivery methods as team teaching, blended classes, and cohort instruction.” (2008-12 Strategic Plan, Objective B.2.2)

¹ The Magnificent 8 (Mag 8): Top eight core courses required by students: WR115 and 121, MTH60 and 65, PSY101 and 102, SP111, and CS120.

STUDENT LEARNING OUTCOMES

During the 2011-12 academic year, departments will begin collecting SLO data as they gradually implement the new scoring guides. Once each department collects annual baseline data and adds a second year’s data, department-level analysis will be required and become increasingly meaningful. This analysis will result in annualized changes for improvement, if indicated, and then subsequent years’ SLO data will be reviewed to determine if those changes made the desired improvement in student learning. This is a sample section of the revised Program Evaluation for reporting and analysis of SLO data:

Figure 13: Sample Section from 2011-12 Program Evaluation Form for SLO Data Analysis

Intended Outcomes	Indicator(s) of Achievement	Rationale for Indicators
Identify CLOs at course and program level, incorporating them into all course outlines. Identify ILOs at the course and program level and incorporate ILOs into all appropriate course outlines.	Student Data on Achievement of CLOs and ILOs Note: Collection of data occurs at course and department or program-level.	Assessment of achievement of CLOs will inform college about students who complete educational courses, programs, and degrees. Student achievement will be based on documented data.
Units respond to SLO data and make changes as necessary	SLO Data Note: Results to be included in program review documentation.	These clearly-defined indicators of achievement will assist RCC in analysis and formation of evidence-based judgments of achievement.

PROGRAM LEARNING OUTCOMES

Next, evaluators will be required to list student learning outcomes identified at key assessment

points for the department/program. For example, what is the department/program trying to accomplish through course offerings and the learning opportunities provided?

Figure 14: Sample from new Program Evaluation Form on CLOs and ILOs

Program/Department “Content” Learning Outcome (CLO)	Measure (Variable by Department)

Institutional Learning Outcome (ILO)	Average Student Scores*

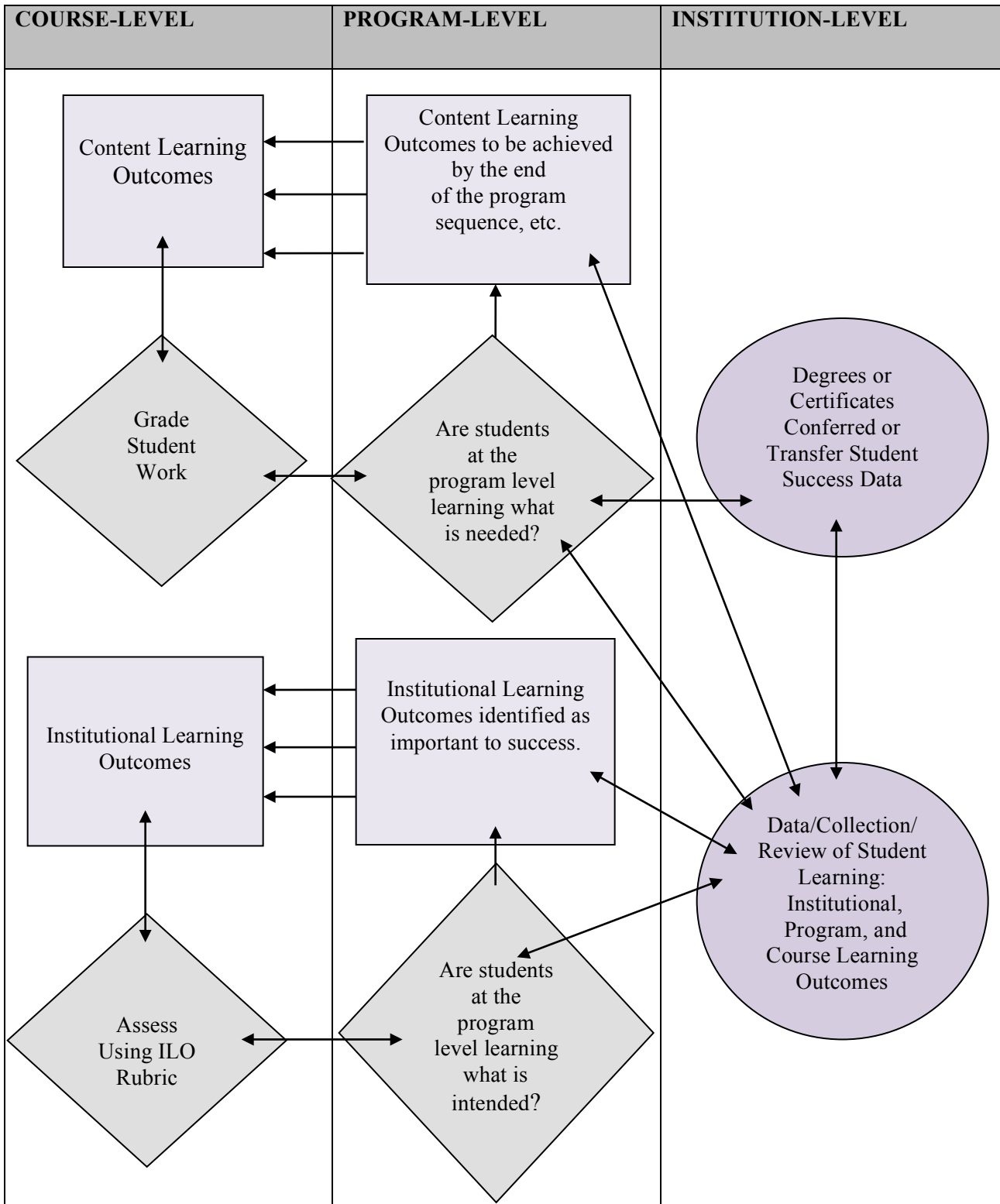
*Average student scores will be collected in Angel™ for department-level reporting in this context.

Finally, department or service area responses to the data provided will be evaluated to determine what the results tell the department or service area about

what has worked well and may be continued and what might be changed to improve results.

Following is a flow chart (Figure 15) demonstrating student learning assessment at course, program, and college-level.

Figure 15: Assessing Student Learning



CORE THEME 3: STRENGTHEN OUR DIVERSE COMMUNITIES

The objectives of *Strengthen* were established to ensure that students and employees may learn and work in positive and healthy environments and have the opportunity to become engaged in programs, activities, services, events, training and policies that may lead to enrichment of the intellectual, social and economic fabric of the internal and external RCC communities.

Intended Outcomes

1. All beneficiaries will be able to work and learn in a positive, safe, and welcoming environment.
2. The climate for all constituents and beneficiaries will be strengthened through relationship-building activities.

3. Faculty and staff professional growth, professional memberships and training opportunities will be fostered.
4. Classes, activities, events and training opportunities that contribute to cultural enrichment for students and community will be provided.
5. Specific ceremonies, traditions and special events will be identified to ensure acknowledgment of achievement and/or celebrations of success.
6. Relationships with business and community partnerships will flourish so the College may be responsive to training and service needs of the communities it serves.

When it comes to the number of complex, and diverse cultures within a single organization, higher education institutions lead all others (Ruben 2009) as demonstrated in Figure 16.

Figure 16: Diverse Cultures in Education

Academic	Administrative	Professional Groups	Governance
Full-time Faculty Adjunct Faculty Part-time Faculty 90 programs of study from Business to Diesel to Art and Mathematics (see catalog, pages 43-83)	Executive Team Management Team College Councils College Services Instructional Services Student Services	Instructional Administrators Student Service Officers Financial Officers OCCA Board OCC Presidents' Council RCCEA and OSEA President's Assistants HR Administrators Oregon AAWCC	Board of Education Budget/Advisory Faculty Senate FAMAT/CAMAT
Students	Student Life	Student Government	General Public
Full-time	Clubs/Special Interests	Officers	Education/Jobs
Part-time	Counseling /Advising	Business Partners	Community Ed
Distance Learning	Student Employment	Small Business Dev.	Foundation
Basic Skills	Rogue Ambassadors	Workforce Training	Scholarships
Career Pathways	Phi Theta Kappa	Short-Term Skills	Fundraising
Discovery Programs		Occupational Skills	Investments
University Partnerships	Comm. Art/ Theater	Cooperative Work Exp.	Program Advisory
Southern Oregon University	Rogue Music Theater		CTE Programs
Oregon State University	Craterian Theater		
Oregon Institute of Technology	Britt Festivals		
	Art Galleries		
	Music Performances		

The Core Theme *Strengthen* was particularly important to stakeholders who captured the theme in the development process, yet it is a difficult theme to define and measure. Examples of programs and services that contribute to the spirit of this theme include the same programs and services that live in Student Services and Instructional Services. However, they also include Human Resources and Employee Training (professional development and inservice) and more. In the July 20, 2011, assessment process, it was evident that the theme was overly broad and required further attention. An immediate outcome included a recommendation that the words “diverse” and “communities” be specifically defined based on the indicators and objectives that were developed. These definitions were discussed and incorporated into the explanatory paragraph about the theme (*Chapter One, Standard 1B*)

Defining “Communities” and “Diverse”: In the context of the theme *Strengthen Our Diverse Communities*, communities refers to the internal and external college stakeholders directly or indirectly affected by the Mission. The word

“diverse” refers to the wide range of people who work and learn and teach at the college—all with different goals, expectations and world views. With that clarification, the theme remains broad, but will be further evaluated in the future by CEC and the Core Theme champion.

Programs and Services

Specific programs and services are easily recognizable within the scope of the theme *Strengthen* in terms of commitment to providing jobs and business opportunities for the community which furthers the theme, the Mission and the other Core Themes. Examples include Career Pathways, Small Business Development Center (SBDC), the Illinois Valley Business Entrepreneurial Center (IVBEC), Community Education, Continuing Education, Workforce Training and Short-term Skills Training.

Career Pathways: Although program data is an identifiable indicator of achievement in the Core Theme *Promote Student Access and Success*, some specific deliverables are immediately notable for this report, and applicable to *Strengthen* (See Figure 17).

Figure 17: Completed Deliverables for Career Pathways - 2008-12 Strategic Plan (Goal C)

No.	Description	Activities Completed During Last Report Period
1	12 State-approved certificates presently available.	83 CPC and LTOYs awarded during 2009-11 period. Of 74 Career Pathways certificate earners, 51 took another RCC class after earning their Pathways Certificate – representing 69 percent.
2	Developed and implemented processes and procedures to increase number of students transitioning from ABE, GED, ESL classes to credit postsecondary.	--VESL/ECE 175 and 199 series completed spring term. 24 students participated with 20 students intending to continue. --OPABS classes ran at RVC and RWC; coordinated industry tours in Medford: waste water treatment and health care. --Developed booklet for ABS students highlighting credit classes with no or low prerequisites.
3	Incorporate career pathways into student services processes.	Counseling (Student Services) served as Pathways Advisory Team and provided feedback and collaboration on incorporating use of Roadmaps and Plan of Study Templates (POSTs) in their work with students using tools in Human Development courses on Career Planning.
4	POSTS with high school and community college coursework.	POSTs are completed and posted on RCC website.
5	CPCs developed/approved in health care and sustainability.	Reported in quarterly reports.
6	Implemented processes to increase student eligibility.	Reported in quarterly reports.
7	Institutionalization of CPC	In the 2011 assessment of <i>2008-12 Strategic Plan</i> goals, this Goal C-Career Pathways, received the highest rating in the assessment meeting.

SBDC: Offers education to business owners by offering free, confidential business counseling, affordable business training, information and referrals, and business resources. RCC’s SBDC is one of the top performing centers in Oregon as evidenced in the *2009-11 Statewide SBDC Report*.¹⁹⁰

IVBEC:¹⁹¹ The Illinois Valley Business Entrepreneurial Center represents SBDC partnership with Josephine County, Illinois Valley Community Development Organization, and SOREDI to develop and energize local business. IVBEC is a broker of knowledge, offering services that include business planning and coaching, networking opportunity, marketing products via the Internet, photography and graphics, business training, public venue for marketing showcasing events, outsourcing, incubation and similar activities.

Community Education:¹⁹² Short, non-credit classes designed for personal enrichment, lifelong learning, and personal enjoyment. Classes are self-supporting. Some college employees voluntarily teach community education classes. This fosters personal and professional growth in an entirely different way and is also attributable to support of the theme *Strengthen*.

Workforce Training:¹⁹³ These offerings concentrate on courses that provide customized training for employees, job seekers, organizations and businesses.

Short-term Skills Training:¹⁹⁴ Focuses on vocational training and industry-specific certifications that enhance current employee skills or provide job seekers with an increased opportunity to employ qualified workers. RCC specializes in industry-specific certifications such as welding, forklift, flagger, driver’s training and Oregon OSHA training.

Apprenticeship Programs:¹⁹⁵ In cooperation with local apprenticeship-training committees, the Oregon Bureau of Labor and Industries, and the Oregon Apprenticeship and Training Council, RCC offers 12 apprenticeships programs including airframe and plant technicians, boiler operators, electricians, electric motor winder,

HVAC mechanics/installers and renewable energy technicians, millrights and plumbers. Student apprentices are full-time employees, who learn their career through the program at half the salary of journeymen and earn increases in pay as they progress to completion of each complex task.

Latino Programs and High School Outreach: See *Chapter Two, Standard 2.D.3* under “Recruitment.”

CORE THEME 4: MODEL STEWARDSHIP

The objectives for model stewardship include demonstration of the College’s ability to efficiently and effectively utilize public resources and to pursue additional resources. Through the Budget Advisory Team (BAT), Executive Team, and the Board of Education, programs and services are continually analyzed in terms of adequate support of resources and capacity.

Intended Outcomes

1. Processes are in place to efficiently offer services through careful budgeting and planning for all resources.
2. Processes for faculty, staff and management performance evaluations are established and provide quality services to students, staff and the community.
3. The *College Master Plan* serves as a key document for making informed decisions about facilities and campus improvements that will best serve students and instructional programs.
4. The College is committed to practices that support sustainability of the environment.
5. Research and development for additional funds and in-kind support for capital projects, endowments, programs and scholarships is ongoing.

Results-oriented evidence toward achievement of the Core Theme *Model* is demonstrated annually through a balanced, Board-approved budget, outstanding financial audits, faculty, staff and exempt performance evaluations, the College Master Plan, sustainability practices, grant review processes and collaboration with the RCC Foundation on fundraising, grants and scholarships.

3.B.3: Core Theme planning is informed by the collection of appropriately-defined data that are analyzed and used to evaluate accomplishment of Core Theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

CORE THEME 1: PROMOTE STUDENT ACCESS AND SUCCESS

The indicators chosen to evaluate *Promote* provide a roadmap showing progress from community member to prospective student to milestone achiever to graduate. Data chosen will reveal barriers to progress along the *access to success* continuum and will provide information regarding targeted service and program improvement opportunities, including, but not limited to, marketing, recruitment, admissions, and inviting buildings, grounds and gathering places outlined in Objective 1.1. Indicators are Intelliworks™ data, student financial aid, registration and application data, student surveys, and calling campaign. Rationales for these indicators are described in *Chapter One*.

Persistence and completion rates are monitored under Objective 1.2, based on *Oregon's 27 Best Practices in Student Retention* as they contribute to Oregon's *Milestone and Momentum Points* data. Specific indicators of achievement for this objective are early alert systems and learning communities' data, information on student progress in developmental and Career Pathways tracks, and degree audit criteria and reports. The *27 Best Practices* are the basis for the evolving Student Persistence Plan (SPP) to be completed and implemented during 2011-13. The SPP is intended to provide a clear and organized approach to improved student access and persistence. Although the SPP will involve other divisions, the Student Development Council will be primarily responsible for analysis, data and evaluating accomplishments.

The *27 Best Practices* for student success identified for Oregon demonstrate proven methods, strategies, and interventions that affect student engagement and persistence. These state-identified practices fall

under six general categories (A to F below). **Note: indicators identified to date in *Student Access and Success* are italicized:**

- A. Curricular Activities**
 - 1. *Learning Communities/Cohort Groups*
 - 2. First-Term or First-Year Experience
 - 3. Embedding Study Skills in Specific Courses
 - 4. Curricular Innovations/Faculty Development
 - 5. *Career Pathways*
- B. Institutional Assistance and Academic Interventions**
 - 6. Learning Centers
 - 7. *Early Warning Systems*
 - 8. Mandatory Assessment and Basic Skills Prerequisites
 - 9. Summer Bridge Programs
 - 10. *Developmental Programs*
- C. Student Development Initiatives** (Note: All of these initiatives are in place, are described in *Chapter Two* and may be explored visiting the [Student Services website](#)).¹⁹⁶
 - 11. *Mandatory Orientation/Special Workshops for Students*
 - 12. *Mandatory Advising/Degree Planning*
 - 13. *One-Stop Enrollment Services*
 - 14. *Peer Mentoring/Tutoring/Advising*
 - 15. *Counseling/Support Groups*
 - 16. *Career Exploration/Student Employment Services*
 - 17. *Calling Campaigns; Person-to-Person Contact*
 - 18. *Financial Aid Outreach*
- D. Campus Climate**
 - 19. Relationship-building Activities
 - 20. Non-Traditional Student Support
 - 21. Co-Curricular Activities/Student Life
 - 22. Faculty Involvement
 - 23. *Ceremonies, Traditions and Special Events*
- E. Electronic and Online Tools**
 - 24. Online Student Services
 - 25. *Degree Audit*
- F. Institutional Leadership and Assessment**
 - 26. College-wide Retention Initiatives
 - 27. Systematic Assessment and Reviews

Adapted from *Retention Best Practices Glossary* [Oregon] (2008)

STUDENT SURVEYS

Another collection of appropriately-defined data used to evaluate accomplishment of Core Theme objectives on *Student Access and Success* includes student surveys. Three primary state and national surveys are described below:

CCSSE™: Following the lead from the Council of Instructional Administrators (CIA) and the Student Services Officers, RCC joined other Oregon colleges in adopting and administering the nationally-normed CCSSE instrument. The *2010 Findings: The Heart of Student Success, Learning, Teaching, and College Completion* form an important baseline indicator for completion rates. The focus of CCSSE is primarily on transfer and CTE credit classes rather than on developmental, online, or personal enrichment.

In August 2011, representatives from CEC participated in a 2011 CCSSE Workshop at Linn-Benton Community College in Albany hosted by CCWD to discuss CCSSE data with other community college leaders and specifically to discuss connections between data results and accreditation standards. The agenda items included:

- Promoting Student Engagement and Success in Oregon Community Colleges
- Taking Inventory and Culture of Evidence
- Incorporating Student Engagement into the Accreditation Process
- Strengthening Student Engagement in Oregon Community Colleges

The intent was to bring this analysis back to each campus and plan for improvement. The survey is based on five benchmarks that encompass 38 student engagement issues that reflect what are considered to be “many of the most important aspects of the student experience.” These benchmarks include (1) Active and Collaborative Learning; (2) Student Effort; (3) Academic Challenge; (4) Student-Faculty Interaction and (5) Support for Learners (Center for CCSSE (2010)).

