



Rogue Community College



Redwood Campus
Grants Pass, Oregon



Table Rock Campus
White City, Oregon



Riverside Campus
Medford, Oregon

Mid-Cycle Evaluation Report

Submitted to
Northwest Commission on Colleges and Universities
September 10, 2014

TEMPORARY USER IDENTIFICATION AND PASSWORD

The following confidential, temporary user identification and password are being provided for evaluators in their individual copies of this *2014 Mid-Cycle Evaluation Report (MCE)*:

User: NWCCU
Password: RCC2014

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

To conserve paper, no appendices are attached to this MCE. Relevant forms, documents and supporting evidence are available on the [college website](http://www.roguecc.edu)\1 (www.roguecc.edu) and are automatically linked in electronic copies of this MCE in blue font. A glossary of common terms and acronyms, URLs, and material references is provided at the end of the report.

Significant documents, including publications such as the [2014-15 College Catalog](#)\2 and the [2014-15 Adopted Budget](#)\3 will also be provided at the evaluation site. If evaluators require further information, call or email your request to:

Denise M. Swafford, MiM
Administrative Coordinator/Accreditation Liaison Officer
President's Office
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541-956-7087



PRESIDENT'S OFFICE

3345 Redwood Highway
Grants, Pass OR 97527
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September 10, 2014

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Dr. Sandra E. Elman, President
Northwest Commission on Colleges and Universities
8060 165th Avenue, Suite 100
Redmond, WA 98052-3981

Dear Dr. Elman and Peer Evaluators:

This *2014 Mid-Cycle Evaluation* (MCE) is submitted on behalf of Rogue Community College (RCC) and the Board of Education. A response to NWCCU's recommendation from the *Fall 2012 Year One Self-Evaluation Report* is also provided, as well as highlights of new developments at RCC since NWCCU's 2013 reaffirmation of the College's accreditation status. A narrative is presented in response to Part I of the *Guidelines for MCE*. And, in Part II there are exemplars and analyses of core themes focused on student learning outcomes followed by a general assessment plan for preparation of the *2018 Year Seven Evaluation* in Part III.

Since the *2011 Comprehensive Evaluation*, RCC developed new core theme objectives and indicators of achievement within its *2012-15 Strategic Plan*. Indicators for measuring outcomes set forth by the state of Oregon on mandatory Achievement Compacts were also incorporated into the Plan.

As evidenced by the Commission's 2011 findings, RCC is a mission-centered college with a supportive culture. Core themes have been integrated into a dynamic, outcomes-based, comprehensive planning system. We look forward to meeting with peer evaluators on October 15-16 to discuss progress, plans, and any possible adjustments to ensure a successful Year Seven self- and peer-evaluation process.

If you have any questions or require additional information, you may contact either of us through Denise Nelson, Assistant to the President and Board of Education, at 541-956-7001 or dnelson@rogucecc.edu.

Sincerely,

Patricia A. Ashley
Chair, Board of Education

Peter Angstadt, PhD
President

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INTRODUCTION

Rogue Community College's (RCC) accreditation status was reaffirmed by NWCCU in correspondence dated February 5, 2013⁴. Affirmation was based on the *Fall 2012 Year One Evaluation Report*⁵, which also addressed Recommendations 1 and 2 of the *Fall 2011 Comprehensive Evaluation Report*⁶. In reaffirming accreditation, the Commission requested that RCC submit an addendum to its next report -- to address Recommendation 1 of the *Fall 2012 Year One Peer-Evaluation*⁷ relating to core theme indicators of achievement (Standard 1.B.2).

This 2014 MCE is provided in three parts following the *Guidelines for the Mid-Cycle Evaluation* reviewed with member institutions at NWCCU's June 17, 2014, webinar. In Part I, "informed and guided by Standards One and Three through Five, the MCE [is] a narrative shaped by the questions centered on the plan for aligning mission (Standard One) with mission fulfillment and sustainability (Standard Five)."

In Part II, RCC provides examples of core themes focused on student learning, including an analysis of the related objectives and indicators of those themes in relation to mission fulfillment and sustainability outlined in the *Year Seven Guidelines*.

Part III is an overall assessment plan based, in part, on responses in Parts I and II and on what the College believes will lead to a successful comprehensive evaluation in Year Seven.

Included are a *Brief Update on Changes since the Fall 2012 Year-One Evaluation* and a *College Overview*, in addition to RCC's response to the above-referenced recommendation from the *Fall 2012 Year One Peer-Evaluation*.⁷

Finally, the College chose not to provide a response to Standard Two following Option Three in Dr. Elman's February 19, 2014, correspondence regarding revisions/guidance to this 2014 MCE; however, evaluators may review Chapter Two, Standard Two on Resources and Capacity from RCC's *Fall 2011 Comprehensive Evaluation Report*⁶, pages 27-89.

Note: Standard 2.C Education Resources: While colleges and universities were not required to provide a response to Standard Two in response to this MCE report, it is noted that previous to the change in the Year Three report, NWCCU had requested that member institutions respond to the question on expected learning outcomes and respective assessments for each degree and certificate program (under Standard 2) with regard to **credit and clock/contact hours**. RCC's responses to this inquiry are included following the Response to Recommendation (pages 7-8) on page 9.

COLLEGE OVERVIEW

www.roguecc.edu/aboutRCC



TOTAL ANNUAL ENROLLMENT 2013-2014

(Data as of 8/19/14)

- FTE 5,290.22
 - Credit students (headcount) 10,632
 - Non-credit students 6,462
 - Total 17,094
 - Attend at Riverside Campus 6,455 (37.8%)
 - Attend at Table Rock Campus 3,470 (20.3%)
 - Attend at Redwood Campus 4,722 (27.6%)
 - Distance Ed/Other sites 8,774 (51.3%)
 - Total attendance in Jackson County 11,722 (68.6%)
 - Total attendance in Josephine County 8,978 (52.5%)
- (1,499 or 9.5% attended at more than one campus)

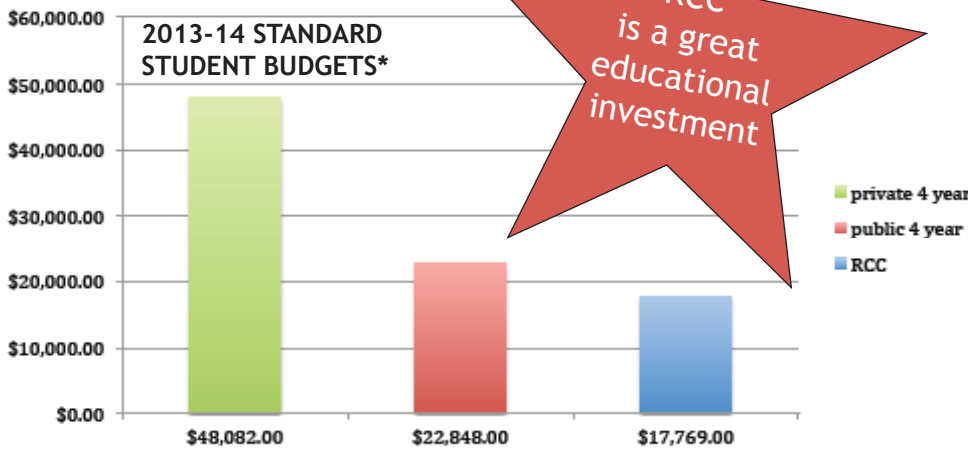
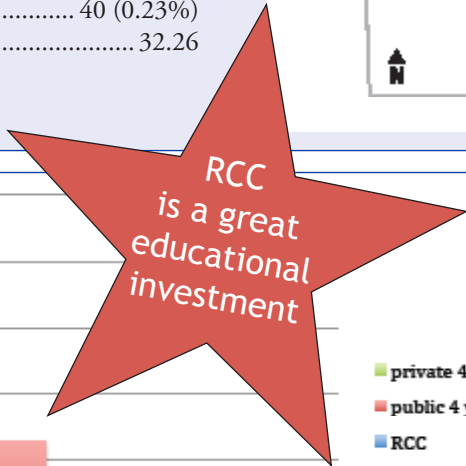
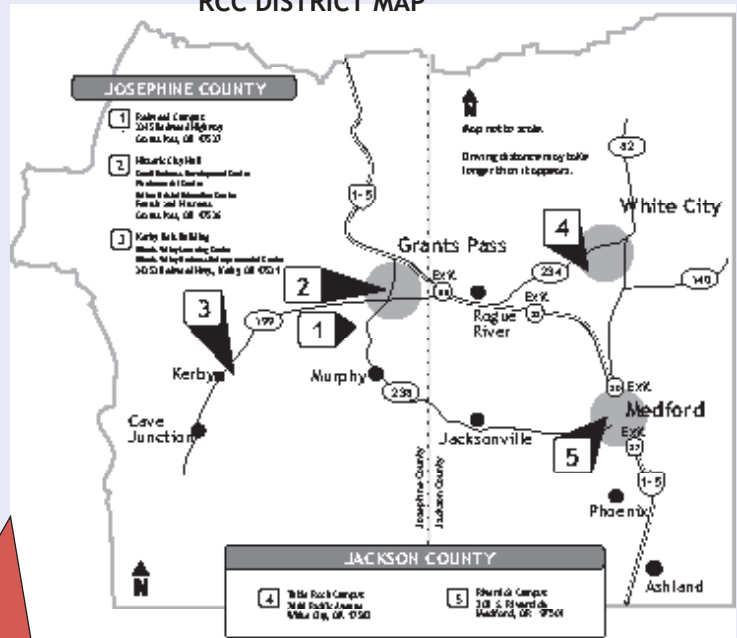
GENDER

- Men 7,725 (45.37%)
- Women 9,301 (54.63%)
- Students not reporting 68 (0.40%)

AGE

- Less than 19 3,486 (20.44%)
- 19-20 1,611 (9.45%)
- 21-25 2,719 (15.94%)
- 26-30 1,934 (11.34%)
- 31-35 1,495 (8.77%)
- 36-40 1,191 (6.98%)
- 41-59 3,383 (19.84%)
- Over 60 1,235 (7.24%)
- Age not reported 40 (0.23%)
- Average age (of those reporting) 32.26

RCC DISTRICT MAP



* Source: OSAC August 2013. Figures for RCC, SOU and Linfield College. Based on full-time, full-year enrollment at 15 credit-hours/term and does not include insurance, loan fees, non-mandatory fees, or special program-specific fees. Actual budgets will vary depending upon program of study, courseload, dependency status, and housing.