SENSE™: The Survey of Entering Student Engagement focuses on effective practices related to key student issues (1) Academic and Social

Support Network; (2) High Expectations and Aspirations; (3) Engaged Learning; (4) Early Connections; and (5) Clear Academic Pathway

In 2010, the first year (2009) SENSE outcomes and recommendations for improvement were shared with faculty at fall 2010 inservice and provided in the RCC *Fall 2010 Progress Report*,¹⁹⁷ pages 17-19. This national survey was also new to RCC. It examines college practices and student behaviors in the fourth and fifth weeks of the fall academic term. It is a vital tool for accurately planning ways to meet the needs of entry-level students. By surveying their reactions to the services and programs at the College, RCC may discover new areas of strength and improvement. Survey results were aggregated and analyzed for college-wide purposes and discussed with faculty at fall inservice 2010. Cost for this mandatory survey is covered by CCWD. (SENSE (2010)).

Student Satisfaction Inventory™ (Noel-Levitz)

(SSI): This extensive survey provides national benchmarks for student services and discusses how student satisfaction plays a direct role in student retention. SSI strengthens the quality of the student experience through precise, comprehensive satisfaction assessment. (Noel-Levitz National Research Report (2010)).

CORE THEME 2: ADVANCE STUDENT LEARNING

The indicator(s) of achievement for *Advance* are described in *Chapters One* and *Three* and in Standard 3.B.1 in this Chapter under *Advance Student Learning*. These specific data elements were selected because they have been and will continue to inform budgetary and programmatic decisions. When reviewed by instructional leadership, the analysis of strengths and areas of improvement identified through the established work to date and anticipated first-year baseline data in 2011-12 will be qualitative and quantitative. The indicators include (1) Student Data on Achievement of Institutional Learning Outcomes (ILOs) and Content Learning Outcomes (CLOs), combined as Student Learning Outcomes (SLOs); (2) Program level Reviews/ILOs; (3) Program Level Reviews/Support and (4) Program/department advisory committee input. Outcomes will have a significant

impact on strategic and Core Theme Planning and budgetary decisions for subsequent years. Student achievement will also be further validated through the learning outcomes evidence.

CORE THEME 3: STRENGTHEN OUR DIVERSE COMMUNITIES

The following verifiable data were identified as the basis for evaluating Core Theme objectives outlined in *Strengthen Our Diverse Communities*. Some of the data obtained in 2010-11 are being used to benchmark support for Objectives 3.1 and 3.2. Other data already exists and will be further analyzed for effectiveness in the 2011-12 Core Theme assessment year.

Student Satisfaction Survey Data: Also being utilized (and described above) for the Core Theme *Promote Student Access and Success*.

President's Annual Employee Climate Survey: History, language patterns, stories, rules, traditions, customs, and preferred practices that have emerged over time and characterize and shape organizational behaviors and practices (Ruben 2005) influence the strategic objectives the College embarks upon. In the President's *2011 Employee Climate Survey*, approximately 70 responses were obtained. The president narrowed the highlights to the issues that can be addressed in a meaningful way with input from Executive Team (also see [2011 Raw Data](#)).¹⁹⁸ Three of four questions were based on the *Start, Stop, and Continue* philosophy also used in Group Informational Feedback Technique ([GIFT](#)).¹⁹⁹

Survey Results:

START: What could the College do to make this a better place to work and learn?

1. Create Leaner Processes
2. Increase Use of Technology
Outcome: Transformation from a '70s college to 21st Century College (Also see Core Themes: *1-Promote Student Access and Success*; and *2-Advance Student Learning*; *4-Model Stewardship*)

STOP: What should the college stop doing that would make this a better place to work and learn?

1. Excessive Meetings
Outcome: Use human and financial resources more effectively and efficiently. (Also see Core Theme *4-Model Stewardship*;))

CONTINUE: What do you like best about RCC?

1. Caring, Friendly, Dedicated Leaders, Faculty and Staff
2. Learning and Teaching
Outcome: RCC is a positive, inclusive place for all faculty, staff and students to work, teach, and learn. (Also see, Core Theme *3-Strengthen Our Diverse Communities*; Objective 3.1: Provide a positive, inclusive place for all constituents and beneficiaries to work and learn).

In addition, employees were asked for input on their perception of local, state and national [trends](#)²⁰⁰ or issues for strategic planning which have been posted on the strategic plan website and will be used to kick-off the 2012-15 planning cycle environmental scan.

The president issued a similar survey in 2009 with comparable results. The above-described process has become an annual activity which serves as a "check-in" mechanism for employees to discuss what they perceive as the strengths and areas of improvement. The president uses information to establish objectives. Progress on those objectives will be assessed annually in reference to *2008-12 Strategic Plan* goals and *2010-11 Core Theme Objectives*. Success will be celebrated at the End-of-Year Campus Gatherings, inservice and/or Campus Council meetings.

While Faculty/Staff Workplace received a high rating in the EHE training model and in the 2011 *President's Survey* (described above) it is obvious that administrative and academic cultures and values differ. In order to *Strengthen Our Diverse*

Communities, RCC must recognize and address these cultural differences within the faculty and staff on a regular basis:

Figure 18: Culture Differences between Academic and Administrative

Administrative Culture	Academic Culture
Return on Investment	Freedom of Expression
Operational Effectiveness	Collegial Decision-Making
Cost Effectiveness/Cost Savings	Creating, Advancing, Imparting Knowledge
Service Orientation	Students are learners – not customers.
The College is a Business.	Education is not a Business.
Sensitivity to local, community and state politics.	Aversion to local, community and state politics.

Adapted from Ruben (2010)

Overcoming cultural barriers to communication between faculty, students, staff, administrators, and the general public may be accomplished with words, a shared Mission and trust. Follow-through on opinion surveys and various initiatives and proposals is one-way to build trust. Attention to leadership, communication and culture is critical for engagement, motivation and action.

In this context, *2008-12 Strategic Plan* Goal A on shaping culture fits within the *Strengthen* theme. In reassignments stemming from the VP College Services' resignation in August 2011, the Core Theme Champion for *Strengthen* has also been designated Goal A (Culture) Champion; This is another example of organic evolution of themes from existing initiatives.

Policies, Procedures and Reports

Two significant policies correlate directly to Objective 3.1 regarding a safe, positive, inclusive working and learning environment. Enforcement and specific complaints or violations are promptly investigated and resolved. In the resolution process, procedures are continuously improved and the policies are updated regularly. Two of these procedures (Student Rights and Human Rights) are discussed in *Chapter Two, Standards 2.A.15, 2.A.22, 2.A.27 and 2.D.2.*

- **Student Rights Freedoms and Responsibilities Statement:** Covers policies and procedures outlining mutual expectations between student, faculty and staff in the learning and teaching environment. These

policies include respect and integrity and adherence to the Student Code of Conduct and Human Rights Policy.

- **Human Rights Policy:** Maintains the college's value and respect for the rights and dignity of all individuals. It requires that all members of the college community take reasonable action to maintain learning and working environments free of harassment, intimidation and/or hostility.
- **Safety²⁰¹ (Mandatory Reports and Mandatory Training)** Ensures compliance with the Occupational and Safety Health Act 1970 and with the Clery Campus Crime Awareness and Campus Security Acts of 1990.

Diversity Programming Board (DPB) Goals, Objectives and Outcomes

In measuring the degree to which RCC offers cultural and social events for the community, one of the core indicators is the DPB. The DPB mission is "to promote a community of inclusion and understanding by providing educational activities that honor and support students and staff in the areas of age, gender, religion, ability, socioeconomic status, race, ethnicity, culture, sexual orientation and family structure." The goal is to increase awareness and understanding of diversity, to provide leadership and guidance, to support and honor the diversity of our region, and to support student-initiated diversity activities that will promote student retention.

2009-10 and 2010-11 DPB Event Highlights DPB develops, promotes, and hosts a wide variety of cultural activities based on feedback from college and community members. Following is a list of popular events scheduled over the past two years:

- **Theatre History in Action:** A booth was developed in conjunction with an *Annie Get Your Gun* theatre performance. The scene was 1884-1908, focusing on Sitting Bull and the Hunkpapa Nation as well as on Annie Oakley and Wild Bill. The Southern Oregon University Native American/First Nation Studies program partnered with planning and activities from that era. The event was open to community and students with a special student rate.
- **Empty Bowls - Awareness Event of the Homeless and the Hungry:** In October 2010, DBP sponsored \$1,500 towards this event and gave 20 tickets to students. Approximately 200 people attended the event to hear presentations from and about our homeless population in Josephine County. The art community donated student-made ceramic bowls that attendees used for their soup.
- **Eye-to-Eye-Heart-to-Heart –What is Diversity? Theatre of Change:** On January 26 and 27, 2011, Eye-to-Eye, Heart-to-Heart was a drama therapy performance that stimulated conversation about taking a closer look at what connects us, what separates, and what has actually served to strengthen the bond between us. Attendance between both campuses exceeded 260.
- **Creating a Safe and Welcoming Campus:** Webinar and CD Materials on Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) populations are available to interested staff and students.
- **Out in the Silence:** A film chronicling the effects of anti-gay bullying was shown in Grants Pass (200 attended) and Medford (60 participants). The screening was followed by a facilitated community dialogue with filmmakers Joe Wilson and Dean Hamer. The conversation focused on fairness, equality, and inclusion for LGBTQ people in small towns and rural communities.
- **Teatro Milagro:** A bilingual theatre group brought a play and workshop to RCC. *Duende De Lorca* is a bilingual play about Federico Garcia Lorca, celebrated the world over for his passionate, avant-garde poetry, music and plays and his quest for cultural integration and acceptance.
- **Panel on Religions:** Representatives from a variety of spiritual and religious beliefs, including Buddhism, Paganism, Christianity, Islam, Judaism, and American Indian (Clatsop), gave short presentations on their belief systems and then answered questions from the audience (students) on their traditions, practices, values, beliefs, and holidays.
- **“I’m Just Like You Only Different: The Human Face of Change”:** This conference, being funded through a 2011-12 grant seeks to put a local, human face on four national issues with local impact including (1) worker displacement, (2) returning veteran issues, (3) Latino experience, and (4) home foreclosures. It will provide participants with information and tools to explore potentially contentious societal issues. The conference is planned for in November 2011 for a minimum of 100 community participants and RCC students.
- **Sustainapalooza Sponsorship:** By exposing students to new perspectives concerning sustainability and the environment, this program hosted in 2010 and 2011, promotes an ethic of compassion, understanding and stewardship. Sustainapalooza honored the diversity of resources and ideas in this region. Students were exposed to free expression through art, photography, music, land use practices by local farmers, new environmental technologies with solar demonstrations, recycling, composting, and more.
- **Anatomy of Hate:** On April 20-21, 2011, the director of this film challenged, informed, and inspired participants with a dialogue of hope. It revealed the shared narratives found in individual and collective ideologies of hate and how human beings, as a species, overcome them.

Attendance: Attention to DPB events has been growing and feedback from participants has been positive, including ideas for future events. In the

next year, DPB will work on providing evidence of direct impact of the hosted events on the theme, *Strengthen*.

Figure 19: Diversity Programming Board Events and Attendance					
	2006-07	2007-08	2008-09	2009-10	2010-11
Total number of events (counted once while performed 2-3 times at all three campuses)	12	Not recorded.	13	16	12
Total Audience Attendance	479	N/A	485	794	1031

Key Ceremonies, Traditions, Annual Events, Special Activities and Awards (Activities Calendar)²⁰² for Students and Employees
Regular celebrations from commencement to campus potlucks and training opportunities are important elements that contribute to personal growth and relationship building essential to successful outcomes in the theme *Strengthen Our*

Diverse Communities. Students and staff may post special events or training opportunities on the activities calendar on the website home page. The calendar is monitored by the Marketing and Community Relations Department. A few examples of these key ceremonies, traditions, events and/or activities are provided:

Figure 20: Key Group Activities and Events for Students, Employees, and Community in 2009-10

STUDENTS	EMPLOYEES
Student Government	Fall and Spring Inservice
Phi Theta Kappa	Brown Bag Sessions
Commencement	End-of-Year Celebrations
Honors Night	Winter Break Celebration
Educacion del Mundo	RCC Cares! Campaign
Veterans' Appreciation Day (Hosted by DPB)	Veterans' Appreciation Day
Diversity Tree and Religious Celebration	President's Quarterly Questions and Answers
Welcome Back Bash	Quarterly Management Team Meetings/Trainings
Outstanding Student Scholars	Safety Training for Facilities Staff
Student Clubs	Annual Department Retreats
Sustainapalooza	David West 7 th Generation Award*
FaceBook™, Twitter™, YouTube™	Innovation Award ²⁰³
Battle of the Bands	Health and Wellness Activities ²⁰⁴
Nurses' Pinning Ceremony	Tuition Waivers ²⁰⁵
GED Graduations	Board Program Meetings
Discovery Programs Graduations	Annual Outstanding Citizen Award
Transfer Fair	Foundation Outstanding Alumni Award
Job Fair	Oregon AAWCC Excellence Award
Battle of the Bands/Music Save Lives	Green Team/Recycling Events
Red Cross Blood Drives	Weight Watchers

Int'l Student Exch (2011 Sze-Wing Chan/Hong Kong)	Oregon Institute for Leadership Development
Medical Skills Day	RCC-AAWCC Student Scholarship Fundraisers
Build-a-Thon	Classified Employees Appreciation Week
Weld-a-Thon	GIFT (Group Instructional Feedback Technique)
Student Orientation	Employee Orientation
COMMUNITY	DPB Events (Described Above)
First Friday Art Night	
Holiday Art Sale	
Art Galleries	
Theater Productions	
Community Band	
Rogue Valley Business and Resource Fair	
Chamber of Commerce Banquet	
Friday Drumming Circle	
Food Bank	
Southern Oregon Regional Economic Development	
Oregon Consortium for Nursing Education	

***David West Seventh Generation Award:**

Presented annually to individuals who have demonstrated commitment to the values of diversity, inclusiveness, fair and principled leadership. This award is given to faculty or staff nominated by their peers who have influenced the lives of beneficiaries by honoring diversity and celebrating the richness of RCC. The award was

established in honor of David West in June 2001 upon his resignation to pursue a career at SOU. As a past RCC-student and former employee, West was instrumental in promoting cultural diversity at RCC. He is a long-term Native American teacher and storyteller from the Potawatomi, Miami, and Kickapoo Tribes.

2009-10 and 2010-11 Class Offerings

A wide range of courses are available for students that may provide opportunities for intellectual,

social and cultural enrichment. Examples of such offerings (not all inclusive) are provided in Figure 21:

Figure 21: Sample course offerings for intellectual, social and cultural enrichment

COURSE NO(S).	COURSE TITLE(S)
ART204/205/206/211	History of Art and Survey of Visual Arts
ANTH110	Introduction to Cultural Anthropology
BT101	Human Relations in Organizations
ENG104/105/106/107/108/109/201/202/203	Literature (Fiction) (Drama) (Poetry); Shakespeare
ENG 244/257	Asian and African American Literature
ENG260	Introduction to Women Writers
FR101/102/103/111/112/113/201/202/203	French
HST104/105/201/202	World Civilizations and US History
HUM215/216/217/218/219	Native American Arts and Culture
IS110	International Studies
ITAL101/102/103/111/112/113	Italian
ITP101/102/103	Sign Language
MUS201/202/203	Introduction to Music and Its Literature
PHL101/102/103	Philosophical Problems, Ethics, Critical Reasoning
REL201	World Religions
SOC204/205/213	Sociology, American Society, Multicultural America
SOC 218/225	Sociology of Gender/Social Problems
SOC230	Introduction to Gerontology
SP115	Introduction to Intercultural Communication
SPAN101/102/103, 201/202/203	Spanish
TA141/142/143/144/145/146	Acting/Improvisational Theater
TA153 and TA 155	Rehearsal and Performance and Reader's Theater

CORE THEME 4: MODEL STEWARDSHIP

During the annual budgeting process, financial information is gathered in regard to revenues and expenditures. Programs and services annually review needs for support. When a position becomes vacant or a new position is requested, Executive Team evaluates the need to fill the position based on relevant data; 78.9 percent of the total current budget is designated for personnel costs.

Grant projects and reports as well as progress on fundraising campaign feasibility are also key indicators for the theme, *Model*. Many other planning tools and sources, including the CMP, professional development funds/activity, human resources evaluation processes, and sustainability initiatives are included in continuous evaluation and improvement processes.

STANDARD 4.A – ASSESSMENT

4.A.1: The College engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its Core Theme objectives.

CORE THEME 1: PROMOTE STUDENT ACCESS AND SUCCESS

Twenty-six indicators of achievement, including quantitative and/or qualitative data for *Promote* were identified in the Core Theme Planning process in 2009-10. These were discussed and rated, based on rationale and anticipated value for informing progress and achievement of Core Theme objectives, at the July 2011 Core Themes assessment meeting. Eleven measures are being used to set benchmarks and track progress on this theme during 2011-12. CEC will continue to monitor indicators to ensure they are meaningful, assessable and verifiable gauges of progress on Core Theme objectives.

CORE THEME 2: ADVANCE STUDENT LEARNING

Once the annual Program Evaluation changes are fully in place, more quality data will be available for assessing *Advance*. Even as the process was developed and implemented over the past three years, including the ILOs and Core Theme planning, the College has been engaged in ongoing systematic collection and analysis of assessable and verifiable data that is both quantitative and qualitative. The specific measures of achievement were selected because they represent meaningful data. Analyzing revenues and expenditures, balanced with measurement of student learning, will show if the instructional units are using college and student resources effectively in the support of quality learning and teaching and ultimately of student success.

CORE THEME 3: STRENGTHEN OUR DIVERSE COMMUNITIES

The objectives in *Strengthen* present an opportunity to create shared perspectives and language that contribute to the RCC culture (*2008-12 Strategic Plan, Goal A-Culture*) as well as the theme.

Assessment in July 2011 presented an opportunity to clarify the spirit and relevance of the *Strengthen* theme. The *President's Annual Culture-Climate Survey* contributes to the college's environmental scan cycle. As RCC responds to growing state and national pressure for accountability and transparency, this work aids college-wide review, fosters exchange of information, creates a constructive dialogue, and demonstrates progress on action plans. RCC contributes to a rich fabric of cultural, civic and economic development opportunities for its diverse students and staff and the southern Oregon region.

CORE THEME 4: MODEL STEWARDSHIP

Budgeting: Each year, a budget is created based on current year actual information, projected revenue, and needs identified in the planning process. The budget is reviewed and analyzed by Executive Team. In addition, the Budget Advisory Team (BAT), a cross-functional, cross-employee and student team reviews the budget and provides input based on cost/benefit analysis. The proposed budget is then taken to the college community for input, then goes to the Budget Advisory Committee comprised of the Board and appointed Advisory Committee representatives from Jackson and Josephine Counties.

A balanced 2011-12 budget was adopted by the Board of Education on June 21, 2011. During the budget building process, a [budget presentation](#)²⁰⁶ was viewed by community, faculty and staff either in groups or individually. The budget presentation was reviewed by approximately 175 individuals from Campus Councils, Faculty Senate, bargaining teams and the Board of Education. College-wide e-mails provided a URL, allowing others to view the presentation at will. Viewers were asked to comment and/or make suggestions for a more efficient budget. The BAT also analyzed 20 non-bargaining ideas that were a result of a large-cross-functional "Playing the Hand You Are Dealt" financial strategies workshop held August 23, 2010. Forty-five classified, exempt, faculty and board members attended this workshop designed to generate possible responses to the ongoing decline in financial resources; five ideas were forwarded to FAMAT and CAMAT.

Departmental materials and services expenditures

were analyzed over the last three years and adjusted appropriately. A formal process allows departments to request adjustments which are reviewed and approved by Executive Team.

Other Resources: Under the direction of the president and the RCC Foundation, the College is investigating other resources, including the possibility of a capital campaign. The Foundation has contracted with the Clements Group to provide guidance in this endeavor. Initial priorities for additional funding are based on current trends and recommendations from the *College Master*

Plan: (1) Program Support/Endowments for Nursing, Allied Health, Automotive and SBDC; (2) Scholarships; (3) Health/Sciences Buildings and Upgrades; (4) Community/Economic Growth Projects: Rogue Bowl Renovations, Justice Education Training Center, Flex Lab for Manufacturing, Tennis/Sports Complex and/or Athletics.

Grant Funding: An ongoing revenue option is grant funding. Five major grants are pending in 2010-11; however a snapshot of efforts between 2002-03 and 2009-10 is provided below:

Figure 22: Major Grants

Year	Amt. Requested	Amount Awarded	%	\$Inc./Dec Over PriorYr
2009-10	5,977,516	3,799,327	64%	(621,913)
2008-09	9,837,662	4,421,240	45%	1,012,388
2007-08	4,474,115	3,408,852	76%	2,936,407
2006-07	2,544,993	472,445	19%	(2,458,661)
2005-06	3,846,597	2,931,106	76%	(862,532)
2004-05	4,233,620	3,793,638	90%	1,855,134
2003-04	4,590,426	1,938,504	42%	675,542
2002-03	4,601,679	1,262,962	27%	546,775
TOTAL	\$43,922,056	\$22,744,261	52%	\$3,083,140

Figure 23: Continuation Grants

Year	Amount Requested	Amount Awarded	%
2009-10	4,385,710	4,269,438	97%
2008-09	5,687,443	5,263,793	93%
2007-08	3,238,844	3,144,946	97%
2006-07	3,236,424	2,876,275	89%
2005-06	4,903,768	4,896,268	100%
2004-05	2,637,346	\$2,578,727	98%
2003-04	2,438,571	2,446,147	100%
TOTAL	\$26,528,106	\$25,475,594	96%

Figure 24: Foundation Grants

Year	Amount Requested	Amount Awarded	%
2009-10	\$160,900	\$160,900	100%
2008-09	\$169,700	\$161,200	95%
2007-08	\$139,700	\$ 79,700	57%
2006-07	\$195,924	\$102,425	52%
2005-06	\$84,300	\$71,800	85%
2004-05	\$80,000	\$80,000	100%
TOTAL	\$ 830,524	\$ 656,025	79%

Performance Evaluations: Evaluations for faculty and classified follow collective bargaining agreements, where applicable. A new evaluation process was implemented for exempt staff in 2011. These evaluation processes were designed by teams comprised of management and representatives of the appropriate employee group. The classified evaluation process involves a Performance Evaluation Form that covers 46 behaviors under nine general evaluation factors, scored from one to five, with five as high, in each behavior. A person who scores a three in a behavior is considered to be doing a good job and meeting the requirements of the job. As of February 2011, 93 individuals were evaluated using this tool. The average score was 3.2.

Management, administrative and professional exempt staff are also evaluated using an updated Performance Evaluation Form that incorporates seven competencies that are scored as “Needs Improvement,” “Developing,” “Meets Standard,” “Exceeds Standard” and “Significantly Exceeds Standard.” Each competency is evaluated from a self, division/department/work unit and college/community perspective. The evaluation process is a two-year cycle. Fiscal year 2010-11 was the first year this tool was used.

Bargaining Agreements: Bargaining agreements are in place for both faculty and classified personnel. The *Management, Administrative and Professional Handbook* covers exempt staff. The *Faculty Bargaining Agreement* that originally expired June 30, 2009, was extended by memoranda of understanding until June 30, 2011. FAMAT continues to meet and is close to resolution of a few minor changes to the bargaining agreement before seeking approval to continue the agreement to June 30, 2013. CAMAT also continues to meet and make modifications to the *Classified Bargaining Agreement* as needed. The *Classified Bargaining Agreement* expires June 30, 2012.

Professional Growth: Each employee unit has professional growth dollars budgeted. These dollars are used to provide professional development opportunities for faculty and staff. As of June 30, 2011, the following amounts were paid from these funds for individuals in 2010-11:

Exempt	\$ 8,487
Classified	\$ 13,650
Faculty	\$ 84,243
	<u>\$106,380</u>

In addition to the individual professional development provided for in the bargaining agreements, many departments send employees to job-specific training. In 2010-11, approximately \$150,000 in all funds was spent for employee professional development.

Internal Professional Development: A few examples of internal training opportunities hosted by various departments in 2010-11 include:

- Incident Command Systems for Executives
- Joint Instructional/Student Services Faculty Inservice on Classroom Issues
- Baldrige/EHE Training
- Emerging Science on Learning, Cognition, Development, Culture and the Brain
- Effective Verbal and Non-Verbal Communication
- Admissions and Financial Aid Overview
- Assertiveness Training
- Crisis Intervention
- Management Training on Classified Overtime, Leave, and Evaluations
- Five Keys: Engaging Faculty in Learning Assessment
- Best Practices: Creating an Active Learning Environment
- Getting Started with Student Learning Assessment
- Scanning
- Degree Audit
- Reimbursement and Purchasing System
- Seven Powers of Great Teachers
- Learner-Centered Teaching

Employees’ Continued Education: Of those reporting between 2001 and 2011, approximately 70 employees completed associate’s, bachelor’s, master’s or doctoral degrees while working full-time at RCC. Many recall using professional

growth funds to supplement the cost of the degree and/or tuition waivers when attending classes at RCC. Many employees also reported they were encouraged and supported in their effort to further their education.

Deferred Maintenance: The College has seen significant changes in its facilities over the last several years. Thanks to \$5.25 million in Oregon stimulus funding, significant deferred infrastructure maintenance was completed. These included such things as sidewalks, parking lots, disability access, HVAC, energy efficient windows, lighting and communication system. In addition, several classrooms and other areas were remodeled to provide better learning conditions for students.

Bond Victory: The 2004 bond levy in Jackson County allowed the College to purchase buildings it was previously leasing in downtown Medford, acquire and remodel the Table Rock Campus, match the State's contribution for the Higher Education Center (a partnership building with Southern Oregon University), create an adequate bookstore in the heart of the Riverside Campus, and acquire and remodel a building to house the theater/music/HPER programs that will open this Fall 2011.

Environmental Sustainability: The College has made significant inroads into creating more sustainable campuses. The deferred maintenance dollars applied to new HVAC systems and energy efficient windows should show significant savings in energy usage. A "Green Team" of cross-functional, dedicated faculty and staff, led by the dean of Instruction and Workforce/Community Education, assists the College in this effort. As a result of the *Presidents' Climate Commitment* goal, information is being collected to track the progress. The baseline year is 2007-08. Green House Gas/Carbon Footprint data is available for review: [2005-06, 2006-07, 2007-08, 2008-09 Green House Gas Report\(s\)](#).²⁰⁷

The College also supports and encourages local public transportation. Through partnerships and subsidies to Josephine County Transit and Rogue Valley Transportation District, students

are able to purchase a bus pass that allows them unlimited ridership at significant savings. RCC has considerable recycling, with growing efforts at other campuses. The HEC received LEED status for its quality of construction.

Curriculum Changes: In 2009-11, a Social Science instructor completed requirements to provide students with an opportunity to engage in Community Development for a Sustainable Future (CDSF) as a focus area within the AAOT. Due to some concerns at the state level, the curriculum was shifted so students can now pursue a 21-24 credit CDSF "Focus Award," which is not transcriptable. Nonetheless, it provides students (and staff) with an opportunity to take classes in this topic area. By June 2011, 32 students had indicated plans to pursue this course of study and 43 others have requested more information about it. RCC executed an articulation agreement with SOU's Business Department for the "Sustainability Leadership Certificate." In addition, SOU created a position for "Environment and Community Engagement Coordinator," bachelor's level, at \$38,000/year. This is an indicator of the possibility of future local jobs in the area of sustainable practices.

An electronics instructor recently established a new, state-approved Renewable Energy Certificate. A course applicable to CDSF is the EET113 –Exploration of Alternative Energies, available online. It covers various alternative and renewable energies, strategies, and impacts. EET 118 – Introduction to Renewable Energy Systems – will be increased to 5 credits. This course focuses on solar as renewable energy, processes for site analysis, and ways the solar panels and components work together. This will prepare students for the installation courses and the North American Board of Certified Energy Practitioners (NABCEP) Entry-Level preparation exam course required to complete the certificate and companion construction course. (Also see, *2008-12 Strategic Plan* Goal B.6-“Identify and promote sustainable practices in selected curriculum areas.”)

4.A.2: The College engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly-identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

CORE THEME 1: PROMOTE STUDENT ACCESS AND SUCCESS

The indicators of achievement identified in *Promote* form the backbone of data for the Student Services team to review quarterly. Faculty involvement in the use of inclusive retention systems also contributes to student success and helps determine the need for modification of these systems. Each year Student Services examines new student demographics and enrollment data to identify and address changes or patterns. Academic placement levels of local high school graduates

are also reviewed for recruitment, and student expectations are tracked through student surveys. Advising and referrals to the Early Warning System (SOS) are also examined for trends and tactical approaches to improvement. The work of the Academic and Training Council and Student Success Team includes registration and placement data which direct opportunities to ensure smoother enrollment processes and educational transitions. In addition, the annual assessments of *2008-12 Strategic Plan* goals and objectives and/or Core Theme objectives conducted by CEC, Executive Team and Champions provide a forum for review, discussion and peer assessment of progress. In 2011, with a record number of graduates being awarded degrees and certificates, the following commencement data was produced to celebrate success, to inform the College about the number and types of degrees conferred, and to provide information about demographics of completers.

2011 COMMENCEMENT DEMOGRAPHICS/STATISTICS

Degrees Conferred	Student Count	Josephine County	Jackson County	Douglas County	Klamath County	Other Residence
AAOT	165	79	79			7
AAS	203	84	114		1	4
AGS	94	33	57		1	3
AS	79	24	53			2
ASOT	12	8	3	1		
Total Two-Year Degrees	553	228	306	1	2	16
LTOY Certificates	4	1	2			1
Certificates	128	38	87	1	1	1
Total Certificates	132	39	89	1	1	2
Total Degrees/Certificates	685	267	395	2	3	18
Dual Degrees/Certificates	36	9	24			3
Three Degrees/Certificates	2		2			
Four Degrees/Certificates	1	1				
Total Graduates (Unduplicated)	642	255	367	2	3	15

Gender/Ethnicity

Gender / Ethnicity	Female	%Female Grads Rprtng	Male	% Male Grads Rprtng	Total Grads	% Known Ethnicity
Asian	2	0.6%	3	1.2%	5	0.8%
Black	1	0.3%	3	1.2%	4	0.7%
Foreign	1	0.3%	0	0.0%	1	0.2%
Hispanic	22	6.3%	23	8.8%	45	7.4%
American Indian / Native Alaskan	5	1.4%	9	3.5%	14	2.3%
Multi-Racial	8	2.3%	9	3.5%	17	2.8%
Pacific Islander	1	0.3%	0	0.0%	1	0.2%
White	312	88.6%	213	81.9%	525	85.8%
Not Reported	17	4.6%	13	4.8%		4.7%
					30	
Total Students	369	57.5%	273	42.5%	642	

Age (in years) for Students who Self-Disclosed Birth Date (Youngest Graduate 17 Years Old; Oldest Graduate 70 Years Old)

	Total	Josephine	Jackson
Average Age (Two-Year Degree)	31.4	31.1	31.8
Transfer Degrees (ASOT)	28.5	27.5	29.4
AGS	31.4	32.3	30.9
AAS (Professional/ Technical)	35.3	35.7	35.0
Certificate	35.5	36.6	35.0
Average Age for all Degrees/Certificates	32.2	31.9	32.5

Grade Point Averages (GPAs) for Students

Average GPA for Two-Year Degree	3.36
Average GPA for Certificate	3.40
Average Combined GPA	3.36

Ranking	Number	% of Total Graduates
GPAs below 3.00	125	19.5%
GPAs between 3.00 – 3.49	246	38.3%
GPAs between 3.50 – 3.99	245	38.2%
4.00 GPAs	26	4.0%
Students in Phi Theta Kappa Honor Society	92	14.3%

CORE THEME 2: ADVANCE STUDENT LEARNING

Faculty, operating within their department units, continue to be the primary evaluators of the achievement of their program goals and intended outcomes. In addition to analyzing their department results on the designated Core Theme outcomes, department-level faculty annually have the opportunity to set goals that are specific to their needs. The following year, those faculty are also responsible for assessing the outcomes of those goals and determining future plans, as appropriate. In the past, faculty have always had a primary role in effective assessment and improvement processes relating to educational programs and services. In the future that system will become increasingly more effective as the ground work has been laid to include new ILOs, PLOs, and CLOs in the annual review processes. These improvements will ensure optimal student mastery.

CORE THEME 3: STRENGTHEN OUR DIVERSE COMMUNITIES

As this Theme *Strengthen* is supported by a variety of programs and services stemming from college divisions, it is evaluated through the same processes described for the other three themes. Faculty are represented on the Diversity Programming Board. DPB goals and objectives are an indicator of achievement for this Core Theme. The DPB annually evaluates the year's goals and activities and develops goals and activities for the next year. Courses that contribute to intellectual, cultural, social, and economic growth include annual program reviews within Instructional Services. This theme presents an opportunity for improved communication and cooperation between divisions. In 2011-12 the Baldrige/EHE methodology will be piloted to assist in further theme development.

CORE THEME 4: MODEL STEWARDSHIP

Each year Instructional Services undergoes program reviews in which faculty have a primary role. As part of that process, departments review their human needs and capacity in addition to physical facilities and equipment needs. Increases or decreases from various budget lines are reviewed item by item. BAT, which is headed by the interim Chief Financial Officer, analyzes the

costs of programs and services delivered. Faculty, instructional deans and other administrators and classified staff are part of the Budget Advisory Team. On July 28, 2011, BAT held a meeting to address tuition strategies and guidelines for determining what classes may incorporate additional fees and what programs and services may be cost-recovery in nature.

4.A.3: The college documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes.

CORE THEME 1: PROMOTE STUDENT ACCESS AND SUCCESS

In 2010-11 Student Services staff began mapping learning outcomes in the process that Instructional Services started in 2007 with direction from the White Water Institute. Once implemented, faculty and staff at the department level in Student Services will be able to analyze outcomes in a more meaningful way. Meanwhile, the Core Theme champion and team are tracking data identified in the indicators of achievement and are working to create benchmarks that measure student access and success at RCC compared to other community colleges, based on Oregon's *27 Best Practices and Milestones and Momentum Points Data*.

CORE THEME 2: ADVANCE STUDENT LEARNING

Once the learning outcomes are fully implemented, faculty at the department level will analyze their students' learning outcomes each year. The College will provide data on student completion and transfer as a measure of student achievement. The College will also provide aggregated student/course data on student achievement of the institutional learning outcomes. Faculty will review these data, analyze the results from their perspective of student success, and propose changes in resources, curriculum, or delivery for implementation and subsequent review.

CORE THEME 3: STRENGTHEN OUR DIVERSE COMMUNITIES

Some of the aforementioned indicators of achievement will be addressed through the program and service level reviews described in the themes *Advance* and *Promote*. Otherwise, annual reports, routine evaluations from the constituents and beneficiaries who contribute to and benefit from this theme will be included in the 2011-12 assessment year. After further discussion, and pending integration of Core Theme planning and strategic planning, it may be discovered that the spirit of this theme is already embedded in the other three Core Themes.

CORE THEME 4: MODEL STEWARDSHIP

In the program and service area evaluation processes described under Core Theme 1 and 2 above, financial, physical and human resources are a factor for analysis. In addition, the entire college community participates in the annual budget planning process led by BAT. The president, Executive Team and the Board serve as oversight bodies. In addition, grant priority projects are also reviewed and discussed with faculty and administrators in the annual Grants Team process to establish a priorities list.

4.A.4: The College evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of Core Theme objectives.

CORE THEMES 1-4: PROMOTE, ADVANCE, STRENGTHEN, AND MODEL

CEC, as shepherd of all four Core Themes, is responsible for assuring that their alignment, correlation and integration within the college context as part of the annual, college-wide effectiveness review process. CEC receives department-level results as part of its annual, college-wide effectiveness review. This broad-based group analyzes the accomplishment of the Core Theme objectives and makes recommendations to Executive Team. Executive Team, and ultimately the Board of Education, have oversight of each Core Theme's success.

Faculty Involvement: Student Services faculty teach classes targeted to serving the needs of new and academically challenged students. These

faculty also assist in retention through academic planning/advising, early warning referrals, counseling, and career and transfer information. Learning outcomes in these courses and services relate primarily to effective self-management and responsibility, efficient use of college systems. Personal goal setting and life planning are also pieces of the puzzle. Faculty are responsible for evaluating student achievement of these learning outcomes both in and out of the classroom.

In programs (degree and certificates), faculty continually refine content, tactics, procedures, and SLOs to ensure student success. By so doing they "Advance Student Learning" and assist to fulfill the Mission. These programs and services specifically and directly support student success.