2013-14 TUITION AND FEES

TUITION Cost per credit

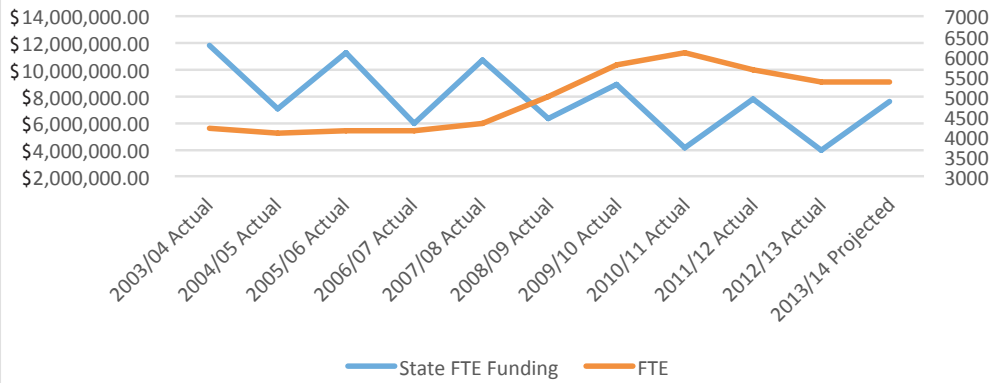
- In-State: \$91
- Out-of-State: \$111
- International: \$304

FEES

- Technology: \$4 per credit/\$4 per non-credit class
- College Services: \$15 for 0 credits, \$55 for 1-5 credits, \$95 for 6-11 credits, \$135 for 12+ credits
- Distance Learning: \$10 per class up to 4 credits
- GED instruction – \$6 per term
- GED test fee – \$155
- Non-credit classes – tuition varies

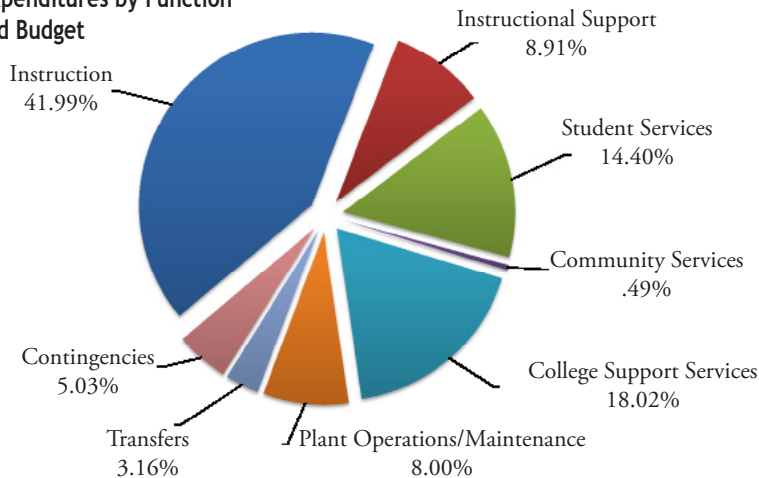
Enrollment vs. State Funding

State Support



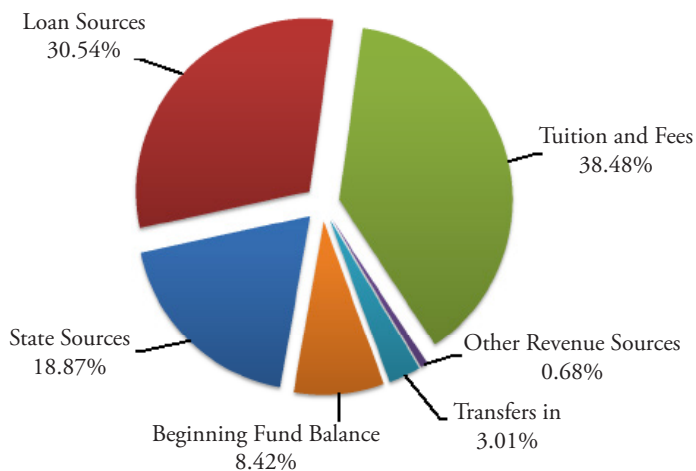
2013-14 Expenditures

Rogue Community College General Fund Expenditures by Function 2013-14 Adopted Budget



2013-14 Revenue

2013-14 Adopted Budget



About the College

Established in 1970, Rogue Community College serves residents in Jackson and Josephine counties at campuses and at learning centers in Grants Pass, Medford, White City and the Illinois Valley.

A comprehensive, two-year, public community college, RCC offers five two-year degrees, 80 career and technical training programs; a variety of workforce and short-term training, academic skills, and continuing and community education classes; plus services to the businesses community.

One of 17 community colleges in Oregon, RCC is accredited by the Northwest Commission on Colleges and Universities. RCC also is approved by the Veterans Administration as a veterans training institution.

CAMPUSES and LEARNING CENTERS

- Redwood Campus, 3345 Redwood Hwy., Grants Pass, OR 97527 • 541-956-7500
- Riverside Campus, 117 S. Central, Medford, OR 97501 • 541-245-7500
- Table Rock Campus, 7800 Pacific Ave., White City, OR 97503 • 541-245-7500
- Illinois Valley Business Entrepreneurial Center, 24353 Redwood Hwy., Kerby, OR 97531 • 541-956-7275
- Illinois Valley Learning Center, 24311 Redwood Hwy., Kerby, OR 97531 • 541-592-2103 or 541-956-7455
- RCC/SOU Higher Education Center, 101 S. Bartlett St., Medford, OR 97501 • 541-552-8100 or 541-245-7500
- Small Business Development Center, 214 S.W. Fourth St., Grants Pass, OR 97526 • 541-956-7494
- Esther Bristol Education Center, Fouth and H streets, Grants Pass, OR 97526 • 541-956-7490

BOARD OF EDUCATION

- | | |
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ADMINISTRATION

- Dr. Peter Angstadt, president
- Kori Beiber, vice president, Student Services, chief student services officer
- Kirk Gibson, vice president, Instructional Services; chief academic officer
- Curtis Sommerfeld, vice president, College Services; chief informational officer

FACULTY

- | | |
|-------------------|------|
| Full-time faculty | 79 |
| Part-time faculty | 577* |
- * Paid part-time faculty for academic year 2013-14 in any capacity.

FINANCIAL AID AWARDS

For academic year 2013/14: \$30,817,967 in financial aid was awarded to 4,837 students.

BRIEF UPDATE SINCE FALL 2012 YEAR-ONE REPORT

New Chief Educational Officer (CEO) for Oregon: In 2012, Governor John Kitzhaber hired Oregon's first CEO, Dr. Rudy Crew, to lead his education reform. Dr. Crew resigned after one year. In 2013, **Dr. Nancy Golden** was appointed to the post, bringing 35 years' experience as an educational leader in Oregon to the role.

Achievement Compact: In 2012/13, Oregon implemented a plan to improve education by requiring school districts, including community colleges as part of their annual budget process, to submit Achievement Compacts. The compacts set one- and four-year targets for improvement measurements set by the state as indicators of long-term student success. RCC's [2012-13](#), [2013-14](#) and [2014-15 Achievement Compacts](#)⁹ are posted on the strategic planning website. The objectives are integrated in RCC's [2012-15 Strategic Plan](#)¹⁰.

Higher Education Coordinating Commission (HECC)¹¹: HECC is a 14-member volunteer Board led by Executive Director Ben Cannon, a former teacher, state representative and education policy advisor. The director of the Department of Community Colleges and Workforce Development (CCWD) now reports to Mr. Cannon. He is responsible for advising the governor, legislature, and Oregon Education Investment Board (OEIB) on higher education policy. Effective July 1, 2014, HECC has statutory authority, develops and allocates budget and outcomes-based funding for public colleges and universities in Oregon, and approves all new academic programs.

RCC Transfer Students Outperform Peers: In September 2014, RCC received data from Laura Massey at Portland Community College about Oregon transfer students' grade point averages (GPAs). For ten years, RCC students who transfer to colleges and universities within the Oregon University System (OUS) continue to outperform other students from Oregon's 17 community colleges with the highest average GPAs. There was an exception in 2011/12 when RCC's 2010/11 students ranked second in a tie with Portland Community College. The highest ranking students (by a fraction of a point) in 2011/12 were transfers from Columbia Gorge Community College. ([OUS GPA Transfer Data Report](#))¹².

Changes in Key Management Positions: Due to retirements and resignations, RCC hired/replaced three instructional deans; the Foundation director; assistant director, Foundation; director of human resources and risk management; coordinator of employee benefits, director and assistant director of marketing and recruitment, director of instructional media, director of educational partnerships, and director of auxiliary services, in 2013/14. Five of those positions were filled through internal promotions. (Core themes 3 and 4).

Student Scholarships: On May 27, 2014, the RCC Foundation awarded over \$500,000 in scholarships to nearly 300 students at its 34th annual scholarship awards ceremony. (Core Themes 1, 2, 3, 4).

Cohort Default Rate Down: In 2013/14, most community colleges in Oregon were down by 2-3%. RCC and Clatsop show the largest decreases with RCC showing a 3.9% decrease in its three-year cohort default rate. (Core Theme 1).

Specialized Accreditation: In 2013 RCC's Emergency Medical Services/Paramedic program was approved by the Committee on Accreditation of Emergency Medical Services Professions (CoAEMSP) through the Commission on Accreditation of Health Sciences Education Programs for students seeking paramedic certification offered through the National Registry of Emergency Medical Technicians. (Core Themes 1 and 2). Gary Heigel, the EMS coordinator was named EMS Educator of the Year by Oregon Public Health, Emergency Medical Services and Trauma Systems in 2014.

Wireless Policy: In mid-February 2014, RCC implemented wireless access policies utilizing a product called SafeConnect™, ensuring devices on the College's wireless system belonging to students or staff and have antivirus software installed and running. This program maintains a safe wireless environment and provides Information Technology (I/T) with tools to track internet usage and trends. (Core Themes 1, 2, 3, 4).

Microsoft Cloud™ Transition: In spring 2014, RCC moved to Microsoft Cloud™ to reduce I/T maintenance costs, improve communication and storage issues, and safeguard the system from crashes. The email system includes shared calendars, document sharing, chat, and audio/video conferencing. (Core Themes 3 and 4).

25Live™ Scheduling System: A web-based academic and event scheduling system launched in winter 2013 is changing the way classroom and conference room space is scheduled. The system, purchased from CollegeNet™, provides more efficient utilization of space and time. (Core Themes 3 and 4).

Implementation of \$ALT: In December 2012, RCC entered into a contract with \$ALT -- an organization created by American Student Assistance (ASA) designed to educate students about financial literacy. ASA uses a holistic approach to help students manage finances and focuses on helping borrowers successfully repay loans. (Core Themes 1 and 3).

Invest in Excellence IIE Campaign Launched: In collaboration with the RCC Foundation, the College began a capital campaign in 2013. Key initiatives that have gained momentum include: (1) a new flex-tech lab for career/technical education; (2) expansion of the allied health program; and (3) increasing student scholarships. [Proformas\13](#) on these initiatives can be reviewed on the accreditation website. (Core Themes 1, 2, 3, 4).

Major Gift: In April 2014 RCC announced its first major gift in the campaign from the Morris Family Foundation for \$1 million in support of the expansion of allied health programs. (Core Themes 2 and 4).

Expansion of Allied Health Programs: In the fall of 2012, RCC received a \$3 million Trade Adjustment Assistance Community College Career Training Grant (TAACCTI) from the U.S. Department of Labor (DOL) that enabled RCC to begin expansion plans in Health Sciences. Selected offerings were added to the program providing immediate return with a small investment:

- Adaption of Basic Health Care Certificate
- Expansion of Certified Nursing Assistant (CNA2 Acute Care) Certificate

- Development of Clinical Lab Assistant Certificate
 - Creation of access to Physical Therapy Assistant Degree through Lane Community College
 - Creation of access to Occupational Therapy Assistant Degree through Linn-Benton Community College
 - Development of Medical Assistant Certificate
 - Development of Community Health Worker Certificate
- (Core Themes 1 and 2).

Industrial Mechanic Training Coursework: As a direct result of conversations with local manufacturers about the proposed new flex-tech lab, RCC designed a combination of existing courses resulting in up to 48-credits of [industrial mechanic training coursework](#)\14 and a Career Pathway Certificate in Industrial Technology. Students began enrolling in these classes this summer 2014. With this new training, manufacturers in the region are becoming increasingly supportive of RCC and the possible new flex-tech lab. (Core Theme 2).