Holistic Approach to Programs and Services: In addition to meeting the objectives associated with *Model Stewardship*, the College demonstrates that it aligns and integrates all programs and services. Cross-functional teams are involved at Campus Councils, BAT and Executive Team to provide a holistic look at how programs and services interrelate in order to accomplish the *Model* objectives in view of resources. Pursuant to public meeting law, the general public is informed and invited to participate in the budget process.

4.A.5: The College evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

CORE THEMES 1-4: PROMOTE, ADVANCE, STRENGTHEN, AND MODEL

Following the circle of planning at RCC, once Core Theme and Strategic Plan goals, objectives, and action plans are established, necessary resources are identified. The budget planning process provides for review of necessary and potential resources and capacity that may identified through annual action plans completed by Goal and Core Theme champions. The Director of Budget and Finance/Interim CFO devised a process wherein special funding considerations may be reviewed and approved or rejected by Executive Team as

needed. In another annual process coordinated by the Grants Team, priority projects that may be supported by grants are completed and reviewed by Executive Team. The *2011-12 Grants Priority Project List*²⁰⁸ was approved on July 25, 2011. All planning and assessment processes include opportunities to correlate and integrate efforts through CEC and the interim Chief Financial Officer. By engaging the college community in the budget process, the College evaluates allocation of resources and integration of budget planning accordingly. By conducting assessments using college-wide representation, RCC ensures that its programs and services, wherever offered and however delivered, will fulfill goals and reach the intended outcomes.

4.A.6: The College regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

CORE THEMES 1-4: PROMOTE, ADVANCE, STRENGTHEN, AND MODEL

Part of the annual assessment of goals and objectives associated with (1) the Strategic Plan and (2) the Core Themes is an assessment of planning and assessment processes; these are discussed in terms of strengths and opportunities for improvement. Commendations and recommendations are included in the annual assessment reports.

Each year provides an opportunity to review the budget and planning processes. By involving the college community in the budget process, RCC continually assesses its response to beneficiary needs and adjusts the process to address issues. The 2012-13 budget planning process is underway. By involving the college community in the budget process, RCC effectively assesses its success at funding goals and theme activities.

The first review that incorporates this Core Theme specifically occurred on July 20, 2011. Further work will be part of the cycle that begins anew in the fall.

STANDARD 4.B - IMPROVEMENT

Assessments at RCC are based on indicators of achievement identified by college constituents and stated in Core Theme planning and Strategic Planning. These assessments use carefully selected data elements that accurately inform the resulting decisions.

4.B.1: Results of Core Theme assessments and results of assessments of programs and services are: (a) based on meaningful college-identified indicators of achievement; (b) used for improvement by informing planning, decision-making, and allocation of resources and capacity; and (c) made available to appropriate constituencies in a timely manner.

CORE THEMES 1, 2 AND 3: PROMOTE, ADVANCE, AND STRENGTHEN

The Core Theme indicators and objectives were reviewed and assessed in July 2011 by representatives of CEC, including the president and the Core Theme champions. Measures and objectives were slightly adjusted and deemed meaningful and appropriate. Initial review indicates the data to be applied are based on meaningful college and statewide indicators of achievement and will be used to inform future plans and decisions on allocations of resources and capacity. The *2008-12 Strategic Plan* includes many of these indicators and progress is evaluated quarterly. Information contained in the Strategic Plan and Core Theme Plan is available to the college community via email and web posting in a timely manner to be applied during goal setting processes at department levels. CEC monitors the indicators and has proposed that college-wide dashboard performance indicators be identified in the process.

CORE THEME 4: MODEL STEWARDSHIP

As a Core Theme, *Model Stewardship*, represents continual improvement in and assessment of where RCC stands as an educational institution in regards to financial, human and physical resources. By having an adequate budget in place to accomplish what is needed, the College, in a

timely and efficient manner, continually assesses what is needed to assist with decision-making and planning. Impacted constituencies are invited to participate in and/or follow the processes via college and public media.

4.B.2: The college uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

CORE THEME 1: PROMOTE STUDENT ACCESS AND SUCCESS

Many elements of the theme *Promote* align directly with the *2008-12 Strategic Plan*, specifically Goal E- *Student Access and Success*: “Promote full access to and success in courses and programs supported by marketing, partnerships and targeted services;” and Goal C-*Career Pathways*: “Enhance students’ abilities to move through their education into the workforce by adopting a systemic pathways philosophy and framework within the College that is supported by our partners in education, workforce development and industry.” These goals require all student services units to track quarterly review performance outcomes for a balance of effectiveness (achievement of stated goals,) and efficiency (the quantity of service provided given the available resources.) An assessment for service areas and programs involved in student services and programs is an annual routine, which usually takes place in the summer at retreat.

Specific Observations Resulting from the July 20, 2011, Assessment Meeting: It was determined that Core Theme 1, *Promote*, provides an opportunity to build systems and watch them progress [from line of recruitment to enrollment and persistence to completion]. Some of the data may be directly linked to state initiatives including:

Milestones and Momentum Points— A framework for measuring student success developed by community college researchers, student services administrators and a Student Success Oversight Committee organized by CCWD for reviewing, refining and adopting baseline information on

persistence and completion rates for community college students in Oregon.

40-40-20 Initiative—Senate Bill 253 that established a state goal to ensure, by 2025, 40 percent of all adults in Oregon will have a bachelor’s degree or higher, 40 percent will have an associate’s degree or post-secondary credential and 20% will have a high school diploma or equivalent.

The Completion Agenda – A Fall 2008 initiative of the College Board Advocacy and Policy Center which created the Commission on Access, Admissions and Success in Higher Education, to increase college completion rates for 55% of Americans by the year 2025. The agenda includes ten recommendations which are tracked by each state and may be compared to U.S. averages.

1. Access to Early Childhood Education;
2. Increase college counseling for middle school and high school;
3. Implement best research on drop-out prevention programs;
4. Align K-12 education system with international standards and college admissions expectations;
5. Improve teacher quality and focus on recruitment and retention;
6. Clarify and simplify admissions processes;
7. Keep college affordable;
8. Financial Aid;
9. Dramatically increase college completion rates; and,
10. Provide post-secondary opportunities as an essential element of adult education programs.

Measure What You Treasure Part of CCWD’s Student Success Plan that includes three crucial elements: (1) working together to improve student success, (2) targeting investment in best practices that create success for students and (3) preparing a plan to assess student process and outcomes, which is outlined in the 2008 *Measure What You Treasure* report on CCWD’s website.

Oregon’s 27 Best Practices for Student Retention Twenty-seven best practices for student success identified for the state of Oregon in 2008 demonstrate proven methods, strategies, and

interventions that have an effect on student engagement and persistence.

CORE THEME 2: ADVANCE STUDENT LEARNING

All elements of Core Theme 2, *Advance Student Learning*, align directly with RCC's 2008-12 Strategic Plan, specifically Goal B. This goal requires instructional units to quarterly review performance outcomes for a balance of effectiveness (achievement of stated goals) and efficiency (the quantity of service provided given the available resources). An annual in-depth self-assessment by each department and service area involved in instructional delivery has been in place for many years.

The annual review, as conducted, provides:

1. An annual snapshot of labor market demand (in the case of CTE programs,) and each program's ability to meet that demand given available resources and student numbers;
2. Transfer students' success at their subsequent institutions balanced with the department's ability to meet demand given the faculty and resources; and
3. Each instructional service area's (library, media, testing and tutoring center, dual credit, labs, DL) ability to meet demands given the available resources, balanced with user satisfaction measures.

Specific Observations Resulting from the July 20, 2011, Assessment Meeting: The culmination of several years of hard work to establish and implement new student learning outcomes is coming to fruition and the ground work has been laid for more meaningful, evidence-based evaluations and measures of student achievement based on learning outcomes described throughout this *Self-Evaluation* report. Each objective in support of *Advance Student Learning* is centered on this effort and neatly ties with accreditation standards and requirements for continuous improvement for the purpose of learning and teaching, college effectiveness, and student achievement.

Objective 2.1-Provide an integrated course of study helping students develop the breadth and depth of intellect to become more effective

learners and to prepare them for a productive life of work, citizenship, and personal fulfillment:

While the groundwork for this holistic assessment of student learning has been laid over the past year and has been incorporated into courses, planned program evaluation and the Advance Core Theme, assessment is at the initial stage.

Objective 2.2-Review educational service delivery, using clear indicators to (1) establish appropriate content and rigor in courses; and (2) provide data for annual and long-term resource planning:

Baseline evidence of performance in each of the areas has been set by activity in 2010-11, although the faculty did not evaluate this data in the previous annual program evaluation process. Transfer students continue to top success measures of all other community colleges' transfer students. The latest report from CCWD evidencing this seventh consecutive year of top GPA performance from RCC's transfer students was received on August 25, 2011 (see page 148).

Anecdotal information on CTE students has been collected by the President's Office. Further tracking has yet to be developed. ABS indicators continue to lag behind Oregon targets, but improvement was noted in 12 of 16 indicators. Continuing Education programs all showed positive gain in revenue, averaging 39.9 percent profit. Despite staffing reductions, costs continue to outstrip revenue. This is prompting a review of the cost-recovery aspect of CE which will occur in 2011-12.

Objective 2.3-Provide opportunities for workforce training and continuing professional education compatible with college's Mission and goals. Enhance student employability by developing career pathways and connecting students to work force opportunities:

To meet 2008-12 Strategic Plan Objective B.4, advisory committee input has been collected regarding workforce preparation curriculum and delivery. When complete, the program-specific information will be included in the fall 2011 program evaluation. Nine new certificates/degrees were developed in response to workforce needs, including two new career pathways certificates in the past year.

Objective 2.4-Provide adequate instructional support to help students achieve their educational goals: Fall 2011 will be the first opportunity for department and unit-level staff to assess these criteria. Service by these units to thousands of students supported the instructional effort. Among these units, there were no deficiencies noted in 2010-11; in fact, there have been notable increases in service levels. Distance learning student numbers continue to grow each term, as the number of online courses grew by 30 percent over 2009-10. The library staff presented 293 lectures to 5,387 students, and 50 sections of LIB 217 were taught with enrollment of 1,100 students by comparison. In 2009-10, 30 sections of LIB 217 were taught with enrollment of 668 students. This represents a 40 percent increase in sections and students.

CORE THEME 3: STRENGTHEN OUR DIVERSE COMMUNITIES

Many elements of the theme *Strengthen* align directly with the *2008-12 Strategic Plan*, specifically Goal A – Culture; but also with the other three themes. The parameters of the theme are very broad and may require further review in 2011-12.

Specific Observations Resulting From the July 20, 2011 Assessment Meeting: Objective 3.1, “provide a positive, inclusive place for beneficiaries to learn and work,” is engrained in policy which made it comfortable to rate highly. Policy-related procedures are updated regularly based on issues that arise. Reports are available on resolved and outstanding issues. These actions improve communication and enforcement.

The *President’s Annual Employee Climate Survey* allows a check-in and improvement process; results were narrowed to key points tied to goals and objectives. Student surveys are good indicators because they provide benchmark data, once data is deciphered so recommendations can be developed and implemented.

Safety mandates, safety measures, and training opportunities are well documented at RCC; however, baseline or measures for improvement have yet to be selected. The champion may be able to work with the Safety Committee to set Core-

Theme-related goals and action plans.

The DPB has contributed to Objective 3.2, “Engage beneficiaries in social and cultural activities, programs and services that complement careers and educational goals that contribute to a more viable community.” Action plans may be expanded to include analysis of Latino and high school outreach initiatives, Career Pathways, Discovery Programs and TRiO programs, as well as the work of the SBDC and IVBEC in developing and growing local businesses. These analyses will also impact themes *Promote Student Access and Success* and *Advance Student Learning*.

CORE THEME 4: MODEL STEWARDSHIP

Without effective stewardship of resources, RCC would not be able to offer programs and services to its constituents. Since the College demonstrates conservative and efficient stewardship, it is able to effectively support the programs and services which allow student learning and achievement of goals to occur. As noted earlier, the budget and financial planning process is assessed regularly and is adjusted to meet required resource levels, student learning needs, and outcomes.

Specific Observations Resulting from the July 20, 2011 Assessment: The 2011-12 annual adopted budget utilizes personnel, incorporates various planning efforts and acknowledges enrollment levels. Presently resources are at below-optimum levels; however, RCC continues to deploy the resources it has to be effective and efficient, as evidenced by its ability to serve a record number of students. Planning for a potential capital campaign is presently underway. If such a campaign is launched, it will be incorporated, as appropriate. Demonstration of responsible handling of public resources is a key factor in the success of fundraising, capital campaign, bond measures and similar initiatives.

Revised evaluation processes were completed for all employee groups and include measurements that provide consistent, distinct feedback of continuous improvement. Ongoing meetings for FAMAT and CAMAT keep bargaining issues to a minimum. Due to economic discussions, the faculty bargaining agreement was not ratified by the June 30, 2011, deadline. Nonetheless, work was

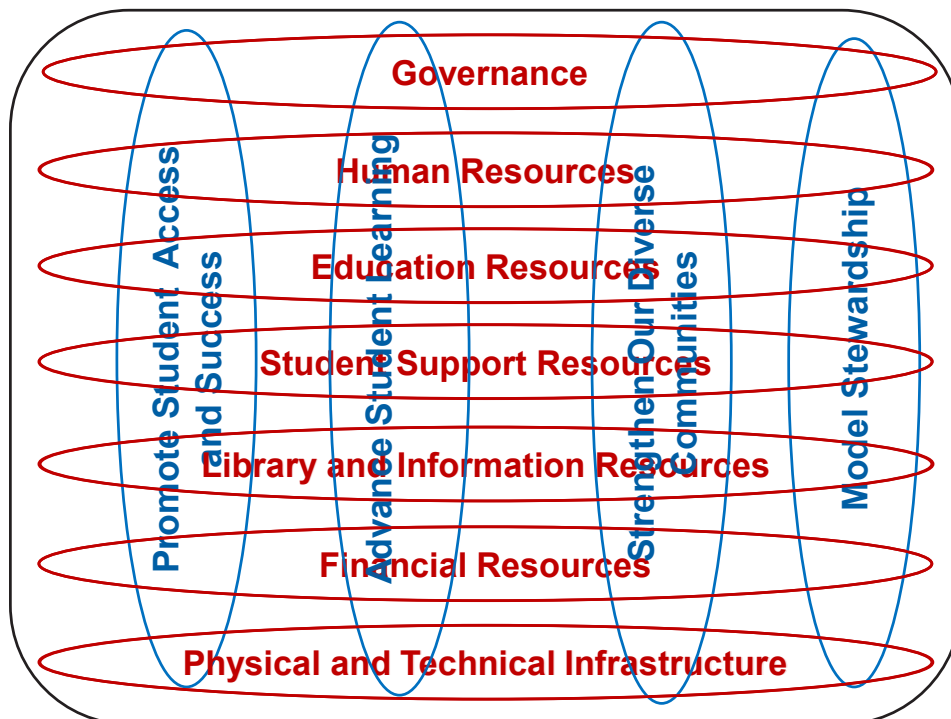
completed and the vote on the revised agreement will take place fall 2011. The college's CAMAT/FAMAT groups are a model for bargaining teams in the state.

Professional development is managed by the applicable subcommittees of faculty, classified and exempt employee groups. In 2010-11, faculty used almost all of the professional development funds allocated to them, however, classified and exempt staff had significant balances. RCC intends to communicate and encourage use of these funds in the *Stewardship* and *Strengthen* theme work. The *Presidents' Climate Commitment* initiative is fairly new but the purpose of the coalition is to identify and share best practices and bring growing awareness to students and staff on energy efficiency and other sustainable practices.

CONCLUDING REMARKS

RCC's four Core Themes were developed and implemented in 2009-11. These themes, *Promote*, *Advance*, *Strengthen* and *Model* are cornerstones of the college's Mission and have purpose and meaning to all beneficiaries as various planning processes and plans, programs and services are established and/or maintained, assessed and improved. Core Theme champions have identified specific objectives and indicators of achievement that will be further developed in 2011-12 and integrated during the 2012-15 and 2015-19 strategic planning cycles. Areas of function including governance, human resources, education resources, student support resources, financial resources and physical and technical infrastructure are all touched by or tied into these common interests or themes as demonstrated below:

Figure 25: Communities of Function and Interest



Adapted, from Baker, Ronald L. (2009) NWCCU PowerPoint Presentation

OREGON UNIVERSITY SYSTEM -- Office of Institutional Research
Unduplicated Count of Oregon Community College 2008-09 Data that Matched OUS 2009-10 Data

***** Subject Reports: All OUS Courses *****

	Grades Awarded											Students	
	A	B	C	D	F	Pass	No Pass	Withdraw	Incompl	Total	N	GPA	
Oregon Community College Transfers	1,178	776	429	104	146	270	23	112	103	3,141	322	2.93	
Blue Mountain CC	2,797	2,388	933	205	180	398	49	206	141	7,297	975	3.10	
Central Oregon CC	6,660	4,904	2,422	696	661	783	101	470	336	17,033	1,737	2.98	
Chemeketa CC	3,785	3,029	1,376	336	292	697	74	261	118	9,968	1,013	3.03	
Clackamas CC	472	276	164	49	53	45	14	47	22	1,142	121	2.98	
Clatsop CC	351	233	128	43	42	83	6	17	12	915	93	2.96	
Columbia Gorge	866	689	343	92	121	59	11	121	46	2,348	225	2.93	
Klamath CC	4,544	4,430	2,239	412	444	1,628	254	500	269	14,720	1,585	2.97	
Lane CC	6,719	6,211	3,288	894	656	1,036	131	697	296	19,928	1,915	2.90	
Linn-Benton CC	3,718	2,375	1,100	277	301	587	60	269	134	8,821	933	3.09	
Mount Hood CC	230	151	50	27	28	31	4	20	11	552	55	3.04	
Oregon Coast CC	15,742	11,676	5,007	1,218	1,255	2,613	344	1,149	601	39,605	4,459	3.09	
Portland CC	3,770	2,413	956	248	217	657	107	261	88	8,717	848	3.17	
Rogue CC	1,028	854	408	104	140	207	13	80	59	2,893	271	2.91	
Southwestern	278	172	106	23	26	35	2	18	13	673	60	2.97	
Tillamook Bay CC	705	468	248	59	78	228	10	41	65	1,902	185	2.92	
Treasure Valley CC	1,197	802	415	125	121	254	30	123	46	3,113	297	2.98	
Umpqua CC	54,040	41,847	19,612	4,912	4,761	9,611	1,233	4,392	2,360	142,768	15,094	3.03	
Total	176,796	137,686	61,152	14,124	12,646	41,124	5,689	12,243	8,347	469,807	45,317	3.07	
Continuing	40,400	34,899	17,307	4,983	4,364	13,926	2,196	2,519	980	121,574	10,092	2.93	
First-time	21,424	14,199	6,378	1,558	1,734	3,378	536	1,442	779	51,428	6,140	3.10	
Other Transfers	238,620	186,784	84,837	20,665	18,744	58,428	8,421	16,204	10,106	642,809	61,549	3.05	
Total	292,660	228,631	104,449	25,577	23,505	68,039	9,654	20,596	12,466	785,577	76,643	3.04	

OUS GPA Report 2008-09²¹⁴

Received from Institutional Research RCC 8-25-11

CHAPTER FIVE

MISSION FULFILLMENT, ADAPTATION, SUSTAINABILITY



The challenge is for us to see beyond the innumerable fragments to the whole, stepping back far enough to appreciate how things move and change as a coherent entity.

– Margaret Wheatley

EXECUTIVE SUMMARY

In this final Chapter, the extent of the college's threshold of Mission fulfillment is demonstrated and defined. Standards 5.A.1 and 5.A.2 include an overview of regular, results-oriented assessment practices described in *Chapters Three and Four*. In *Standards 5.B.1-5.B.3* operational scale or adequacy of resources (physical, financial and human) are revisited for sufficiency in present and future Core Themes (Eligibility Requirement 24). Details of the college's July 2011 assessment of the first year of Core Theme Planning are also reported in *Standard 5.A.2*. Planning cycles and practices are reiterated in these standards, including an upcoming environmental scan and strategic directions that contribute to achievement of Core Theme objectives.

STANDARD 5.A – MISSION FULFILLMENT

5.A.1: The College engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. College planning at RCC includes routine, systematic, participatory, reflective, evidence-based assessments of accomplishments that include opportunities for improvement. These practices have been engrained in RCC culture since achieving correspondent status with the Commission in 1971. Assessment processes and results are best summarized in the annual assessment reports, posted online and described in *Chapters Three and Four*. In summer 2011, Core Theme objectives were evaluated for the first time in a process similar to the college's

strategic planning assessment. Outcomes have been reviewed with beneficiaries and constituents through various meetings, reports, newsletters, and email updates, especially as the *2011 Comprehensive Self-Evaluation* has taken shape.

Documented Results: Outcomes are documented and range from individual performance evaluations and professional goals to program and service evaluations to the college-wide strategic planning process, and the college-wide plan, which has been the *2008-12 Strategic Plan*,²⁰⁹ but is now coupled with *2010-11 Core Theme Planning*.²¹⁰ Assessment of each plan is captured goal-by-goal and/or theme-by-theme in the annual reports. These reports are shared widely, publicized, and made available to beneficiaries and constituents. Each report recognizes and commends achievements. The reports establish recommendations for administrative action—either immediately or as a component of the next planning cycle; their content serves as supporting evidence for future efforts.

During the assessment processes, various department goals and measures, action plans and summary observations of strengths and opportunities are discussed. The result is often an adjustment of language, addition of a needed goal or objective, or removal of a completed or no longer pertinent goal or objective. This provides a firm foundation for planning to better meet college and community needs. Goal Champions and Core Theme Champions disseminate outcomes in their future goal-setting processes. Each annual assessment of goals and objectives includes a review of the plans, planning procedures and

assessment processes, and a separate set of identifiable strengths and recommended areas for improvement of planning/assessment.

Various Purposes/Plans: Planning is guided by the Board-approved Mission, Vision, Core Values and Core Themes, which are reviewed, updated and/or established and implemented by internal and external stakeholders in cyclical processes. Achievements are based on qualitative and quantitative existing or evolving evidence. Once identified, the results are rolled back into a three- or four-year planning cycle that begins with an environmental scan, creation of new, revised or retired goals and strategies, and/or a new or revised plan(s), subject to annual assessment.

Continuous Improvement—a Daily Activity:

Effectiveness and improvement practices are, in fact, ongoing within RCC's *daily* activity. Committed leaders, managers, faculty and staff and consistent communication by and between the College as a whole and the various divisions, departments, programs, councils, Faculty Senate, bargaining units, business and community partners and state agencies are key elements of RCC's success. It has been an RCC goal (Goal A of *2008-12 Strategic Plan*) for the past three years to "sustain an agile and inclusive culture that values learning and teaching, unifies and motivates staff, faculty, students and the community, acknowledges strengths and utilizes resources." The spirit of this goal will continue in the Core Themes: *Model Stewardship* and *Strengthen Our Diverse Communities*. The intention is to continually shape patterns of leadership, communication, culture and assessment that are systematic and participatory and lead to Mission fulfillment.

Patterns of excellence, integrity, respect, innovation and stewardship (RCC Core Values) are inherent in faculty and staff performance. In addition to internal efforts, NWCCU reporting processes and the training associated with the Baldrige/ Excellence in Higher Education grant have provided the College with valuable opportunities to strengthen and align existing planning and assessment processes. The College regularly and carefully reflects on its purpose and implements mission-critical objectives to effect success.

Recent major planning and improvement efforts have resulted or are resulting in established plans: *2011 College Master Plan*, *2008-12 Strategic Plan*, *2010-11 Core Themes*, *Distance Learning Plan*, *Academic Master Plan*, *Student Persistence Plan*, and *Emergency Operations Plan*. In addition, the College conducted a feasibility study on the potential for a major fundraising effort; identified and completed deferred maintenance projects; and developed and implemented learning outcomes. Immediate priorities communicated by the president in June 2011 are tied to established *2008-12 Strategic Plan* Objectives and new *2010-11 Core Theme* Objectives (*Chapter Three*). These priorities include financial contingency planning in anticipation of a 2011-12 budget shortfall; completion of this *Self-Evaluation* report in compliance with revised accreditation standards; integration of strategic and Core Theme planning; further examination and implementation of DL strategies, development of a student tracking process; and investigating opportunities for marketing to foreign students/out-of-district. (See *Chapter Three, Standard 3.A.4.*)

5.A.2: Based on its definition of Mission fulfillment, the college uses assessment results to make determinations of quality, effectiveness, and Mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Definition of Mission Fulfillment: The College defines Mission fulfillment based on its purpose, traditions, characteristics and expectations. The extent of Mission fulfillment is evidenced through quantitative and qualitative annual assessment results. The resulting scores are incorporated in this response, pp. 152-154.

Progress toward achievement of strategic directions described in *Chapter Three*, including Core Theme planning (*Chapter Four*), further accentuates the extent of Mission fulfillment and an integration of processes and plans for the 2012-15 planning cycle.

Performance indicators discussed in *Chapters One, Three, and Four* provide clear evidence of existing or evolving data, reports, and information that inform the College about its threshold of Mission fulfillment.

2010-11 Assessment Results: Strategic Plan Assessment Results²¹¹ for 2010-11 indicate the College Met or Partially Met all six goals: A (Culture); B (Quality Learning); C (Career Pathways); D (Data-Informed Decision-making); E (Student Access/Success); and F (RCC/SOU Partnership). Core Theme Assessment Results also indicate that collectively, progress on all four Core Themes, meets expectations for this initial year. These outcomes and recommendations have been shared with CEC and E-team and are scheduled for Board review, approval and discussion at September and October Board meetings, including a special session on October 11, 2011, titled, “Measuring Success.”

Core Themes represent the corner-stones of the Mission. Coupled with other existing strategic goals and objectives in the *2008-12 Strategic Plan*, they support and strengthen the college’s purpose. The average score for each Core Theme was established in July 2011 and serves as the baseline for determining improvement and sustainability of current work, adaptations needed to fit changing circumstances, and criteria for future Core Theme planning. These will be included in a *Core Theme Assessment Report* to be reviewed by CEC in September/October. The College engages in cyclical practices and decision-making processes based on quantitative and qualitative data and years of experience. Building on that experience, RCC has demonstrated responsible and sustainable use of resources and capacity.

Indicators of Achievement: Through Core Theme Plan development, measures and indicators for success have been reassessed, identified and reported to the college community (*Chapters Three and Four*). Future dashboard indicators that may be used to measure planning efforts college-wide are expected to emerge from Core Theme Planning in 2011-12. Where baseline data does not exist, it is being created. In the theme on *Advance Student Learning*, for example, the first step was a three-year project wherein new Institutional Learning Outcomes (ILOs) were developed, established and are being piloted fall 2011. As learning outcomes are achieved and documented, a long-term instructional goal to enhance program evaluations will be realized. Action plans for the

2011-12 Strategic Plan have also been established. The assessment cycle continues. Improvements and changes are being made continuously. Through this ten-year self-evaluation, RCC has gained a clearer focus that will guide it to future successes.

Communication with Constituencies and the Public: RCC Board members, administrators, faculty, staff, students and community representatives contribute to planning and assessment formally and informally, directly and indirectly, voluntarily and as assigned, or by invitation through email inquiries, surveys, focus groups, ad hoc committee meetings, council meetings, advisory meetings, newsletters, local media, website, and inservice. Specific examples have been described in *Chapters Three and Four*. This broad-based input is used to set strategic direction and determine achievement and expectations that lead to Mission fulfillment, adaptability and sustainability. While Core Themes were adopted a little over one year ago, these “communities of interest” have become an important framework for future contributions to the Mission. Accomplishments within “communities of function” described in *Chapter Two* are also evident at division and department levels and prove the adaptability and sustainability of educational purpose. See *Concluding Remarks* in *Chapter Four* for a visual of four Core Themes (or interests) weaving through seven core functions or resources.

Core Theme Assessment and Extent of Mission Fulfillment

On July 20, 2011, Core Theme champions met with the college president, the College Effectiveness Council and Executive Team to review Core Theme objectives, indicators of achievement and outcomes and then to score progress. Because this was the first year of Core Theme Planning for RCC, this separate and deliberate process provided beneficiaries with an opportunity to gauge progress and identify strengths and opportunities for improvement within the new Core Theme framework.

Procedures and Scoring Values for Core Theme Planning – July 20, 2011

Evidence for establishing the extent of Mission fulfillment was based on the college’s definition

of Mission fulfillment described above and in *Standard 1.A.2*.

Process: At the assessment meeting, each Core Theme, Objective and Indicator was reviewed in entirety. Core Theme Champions reported on progress toward intended outcomes, development or establishment of supporting evidence, perceived strengths and opportunities for improvement. Finally, each Core Theme objective and performance indicator was weighted, if appropriate, and scored based on a value system explained below.

Procedures: RCC defines Mission fulfillment based on its unique purpose, traditions, characteristics and expectations. The extent of Mission fulfillment is based on levels of performance on objectives of the four Core Themes established in April 2010. Core Themes are a manifestation of the Mission (*NWCCU 2010 Revised Standards, Standard 1.A and 1.B*).

1. Evidence for establishing the extent of Mission fulfillment is based on the definition (above).
2. Each Core Theme, Core Theme Objective and Core Theme Indicator is listed in its entirety.
3. Each Core Theme objective and Core Theme indicator is scored by theme champions, the president, Executive Team and College Effectiveness Council representatives.
4. The average score on each set of indicators for all objectives within the theme is added and divided by the number of objectives to determine if the corresponding Core Theme *Exceeds, Meets, Partially Meets, or Does Not Meet* 2010-11 performance levels.

Scoring Values: The scoring values (0-10) are based in part on the scoring values and processes used in the annual strategic plan goals and objectives assessment for the past several years and in part on Baldrige/EHE scoring methodology on documentation:

9-10: Exceeds Expectations

5-8: Meets Expectations

2-4: Partially Meets Expectations

0-1: Does Not Meet Expectations/No Progress Made

Criteria for Scoring

Exceeds Expectations

- 10: Fully accomplished objective with excellent work, outstanding success, amazing results.
- 9: Accomplished objectives with very good work and satisfactory results that provide strong evidence of progress attributed to Mission fulfillment.

For Indicators: An average score of 9-10 on indicators of achievement is equivalent to exceptional, documented, current and sustained data, outcomes or achievements in **ALL** areas leading to Mission fulfillment. **ALL** outcomes indicate a key or model measure.

Meets Expectations

- 8: Nearly accomplished objective; a few tasks remain.
- 7: Mostly accomplished objective; more data needed; work remains.
- 6: Good progress has been made; work on objective is ongoing.
- 5: Partly accomplished objective on the basis of ongoing work.

For Indicators: An average score of 5-8 on indicators of achievement is equivalent to high quality, documented, current and sustained data, outcomes or achievements in **MANY/MOST** areas. **MANY/MOST** outcomes are evaluated against—and compare favorably with—peers, competitors and/or leading community colleges. Some areas require further development.

Partially Meets Expectations

- 4: Some progress toward the objective has been made, but considerable work remains. Still analyzing needs and approaches.
- 3: Initial steps are in place and first steps on accomplishing the objective are underway. Analyses are being initiated; final organization and assignment of work are underway.
- 2: Initial organization for work is in place; however, next steps have not been established. Analysis has not begun.

For Indicators: An average score of 2-4 on indicators of achievement is equivalent to evidence of favorable outcomes in **SOME/FEW** areas. **SOME** indicates early stages of developing trends and obtaining comparative information. **FEW** indicates work on trend or comparative information has yet to be developed or produced.

Not Met

- 1: Basic organizing started on objective; no work yet accomplished.
- 0: No progress toward accomplishment of the objective. It could be that this is a new effort, just beginning or just assigned.

For Indicators: A score of 1 indicates work on trend or comparative information or data has yet to be developed or produced. **NONE** indicates no documented results in key areas. No documented comparisons. A score of 0 indicates that changing conditions have made the objective or indicator a moot point and it will be dropped or substantially revised. The objective may not be a practical indicator.

Results: The average score for all Core Themes was established at **4.75 – Meeting Expectations** on Mission fulfillment. *Model Stewardship* received the highest score and *Strengthen Our Diverse Communities* was ranked the lowest:

- Promote Student Access and Success –
- Meets Expectations (5)

Advance Student Learning –

- Meets Expectations (5)

Strengthen Our Diverse Communities –

- Partially Meets Expectations (3)

Model Stewardship –

- Meets Expectations (6)

Scoring/Values: These scores now serve as the baseline for determining areas of improvement or “opportunity,” establishing sustainability of current efforts, and providing necessary adaptations to fit changing circumstances for future planning.

Meets Expectations: With a total average score of 4.75 for all Core Themes collectively, the College is showing progress, with room for improvement (Emphasis added). Many identifiable outcomes may be evaluated against—and compare favorably with—peers, competitors and/or leading community colleges. However, some areas require further development and are expected to eventually lead to a much higher rating in the 7-9 range in the next 5-7 years.

The *2010-11 Core Theme Assessment Scores* are attached on pp. 152-153.

2010-11 CORE THEME PLANNING ASSESSMENT SCORES – JULY 20, 2011

CORE THEMES AND OBJECTIVES	INDICATORS OF ACHIEVEMENT	Scores
1. PROMOTE STUDENT ACCESS AND SUCCESS	MEETS EXPECTATIONS	5
Objective 1.1 Promote educational opportunities through affordable, practical marketing and recruitment practices, adequate programs and course offerings, clear admission process and inviting buildings and grounds.	Average Rating (Indicators and Weighting) a. Intelliworks™ Data (Wt. 70%) b. Student Financial Aid Data (Wt. 100%) c. Student Registration Data (Wt. 100%) d. Student Survey Data (Wt. 70%) e. Student Application Data (Wt. 100%) f. Calling Campaigns for Enrollment (Wt. 70%)	5 2 7 6 5 4 4
Objective 1.2 Support student persistence through utilization of selected practices from <i>Oregon's 27 Best Practices in Student Retention</i> as they contribute to Oregon's <i>Milestone and Momentum Points</i> data	Average Rating (Indicators) a. Early Alert SOS System Data b. Career Pathways Data c. Learning Communities Data d. Developmental Programs Data e. Degree Audit	5 7 7 3 4 6
2. ADVANCE STUDENT LEARNING	MEETS EXPECTATIONS	5
Objective 2.1 Provide an integrated course of study helping students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.	Average Rating (Indicators) Student Data on Achievement of ILOs and CLOs combined as SLOs	3 3
Objective 2.2 Review educational service delivery using clear indicators to (1) establish appropriate content and rigor in courses; and (2) provide data for annual and long-term resource planning.	Average Rating (Indicators) a. Transfer Data b. CTE and Student Success Data c. ABS-Oregon Quality Indicators, Oregon Pathways and ABS/OPABS Implementation d. CE-Stakeholder Satisfaction and ROI	5 9 3 5 4
Objective 2.3 Provide opportunities for workforce training and continuing professional education compatible with college's Mission and goals. Enhance student employability by developing career pathways and connecting students to workforce opportunities.	Average Rating (Indicators) Input from program advisory committees and workforce and economic development partners on workforce professional and CTE education priorities.	7 7
Objective 2.4 Provide adequate instructional support to help students achieve their educational goals.	Average Rating (Indicators) Program-level Reviews: Library, Media, Testing and Tutoring Centers, Adequacy of Classroom Laboratory and Distance Learning	7 7

3. STRENGTHEN OUR DIVERSE COMMUNITIES	PARTIALLY MEETS EXPECTATIONS	3
Objective 3.1 Provide a safe, positive, inclusive place for beneficiaries to work and learn.	Average Rating (Indicators) a. President's Annual Employee Climate Survey b. Student Survey Data c. Students Rights Freedom and Responsibilities and Human Rights Policies and Procedures d. Safety Committee Goals and Outcomes, Reports (Clery and OSHA), Training and Safety Measures	4 4 4 7 4
Objective 3.2 Engage beneficiaries in social and cultural activities, programs and services that complement careers and educational goals and contribute to a more viable community.	Average Rating (Indicators) a. Diversity Programming Board Goals and Outcomes b. Calendar of Key College Celebrations, Events Activities and Training/Course Offerings	3 2 4
4. MODEL STEWARDSHIP	MEETS EXPECTATIONS	6
Objective 4.1 Pursue additional resources.	Average Rating (Indicators) a. Foundation Fundraising Progress/Results b. Grants Team Research and Reports	5 4 6
Objective 4.2 Utilize College resources (human, financial and physical) effectively and efficiently.	Average Rating (Indicators) a. Annual adopted budget that includes key elements personnel, strategic plan, Core Theme plans, CMP, Other Planning (new programs, emergency preparedness, etc.) b. Faculty and Staff Evaluations c. Faculty and Classified Agreements; Management and Faculty Handbooks d. Professional Development e. <i>ACU Presidents' Climate Commitment Goals</i>	7 7 9 8 7 5

STANDARD 5.B – ADAPTATION AND SUSTAINABILITY

5.B.1: Within the context of its Mission and characteristics, the college evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its Mission, accomplish its Core Theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

In *Chapter Two* the College demonstrated adequate resources and capacity for effective and continuous operations. While financial challenges, including a decrease in state support, poor economic forecasts,

and flat property taxes, have forced the College to increase tuition and develop contingency plans. Enrollment continues to increase even though administrators predict the tremendous growth over the past two years would level out in 2011-12. Future trends reiterated in the *2011 President's Annual Employee Climate Survey* include a slow economic recovery, an increase in distance learning offerings/competition, and advancing technology.