Discovery Program: This career guidance program, originally designed for displaced homemakers returning to education, was redesigned in 2012/13 to offer “front door” services, including new student orientation, placement test preparation, registration lab, RCC’s Strong Start program and HOLA (Helping Oregon Latinos Achieve). In Strong Start, students who enroll attend four courses for a first term/strong cohort experience and earn nine college credits. The goal is to prepare students for success by building confidence, strengthening academic skills, and developing educational and career plans. (Core Themes 1, 2, and 3).

Soccer Club: The RCC Board authorized organization of a soccer club in 2012/13. The club, now in its second year, includes men and women who have competed with other college teams statewide. While the club is not yet an official team playing under Northwest Athletic Association of Community Colleges (NWACC) rules, it has been operating under specific guidelines. Student members must be in good standing, carry a minimum of 6 credits, and maintain a minimum 2.0 GPA. Student engagement on campus has long been accepted as the most important factor contributing to student persistence, success, and graduation (*CCSE Findings 2010*). (Core Themes 1, 2 and 3).

Online Education: In 2013, Instructional Media began a transition from ANGEL™ to BB Learn™ (formerly Blackboard) for all courses and training support materials effective July 1, 2014. In [Instructional Media’s 2013 research](#)\15, 45.7% of RCC students in their sample study indicated they would not have enrolled at RCC if they had not had access to online classes. (Core Themes 1, 2, 4).

Certificate of Excellence in Financial Reporting: A certificate of Achievement for Excellence in Financial Reporting was awarded by the Government Finance Officers Association of the United States and Canada for the fiscal year ending June 30, 2013. This was RCC’s 11th consecutive year to receive this award. (Core Theme 4).

Enhancing Math Skills for Students: In spring 2014, RCC received a \$337,047 grant for *Developmental Math with CTE Contextualization: Next Generation* to fund a project that will increase student math skills to better prepare them for post-secondary education; and, ultimately, for work as CTE technicians. (Core Themes 1 and 2).

RESPONSE TO RECOMMENDATION REQUESTED BY COMMISSION FALL 2012 YEAR ONE PEER EVALUATION REPORT

Based on NWCCU's *Fall 2012 Year One, Standard One Report on Mission and Core Themes Peer-Evaluation Report*\7. RCC's accreditation was reaffirmed in [written correspondence from NWCCU, dated February 5, 2013](#).¹⁶ In that letter, the Commission requested RCC address one recommendation applicable to this *Fall 2014 Mid-Cycle Evaluation (MCE)* outlined as follows:

The evaluation panel recommends that the College ensure that objectives are clearly established and explicitly stated for each core theme and that the core theme objectives have meaningful, assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of each core theme (Standard 1.B.2).

Standard 1.B.2 states:

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.

RESPONSE TO RECOMMENDATION

In making this request [for response to above-referenced recommendation], the Commission found that Recommendation 1 of the *Fall 2012 Year One Mission and Core Themes Peer-Evaluation Report* was an area where RCC "is **substantially in compliance with Commission criteria** for accreditation but in need of improvement." [Emphasis added]. (February 2013 NWCCU Correspondence).

RCC's response is covered in Part I of this *2014 MCE*. The *2012-15 Strategic Plan*\17, which includes goals, core themes, core theme objectives, and core theme indicators, has been slightly modified and is discussed in this *MCE*. The *Strategic Plan* has been reviewed and measured through two assessment cycles since the *2012 Year One Peer Evaluation*\18– once in 2012/13 ([November 19, 2013 Strategic Plan Assessment Report](#))\19 and again in 2013/14 on August 12, 2014. The College maintains the current objectives have been clearly established and explicitly stated for each core theme and that each core theme objective has a meaningful, assessable, and verifiable indicator that may be used to evaluate the accomplishment of the objective for the respective themes (*2012-15 Strategic Plan*)\17. See Part I, beginning on page 10 of this report.

The subcommittee responsible for recommending a process for planning the new *2015-19 Strategic Plan* met on Tuesday, September 9. Their recommendations will be reviewed by Executive Team on October 19. Planning will be underway this fall, guided by the College Effectiveness Council with representatives from students, faculty, staff, administrators and the Board of Education. In the new plan, the indicators of achievement will be revisited for effectiveness. The College Mission, Vision, Core Themes and Core Values will also be evaluated in the next planning cycle.

After receiving the above-referenced recommendation, RCC determined its illustration of the integration of core themes in its planning documents in the *2012 Year One Self-Evaluation Report*\18

may have been confusing to evaluators as presented. The physical subordination of core themes to core theme objectives was not aligned in that report. Therefore, it was difficult to see the link to specific indicators of achievement for assessment purposes. A clearer presentation is provided on pages 10-17 in Part I of this *MCE*.

Part II of the *MCE*, pages 18 through 35, includes examples of how [RCC] has operationalized its Mission and Core Themes by using carefully selected Indicators to measure Core Theme Objectives and outcomes leading to determination of mission fulfillment. These examples are from Core Themes 1 and 2: Promote Student Access and Success and Advance Student Learning.

In these examples, outcomes from the ongoing assessment process are demonstrated for the last two years of the 2012-15 planning cycle. The annual program review process is included in the assessment process. The overall effect is a reliable system for analyzing and measuring success using meaningful, identified indicators of achievement. It is an ongoing responsibility for the College Effectiveness Council (CEC) – RCC’s planning liaison team -- to consider the most practical, appropriate and assessable tools for informed decision-making and assessment practices.

Presently, as demonstrated in Parts I, II and III of this *MCE*, an established, specific and measurable plan and process prove that realistic and achievable outcomes for measuring success and defining mission fulfillment are consistently utilized at the College. The Board of Education is involved in planning from initiation of the plan through reporting, assessment, and recommendations for improvement. RCC is prepared to move forward in preparation for the Year Seven comprehensive evaluation in 2018. Nonetheless, as the goal in assessment and learning is continuous improvement, with changes in trends and the environment, changes and an improved plan and system will likely be in place at that time.



Students listen intently at commencement. (Photograph by Rand Hill).

CREDIT AND CLOCK/CONTACT HOURS

Standard 2.C Education Resources: While colleges and universities were not required to provide a response to Standard Two to this *MCE* report, previous to the change in the Year Three report, NWCCU had requested that member institutions respond to a question on expected learning outcomes and respective assessments for each degree and certificate program (under Standard 2) with regard to credit and clock/contact hours.

According to NWCCU, “student learning outcomes are statements that describe what students are able to do outside of the classroom with what they have learned. They differ from course objectives or competencies in that they are broad statements for entire programs of study. Learning outcomes are used to shape and define the curriculum, communicate expectations to the student, employer, and other educators about the program, and assess student progress.”

RCC adheres to the policies outlined by the HECC through CCWD’s *Community College Handbook*, which provide the definitions regarding the number of clock or contact hours required to generate one credit per quarter term as follows:

1. Lecture: One contact hour per week; 10+ contact hours per term.
2. Lab: Three contact hours/week; 30+ contact hours per term.
3. Lecture/Lab: Two contact hours/week; 20+ contact hours per term.
4. Cooperative Work Experience: Three contact hours/week; 30+ contact hours/term.

“Clock/contact hours are defined as one clock (or contact) hour that is 60 minutes long. No more than 10 minutes of each hour can be used for a regularly scheduled break or passing period. [OAR 589-006-0050(11). Appendix A1].

The credit requirements of courses and programs should be manageable for students, allowing them to successfully complete program requirements within a reasonable period of time. There is a 108-credit mandatory cap on the maximum number of credits required for an associate degree or certificate of completion program. [OAR 589-006-0100 (7), Appendix A2].

RCC’s Curriculum and Academic Standards Committee and the Director of Curriculum and Scheduling annually review new courses for compliance with the prescribed credit to hour ratio.

Within the *Teacher’s Guide to RCC* 20 on the Faculty Resources website, there is an emphasis on expectations for student work outside the classroom, including pre-reading and completion of homework assignments, which highlight the 1:2 hour ratio for class:study time required. For example, students should anticipate a minimum of two hours outside work for every hour of in-class time. This information is shared with full- and part-time faculty during their orientation meetings.

RESPONSES TO MID-CYCLE EVALUATION (MCE)

PART I: LINKING PLANNING WITH MISSION FULFILLMENT

As NWCCU directed in its *June 2014 Guidelines for the Mid-Cycle Evaluation*, this narrative (Part I) is guided by Standards One – Mission, Core Themes and Expectations; Standard Three – College Planning; Standard Four – Assessment and Improvement; and Standard Five – Mission Fulfillment, Adaptation and Sustainability.

This section provides an analysis of RCC's current assessment plan based on the following questions provided by NWCCU:

1. Explain your process for assessing mission fulfillment. Who is involved in the assessment? Is the Board [of Education] involved?
2. Are your core themes and objectives still valid?
3. Is [RCC] satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are being contemplated?

Summary Response: The mission fulfillment assessment process is a simple one that RCC has used and refined since 1994. It is described in detail on pages 13 through 17. The Board of Education is involved in reviewing the assessment results and Board representative(s) are invited to participate in the annual assessment retreat. Board Chair Pat Ashley and Dr. Joseph Zagorski participated in the August 12, 2014, assessment meeting. The Board is also involved in strategic planning in a variety of other ways.

Board members:

- Participate in the process to establish mission, vision, core values, and core themes.
- Review and approve final drafts of mission, vision, core values, and core themes.
- Provide input, review, and approval of the strategic plan.
- Coordinate special Board sessions on strategic planning strategies.
- Review semi-annual progress reports from core theme champions on the status and progress of strategic plan goals and action plans.
- Review the annual assessment report:
 - Approve and recommend changes to the plan (adding/removing objectives, indicators and goals).

--Review and approve recommendations from Assessment Team to address immediate concerns and actions plans, as may be required.

Board Self-Evaluation Process: This spring 2014, the Board engaged in a self-evaluation process initiated by Ms. Ashley and Dr. Zagorski. The format was taken from a 2013 Oregon Community College Association annual board training workshop. The intended outcome is to advance from a *responsible* board to an *exceptional* board.

Findings indicated strengths and successes in the following areas:

- Constructive Partnerships
- Culture of Inquiry
- Independent-mindedness
- Ethos of Transparency
- Intentional Integrity (consistent with board practices and continuous learning)

Areas the Board identified as barriers or challenges included:

- Strategic Thinking
- Sustaining Resources
- Result-Oriented Planning and Practices

In their action plan for the future, Board members indicated an intention to (1) visit with other community college board members about their partnerships and best practices; (2) complete an appreciative inquiry process with internal and external stakeholders; (3) engage in detailed discussions of the strategic plan; and (4) balance fundraising with the heart of RCC's mission. In 2014/15, the Board has also restructured its meeting agenda format to allow time for more strategic thinking and discussions. (Emphasis added). A summary of the *2013/14 Board of Education Self-Evaluation Outcomes and Action Plan* is provided as Exhibit A.

In addition, Ms. Ashley volunteered to serve on the 2015-19 strategic planning subcommittee to formulate an approach for development of the plan. Other members of the team include the Grants and Planning Coordinator, Mary O'Kief, and all four core theme champions: Vice President of Instructional Services, Kirk Gibson, Vice President of College Services, Curtis Sommerfeld, Vice President of Student Services, Kori Bieber and Administrative Coordinator/ALO, Denise Swafford and Dean of Student Services, Roger Friesen.