Potential to Fulfill Mission, Accomplish Core Theme Objectives, and Achieve Intended Outcomes: Even with limited resources, RCC continues to meet or exceed expectations and has proven it is a necessary, effective force for education, training, business development and economic recovery in the southern Oregon region.

In a January 2010 editorial from the *Grants Pass Daily Courier*, the College was recognized as “one bright spot locally in these dark economic days.” RCC’s potential is evident in excellent leadership; outstanding, long-term faculty and staff; consistency in delivery of programs and services; clear purposes and plans; successful students; engaged business and community partners; solid information use; and documented outcomes and achievements. As student enrollment has climbed to an unprecedented level and state funding has steadily decreased, RCC continues to demonstrate superior performance, which in many ways exceeds expectations. These achievements have been documented throughout this report, but here are a few highlights:

- Among fastest growing community colleges (Top 50) in United States (comparable in FTE)
- Transfer students with highest GPAs (at OUS institutions) for the last seven years in a row
- Learning Outcomes added to 900+ Courses
- Top performer among other statewide SBDC centers, creating over 159 jobs and 64 new businesses in southern Oregon between 2009-11
- 54% increase in student support services (2000-01 FTE: 102; 2010-11 FTE:157)
- 40% increase in library support services for students and staff (fall 2010-fall 2011)
- 273% increase in DL Enrollment (2000-01: 3,616 registrations; 2010-11: 13,471 registrations)
- 81% of Career Pathways completers continued education (65 out of 80 CPC graduates enrolled for credit after the CPC award in 2010-11)
- 17.5% of Academic Skills students continued education in 2010-11
- 176% increase in students reached through SOS Early Alert System
- 31% increase in FTE enrollment (FTE in 2000-01: 4,725; FTE in 2010-11: 6,202)
- 44.7% increase in credit student headcount
- 100% passing rate for students taking Oregon State Board of Nursing written and skills test to become Certified Nursing Assistants

- Significant increase in Federal Student Loans between 2001 (\$2,948,916) and 2011 (\$13,987,704) — often used to support basics of food and housing.
- Feasibility study reveals potential for capital campaign
- Certificate of Achievement for Excellence in Financial Reporting (six consecutive years)
- Approximately 70 faculty, staff and administrators achieved associate’s, bachelor’s, or graduate degrees while working full-time, using professional growth funds between 2001-2011.
- Exceeded 6,000 FTE for the first time in RCC’s history in 2010-11

5.B.2: The college documents and evaluates regularly its cycle of planning, practices, resource allocation, application of college capacity, and assessment of results to ensure their adequacy, alignment , and effectiveness.

It uses the results of its evaluation to make changes as necessary, for improvement. The College conducts annual assessments of goals and objectives, including budget and financial planning processes, which set the tone for resource availability and college capacity. Cyclical and annual planning is documented, and outcomes inform necessary changes and opportunities for improvement. Board policies and administrative procedures are reviewed, revised and updated on a monthly basis. The work is continuous and consistent. Results are regularly reported to constituents through formal reports on the website and in news releases to the media.

The College is engaged in the primary purpose of education and aims to achieve that purpose through these Core Themes: *Promote Student Access and Success, Advance Student Learning, Strengthen Our Diverse Communities* and *Model Stewardship*. A culture of evidence is incorporated or evolving in the theme plans to ensure quality education, student accessibility and achievement. Leaner processes and data-informed decision making have been high priorities in strategic objectives. The annual assessment reports and evaluation process are used to make necessary adjustments but also to acknowledge significant achievements.

While financial, physical and human resources are limited, the College is prepared to engage in necessary, carefully calculated risk to accomplish documented priorities within its means to further its Mission. These priorities are presented in the *2008-12 Strategic Plan* goals and *2010-11 Core Theme* objectives. Assessment results ensure adequacy, alignment and effectiveness of purposes, plans, programs, and services. Changing enrollment conditions, shifts in funding and personnel, new state and national mandates and reports and similar, unanticipated impacts have created hurdles that the College has successfully managed one-by-one. RCC perseveres in Mission as evidenced by a 40-year successful track record.

5.B.3: The College monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, it uses those findings to assess its strategic position, define its future direction, and review and revise as necessary, its Mission, Core Themes, Core Theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement. A regular environmental scan (internal and external environments) provided a backdrop for the *2008-12 Strategic Plan* and will be revisited in the upcoming three-year (2012-15) and four-year (2015-19) planning development processes.

Environmental Scan: The environmental scan includes broad-based participation from all beneficiaries and includes (1) a review and update of identifiable [trends](#)²¹² and (2) a review/update of Strengths, Weaknesses, Opportunities and Threats (SWOT).²¹³ Trends are also discoverable through annual input from program advisory committees, in program and service area evaluations based on learning outcomes and in the *President's Annual Employee Climate Survey*. Once identified, the College can proceed with future planning and can include strategies to fit those emerging trends, adjust to meet change, capitalize on strengths, and anticipate specific challenges.

While the Mission, Vision, Core Values and Core Themes are not expected to change in the next three-year planning cycle (2012-15), the College will continue to monitor its internal and external environments with stakeholders through various meetings, surveys, focus group sessions and input from Board and program advisory committees. Articulation of existing or new [specific, measurable, achievable, realistic and timely (SMART)] goals begins with the environmental scan.

Mandates, Expectations and Governance: Once strategic directions have been set, the College can evaluate how well new and established plans assist RCC to fulfill local, state, and national mandates and expectations. Decisions and plans that affect RCC are made through its governance system including the Oregon Department of Community Colleges and Workforce Development (CCWD); the Oregon Community College Association (OCCA); Presidents' Council; various Board, instructional, student services and business administrator groups; the Board of Education; Executive Team; various councils, including Faculty Senate; and business and community partners, including but not limited to, Southern Oregon University. These mandates and expectations demand effectiveness and student achievement (ERs 22-24). The expectations include evidence-based, data-informed results.

Standards have been set by the NWCCU, CCWD, and federal and state legislation that impact RCC. *Oregon Revised Statutes* and *Administrative Rules*, Federal grant and financial aid guidelines, and statewide initiatives like Small Business Development, Career Pathways, Oregon's 40-40-20 directive, *Milestones and Momentum Points* data, *Measure What You Treasure*, Oregon's 27 Best Practices/Student Persistence Plan, the Community College Survey of Student Engagement, *The Completion Agenda* and other research and directives described in *Chapter Four* also require adherence to high standards and expectations.

CONCLUDING REMARKS

The whole gamut of college planning, resources and capacity, Mission effectiveness and sustainability relates to and builds upon the needs of the communities the College serves. Changing environmental conditions, operational issues and efficiencies are ongoing, even if the formal term “continuous improvement” is seldom used. With limited and diminishing resources, building proficiencies, eliminating inefficiencies and fostering student achievement are the most important goals. (Schroeder, Symank, & Trexler (2010). Good leadership and communication, an agile culture and consistent assessments have led to establishment of the Board-adopted Mission and the subsequent definition of Mission fulfillment. The college Mission coincides with CCWD’s

purpose and is a necessary component for clear direction which has led to college effectiveness.

In addition, Board-adopted Core Values (Excellence, Integrity, Respect, Innovation and Stewardship) provide a sense of essential character and expected behavior that define the college’s intention within its purpose. In 2009-10, the Mission was furthered by development of Board-adopted Core Themes. These major planning components have been established, reaffirmed and are set to be refined within the existing cycles of planning and accreditation—all leading to Mission fulfillment, adaptability and sustainability of a fast-growing, hard-working, successful, comprehensive, two-year college in southern Oregon—Rogue Community College.

College President's Concluding Remarks

At the largest graduation in the college's 40-year history, it was a joy to see graduates, families, and friends fill the Marjorie Holzgang Rogue Bowl on Redwood Campus. It is always a fitting end to witness students walk across the stage with pride and promise for a better future.

ACCREDITATION

RCC complies with NWCCU accreditation policies and practices for the benefit of the college and the students it serves. As NWCCU is the regional accrediting agency within the scope of authority approved by the United States Department of Education, compliance with NWCCU's standards is a top priority. Courses and programs are approved by the Oregon State Board of Education and Department of Community Colleges and Workforce Development. Accreditation affirms RCC's dedication to excellence and stewardship. It informs constituents and beneficiaries of the quality and effectiveness of programs and services and ensures student eligibility for federal financial aid and ease of transfer of credits to other approved colleges and universities. Accreditation further qualifies the College for much-needed state and federal grants and funding. Finally, the standards and process ensure Mission fulfillment, continuous self-study and evaluation.

CHALLENGES

Financial Outlook: In May 2011, the legislature funded Oregon's community colleges at \$395.8 million. This is \$51.2 million less than the \$450 million the community colleges received in 2009-11. If state revenue forecasts improve in September and December 2011, the legislation may increase funding for community colleges. RCC received a one-time only Maintenance of Effort payment of \$583,000 in June 2011 (part of a \$15 million payment for all Oregon community colleges). The state does not expect state support to substantially increase for many years.

This means the future financial picture will be very difficult. County treasurers indicate property tax collections will decrease from previous estimates; summer/fall enrollment is steady and still slightly

growing, but enrollment is unpredictable for the long-term. In the immediate future, the College will seek additional funding.

Knowledge Management: With increasing retirements, collecting, codifying and sharing resources and knowledge and past experience will be a challenge. Replacing retiring and/or resigning employees with years of history, experience and expertise will not be easy.

OPPORTUNITIES

Budget problems present an opportunity to incorporate necessary and positive change when everyone recognizes that sacrifices must be made. Developing a contingency plan for the July 1, 2012, budget shortfall is a top priority.

Increasing Revenue: The College increased tuition and fees but is also working with the RCC Foundation and the Clements Group (fundraising consultants) during the next two years on the potential for raising capital for scholarships, program support, and infrastructure needs.

Other revenue generating ideas include: (1) examining potential strategies for Distance Learning options and (2) investigating opportunities to market RCC to foreign students

Reducing Expenses: To reduce expenditures in preparation for the anticipated shortfall in 2012-13, four furlough days were approved. Work on other significant savings is underway, based on data-informed decision-making processes.

Economic Impact: Community colleges work hard to help people. That is a tremendous effort in southern Oregon where unemployment rates are among the highest in the nation and income brackets are among of the lowest. A 2010 article in the *Oregonian* shows a growing gap between personal income in Oregon and that in the rest of the nation. Oregon suffers from a higher unemployment rate, a higher number of part-time jobs and a shorter average work week than many other states. In Jackson and Josephine Counties unemployment and low income rates are generally higher than in other parts of Oregon (Rogue Valley

Labor Trends). RCC responds to the needs of students and employers in the southern Oregon region.

Student Graduates-Manufacturing: In delivering RCC's message to state legislators, the success of graduates now employed in their fields is key. The following data was collected by the Manufacturing Department Chair in spring 2010: Of 15 students surveyed, hourly wages ranged from \$12 to \$15 per hour. Annual salaries ranged from \$24,960 to \$41,600. Through this cohort alone \$468,000 was added to United States income.

Student Tracking: Further development of student tracking processes to identify job placement and completion rates (similar to this information above) for state and public advocacy is a priority for RCC.

COLLEGE EFFECTIVENESS

With anticipated budget cuts, unprecedented enrollment growth, and steady unemployment, RCC is "showing its value more than ever." (*Grants Pass Daily Courier*, January 6, 2010). RCC is using every resource available to serve student and employer demand. It is a busy time for educators and obstacles can be daunting. Good leadership, regular communication, thoughtful planning, assessment, and data-based improvement processes; and responsible handling of human, physical and financial resources to achieve purposes and plans are all important to fulfillment of the RCC Mission and Core Themes.

Acknowledgements

The President and RCC Board of Education wish to acknowledge the following faculty, staff, and administrators for their contributions to this *2011 Self-Evaluation Report*:

Susie Ashbridge (M)	Internet and Telecommunication Services
Bob Bagwell (F)	Computer Science
Cally Baker (F)	Nursing
Ryanne Bank (C)	Graphics Specialist
Linda Barnes (F)	Counseling
Laura Bennett (M)	Curriculum and Scheduling
Kori Bieber (VP/CSSO and CEC)	Student Services
Bill Biggs (F)	Electronics
Paul Boothroyd (DC/F)	Automotive
Margaret Bradford (M)	Marketing, Recruitment and Community Relations
Karl Brake (DC/F)	Art
Toni Bromley (F)	Nursing
Jerry Bryan (DC/F)	Social Science and Human Services
Leslie Bryan (F)	Academic Skills
Joe Calderon (C)	Network Administrator
Suzanne Chavez (CO/F)	Foreign Language
John Cole (F)	Humanities
Niki Coulter (F)	Social Science and Human Services
Kevin Culhane (F)	Science
Tracy Davenport (F)	Mathematics
Fred DeLong (C)	Network Administrator
Connie Denham (DC/F)	Early Childhood Education
Rena Denham (Dean)	Instruction and CTE
Ted Dollarhide (DC/F)	Music
Annie Drouillard (F)	Mathematics
Robert Felthousen (F)	Library
Paul Fisher (F)	Business Technology
Jodie Fulton (M)	Contract and Procurement
Francine Gentile (F)	Humanities
Kirk Gibson (Dean and CEC, Chair)	Instruction and Transfer Education
Erika Giesen (F)	Social Science and Human Services
Kiersta Fricke-Gostnell (CO/F)	English as Second Language
Joyce Graham (F)	Business Technology
Michelle Gray (F)	Counseling
Ann Hackford (F)	Nursing
Cindy Harboldt (C)	Secretary
Matt Haugen (F)	Mathematics
Gary Heigel (DC/Faculty)	Emergency Medical Technician Technology
Bryan Herve (C)	Institutional Researcher
Ralph Henderson (DC/F)	Construction

Natalie Herklotz (C)	Senior Accountant
Jeanne Howell (Dean)	Instruction and Workforce/Continuing Education
Virginia Hull (F)	Social Science and Human Services
Charlotte Hutt (F)	Mathematics
Bill Jiron (M)	Workforce Training/Community Education Services
Corrie Kezer (F)	Mathematics
Science	Instructional Media/Distance Learning
Dennis Kimzey (DC/F)	Mathematics
Rich Kirk (M)	Instructional Media/Distance Learning
Alex Kozlowski (C)	Occupational Skills/Cooperative Work Experience
Grant Lagorio (M)	Facilities and Operations (Jackson County)
Anna Lewis (F)	Nursing
Rick Liebowitz (M)	Small Business Development Center
Jackie Lien (F)	Discovery Programs
Juliet Long (DC/F)	Computer Science
Anna Manley (M)	Financial Aid
Cheryl Markwell (VP/CAO; CEC)	Instructional Services
Greg Marton (F)	Social Science and Human Services
Barb McAuley (C)	Human Resources Specialist/Student Employment
Debbie McLennan (C)(F)	Institutional Researcher/Mathematics
Mike McClure (M)	IT-Network and User Support Services
Dave McKeen (DC/F)	Electronics Technology and White Water Institute
Rene McKenzie (M)	Student Life Programs
Eileen Micke-Johnson (F)	Early Childhood Education
Tom Miller (DC/L)	Library
Billie Miracle (F)	Discovery Programs/Art
Diana Moynahan (M)	Assistant to the VP of Instructional Services
Marie Mueller (F and CEC)	Business Technology/Accreditation Editor
Denise Nelson (M)	Assistant to the President and Board of Education
Sarah Noffke (C and CEC)	Academic Support Specialist
Missy Nystrom (F)	Science
Carolyn Oates (F)	Library
Mary O’Kief (M and CEC)	Grants and Planning Coordinator
Tracey Olsen-Oliver (Dean)	Human Development and Student Leadership
Jan Olson (F)	Practical Nursing
Cindy Patterson (F)	Computer Science
Laura Peterson (F)	Business Technology
Mark Peterson (C)	Web Dev. Specialist/Classified Association President
Kemp Pheley (DC/F)	Diesel Technology
Charlie Phenix (F)	Fire Science/Wildland and NIMS Coordinator
Charles (Chip) Phillips (F)	Humanities
Mary Pierce (F)	Reference Librarian
Linda Renfro (Dean)	Instruction and College Preparatory Education
Dusty Rittenbach (F)	Science
Julie Rossi (Lead/F)	English as Second Language

Jenny Rossknecht (M)	Human Resources and Risk Management
Wolfgang Runzi (F)	Humanities
Laurie Rydell (M)	ABS and Individualized Career Training
Kathleen Salinas (F)	Adult Basic Skills
Lori Savage (F)	Adult Basic Skills
Don Schultz (F)	Science
James Shaw (F)	Emergency Medical Technician Technology
Midge Shaw (Lead/F)	Academic Skills/Writing and Tutoring Center
Wanda Sherman (CO/F)	Assistant to the Vice President of Student Services
Adult Basic Education	Interim Vice President of College Services/Chief Information Officer
Sharon Silva (F)	Automotive Technology
Practical Nursing	GED/Youth Build
Chris Simper (DC/F)	Automotive Technology
Shannon Sims (CO/F)	GED/Youth Build
Sharon Smith (M)	Assistant to the VP of Student Services
Curtis Sommerfeld (Interim VP; CIO; CEC)	College Services
Lori Sours (DC/F)	Academic Skills (White Water Institute)
Serena St. Clair (M)	Career Pathways and Articulation Coordinator
Lisa Stanton (Interim CFO)	College Services/Business and Finance
Claudia Sullivan (M)	Enrollment Services
Denise Swafford (M/ALO; CEC)	Administrative Coordinator/ALO
Jeremy Taylor (F)	Computer Science/Faculty Association President
Greig Thomson (DC/F)	Criminal Justice/ROLEA
Ann Trausch (F)	Electronics Technology
Verne Underwood (DC/F)	Humanities
Jim Van Brunt (DC)	Science
Svetlana Varner (F)	Mathematics
Bart Van Syoc (M)	Director of Facilities/Operations (Josephine County)
Randy Wade (DC)	Business Technology
Linda Wagner (DC/F)	Nursing
Lynda Warren (VP)	Vice President of College Services/CFO (Resigned)
Jen Wheatley (M)	Executive Director, Foundation
Ted Willhite (F)	Business Technology
Rick Williams (F)	Humanities
Doreen (DW) Wood (F)	Business Technology/Accreditation Editor (Resigned)
DeAnn Yerges (C)	Secretary (Temporary)
Avi Zohar (CO/F)	Full-time Faculty, SOCTA Project Coordinator

ALO - Accreditation Liaison Officer
C - Classified
CAO - Chief Financial Officer
CEC - College Effectiveness Council
CFO - Chief Financial Officer
CO - Department Coordinator
CSSO - Chief Student Services Officer

CSSO - Chief Student Services Officer
CTE - Career and Technical Education
D - Dean
DC - Department Chair
F - Faculty
M - Management, Administrative Professional, Exempt
VP - Vice President

Glossary and Acronyms

27 Best Practices – See *Oregon's 27 Best Practices* (Student Retention/Persistence)

40-40-20 Initiative – Senate Bill 253 setting a state goal to eliminate high school dropout rates and increase education levels for Oregonians by 2025.

360-Degree Feedback – A system or process in which employees receive confidential, anonymous feedback from the people they work with including, but not limited to, the employee's supervisor.

2003 Standards – NWCCU's former standards on which Recommendations 1, 2 and 3 of the *Spring 2008 Focused Interim Report* were based (see *Fall 2010 Progress Report*).

2010 Standards – NWCCU's revised Standards adopted in January 2010; revised in June 2010.

2010 Progress Report – RCC's *Progress Report in Response to Recommendations 1, 2 and 3 of the Spring 2008 Focused Interim Evaluation Report* submitted to NWCCU on September 30, 2010 (www.roguecc.edu/Accreditation; go to Routine Reports and select 2010 - Progress Report).

2011 Comprehensive Self-Evaluation – RCC's 10-year comprehensive self-study under NWCCU's 2010 Standards.

American Association of Collegiate Registrars and Admissions Officers (AACRAO) – Consulting partners for colleges and universities on implementation of best practices in strategic enrollment management, student services, technology enhancements, and related business practices. These consultants assisted RCC with creating a baseline of understanding for the SEM process.

Academic Calendar – Dates for a scheduled period of instruction, which includes registration information and deadlines, beginning and end of term, breaks, and final examinations.

Academic Year – Three 11-week terms (fall, winter, spring) and one eight-week term (summer)

Achievements – Tangible evidence of results, accomplishments, outcomes. (*EHE Guide*, p. 89)

ACRONYMS

AAOT – Associate of Arts Oregon Transfer degree

AACRAO – American Association of College Registrars and Admissions Officers

AAS – Associate of Applied Science degree

ABE – Adult Basic Education

ABS – Adult Basic Skills

AIS – Administrative Information System

AGS – Associate of General Studies degree

AP – Administrative Procedure

AS – Associate of Science degree

ASGRCC – Associated Student Government of Rogue Community College

ASOT – Associate of Science Oregon Transfer degree

ATC – Academic and Training Council

BAT – Budget Advisory Team

CAFR – Comprehensive Annual Financial Report

CAMAT – Classified Association Management Advisory Team (Bargaining Team)

CAO – Chief Academic Officer (also Vice President of Instructional Services)

CASC – Curriculum and Academic Standards Committee

CBA(s) – Collective Bargaining Agreement(s)

CCWD – Oregon Department of Community Colleges and Workforce Development

CCSSE – Community College Survey of Student Engagement

CE – Continuing Education

CEC – College Effectiveness Council

CEO – Chief Executive Officer

CFO – Chief Financial Officer (also Vice President of College Services)

CIA – Chief Instructional Administrator

CIO – Chief Information Officer
CLO – Course Learning Outcome
COP – Certificate of Participation
CMP – College Master Plan
CSLT – College Services Leadership Team
CSSA– College Student Services Administrators
CSSO – Chief Student Services Officer (also Vice President of Student Services)
CTE – Career and Technical Education
DL – Distance Learning
DOE – Department of Education
EBEC – Esther Bristol Education Center
ECC – Emergency Communications Center
ECE – Early Childhood Education
EMT – Emergency Medical Technician
DPB – Diversity Programming Board
EMPC – Emergency Management Program Coordinator
EOP – Emergency Operations Plan
ER – Eligibility Requirement from NWCCU
FAMAT – Faculty Association Management Advisory Team (Bargaining Team)
FR – Faculty Resources
FS – Faculty Senate
FTE – Full-time Equivalency
GED – General Educational Development
GFOA – Government Finance Officers Association of the United States and Canada
GIAP – General Information and Administrative Procedures
GPA – Grade Point Average
GSPC– Government Standards and Practices Commission
HC - Headcount
HR – Human Resources Department
HVAC– Heating, Ventilation and Air Conditioning Systems
ICC – Associated Students’ Inter-Club Council
ICT – Individualized Career Training
ILO – Institutional Learning Outcome
ILU – Institutional Load Unit (Faculty Workload)
IM – Instructional Media
IPEDS – Integrated Postsecondary Education Data System
IT – Information Technology
IT3 – Information Technology Think Tank
IVBEC – Illinois Valley Business Entrepreneurial Center
IVLC – Illinois Valley Learning Center
JBAC – Joint Boards’ Articulation Commission
KBB – Kerby Belt Building
LGPI – Local Government Personnel Institution
LIB – Library
LTOY – Less than One-Year Certificate
MOU – Memorandum of Understanding
NACUBO – National Association of College and University Business Officers
OAR – Oregon Administrative Rules
OCCA – Oregon Community College Association
OCCPC – Oregon Community Colleges Presidents’ Council
OCCURS – Oregon Community College Unified Reporting System
OFI – Opportunity for Improvement
OPABS – Oregon Pathways for Adult Basic Skills
OSBA – Oregon School Board Association
OSEA – Oregon School Employees Association
ORS – Oregon Revised Statutes
OUS – Oregon University System
OWA – Outlook Web Address (staff email)
PAQ – Position Analysis Questionnaire
PLO – Program Learning Outcome
PO – Purchase Order
POSTs – Plan of Study Templates
RCCEA – Rogue Community College Education Association
RIFs – Reductions in Force

RFP – Request for Proposal

ROI – Return on Investment

RVC – Riverside Campus – RCC’s Medford Campus

RWC – Redwood Campus – RCC’s Grants Pass Campus

SBDC – Small Business Development Center

SEI – Student Evaluation of Instruction

SENSE – Survey of Entering Student Engagement

SORCC – Southern Oregon Rehabilitation Center and Clinics (Veterans Domiciliary facility)

SOREDI – Southern Oregon Regional Economic Development, Inc.

SOU – Southern Oregon University

SSI – Student Satisfaction Inventory (Noel-Levitz)

SWOT – Strengths, Weaknesses, Opportunities, and Threats

TFC – Tuition and Fees Committee

TRC – Table Rock Campus, RCC’s White City Campus

USDOE – United States Department of Education

VESL – Vocational English as a Second Language

Action Plan – Operational plan with annual benchmark and quarterly macro tasks for each strategic plan or core themes goal. The plan includes goal description, benchmarks, milestones (macro tasks), resource needs, completion date and responsible individual(s) or team(s).

Adjunct Faculty – Refers to members of the bargaining unit who have (a) 50% to 60% annual average of a full-time workload during qualifying terms; and (b) achieved long-term status.

Advisory/Budget Committee – A committee nominated by RCC Board of Education with member representatives from Jackson and Josephine counties. Southern Oregon businesses leaders are appointed by the RCC Board to share responsibility in budget process and assist with support of Mission and Core Themes (House Bill 2927).

Application Extender (AX) – A scanning device for copying, maintaining and managing documents. See Standard 2.D.7.

Beneficiaries – Stakeholders, consumers, clients, public users, constituencies, or “customers” for whom the organization undertakes activities, or provides programs or services (*EHE Guide*, p. 89)

Benchmarking – Establishing comparisons of performance, activities, programs, services, processes, and achievement with peer colleges, competitors or leaders.

Career Pathway Certificates (CPCs) – State-approved programs containing 12-44 credits that acknowledge a specific skill proficiency to help students gain enhanced employment opportunities.

CASAS Comprehensive Audit Student Assessment Systems Testing – A state-mandated system for assessing learner attainment of essential competencies in a variety of skill areas. There are tests through which learners may progress at different levels as they continue learning.

College Master Plan (CMP) – RCC’s instruction-oriented, master plan for guiding academic, student-centered and facilities planning.

Content Learning Outcome (CLO) – What students need to know and be able to do in a course of study, such as solve for a variable in math, construct a model in an electronics course, explain the growth of industrialization in a country, or perform a procedure in nursing. See ILOs, p. 165.

Continuing Education Unit (CEU) – A form of recognition given for completion of a unit of training for selected occupational supplementary courses. CEUs are based on time attended and not on the assessment of learning. (OAR 589-006-0050(15); see Standard 2.C.18).

Communities of Function – Also known as resources and capacity described in Chapter Two, Standards 2.A – 2.G.

Communities of Interest – Also known as Core Themes introduced in Chapter One, Standard 1.B.

Community College Survey of Student Engagement (CCSSE) – This 2008 survey, conducted biennially in even years, is coordinated and paid for by the state. It puts RCC in synchronization with other Oregon community colleges. CCSSE provides a way to assess quality in community college education.

Completion Agenda (The) – An fall 2008 initiative of the College Board Advocacy and Policy Center which created the Commission on Access, Admissions and Success in Higher Education, to increase completion rates for 55% of Americans by the year 2025. The agenda includes ten recommendations which are tracked by each state and may be compared to U.S. averages.

Core Themes – Manifestations of the Mission also known as communities of interest. See Chapter 1.

Core Values – The RCC belief system that outlines behavioral norms which faculty and staff consistently apply while conducting college business and pursuing the college Mission. (See *Core Values in Chapter One: Standard 1.A.*)

Credit for Prior Learning (CPL) – A process that allows students to demonstrate undergraduate, college-level knowledge or skill to earn credit for existing classes at RCC.

Course Outline – The document for each credit course that contains the learning outcomes (both CLOs and ILOs) to be addressed in each class and assessment methods faculty use to determine mastery of each outcome. This is a state-mandated document for reporting. Course syllabi are based on learning outcomes set forth in outlines.

Direct Control – The community college maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through the management and supervision by faculty and institutional administrators pursuant to OAR 589-006-0400 (21).

Educacion, Un Mundo de Oportunidades (EMO) – An all-day annual conference targeting Hispanic high school juniors and seniors. Average participation includes approximately 200 students.

Environmental Scan – A process that includes (1) a review of key trends and issues (political, social, economic, education, and technological) that pose threats or opportunities, followed by (2) a SWOT (Strengths, Weaknesses, Opportunities, and Threats) for the College which creates information that is useful in decision-making.

Excellence in Higher Education (EHE) – A Malcolm Baldrige model for assessment processes that inventories, organizes and integrates existing

planning and improvement processes. EHE provides a strategy for identifying critical priorities and action plans.

EHE Standards – Categories covered in the EHE assessment process (1.0) Leadership; (2.0) Purposes and Plans, (3.0) Beneficiaries and Constituents; (4) Programs and Services; (5.0) Faculty/Staff Workplace; (6.0) Assessment and Information Use; and (7) Outcomes and Achievements. Each category is reviewed and discussed including exemplary practices; strengths and areas of improvement or identified; action plans are developed and outcomes communicated.

Executive Team (E-team) – The president's leadership team which includes president, vice-president of Instructional Services/CAO, three instructional deans, vice-president Student Services and one Student Services dean, Interim Vice-President College Services/Chief Information Office, Interim Director of Budget and Finance/Chief Financial Officer and Accreditation Liaison Officer/Administrative Coordinator, Grants and Planning Coordinator and Director of Marketing and Community Relations. E-Team meets weekly.

Family Education Rights and Privacy Act (FERPA) – Federal policy regarding confidentiality of student information strictly adhered to at RCC. For more detail see response to *Standard 2.D.7.*

Goals – High-level targets or end points that are sufficiently specific to allow for progress to be assessed and a determination to be made when achieved. RCC identified six goals in 2008 which are periodically revised and outlined in the *2008-12 Strategic Plan.* (See pp. 8-11)

Higher Education Center (HEC) – RCC's facility shared with SOU in Medford – part of the Riverside Campus.

Helping Oregon Latinos Advance (HOLA) – A week-long program for Latino students to prepare them for the rigors of the college-level coursework and equip them with fundamental leadership skills

House Bill 2972 (HB 2972) – 1995 legislation creating the procedure for new territory to be annexed into existing Rogue Community College District. Led to a larger district that includes Jackson County.

Incident Command System (ICS) – A standard, on-scene, all-hazards, incident management process under FEMA that may be used at various federal, state and local organizations for handling a variety of incidents that may require intervention to facilitate safety, save lives, reduce property loss, and/or harm to the environment.

Indicators of Achievement – Measures identified as appropriate for assessing, documenting, or monitoring organizational outcomes and achievement levels. This information includes reports, studies, surveys, data, benchmarks, and other tools or evidence that support measurable outcomes related to various college goals and objectives.

Institutional Learning Outcomes (ILO) – The set of collegiate success dispositions or outcome statements that faculty identified as being key for students at RCC.

Intelliworks™ – An all-in-one Constituent Relationship Management software designed specifically for higher education; used initially for recruitment.

Institutional Planning – The myriad of planning processes, tools and indicators of achievement used to achieve the Mission, which include but are not limited to the strategic plan, *College Master Plan*, Emergency Preparedness, program evaluations, faculty and staff evaluations, budget and distance learning plans. See Chapter Three, Standard 3.A.

Integrated Postsecondary Education Data System (IPEDS) – The primary source for data on colleges and universities and technical and vocational postsecondary institutions in the United States.

Measure What You Treasure – 2008 Student Success Report from the state outlining a plan for assessing student progress and outcomes.

Milestone and Momentum Points – A statewide initiative headed by CCWD for measuring persistence and completion rates.

Mission Statement – Clarifies the college's purpose and indicates why it is doing what it does; a general statement of fundamental purpose. The Mission is driven by its core values, Core Themes, and beneficiaries' and constituents' needs.

NACUBO Challenge 2010 – RCC was the only community college selected for a grant opportunity from the Lumina Foundation through NACUBO to learn, implement and report on the Malcolm Baldrige/Excellence in Higher Education assessment model in support of this upcoming 10-year accreditation self-evaluation.

National Incident Management System (NIMS) – An emergency preparedness system under the Federal Emergency Management Agency (FEMA) for all levels of government, nongovernmental and private organizations designed to effect seamless teamwork and actions in order to prevent and/or respond to emergency or disaster incidents to save lives and prevent excessive damage to property or the environment. Standards, guidelines and protocols for are published by the Secretary of Homeland Security through the National Integration Center.

Non-credit course - A course that does not offer college credit for completion and generally cannot be used as part of a credit based degree or certificate program. No assessment of learning generally takes place. (OAR 589-006-0040 (33)).

Northwest Commission on Colleges and Universities (NWCCU) – The regional accreditation agency responsible for private and public colleges and universities in Oregon, Alaska, Idaho, Montana, Nevada, Utah, Washington.

Objectives – Concrete, measurable action steps used to initiate new efforts or strengthen ongoing activities to achieve the Mission, Core Themes and goals (also known as strategic initiatives in the proposed planning integration model).

Occupational Supplementary Program – A state-approved program designed for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement. (OAR 589-006-0040 (35))

Oregon's 27 Best Practices for Student Retention – practices for student success identified for the state of Oregon in 2008 demonstrating proven methods, strategies, and interventions that have an effect on student engagement and persistence.

Oregon Leadership Institute (OLI) – a leadership program for Latino students recruited through HOLA wherein they are charged with organization and delivery of an annual, all-day conference targeting Latino high school juniors and seniors.

Outcomes – The college’s accomplishments, achievements and performance over time relative to its purposes and plans.

Planning – Processes that include establishment and implementation of (1) Mission, Vision and Values, (2) goals and action plans; and (3) Core Themes, objectives, intended outcomes, and indicators of achievement. Planning includes the Mission, comprehensive self-evaluations, and various planning instruments and processes that incorporate information about beneficiaries and constituents, educational offerings, modalities of support, internal and external environments, budget, and other communities of function.

Preliminary Grant Request (PGR) – A form developed by the Grants Team to summarize and explore potential grant opportunities. PGRs are reviewed, discussed and approved weekly at Executive Team, as needed.

Program Learning Outcomes (PLO) – The universe of content outcomes that department faculty agree on as necessary for moving on to “the next step,” whether that be completion of a set of courses, a sequence (such as MTH 60, 65, 95), certificate completion, degree completion, or transfer. These outcomes are updated as new information is integrated, either from changes in the labor market or from transfer institutions, state agencies or others. The program/department ensures all the outcomes are included and assessed within the courses identified.

Programs – Curriculum “chunks” that end in a degree or certificate completion.

Roadmaps – Graphic, directional displays within Career Pathways Certificate process from the first certificate of completion to the two-year or four-year degree. Roadmaps also include information about possible employment opportunities associated with the chosen area of study.

RogueNet – Accounting functions are managed through an integrated financial management system created by an RCC instructor and administrator called *RogueNet*. It was developed in-house but is presently used by 5 of the other 16 Oregon community colleges and is sold and managed through RCC. *RogueNet* maintains all required accounting data for state reporting, but can also support customized local reports.

Save our Students (SOS) Program – An internal student retention program designed to help faculty retain students through a counseling referral options from the second through sixth weeks of each term.

SMART – A commonly used acronym that serves as a reminder in planning processes to assure that goals are **S** – Specific; **M** – Measurable; **A** – Achievable; **R** – Realistic; and **T** – Timely.

Strategic Objectives – Any concrete, measurable action steps related to support of strategic plan goals and Core Theme planning. See “Objectives.”

Strategic Plan – The 2008-12 college planning instrument that includes college goals which are based on the Mission and Core Themes.

Student Information System (SIS) – A document management system at RCC used to manage and maintain student records pursuant to Oregon Administrative Rule and RCC’s Records Management Policy and Procedure. See Standard 2.D.7.

Student Satisfaction Inventory (SSI) – A long-standing student survey instrument known as the Noel-Levitz Student Satisfaction Inventory is a biennial assessment of student reactions to various college services.

Student Surveys – See Community College Survey of Student Engagement (CCSE), Student Survey of Entering Student Engagement (SENSE), Student Satisfaction Inventory (Noel Levitz SSS) and Student Evaluation of Instrument (SEI).

Survey of Entering Student Engagement (SENSE) – An instrument that examines institutional practices and student behaviors in the fourth and fifth weeks of the fall academic term.