Integration of Core Themes and Strategic Planning Process: On July 26, 2011, Executive Team approved the *Integration of Core Themes and Strategic Planning Process for the 2012-15 Strategic Plan* process and timeline (see Exhibit B). The 2015-19 strategic planning subcommittee described above discussed steps for implementing the *2015-19 Strategic Plan* in their first meeting on September 9, 2014. Their draft recommendation will go first to CEC for review and approval, then to Executive Team by September or October, and finally to the Board for input, approval and launch in October or November.

At the August 12, 2014, assessment meeting, participants determined the 2012-15 core themes and objectives are still effective and valid. The assessment team utilized the *2014-15 Strategic Plan Assessment Scoring Guide* ²¹ for its work. A few minor revisions and some retired objectives were

proposed. The assessment team further determined the indicators of achievement are satisfactory. These indicators have been carefully assigned to core theme objectives in the current three-year, mission-centered strategic plan.

Major adjustments to the *2012-15 Strategic Plan* were not proposed this year. Significant changes are also not anticipated in the *2015-19 Strategic Plan*. However, it is possible an environmental scan planned in 2014/15 may identify unexpected trends to be addressed. Recommendations from CEC and the Board in preparation for the Year Seven report in 2018 are in Part III of this report, pages 36-37.

OVERVIEW OF STANDARD ONE – MISSION, CORE THEMES, EXPECTATIONS

College Mission: The mission statement was adopted by the Board of Education on June 17, 2008. It was revisited in 2009-10 during the core theme development process. Even though no changes were made, the mission was carefully evaluated to identify topics from which the four core themes emerged. For the *2012-15 Strategic Plan* development process, as RCC undertook integration of core themes into a new strategic plan, the president recommended (with Board approval) that the Mission, Core Values, and Core Themes be continued through the 2012-15 planning process.

Following is an overview of this foundational work:

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.

Core Themes: The College’s purpose is threefold (1) to provide quality education, (2) to help learners achieve their goals, and (3) to support the social, civic, cultural and economic vitality of our diverse community with an underlying priority commitment to utilize local and state resources efficiently and effectively. Therefore, RCC’s mission is expressed in these four themes:

1. Promote Student Access and Success
2. Advance Student Learning
3. Strengthen Our Diverse Communities
4. Model Stewardship

The numbers do not indicate a particular priority or ranking of the themes. They are equally important, essential components of the mission statement.

Core Values: RCC’s characteristics and expectations are demonstrated in this statement: “Rogue Community College serves its community with outstanding educational opportunities based on dedication to these core values: Excellence, Integrity, Respect, Innovation, and Stewardship.”

Descriptions of the core values were created for emphasis:

Excellence motivates [RCC’s] every act and inspires our dedication to service.

Integrity inspires [the College] toward strong ethical principles and accountability.

Respect nurtures an environment that treats individuals and ideas fairly, with dignity and compassion.

Innovation promotes an agile, responsive culture to creatively address the emerging needs of [the] region.

Stewardship commits [the College] to responsible and resourceful guardianship of community resources and sustainable practices.

Process for Assessing Mission Fulfillment:

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 (Standard 1.A.2).

RCC defines mission fulfillment in terms of annual performance as demonstrated through the *Strategic Plan* that includes goals, core themes, indicators, core theme objectives and intended outcomes. The objectives are rated individually, based on the evidence (indicators) produced to support achievement and actual outcomes. An overall performance rating is also calculated. The valuation system is based on the Baldrige/Excellence in Higher Education scoring methodology for evaluation of documentation [Ruben, B. D. (2009). *Excellence in higher education: Workbook and scoring guide*. Washington DC: NACUBO]. This method was used in the 2010-11 Core Theme Planning assessment process and has been used in the strategic planning assessment process since 2010.

This is a snapshot of the scoring valuation system:

- 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.

In cases where the objective has been accomplished, integrated into another objective or is no longer valid, it is marked N/A (non-applicable) and is not factored into the final score.

Integration and Interdependence of Core Themes in Strategic Plan: The core themes provide the framework for the strategic plan and also serve as direct connections that weave through the plan and lead to mission fulfillment.

Within the *2012-15 Strategic Plan* there are six goals. Each goal is accompanied by a number of core theme objectives that are connected to at least one or more core themes. In the current assessment process each of these core theme objectives is rated in the scoring valuation system and the average of those scores leads to the overall rating of the goal. (Emphasis added).

Goals: Within the *2012-15 Strategic Plan* there are six (6) mission-centered goals (A through F):

Goal A:	Increase the Completion Rate
Goal B:	Strengthen Student Readiness
Goal C:	Ensure Timely Student Progression
Goal D:	Provide Appropriate Student Access
Goal E:	Enhance Faculty and Staff Support
Goal F:	Contribute to the Vitality of the Region

Core Theme Objectives: Under each indicator of achievement are one or more core theme objectives with measurable three-year and one-year intended outcomes. Each objective is an expression of one or more of the core themes. The various tools to help measure progress are referred to as data points. Fifty-five (55) Core Theme Objectives are organized within the goals as follows:

Goal A:	Eight (8) core theme objectives
Goal B:	Twelve (12) core theme objectives
Goal C:	Twelve (12) core theme objectives
Goal D:	Eleven (11) core theme objectives
Goal E:	Six (6) core theme objectives
Goal F:	Six (6) core theme objectives

Indicators of Achievement: Also, within each goal, groups of core theme objectives are respectively assigned to action plans that are tied to very specific, measurable indicators (or key performance measures). These indicators are used to assess progress on intended outcomes. The indicators encompass top strategic challenges, the state mandated Achievement Compact, accreditation standards, and the College Mission.

The objectives and indicators may be connected to dozens of possible measurable data points; however, these 17 overarching indicators of achievement were assigned to the various goals and core theme objectives as key performance measures:

Indicators of Achievement for the *2012-15 Strategic Plan*

Indicator	Content	Core Theme Objectives
1	Percentage of career/technical education completers.	A.1, A.2, and A.3
2	Transfer rate to four-year universities.	A.4 and A.5
3	GED completion rates, including impacts of 2012/13 program changes.	A.6 and A.7
4	Percentage of students achieving first 30 college level credits in first year.	A.8
5	Student success data based on Institutional Learning Outcomes	B.1, B.2 and B.3
6	Level of student competence with college systems.	B.4, B.5, B.6, B.7
7	Percentage of students with early identifiable careers.	B.8, B.9, B.10, B.11
8	Quantity and quality of focused remedial interventions.	B.12
9	Evidence of timely movement through course of study.	C.1, C.2, C.3, C.4
10	Identifiable support structures in place for success.	C.5, C.6, C.7, C.8
11	Number and quality of student engagement activities and related strategies.	C.9 and C.10
12	Evidence of college-going culture.	C.11 and C.12
13	Cost of education is within reasonable fiscal limits without compromised quality.	D.1, D.2, D.3, D.4, D.5, D.6, and D.7
14	Evidence of safe, accessible and purposeful educational space.	D.8, D.9, D.10, and D.11
15	Evidence of professional development for faculty and staff that makes explicit the importance of the learning and teaching environment.	E.1 and E.2
16	Scope of employee recognition processes, events, celebrations and acknowledgements.	E.3, E.4, E.5, and E.6
17	Evidence of meeting the new and/or unmet needs of students and the community that contribute to the vitality of the region.	F.1, F.2, F.3, F.4, F.5 and F.6

Assessment Process (Assessing Mission Fulfillment): Progress on the strategic plan is reported to the Board of Education in (1) regular status reports and through the (2) annual assessment meeting and report. As RCC moves to formulate its *2015-19 Strategic Plan*, a similar structure and plan will be developed.

The common data elements and key indicators of achievement are refined through each assessment process. The indicators and core themes will continue as an area of focus and development through the new planning cycles and at the annual assessment meetings.

NWCCU's accreditation standards alone are perhaps the most comprehensive, visibly important influence for RCC's reflective review process, as they include self-study reports, peer review, and structured requirements for strengthening assessment, planning, and improvement processes to help guide the work.

2012/13 Assessment Results: RCC first assessed the *2012-15 Strategic Plan* on August 14, 2013. An average score of 7.0 was achieved for the combination of all six goals. A good mid-range score.

Goal A:	Increase the Completion Rate	Rating: 8.3
Goal B:	Strengthen Student Readiness	Rating: 6.0
Goal C:	Ensure Timely Student Progression	Rating: 7.3
Goal D:	Provide Appropriate Student Access	Rating: 7.0
Goal E:	Enhance Faculty and Staff Support	Rating: 6.2
Goal F:	Contribute to the Vitality of the Region	Rating: 7.4

2013/14 Assessment Results: When RCC completed its assessment of the *2012-15 Strategic Plan* on August 12, 2014, the average score for all six goals was 6.3. Also a solid score indicating good progress.

Goal A:	Increase the Completion Rate	Rating: 7.6
Goal B:	Strengthen Student Readiness	Rating: 5.4
Goal C:	Ensure Timely Student Progression	Rating: 6.6
Goal D:	Provide Appropriate Student Access	Rating: 5.5
Goal E:	Enhance Faculty and Staff Support	Rating: 6.4
Goal F:	Contribute to the Vitality of the Region	Rating: 6.2

A score between 5 to 8 is representative of very good progress deemed to have “met” expectations. While a couple of the core theme objectives were rated with a 9 or 10, an overall score of 9 or 10 was not anticipated because it would have indicated that *all* outcomes and *all* indicators of achievement represented superior, conclusive results and evidence that “exceeded” expectations on par with state and national models of college performance.

The main point of the scoring exercise is to carefully examine each core theme objective in terms of progress and for future planning. The annual assessment is also used to recommend any necessary changes to the plan and any actions to help RCC continue to meet its goals. Following the assessment meeting, core theme champions revise each annual intended outcome. The revised plan and assessment report are then sent to the Board of Education for review, recommendations, and approval.

2011 Fall Study Results: When RCC completed its *2011 Comprehensive Evaluation*, before integration of the Core Themes into the *2012-15 Strategic Plan*, and just as the Core Themes had been adopted and were taking shape at the College, the themes were scored on their own merit as individual representations of RCC's mission. The average score for all four Core Themes was 4.75—a good mid-range equivalent for meeting expectations in 2010/11.

Individually the themes were scored as follows:

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)

Note: RCC has not evaluated Core Themes on their own validity since the 2011 *Comprehensive Evaluation* and the College does not intend to do so in the future. Since the themes have been naturally integrated into the *Strategic Plan*, they are interdependent of the plan and are aligned with the various objectives, where applicable. Therefore, in terms of measuring success and defining mission fulfillment, it was not deemed logical to run parallel planning and assessment processes for core theme planning as set forth in the standards. In RCC's Year Five Self-Evaluation on Standard Three, College Planning, and Standard Four, Core Theme Planning, Assessment and Improvement, RCC intends to address the Standards as one blended plan as described in this *MCE* report and as affirmed by the Commission at the January 2014 training conference.

Evaluators may wish to review the [2012-15 Strategic Plan\22](#) and the [November 19, 2013 Assessment Report 2012/13\23](#) for more extensive detail, including rationale for the indicators, the specific objectives, the intended outcomes, and the year one results from the first assessment process. If the *2013/14 Assessment Report* is finalized and approved in time for the October 15 visit, it will be provided on site.

Results Widely Publicized: Evidence of success or failure, top accomplishments, work yet to be accomplished, and recommended changes are provided and captured in the annual assessment report.