This survey is designed for students at community and technical colleges with a focus on their “front door” experiences. Based on research about what works in retaining and supporting students in the early weeks of college. Data can be useful in improving course completion rates and overall student retention. Survey results were aggregated and analyzed by CCWD which funded this mandatory survey for all community colleges.

TRiO Programs – Programs funded under the Higher Education Act of 1965, established by Congress to help low-income and first-generation students prepare for and succeed in programs of post-secondary education. RCC delivers three grant-funded TRiO programs: Student Support Services (SSS); Talent Search (TC) and Educational Opportunity Centers (EOC).

Vision Statement – A broad description of what the College may look like in the future.

White Water Institute – A non-profit organization founded by Marilyn Lane, Ph.D. and Ruth Stiehl, Ed.D., as a learning experience to deepen educators’ understanding of living systems and the development of student learning outcomes and assessment.

URL References

COLLEGE OVERVIEW

1. Department of Community Colleges and Workforce Development (CCWD)
2. Oregon Administrative Rules (OARs):
3. Oregon Revised Statutes (ORS)
4. Oregon Community College Association (OCCA)
5. Board Policy I.C.030 – Duties/Responsibilities of the Board
6. Board Policy I.C.010 – Duties/Code of Ethics for School Board Members
7. Board Policy V.B.010 – Human Resources/Conduct/Conflict of Interest/Code of Ethics
8. Board Policy II.A.010 – General Operations/Rights and Freedom/Freedom of Inquiry and Expression
9. Board Policy VI.A.010 – Human Resources Academic Freedom and Responsibilities/Academic Freedom
10. Organizational Chart: Governance
11. Organizational chart: College Services
12. Organizational Chart: Instructional Services
13. Organizational Chart: Student Services
14. Career Pathways Certificates (CPC)
15. Continuing Education (CE) classes
16. *2011-12 College Catalog*
17. *2011 Class Schedule*
18. *2011 Continuing Education Schedule*
19. Admissions Procedures
20. On-Line Admissions Tutorial
21. RCC At-A-Glance
22. Financial Aid Information
23. Annual Financial Audit
24. 2011-12 Adopted Budget

PREFACE

25. *Fall 2010 Progress Report*
26. Department of Community Colleges and Workforce Development (CCWD)
27. IVBEC
28. *College Master Plan*
29. *NACUBO Project Challenge Report, Bal-drige/Excellence in Higher Education*
30. *2011-12 Adopted Budget*
31. *Oregon Community Colleges: 2011-12 Tuition and Fees*
32. *Emergency Operations Plan*

- 33. Distance Learning Plan
- 34. *Management, Administrative and Professional Employees' Handbook*
- 35. ILOs
- 36. Sample Syllabi for Pilot Programs (Academic Skills and Electronics) with ILOs
- 37. *Fall 2001 Self-Study*
- 38. College Effectiveness Council – www.roguecc.edu; go to “Resources for Faculty and Staff,” select Intranet Index, find “College Councils.” Select “College Effectiveness Council.”
- 39. RCC Foundation
- 40. Memorandum of Understanding Between RCC and Foundation
- 41. Career Pathways Home Page
- 42. *2009 Major Substantive Change – Distance Learning*
- 43. *2008-12 Strategic Plan*
- 46. Quarterly Reports (*2008-12 Strategic Plan*)
- 47. Action Plans (*2008-12 Strategic Plan*)
- 48. Updates (*2008-12 Strategic Plan*)
- 49. 2010-11 SWOT (Strengths, Opportunities, Weaknesses and Threats)
- 50. First Annual Assessment of the *2008-2012 Strategic Plan*
- 51. Core Theme Planning

ADDENDUM 2 – RESPONSE TO RECOMMENDATION 3

- 52. *Eleven Good Standards of Good Teaching* - Go to Resources for Faculty and Staff; Select Intranet, User ID and Password Required, Find “Faculty Resources.”
- 53. *Faculty Evaluation Guidebook* – www.roguecc.edu/; Go to Resources for Faculty and Staff; Select Intranet; User ID and Password Required; Find “Faculty Resources”
- 54. *Teacher’s Guide to RCC 101*
- 55. Faculty Resources website
- 56. Student Evaluation of Instruction
- 57. Professional Development Plan
- 58. Part-time Faculty Evaluations (Exemplars);

ADDENDUM 1 – RESPONSE TO RECOMMENDATION 1

- 44. *2009 Focused Interim Evaluation Report*
- 45. *Spring 2008 Focused Interim Evaluation Report*

CHAPTER ONE – STANDARD 1

- 59. RCC’s Charter Go to Affirmation Documents.

- | | |
|--|--|
| 60. College Website – www.roguecc.edu | 76. RCC Board of Education – www.roguecc.edu/Board |
| 61. 2011-12 Catalog | 77. Foundation |
| 62. <i>2011-12 Fall Schedule of Classes</i> | 78. Board Advisory Committee |
| 63. College Effectiveness Council Charter | 79. Policy I.B.030–Authority/Duties |
| Councils | |
| 64. Newsletter – www.roguecc.edu; go to “Resources for Faculty and Staff,” select Intranet Index, find “College Councils.” Select “College Effectiveness Council.” | 80. Policy III.A.060 – Administration/Miscellaneous/Policy Development Procedure |
| 65. Board Policy I.A.010 – Mission and Membership/Core Values and Core Themes | 81. Policy I.D.130–Formulation of Administrative Regulations |
| CHAPTER TWO – STANDARD 2 | |
| 66. <i>Student Rights Freedoms and Responsibilities Statement-</i> | 82. Policy III.A.040–Staff Advisory Functions |
| 67. <i>Human Rights Policy</i> | |
| 68. <i>2008-12 Strategic Plan</i> | 83. Policy I.B.010-Authority/Policy Policy 010: Officers of the Board of Education |
| 69. Organizational Charts | 84. Faculty Resources |
| 70. FAMAT Minutes | 85. Administrative Procedures AP-037, <i>Information Technology Acceptable Use</i> |
| 71. Collective Bargaining Agreements | 86. Transfer Credit Procedures |
| 72. Policy VIII.D.010-Faculty Senate | |
| 73. General Information and Administrative Procedures | 87. Enrollment Services |
| 74. Policy I.D.100-Formulation...Distribution of Policies | 88. International Admission Application |
| 75. Administrative Procedure AP-045-Process, Review and Approval of Policy (Board) and Procedure (Administrative) | 89. Online admission application |
| | 90. Online Tutorial |
| | 91. Placement Indicator Chart |

- | | |
|--|---|
| 92. Satisfactory Academic Progress | 107. Policy V.D.070 – Nondiscrimination Statement |
| 93. <i>The Byline</i> | 108. Policy II.B.010 – Sexual Harassment – |
| 94. <i>ASGRCC Constitution and Bylaws</i> | |
| 95. Board Policies | 109. Faculty Survey Results on Objective Teaching Responsibility |
| 96. Human Resources | |
| 97. <i>Management, Administrative and Professional Employee Handbook</i> | 110. Policy IV.A. – Business and Non-Instructional Operations/Finance and Budget –
iva_finance.htm#Policy 060: Paying of Bills |
| 98. Collective Bargaining Agreements | 111. MOU between RCC and Foundation – |
| 99. <i>Faculty Handbook</i> | |
| 100. Administrative Procedure AP-035 – Document and Records Management | 112. Screening Committee Process –
ScreeningCommitteeGuidelines.pdf |
| | 113. Faculty Collective Bargaining Agreement – |
| 101. Policy I.C.030 – Code of Ethics for School Board Members | 114. Policy VI.B.010 – Qualifications of Instructors |
| 102. Policy I.E.030 – Pecuniary Interest in Contracts | 115. Performance Evaluation Form |
| 103. Policy VI.C.010-Compensation for Publications and Inventions | 116. 360-Degree Performance Evaluation – |
| | 117. Competency Dictionary –
Exempt/ExemptEvaluation%20Guide.pdf |
| 105. Policy VI.A.010 – Academic Freedom | 118. Classified Collective Bargaining Agreement – |
| | 119. Policy VI.B.020–Duties-Workload-Qualifications/Faculty Hours on Campus
Policy 020: Faculty Hours on Campus |
| 106. Policy II.A.010 – Freedom of Inquiry and Expression | 120. CBA, Article 16 |

- | | |
|---|--|
| <p>121. Professional Development Guidelines –</p> <p>122. Classroom Faculty Self-Assessment</p> <p>123. <i>Eleven Standards of Good Teaching</i> –</p> <p>124. Part-time, Non-Instructional and Full-time Faculty Administrative Evaluation</p> <p>125. Classroom and Online Faculty Observation –</p> <p>126. Sample Syllabi (Electronics, RD 30; WR 30)</p> <p>127. ILO Rubric</p> <p>128. Policy VIII.D.010-Faculty Senate -</p> <p>129. Faculty Senate Bylaws –
r</p> <p>130. Policy VII.A.090 – Credit for Prior Learning #Policy 090: Credits for Prior Learning/Challenge</p> <p>131. Non-Credit to Credit Framework –</p> | <p>132. Diesel –
and Landscape CTE Course Outlines –</p> <p>133. Continuing Education</p> <p>134. Workforce Training.</p> <p>135. Student Services Website –</p> <p>136. Policy III.B.100 - Conduct of Persons on Campus –</p> <p>137. Crime Statistics</p> <p>138. <i>Student Code of Conduct</i> –</p> <p>139. Incident Report</p> <p>140. Administrative Procedure 064 – Domestic Violence</p> <p>141. Administrative Procedure 064 – Workplace Violence
Workplace_Violence_AP-063.pdf</p> <p>142. Human Rights Website</p> <p>143. Policy II.B.040 Possession of Firearms –</p> <p>144. Safety Awareness –</p> <p>145. Hazardous Materials</p> <p>146. Blood borne pathogens</p> <p>147. Online orientation</p> <p>148. Teach-out Procedure</p> <p>149. Schedule –</p> <p>150. Career Pathways Certificate</p> |
|---|--|

151. Graduation Guides
152. Administrative Procedure Records Management FERPA
153. FERPA tutorial/test
154. Student Orientation –
155. Advising website –
156. Associated Student Government of Rogue Community College –
157. RCC and ASGRCC Event Calendar
158. Collection Development Guidelines –
159. College Master Plan (CMP) –
160. 2011-12 Adopted Budget –
161. Comprehensive Annual Financial Reports –
162. Annual Grant Priorities Project List
www.roguecc.edu/grants/
163. Preliminary Grants Request – <http://www.roguecc.edu/grants/>
164. Policy IV.A.040 – Finance and Budget/Accounting systems 040: Accounting Systems
165. IM Classroom Guidelines
168. Policy I.A.010–Mission
#Policy 010: Mission Statement
169. 2010-11 SWOT (Strengths, Opportunities, Weaknesses and Threats)y
170. President’s Annual Employee Climate Survey ; go to Site Evaluators’ Exhibits; President’s An-nual Survey
- 171. 2010 Progress Report*
172. Action Plans (*2008-12 Strategic Plan*) -
173. Summative Report –
174. Policy III.A.040 – Administrative/Miscellaneous/Administrative Regulations/Staff Advisory Functions
175. Propeller Communications in November 2008
176. Overview of the EHE model –
177. 2011-12 Grants Project Priority List -
178. Diversity Programming Board Goals and Objectives
179. Calendar of Key College Celebrations, Events and Activities
180. RCC At-A-Glance
- 181. Distance Learning Plan –*
- CHAPTER THREE – STANDARD 3A**
166. 2008-12 Strategic Plan
167. Assessment of Strategic Goals and Objectives
182. Entity-Level Control Form for General Computer Controls –

**CHAPTER FOUR – STANDARDS 3.B, 4.A
AND 4.B**

- 183. Top 20
- 184. *2010-11 Assessment of Strategic Plan Goals and Objectives*
- 185. *2010-11 Assessment of Core Theme Objectives*
- 186. *Milestones and Momentums*
- 187. Program Advisory Committees
- 188. Program Evaluation Form
- 189. Oregon Labor Market Information System (OLMIS)
- 190. *2009-11 Statewide SBDC Report*
- 191. Illinois Valley Business Entrepreneurial Center
- 192. Community Education
- 193. Workforce Training
- 194. Short-term Skills Training
- 195. Apprenticeships
- 196. Student Services
- 197. *Fall 2010 Progress Report*
- 198. 2011 Raw Data –
- 199. (GIFT) Group Information Feedback Technique
- 200. Trends

- 201. Safety
- 202. Activities Calendar
- 203. Innovation Award
- 204. Health and Wellness Activities
- 205. Tuition Waivers
- 206. Budget Presentation
- 207. *Green House Gas Report*
- 208. 2011-12 Grants Priority Project List

CHAPTER FIVE – STANDARDS 5.A and 5.B

- 209. *2008-12 Strategic Plan*
- 210. Core Theme Planning
- 211. Assessment of Strategic Goals and Objectives
- 212. 2011 Trends
- 213. 2010-11 SWOT (Strengths, Opportunities, Weaknesses and Threats)
- 214. OUS GPA Report 2008-09

Material References

Abdullah, S. and Beegle, D. M. (2006). *The class continuum; An exploration of class in America*. Tigard, OR: Communication Across Barriers, Inc.

American College & University Presidents' Climate Commitment (2010). *Climate leadership for American, education and innovation for prosperity*. Boston, MA: Second Nature.

Associated Press, *The Oregonian* (2010). *Study shows Oregon trails nation for personal income*. Salem, Oregon. Accessed November 30, 2010,

Baker, R.L. (2009). *Overview of the accreditation and new oversight process* (PowerPoint Presentation). Redmond, WA: Northwest Commission on Colleges and Universities. Accessed February 2009 used with permission from R.L. Baker.

Bryson, J. M. (1995). *Strategic planning for public and nonprofit organization*, San Francisco: Jossey-Bass.

Center for Community College Student Engagement. (2010). *The heart of student success: Teaching learning, and college completion (2010 CCCSE findings)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.

Commission on Access, Admissions and Success in Higher Education, College Board Advocacy and Policy Center. (2008). *The college completion agenda*, Accessed August 16, 2011

Community College Uniform Report System (OCCURS). (2009). *GPA report for students enrolled at Oregon's community colleges in 2007-08 and also enrolled in the Oregon University System in 2008-09*. Salem, OR: State of Oregon Department of Community Colleges and Workforce Development.

Bradley, P. (2010, November 2). Shifting emphasis: Competition agenda dominates even as colleges struggle with enrollment climb. *Community College Week* (23) p.8.

iDashboard (2011). They can see clearly now. *Campus Technology* [Magazine]. Accessed 11 May 2011
f

- Lee, M. J. & Rawls A., (2010). *The College Completion Agenda 2010 Progress Report*. New York: College Board Advocacy and Policy Center.
- Noel-Levitz National Research Report. (2010). *National student satisfaction an priorities report (Student Satisfaction Inventory™)* : Accessed June 17, 2011
- Northwest Commission on Colleges and Universities. (2010). *Accreditation handbook (rev. ed. 2010)*. Accessed August 2011
- Northwest Commission on Colleges and Universities (2011). *Guidelines for preparation of comprehensive self-evaluation reports (Revised 3/2/11)*. Accessed August 2011
- Northwest Commission on Colleges and Universities (2009). *Overview of the accreditation and new oversight process*, [PowerPoint Presentation by Ronald L. Baker, Executive Vice-President and Director of Standards Revision and Implementation Project]. Accessed February 2009 from URL
- Roler, D. (2010, January 6). In tough times, RCC is proving its true value. *Daily Courier*, Grants Pass, OR, p. 4A.
- Ruben, B. D. (2009). *Excellence in higher education: Workbook and scoring guide*. Washington DC: NACUBO.
- Ruben, B. D. (2010). *Excellence in higher education: Guide*. Washington DC: NACUBO.
- Ruben, B. D. & Steward, L.A. (2005). *Communication and Human Behavior*, 5th ed Boston: Allyn-Bason.
- Ruben, B.D. & Tromp, S.A. (2010). *Strategic planning in higher education: A guide for leaders*, 2nd ed. Washington, DC: NACUBO.
- Shroeder, A., Symank, K., & Trexler, G. (2010, September) Destination: Excellence. *Business Officer Magazine*. 44:2. Accessed 7 September 2011
- Sohen, Tim. (2011). Oregon colleges implement online teacher evaluations. *Campus Technology* [Magazine]. Assessed 26 July 2011

- Spectar, J., Reisser, L., & Watson, D. Retention best practices for Oregon community colleges. (rev. 2008, February 18). Adapted from Retention Best Practices Glossary. (2004). Accessed 7 September 2011
- Stiehl, R. & L. Lewchuck. (2005) *The mapping primer: Tools for restructuring the college curriculum*. Place pub: The Learning Organization
- Stiehl, R. & L. Lewchuck. (2008) *The assessment primer: Creating a flow of learning evidence*. Place pub: The Learning Organization.
- Stiehl, R. & L. Lewchuck (2008) *The Outcomes Primer: Restructuring the College Curriculum (third edition)*, The Learning Organization.
- Survey of Entering Student Engagement. (2010). *Benchmarking & benchmarks: Effective practice with entering students*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.
- Tauer, G. (2011, July). Rogue Valley labor trends—Jackson and Josephine County. Salem, OR: WorkSource Oregon Employment Department. Accessed (date) from www.qualityinfo.org
- Thiagarajan, S. (2006). *Barnaga: A simulation game on cultural clashes* [“Thiagi” 25th Anniversary Ed.] Boston: Intercultural Press.
- Thompson, A. A., Strickland, III, A.J., & Gamble, J. E. (2007). *Crafting and executing strategy: The quest for competitive advantage (Concepts and cases)* 15th ed. New York: McGraw-Hill Irwin Publishers.
- United States Department of Education, National Center for Education Statistics, Integrated Post-Secondary Education Data System (IPEDS) (2010), Washington D.C.
- United States Green Building Council (USGB). (2011). *What is LEED?* Accessed June 7, 2011, from <http://www.usgbc.org>
- United States Department of Labor, Bureau of Labor Statistics. (2011). *Regional and state employment and unemployment survey*. Accessed June 17, 2011, from <http://www.bls.gov>.
- Young, R. (n.d.). A College Brain Trust special report: Budget crises create opportunity for the future of your college.

Exhibits

EXHIBITS (ON SITE)

<u>Exhibit No.</u>	<u>Description</u>
A	2011-12 College Catalog www.roguecc.edu/catalog
B	2011-12 Approved Budget www.roguecc.edu/budget
C	2011 College Master Plan www.roguecc.edu/masterplan
D	2011-12 Faculty Handbook http://learn.roguecc.edu/facultyhandbook.pdf



Rogue Community College

REDWOOD • RIVERSIDE • TABLE ROCK

www.roguecc.edu