This report is used by CEC to make recommendations to Executive Team for modifications to the existing plan and follow-through on assignments, whenever applicable. Upon Executive Team approval, recommendations and results are reviewed and approved by the Board of Education and shared with internal and external stakeholders through email, press release(s), the RCC president's newsletter, [RogueMatters\24](#), quarterly or semi-annual reports, meeting minutes, inservice meetings, council meetings and online at the RCC strategic planning website.

By the time the assessment report is published, departments have already set objectives for the following year. Planning and improvement are cyclical processes always in progress on various levels.

CONCLUDING REMARKS

A cross-representation of faculty, classified, students, administrators, and Board members participate in the annual assessment process (described above) with CEC and representatives from Executive Team. CEC includes the vice president of Instruction, vice president of Student Services, vice president of College Services, the grants and planning coordinator, accreditation liaison officer/administrative coordinator (President's Office) and two faculty representatives. In 2014/15, two additional faculty and three classified staff have been added to CEC. Presently the core themes and objectives are still valid and providing direction and sufficient evidence to assess mission fulfillment and sustainability. It is not yet known what changes, if any, will be made in formulating the new plan for the 2015-19 planning cycle.

PART II: EXEMPLARS OF CORE THEMES LINKED TO STUDENT LEARNING

NWCCU requested that RCC provide “representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be from [each college’s] core theme(s) focused on student learning.” (NWCCU June 14, 2014 Webinar). In these assessments NWCCU requested that the analysis address the following questions:

1. Are the indicators for the selected examples, proving to be meaningful?
Do you have too many indicators or too few?
2. What has the [college] learned so far and what changes are contemplated?
What has been your progress to date using the data? Do the data tell you what you are looking for?
3. How are data being collected, analyzed, and utilized and the findings communicated to constituents?

The majority of core theme objectives coordinated with goals in RCC’s current strategic plan relate to student learning, persistence and success. These have been measured by the selected indicators of achievement and demonstrate remarkable success leading to mission fulfillment and sustainability. In 2013/14, as discussed on page 30 and delineated in Exhibit C, the College was able to include a *Strategic Budget Investment Plan* that ties to specific goals and core theme objectives set for 2014/15 and 2015/16. In the future, these investment plans will be dependent on funding from the state; however, the budgeting component of the planning and assessment processes is a significant improvement that has been consciously incorporated into RCC’s work.

Other notable changes that have occurred in the past two years since the *Fall 2012 Year One, Standard One Report* are laid out in the *Brief Update/Changes* section of this report on pages 4 through 6 and represent direct results of work initiated in planning efforts.

EXEMPLARS FROM THE 2012-15 STRATEGIC PLAN

Overview of three (3) examples: The core themes, core values and core theme goals and objectives represented in the College’s *Strategic Plan* all serve as a guide for divisions’, departments’, units’ and individuals’ work and planning at the College. In Example One, the objective was to increase the percentage of CTE completers. Through that work, the various instructional departments were able to make some connections and improved efforts through program reviews and goals set from the Strategic Plan. One of the most outstanding achievements was an increase in Early Childhood and Elementary Education (ECEE) degrees and certificates by 41% over 2011/12. Example Two was a straight-forward objective to implement career guidance course offerings to first-time, full-time students with the intention of improving persistence rates. Example Three highlights efforts to shorten the path to college-level work for Allied Health students who place at the developmental education (DE) level. This was a great opportunity to develop and implement accelerated DE experiences in reading, writing, and math courses and subsequently increase student persistence.

While some of the data is still needed for comparative purposes, the current results are promising. In the DE realm, there is an increase or maintenance of pass rates when students take accelerated courses compared to the lengthier two-term experience. Research has proven that the longer the DE experience is, the less likely a student is to persist. Therefore, a successful acceleration of those experiences contributes to the likelihood of persistence and through this objective, the work is well underway to expected increases in persistence rates.

These exemplars reference the root goal, core theme, core theme objective, indicator of achievement, rationale for the indicator, data points, intended outcomes, results, and action plans, as well as the core theme objective rating from the most recent assessment meeting (August 2014). Narrative from the specific department/division or core theme champion is also included. In these examples, expectations for intended outcomes were achieved. In two of the three examples, the objectives were exceeded

These three examples demonstrate outstanding student learning focused outcomes:

Example One: Increase in Early Childhood and Elementary Education (ECEE) Degrees and Certificates

Goal A: Increase the Completion Rate

Rating: The rating for this goal at the August 2014 Assessment meeting was 8.0.

Objective A.2: CTE faculty and leadership will increase the percentage of Career/Technical Education (CTE) completers by developing, enhancing, and/or revising program offerings, activities, content and course rigor. . . .

Unintended (Exceptional) Outcome: 41% increase in degrees and certificates awarded to students in ECEE program.

Example Two: Career Guidance (CG 100) Coursework

Goal A: Increase the Completion Rate

Rating: 8.0

Objective A.8: Implement first year seminar: Career Guidance 100 (CG 100) for full-time, first-time students.

Intended (Actual) Outcome: Develop Career Guidance 100 (CG 100) — establishment of a class for first-time/first-year students being implemented this fall 2014; and,

Example Three: Accelerated Developmental Reading, Writing and Math Courses

Goal B. Strengthen Student Readiness

Rating: 5.0

Objective B.12: . . . Programs and/or departments offering pre-collegiate and remedial courses will increase student completion in pre-collegiate and remedial courses. . . .

Unintended Outcome: Developed accelerated developmental reading, writing, and math courses and shortened the pipeline from remedial classes in Academic Skills to the coursework.

EXAMPLE ONE: INCREASE IN ECEE DEGREES AND CERTIFICATES

Brief Summary: With instruction from Vice President Gibson, each department within the Instructional Division was asked to identify one to two goals connected to one or more of the 2012/13 core theme objectives. The process was simple and streamlined. Department Chairs and Coordinators were asked to review and assess (in a brief narrative format) department goals for the year.

ECEE set a goal under Core Theme Objective A.2 to increase the degrees and certificates awarded to students in the ECEE career track. Their intended outcome was to achieve a 10% increase. With a few minor adjustments to staff and offerings the department exceeded its goal by over 30% in 2013/14 over 2012/13. The results are in the table below:

**Number of ECEE Degrees and Certificates Awarded in
2012/13 and 2013/14**

	2013-14	2012-13	% Increase
CPC Basic	33	25	32%
CPC Intermediate	19	15	27%
One-year Certificate	4	6	-33%
Associate of Applied Science	10	11	-9%
Associate of Science, Early Childhood Development	13	2	550%
Associate of Science, Elementary Education	14	7	100%
Total Completions	93	66	41%

There was an increase of 22% in the number of certificates completed and an 85% increase in the number of degrees completed. Overall, 46% of RCC's credit students state their intention to transfer to four-year universities.

Specific Details Regarding Core Theme Objective Leading to Achievement:

- Goal A:** Increase the Completion Rate
- Core Themes 2 and 3:** Advance Student Learning and Strengthen our Diverse Communities
- Core Theme Objective A.2:** CTE faculty and leadership will increase the percentage of CTE completers by developing, enhancing, and/or revising program offerings, activities, content, and course rigor. Annual goals and activities with measurable benchmark and targets will be described and assessed in the annual program review process.
- Indicator 1:** Percentage of CTE completers.

Rationale for Indicator of Achievement: Completion rates of all students are valuable measures for compliance with (1) the state Achievement Compact, (2) financial aid guidelines, and (3) accreditation standards.

Data Points:

- (a) Number of certificates and degrees awarded.
- (b) Percentage of Allied Health completers employed within six months of graduation.
- (c) Percentage of Licensure Exams Passed

Intended Outcomes:

2012/13 – Established Baseline

- (a) 579 CTE certificates and degrees
- (b) Create baseline through TAACCCT Grant (see pages 5-6, Expansion of Allied Health Programs)
- (c) Average 90% pass rate on licensure exams

2013/14

- (a) Maintain baseline of 579 certificates and degrees
- (b) Increase percentage of Allied Health completers employed within six months by 10% over baseline.
- (c) Maintain average pass rate for licensure exams at 90%.

Achievements: In 2013/14, the intended outcome was based on maintaining the baseline of 579 degrees and certificates due to an anticipated decline in enrollment. At final count, after the OCCURS completer data was uploaded on August 26, 2014, over 695 degrees and certificates had been completed, which exceeded the goal.

Other expected outcomes included increasing the baseline for Allied Health completers due to expansion efforts and maintaining a minimum 90% pass rate on all licensure exams. Two new programs were added to Allied Health, but a baseline had not yet been established. Nonetheless, RCC's research indicated that 90% of its Allied Health graduates have secured employment within six to nine months of graduating. Licensing rates indicate a slight increase of 2% with 92.95% in 2012/13 and 94.91% in 2013/14. In the Electronics Program, the pass rate at 81.82% in 2012/13 was nearly double the national average of 42%. In 2013/14, 100% of students who were tested passed their licensure exam in all areas except EMS Basic at 88% and Nursing Assistant at 87%. However, even in those two areas, there was an improvement of 1.5% in the pass rates from 86.44% for EMS Basic and nearly 15% for Nursing Assistant at 72.27% in 2012/13. The licensure passing rates for 2012/13 and 2013/14 – all programs -- are provided on page 22.

Licensing/Certification Rates for RCC

2012/13

Community College Program	Number Tested	Number Passed	Pass Rate	National Rate (if applicable)
Dental Assistant: Basic	25	25	100.0%	
Dental Assistant: EFDA	8	8	100.0%	
Dental Assistant: ICE-Infection	25	25	100.0%	
Dental Assistant: RHS Radiation	25	25	100.0%	
Dental Assistant: RP Radiological	25	24	96.0%	
Electronics: ISCET	11	9	81.82%	42%
EMS: Basic	59	51	86.44%	
EMS: Paramedic	9	8	88.89%	
Massage Therapy	15	15	100.0%	
Nursing Assistant	44	32	72.27%	
Nursing (LPN)	13	13	100.0%	
Nursing (RN)	31	31	100.0%	
Truck Driving	22	22	100.0%	
TOTALS	312	290	92.95%	

2013/14

Community College Program	Number Tested	Number Passed	Pass Rate	National Rate (if applicable)
Dental Assistant: Basic	19	19	100.0%	
Dental Assistant: EFDA	8	8	100.0%	
Dental Assistant: ICE-Infection	21	21	100.0%	
Dental Assistant: RHS Radiation	21	21	100.0%	
Electronics: ISCET	4	4	100%	42%
EMS: Basic	49	43	87.76%	
EMS: Paramedic	n/a	n/a	Not Available	
Massage Therapy	21	21	100.0%	
Nursing Assistant	63	55	87.3%	
Nursing (LPN)	16	16	100.0%	
Nursing (RN)	34	34	100.0%	
Truck Driving	19	19	100.0%	
TOTALS	275	261	94.91%	

Other achievements under this core theme objective were development of the Industrial Technology Certificate (see page 6) and the addition of two new programs to the Allied Health offerings including Community Health Worker Certificate and Medical Assistant Certificate (see pages 5 through 6), as well as expansion and streamlining of Accelerated Options.

Results and Action Plan: The future goal will be to maintain the new baseline of 695 degrees and certificates in 2014/15; establish a baseline and increase the number of degrees and certificates completed in Allied Health by 10%; track Allied Health student graduates to monitor employment within six months of graduation and maintain an average pass rate of 90% for all licensing programs.

Core Theme 3, Strengthen our Diverse Communities, was entrenched in this objective to keep an eye on the diverse or “underrepresented populations” completing CTE degrees and certificates. A challenge remains within this objective to track and establish a baseline for the “underrepresented populations” that complete CTE degrees and certificates as outlined in the Achievement Compact. This will be addressed in the 2014/15 planning cycle.

Assessment Rating: This objective received an overall rating of 7.0 in the assessment process on August 12, 2014. In addition to the great strides being made in the area of Allied Health, the highlight of this work was the tremendous increase in the ECEE degrees and certificates completed.

Future Work:

1. Due to lagging enrolments in Business Technology and Computer Science, refine and complete new certificate offerings.
2. More fully integrate Math 63/67 into CTE certificates and Career Pathway Certificates
3. Sustain TAACCCT grant funding for the Allied Health Program.
4. Track and establish a baseline for the underrepresented populations completing CTE degrees and certificates.

EXAMPLE TWO: CAREER GUIDANCE 100 (CG 100) COLLEGE SUCCESS AND SURVIVAL FOR FULL-TIME, FIRST-TIME STUDENTS

Brief Summary: The achievement in this example is simple and straight-forward. The Student Services Division in collaboration with Instructional Services set out to prove the importance and necessity of career guidance coursework to help students achieve early momentum in their studies. The research was completed, comparative data analyzed, a model was developed and the CG 100 course was implemented this fall 2014.

Specific Details Regarding Core Theme Objective Leading to Achievement:

Goal A:	Increase the Completion Rate
Core Themes 1 and 2:	Promote Student Access and Success and Advance Student Learning
Core Theme Objective A.8:	Implement first-year seminar: CG 100 – College Success and Survival for full-time, first time students.
Indicator 4:	Percentage of students achieving first 30 college level credits in first year.
Rationale for Indicator of Achievement:	Research shows that students who demonstrate early momentum by earning 30 college credits in their first year are more likely to complete a college degree than other students.

- Data Points:**
- (a) Number of sections offered.
 - (b) Success rates of current students in CG 100 compared to students without CG 100.
 - (c) Placement level.
 - (d) Fall to spring persistence rate.
 - (e) Student payment plans.

Intended Outcomes:

2012/13

- (a) Establish baseline.
- (b) Analyze comparative data.
- (c) Decide whether or not to implement CG 100 as a regular or mandatory class.

2013/14

- (a) Develop a model.
- (b) Revise data points.

In 2012/13 the following baseline and other data were established in a pilot program (winter 2014):

- A. Number of Sections Offered:** 51 sections offered; 38 students enrolled.
- B. Success Rates:** Students who take CG 100 compared to students who don't. CG 100 Students earned GPAs averaging 2.71 compared to non-CG 100 Students who earned an average GPA of 2.56. And the completion rate for students who took the CG 100 course was 83% compared to 80% without GC 100.
- C. Placement Levels:**

CG 100 Students	Non CG 100 Students
91% placed in Reading 115 (RD 115)	68% placed in RD 115
95% placed in Writing 115 (WR 115) or higher	71% placed in WR 115 or higher
33% placed in Math (MTH 95) or higher	26% placed in MTH 95 or higher

- D. Fall to Spring Persistence Rate:** 78.57%; but for Non CG 100 participants the persistence rate was 62%.

Achievements: In 2012/13 a college-wide consensus on the timing or methodology of implementing these objectives was made but the baseline was not established until 2013/2014. During the 2013/14 academic year, meetings were held to discuss implementation of this objective based on data points that were gleaned from sister institution Chemeketa Community College at a student retention and persistence conference last spring (see Data Points). These meetings included Student Services and Instructional Services leadership teams, including Financial Aid and Counseling, and various other RCC representatives. A college-wide consensus on the timing and methodology for implementing the objective was reached in 2013/14.

A precursor to this full service course was piloted by the Counseling Department. Advising sessions were delivered for the first time at the end of winter 2014. Responses by students and an evaluation of content and workload helped determine the next steps.

Here is a summary of the model that was approved:

- ✓ CG 100 will be offered for all first-time, full-time students beginning fall 2014
- ✓ CG 100 will be a free class
- ✓ Students will earn two-credits for the course.
- ✓ CG 100 prerequisite will be waived for those who participate in the fall implementation pilot.
- ✓ Courses will be offered at all campuses at various times and will include online sections.
- ✓ Students who do not enroll in the fall will be identified and recommended to take the course by winter 2015.
- ✓ Part-time students will be allowed to also enroll in the course.
- ✓ First-time, full-time students who begin in winter and spring terms will be encouraged, but not required to take the course.
- ✓ RCC will collect data on the fall cohort and compare their academic records to those students who do not take the course.
- ✓ Data points will be reviewed during winter 2015.

It is anticipated that:

1. Students who successfully complete CG100 will have a stronger foundation and more solid path towards degree completion. These students will demonstrate their knowledge of degree completion through successful construction of a program plan using an appropriate graduation guide. This program plan will encourage students to initiate contact with program advisors for educational advice and program connection.
2. Students will complete a series of resource worksheets from different subject areas of the educational process. Successful completion of these worksheets will lead students to a better understanding of educational resources available to them on and off of campus; the benefits and pitfalls of financial aid; and the benefits of knowing their learning style and personality types in the realm of group work, teaching styles, and time management. College counselors will utilize a .123 Next Steps™ model -- a group advising system that advisors present to students to help them prepare for second term registration.
3. Students will show a high level of self-awareness through completion of assignments that challenge them to use critical thinking and time management skills and to recognize and avoid self-defeating behaviors. They will develop resiliency to change or to alter ineffective behaviors and actions.

Results and Action Plan: RCC began offering CG100 to the first cohort this fall term 2014. It is a two-credit course. All CG instructors in the Counseling Department completed OnCourse™ training at Chemeketa Community College and are teaching this course using the OnCourse™

textbook and engagement strategies. OnCourse™ is a comprehensive collection of resources and services designed with the purpose of improving student academic success and retention.

Assessment Rating: This objective achieved a 9.0 rating at the August 12, 2014 assessment meeting.

Future Work:

1. Implement the course offering and establish a baseline for placement levels (CG-100 vs. non-CG 100 students).
2. Identify outcomes that will determine overall success of new model.
3. Develop comparative data for a sampling of non-traditional and traditional student groups in the first year.

**EXAMPLE THREE: ACCELERATED AND DEVELOPMENTAL
READING, WRITING AND MATH COURSES**

Brief Summary: Last spring as part of the TAACCCT grant proposal from the DOL (pages 5-6, Allied Health Expansion), RCC was asked to consider how to shorten the path to college-level work for Allied Health students who place at the Developmental Education (DE) level. This was a great opportunity to develop and implement accelerated DE experiences in reading, writing, and math courses and to increase student persistence.

Specific Details Regarding Core Theme Objective Leading to Achievement:

Goal B:	Strengthen Student Readiness
Core Theme 2:	Advance Student Learning
Core Theme Objective B.12:	Pre-collegiate or remedial courses will increase student completion of those courses or course sequences, (for example, percentage of students who complete the DE writing sequence) by developing, enhancing and/or revising class offerings, activities, content, and course rigor. Annual goals and activities with measurable benchmarks and targets will be described and assessed in the annual program review process.
Indicator 8:	Quality and quantity of focused remedial interventions.
Rationale for Indicator of Achievement:	Most RCC students score at remedial education level in one or more areas on the College placement test. The availability of remedial interventions through ABE, GED, ESL, Tutoring, Academic Skills and similar courses improve chances for success among these students.

- Data Points:**
- (a) Number of students who persist term-to-term.
 - (b) Completion of GED.
 - (c) Transition to college credit courses.
 - (d) Evaluation of OPABS (Oregon Pathways for Adult Basic Skills) in the following areas: student persistence, level gains, completion, and transition to college.

Intended Outcomes:

2012/13

- (a) Create a baseline for number of students who persist from term-to-term.
- (b) Create a baseline for number of students who transition to college credit courses.
- (c) Create a baseline for students who transition in OPABS (Oregon Pathways for Adult Basic Skills).

2013/14

Baseline was established.

- (a) Increase percentage of students who persist term-to-term from 31.5% to 36.5%.
- (b) Increase percentage of students transitioning to college credit courses from 16% to 21%.
- (c) Improve transition for students in OPABS from 36% to 41%.

In 2013/14, goals were set to increase the percentage of students who persist from term-to-term, and those who transition to college-level courses as well as improving transitions for students in OPABS. This information is being used as a baseline for the remaining goal in 2014/15.

RD30, WR 30 and MTH20 courses actually accelerate from the lower level course, so RD20 students are accelerated through the RD30 outcomes, WR20 through the WR30 outcomes, and SK8 through MTH20 outcomes.

RD30ACC and WR30ACC were offered for the first time in winter 2013 at TRC. The development of MTH20ACC was a bigger challenge, since it spanned two departments. Math 20 has since been transitioned from the Math Department into the DE Department. It was offered for the first time last spring 2013 at TRC.

Pass rates for the accelerated reading and writing courses (offered last winter and spring 2014/15 and this fall 2014/15) have averaged 75%. RCC has only offered two sections of the math course, so the data set is small, but the pass rate seems to be around 55% representing an approximate 20% increase. Some of the most impressive data includes these high percentages of students who enrolled in any college-level course after passing required DE classes in 2012/13:

**Percentage of Students who Enrolled in any
College-Level Course after Passing DE Classes in 2012/13)**

Reading 30 (RD 30)	Writing 30 (WR 30)	Math 20 (MTH 20)
92%	69%	81%

Achievements: The main focus of this core theme objective was to shorten the DE writing sequence in order to increase the persistence rate to the first college-level writing class. WR 10 has been eliminated and the WR20 and WR30 curricula have been revised.

For math, the division maintained as much consistency as possible in both the schedule and the instructor from the previous year. The Math Department worked to ensure the best fit possible between instructors and courses. Full-time Academic Skills instructors were assigned to teach MTH 20 each term. Remedial math (SK8) was eliminated and the MTH 20 course outline was revised to reflect a wider placement test range. A new textbook was also selected. The new curriculum began in summer 2014/15. Anecdotally, the intended outcomes appear to be promising.

Results and Action Plan: After the August 12, 2014 assessment meeting, the core theme objective was revised for clarity. Formerly it said “faculty and leadership in programs and/or departments offering pre-collegiate or remedial courses will . . .” It was changed to “Pre-collegiate and remedial courses will. . .” (Emphasis added for clarity.) In addition, a GED data point was removed from this objective because it is addressed in another core theme objective. That objective (A.6) was not scored in the assessment process since the data called for is no longer available to RCC because of the state’s mandatory switch to electronic testing in 2011/12. One consideration that was discussed to measure the number of GED prep students who become eligible to test for the GED instead. This issue will be a challenge moving forward, especially as the Achievement Compact has set a standard for numbers of GED and Adult High School Diplomas awarded.

Assessment Rating: This objective also received a score of 9.0 at the August 2014 assessment meeting.

Even though some of the comparative data was not available at the time of the assessment meeting, the highlight of this work was the achievement of combining and accelerating DE courses to motivate students to move faster through the system to their desired course of study.

Future Work: Data regarding the completion rates for 2013/14 will not be available until October or November 2014; however, indications are that combining these courses for accelerated learning has been successful. Depending on that information, and if enrollments continue to decline, the goal champion may decide that maintaining current rates will be challenge enough in 2014/15; otherwise, the current goal has tentatively been set to (a) increase the percentage of students who persist term-to-term from 36.5% to 41.5%; (b) increase percentage of students transitioning to college credit courses from 21% to 26%; and (c) improve the transition for students in OPABS from 41% to 46%.

Other highlights from the August 2014 Assessment Meeting: Other core theme objectives that scored in the 9-10 range (indicating the objective exceeded expectations for the year – “all existing evidence provided being the equivalent of substantial documentation that leads to favorable results beyond expectation”) were:

Objective A.5: Increase the number of underrepresented students transferring from RCC to four-year colleges and universities. (Underrepresented is defined in the [Achievement Compacts\9](#)).

Core Theme 3: Strengthen our Diverse Communities

Brief Summary: For 2011/12, there were 423 underrepresented credits students who transferred to four year schools. In 2012/13, there were 547 (as of July 15, 2014) – an increase of 29% or 124 students.

Assessment Rating: The objective scored 9.0.

Objective C.10: Involve faculty in student classroom engagement practices.

Core Theme 1: Promote Student Access and Success

Brief Summary: The faculty senate identified student engagement practices in accordance with the results of the SENSE and CCSSE student surveys through training with OnCourse™ representatives. Strategies were posted in all classrooms as a reminder for the students and their instructors on engagement strategies and access.

Assessment Rating: 10.0

Objective D.1: Embed financial literacy in RCC information, processes, and programs.

Core Theme 3: Strengthen our Diverse Communities

Brief Summary: The financial literacy program \$ALT (see page 5) was presented at spring inservice 2013 and in follow-up sessions with the instructional departments in 2013/14. \$ALT was embedded in curricular resources that have direct student contact. The participating units/departments that have promoted the material include: Adult Basic Skills, Counseling, Financial Aid, TRiO/EOC, Talent Search and SSS, as well as student government. \$ALT has been embraced and utilized by college instructors and staff as evidenced by the 40% increase over intended outcomes.

Assessment Rate: 10.0

Objective D.6: Respectfully develop and accountably manage resource assessment, planning, budgeting, acquisition and allocation processes consistent with college planning, best practices, local and state federal policies.

Core Theme 4: Model Stewardship

Brief Summary: RCC has been award the GFOA award of excellence in financial reporting for 11 years, including 2012/13 (see page 6). The budget is completed timely and accurately. A Budget Advisory Team (BAT) was restructured to improve effectiveness and to be more inclusive of all faculty and staff. Strategic planning is informing budget planning (see Strategic Plan Investments on page 30, and the faculty and classified bargaining teams, Management Team and Faculty Senate are involved in planning, budgeting, and assessment practices.

Assessment Rating: This objective received a score of 9.0.

Objective F.2: *Diversity Programming Board*\31 (DPB) will promote a community of inclusion and understanding by providing educational activities.

Core Theme 3: Strengthen our Diverse Communities

Brief Summary: The DPB sponsored at least seven cultural and educational activities in 2013/14. The activities are assessed with recommendations for improvement every year at the DPB's summer retreat. This team continues to do outstanding work in diversity awareness and education that is fast becoming a model for the state.

Assessment Rating: 10.0

STRATEGIC PLAN INVESTMENTS

The General Fund personnel services budget has increased approximately 1% from the *2014-15 Adopted Budget*\26 representing strategic budgetary investments that support the *Strategic Plan*. Accordingly, for the first time this year RCC was able to tie budget to specific goals and core theme objectives (see Exhibit B). While the funding is contingent on state funding and legislative actions in 2014/15 and 2015/16, this was an important addition to the planning and assessment process. In the future, budget investments for the Strategic Plan will be reviewed by CEC and E-team in December each year prior to the spring budget planning process.

INDICATORS FOR THE EXAMPLES SELECTED HAVE BEEN MEANINGFUL, ASSESSABLE, AND VERIFIABLE

The indicators in the above-referenced exemplars for evaluating accomplishment of objectives have been meaningful, assessable and verifiable.

Seventeen (17) indicators of achievement may seem like too many, but they are spread across four themes and six goals. Therefore:

- Only four indicators pertain to Goal A-*Increase the Completion Rate*.
- Four indicators are utilized to measure Goal B-*Strengthen Student Readiness*.
- Three indicators are relevant to Goal C-*Ensure Timely Student Progression*; and,
- Two indicators apply to goals, D- *Provide Appropriate Student Access*, E-*Enhance Faculty and Staff Support*, and F-*Contribute to the Vitality of the Region* respectively.

In addition, the original number of indicators for core themes was sharply reduced during the end of the first year's work and continues to be trimmed in each successive assessment year. In 2014/15, for example, Indicator 11: Number and quality of student engagement and related strategies, will likely be dropped because the core theme objectives tied to this indicator have been retired or are no longer relevant to the *2012-15 Strategic Plan*. Once confirmed, that will reduce the indicators of achievement in 2015-19 (assuming relevant new indicators are not introduced).

The current core themes and many of the strategic plan goals are universal in nature and will likely continue to maintain their value, weight and importance over the next planning cycle and possibly even the next decade. Objectives and indicators will change as trends and changes in the environment dictate; for example, when the Achievement Compacts were introduced in 2012 and as various grants have been received [like the \$3 million TAACCCT DOL grant received in 2012/13 for expanding Allied Health programs]. Both have had major impacts on planning and budgeting.

The budget is also integral to sustainability, adaptability and mission fulfillment. It is an important part of the planning process. Establishing reasonable objectives involves feasibility analysis, cost estimates and actual costs, purchasing, facility needs, personnel and contractual agreements related to salaries and benefits, as well as state funding and legislative shifts.

PROCESS FOR COLLECTING, ANALYZING, AND UTILIZING DATA

What is the process for collecting, analyzing and utilizing data at RCC?

RCC utilizes a number of processes for collecting, analyzing and utilizing data which are collected from a number of sources.

Student Information

- Admissions
- Placement Testing
- Registration
- Financial Aid Applications
- Commencement Demographics and Statistics
- Student Surveys (CCSSE, SENSE and SEI)
- Oregon Community College Unified Reporting System (OCCURS)
- Integrated Postsecondary Education Data System (IPEDS)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- *Oregon's 27 Best Practices for Student Retention*
- Student Information System (SIS)
- RogueNet

Various surveys and local and statewide reports or instruments are also useful, including, but not limited, to these three primary state and national student surveys:

1. **CCSSE:** Incorporating the Community College Survey of Student Engagement (CCSSE) survey allowed RCC to follow the lead from the Council of Instructional Administrators (CIA) and the state's 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. Representatives from CEC participated in a 2011 CCSSE workshop at Linn-Benton Community College in Albany, Oregon, hosted by CCWD to discuss CCSSE data with other community college leaders and specifically to discuss connections between data results and accreditation standards. 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 is 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)).

2. 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

SENSE outcomes and recommendation for improvement have been shared with faculty at fall inservice and were discussed in detail in the *Fall 2010 Progress Report*\27, pages 17-19. This survey 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, RCC discovers areas of strength and improvement. The cost for this mandatory survey is covered by CCWD. (SENSE (2010)).

3. 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)).

Course data comes from departments charged with managing the various instructional sections.

Staff data comes from employment applications, various employee form submissions, payroll, and the Human Resources Department.

Note: Employees may receive an optional and confidential, anonymous feedback from their peers, including their supervisor in a facilitated 360-degree group informational feedback system during performance evaluations.

Financial data is largely collected by the Budget and Finance department. External information from other community colleges and agencies is collected primarily from CCWD. External environmental data are collected from many places, such as census data and other demographic sources.

Data analysis is largely centralized at RCC, with some work also done by various departments. The Institutional Research Department (I/R) is charged with collecting, analyzing, and reporting data. Requests for data analysis and reporting are made by many departments and employees, as well as external public entities.

Data are utilized in many ways. Comprehensive and aggregate data are reviewed regularly by the management team and the Board of Education; they are used for such things as enrollment projections, strategic planning, budget projections, exploring student success, determining appropriate staffing levels, and facilities planning. Every month, the Vice President of Student Services brings a student success report to the monthly Board meeting utilizing a variety of sources and trends for discussion.

In 2011/12, I/R (three individuals) generated approximately 6,000 reports (based on a count of data items and responses to inquiries via Outlook, in addition to about 70 state and federal reports that are run in batches from the various RogueNet sites).

In addition, faculty and staff are able to access data via RogueNet for their individual needs, inquiries, and reports. Specific and detailed reports are used by functional departments in ways that are appropriate to the area. Examples include adding/canceling sections, scheduling, equipment replacement, mandatory reporting, and grant writing.

WHAT HAVE WE LARNED FROM OUR DATA? WHAT DO WE NEED TO KNOW? (WHAT'S WORKING? WHAT'S NOT WORKING?)

In many ways data are fundamental to any substantive conversation and inform every decision at the College. Faculty and staff are able to follow students from their first inquiry about RCC, through their various assessments and placements, progress in their coursework, and ultimately their completion. Data suggest and inform possibly helpful interventions from personal counseling to academic advising, and financial assistance. College finances are built on a data foundation, providing visibility to use of resources, allocation of resources and resource sources.

Some significant things RCC has learned from the data:

- RCC transfer students do very well at Oregon universities, earning GPAs among the highest of any student groups, often surpassing “native” university enrollees.
- Many of RCC’s students’ goals do not require degree or certificate completion.
- Residents of southern Oregon do not attend college at the rate of many other regions statewide. Students leave school for a number of specific reasons.
- Through a Strength, Weaknesses, Opportunities and Threat (SWOT) analysis, RCC can easily identify unique strengths and opportunities.
- Articulation agreements with the various colleges and universities in the state help to identify four-year completion rates for RCC students.
- Profiles for students who have defaulted on loans help to improve high default rates.
- Dual-credit students have the highest rate of moving on to college and there is a concentrated effort to attract those students.
- Fast tracking DE courses has improved persistence rates.
- Cohorts have higher completion rates than other students.
- Comparative data from other community colleges provided by CCWD/HECC can be used to measure achievement and set future goals.

An example pertaining to the last bullet is shown here. In order to meet standards set forth in the Oregon Achievement Compacts, RCC is required to increase the numbers of students completing GEDs and adult high school diplomas. Data from CCWD (below) provided a base which allows RCC to compare itself to sister colleges and measure progress.

These, for example, are the actuals for 2012/13 in total number of students completing GEDs and adult high school diplomas (2013/14 data is not yet available):

Total Number of Students Completing GED and Adult High School Diplomas by College (2013)	
Community College	Total
Blue Mountain	451
Central Oregon	373
Chemeketa	1401
Clackamas	741
Clatsop	254
Columbia Gorge	142
Klamath	207
Lane	591
Linn Benton	519
Mt. Hood	582
Oregon Coast	182
Portland	1989
Rogue	825
Southwestern Oregon	194
Tillamook Bay	68
Treasure Valley	135
Umpqua	340
TOTAL	8,877

From CCWD February 24, 2014, email from Vice President of College Services/Chief Information Officer, Curtis Sommerfeld

Note: RCC had the third largest group of graduates among all 17 community colleges – the other two being much larger schools in the state – one in Portland (Portland Community College) and the other in Salem (Chemeketa Community College).

What does RCC need to know?

- How can the College track students who complete a degree or certificate in order to better hone programs to meet future students’ and employers’ requirements.

For example, presently RCC has an informal tracking process for determining where students go and what they are doing. There is a collaborative effort underway to formalize that process for better information, including a new position with an employee dedicated to this effort as a key responsibility.

- What is the best data or information source(s) for determining the most up-to-date status of the region RCC serves?

This information would be particularly useful for the College in order to practice more effective enrollment management.

- Assuming that not all data is useful, how and when will RCC determine what data is truly useful to compile and analyze and report for college-wide access?
- Should the College reexamine and define data that leads to evidence of mission fulfillment. And, if so, what will the process be and when is the best time to do this before the Year Seven Evaluation?
- How can RCC identify and track GED completers?

Since moving to an automated system by state mandate, it is difficult to track GED completers. The state reports numbers of completers, but the data is not separated by college.

- What is the completion gap between the average students and the underrepresented students?

The College needs to make a better determination of how to track and serve the “under-represented” student populations (based on Achievement Compact standards and definitions).

The ultimate goal is to identify the best data that will provide an evidence-based assessment of accomplishments. Overall assessment results are needed to make a determination of quality, effectiveness and mission fulfillment, including communication of those conclusions to the appropriate constituencies and the public (Standards 5.A.1 and 5.A.2).

COMMUNICATING DATA AND OUTCOMES

College-wide engagement: All departments are engaged in planning, which is widely publicized. The last department-level assessment and goal-setting session occurred on May 9, 2014, at inservice. The 2013/14 assessment process occurred on August 12, 2014. It is scheduled for presentation to the Board at the October 21, 2014, meeting.

Press releases are sent out after every assessment meeting to let the general public know how RCC is doing based on its self-assessment. Members of the public are invited to weigh in on their impressions of RCC and are provided with email and telephone numbers for input. The public is also invited to Board meetings to hear the assessment report presentations.

All of the current information on the strategic plan is available on the [Strategic Plan website](#)\28 or by email request. The RCC President also includes information on accreditation and the strategic plan to the College community in his quarterly message, and the information is published in the President’s newsletter, [RogueMatters](#)\29. College campus councils meet monthly on each of the three campuses– all faculty and staff are invited to discuss general information about RCC and strategic plan assessment reports are shared in that setting. The assessment meetings are also open to all faculty, staff, Board representatives, and students interested in the process.

CONCLUDING REMARKS

In this section RCC has provided selected examples proving the indicators of achievement are meaningful and in sufficient number to address the various core theme objectives. The College has also provided some examples of what is working and what is not working with regard to the data being utilized to analyze outcomes. Data are accessible to the RCC community and findings from the annual processes are communicated to constituents in a routine and timely matter.

PART III: ASSESSMENT PLAN FOR PROGRESSION TO YEAR SEVEN/ MISSION FULFILLMENT

In the June 2014 *MCE Guidelines*, NWCCU recommends the College specifically respond to this question:

In light of the analysis in Part I of the college's overall assessment plan, and in light of analysis of the representative examples provided in Part II, Moving forward to Year Seven/Mission Fulfillment, what will you need to do?

The purpose of this *MCE* has been threefold:

1. To better position RCC for a comprehensive Year Seven evaluation leading to solid conclusions on mission fulfillment, adaptation, and sustainability;
2. To enhance a culture of outcomes and inquiry revolving around mission, core themes and objectives that ultimately lead to student learning and student success; and
3. To elicit feedback and guidance evaluating if current goals and core theme objectives and indicators are leading to college effectiveness.

Moving forward to Year Seven, RCC has reviewed intended and actual outcomes by assessing its *2012-15 Strategic Plan* annually since its comprehensive evaluation. The assessment reports from those meetings may be reviewed in their entirety at Strategic Plan website under *Assessment and Summative Reports*. \30

Following are highlights from those meetings, including the 2013/14 recommendations from CEC's August 12, 2014, meeting:

- Continue to include Board member representative(s) and students in the annual assessment process.
- Survey faculty and staff regarding satisfaction with indicators of achievement.
- Begin development of the *2015-19 Strategic Plan* this fall.
- Establish *2015-19 Strategic Plan* in January through June 2015. Include a review of the College's Vision, Mission, Core Themes, and Indicators of Achievement.
- Hire full-time faculty for assessment purposes, including assistance in formalizing institutional learning outcomes (see Strategic Investments, Exhibit C).
- Establish a dedicated committee to review the definition of mission fulfillment aside from College Effectiveness Council, including Board representatives.

- Simplify indicators where possible.
- Create a dashboard with 8-10 of the most requested data items kept up-to-date and readily accessible.
- Develop website for communication and assessment, including the above-referenced dashboard.
- Recruit additional faculty, staff and student representatives to serve on College Effectiveness Council.

Further recommendations and action plans may be forthcoming from the Board of Education after the *2014 Assessment Report* is presented at its October 21, 2014, meeting.

CONCLUDING REMARKS

Moving forward to Year Seven/Mission Fulfillment, few changes are anticipated in the current planning and assessment processes. Due to RCC's "regular, systematic, participatory, self-reflective, and evidence-based assessment of various purposes and plans" (Standard 5.A.1), it is anticipated that the *Year Seven Self-Study* will be a solid, evidence-based report leading to determination of mission fulfillment, adaptability, and sustainability. The overall success of the current assessment process, coupled with RCC's continuous improvement practices, provide a flexible, adaptable plan as the environment and trends may dictate. The *Year Seven* report will be submitted by fall 2018. At that time, RCC will have nearly completed a second four-year strategic planning cycle, – the new *2015-19 Strategic Plan*, including current assessment reports.



2013-14 Board of Education Self-Evaluation Outcomes/Action Plan

The 2013-14 Board of Education Self-Evaluation Committee members consisted of Pat Ashley and Joseph Zagorski. The format utilized for the evaluation process was introduced to Dr. Zagorski at the 2013 Oregon Community College Association annual board training workshop. This particular format/process is intended to help the Board advance from a responsible board to an *exceptional* board.

A *responsible* board is capable and dutiful in carrying out the duties and responsibilities of the Board of Education. An *exceptional* board operates on a higher level that is both more and different. As an exceptional board, members give more of their “time, talent, and treasure.” Time is spent more wisely, skills and networks are better leveraged and individual talents more strategically deployed.

All Board members submitted responses for 100% Board participation. The evaluation consisted of 12 principles with a scaled rating system of 0 to 5 (5 = excellent). Written comments for each principle were encouraged. Results were reviewed and discussed at a Special Board Meeting (work session) on June 9, 2014.

Rating Results:

Principle	Average Rating
1. Constructive Partnership	4.43
2. Mission Driven	3.00
3. Strategic Thinking	2.93
4. Culture of Inquiry	4.29
5. Being Independent Minded	4.43
6. Ethos of Transparency	4.57
7. Compliance with Integrity	4.71
8. Sustaining Resources	2.86
9. Results-Oriented	3.00
10. Intentional Board Practices	4.43
11. Continuous Learning	4.00
12. Revitalization	2.67

Outcomes:

- Board members identified strength and success in the following areas:

Constructive partnerships, culture of inquiry, independent minded, ethos of transparency, compliance with integrity, intentional with board practices and continuous learning.

EXHIBIT A

2. Board members identified and discussed the following barriers [or challenges]:

Principle	Barriers
3. Strategic Thinking	<ul style="list-style-type: none"> a. Board meeting time and organization b. Accepting risk and ‘doing things differently’ c. Connect to RCC strategic thinking via guiding principles and goals set by the Board d. Common/shared language
8. Sustaining Resources	<ul style="list-style-type: none"> a. Thinking ‘inside the box’ b. State formula (property tax) c. Garner support and create influence points
9. Result-Oriented	<ul style="list-style-type: none"> a. We need a plan with 100% agreement b. We do not focus on a measurable objective c. We need agreed-upon metrics, strategies and tactics

Action Plan/Next Steps:

Action	Task Assignment (TBD)	Timeline (TBD)
1. Find other community colleges leading with creative, bold ideas <ul style="list-style-type: none"> a. Identify and visit another community college b. Interview partners about best practices 		
2. Complete the Appreciative Inquiry Process <ul style="list-style-type: none"> a. Who are our audiences? b. What do they know about RCC? 		
3. Detailed discussion of strategic plan		
4. Balance fundraising with heart of mission (What do we gain and sell?)		
5. Restructure board meeting order of agenda	Pat Ashley and Denise Nelson	

EXHIBIT A

The 2015-19 planning process will be overseen by the President and CEC, and coordinated by the Grants and Planning Coordinator and subcommittee. A timeline similar to the one used in the 2012-2015 process (below) will be developed.

**INTEGRATION PLANNING PROCESS
(Approved July 2011)**

Integration Planning Timeline for *2012-15 Strategic Plan*.

A. APPROVED PLANNING OVERVIEW AND TIMELINE:

2011/12	PLANNING OVERVIEW	RESPONSIBILITY
July 26	Adopt 2012-15 Planning Process	Executive Council
September 20	Share 2012-15 Planning Process with RCC Board of Education	President
Sept - Oct 29	Complete Environmental Scan Process: Trend & SWOT	Councils/Committees
Nov – Dec 9	Formulate Strategic Objectives with Outcomes & Indicators under each Core Theme	Core Theme Teams
January 17	Adoption of 2012-15 Core Theme Strategic Objectives with Outcomes & Indicators	Board of Ed.
February 13	For consideration by Executive Team: <ul style="list-style-type: none"> • 12/13 budget assumptions • 12/13 action plans 	Strategic Objective Champions (SOC), Grants/Planning Coordinator (G/PC)
March 20	2012/13 action plans as information to Board of Education	President
May 11	Divisions and departments submit to respective VP: <ul style="list-style-type: none"> • 12/13 strategic objectives, outcomes, indicators 	VPs/Deans/ Department Heads
June 10	Implement Strategic Objective Action Plans	SOC

B. PROPOSED IMPLEMENTATION STEPS AND TIMELINE

2011/12	IMPLEMENTATION STEPS	RESPONSIBILITY
Sept - Oct 29	Complete Environmental Scan Process: Trend/SWOT: 1. Trend Info – Collect trend documents including: <ul style="list-style-type: none"> • Student surveys • President’s Annual Staff Survey • Strategic Planning & Core Theme Assessments • Community leader input 2. SWOT – Review & Update 2010 SWOT. Each group will receive 5-6 items from the 2010 SWOT to consider (maintain; revise/replace; retire).	1. G/PC 2. Councils/Committees: <ul style="list-style-type: none"> • Faculty Senate • Executive Team • Budget Advisory Team • Instructional Leadership Group (ILG) • Student Services Management Team • College Services Management Team

EXHIBIT B

October 29	Formulate Core Theme Strategic Objectives with Outcomes & Indicators:	1. CEC; G/PC
Nov – Dec 9	<ol style="list-style-type: none"> 1. Develop forms: strategic objectives, budget, action plans. 2. Develop three strategic objectives per theme (no more than 5). 3. Provide an outcome for each strategic objective. 4. Provide ideally one indicator for each outcome. 	2-4. SOC & Teams: <ul style="list-style-type: none"> • VP Instruction/ILG • VP Student Services/ and Management Team • VP College Services/ and Management Team
December 19	Review/recommend 2012-15 Strategic Objectives with Outcomes and Indicators	Executive Team
January 17	Adopt 2012-15 Strategic Objectives with Outcomes and Indicators	Board of Ed.
February 13	For consideration by Executive Team: <ul style="list-style-type: none"> • 12/13 budget assumptions • 12/13 action plans 	SOC, G/PC
March 20	As information to RCC Board of Education: 12/13 action plans	President
April 27	Complete redesign of the strategic objective data management system to capture & report strategic objectives and assessment results.	G/PC; CEC Director Internet – I/T
May 11	Divisions and departments submit to respective VP: <ul style="list-style-type: none"> • 12/13 strategic objectives, outcomes, indicators 	VP/Deans/ Department Chairs
July-Aug 2012-13	Assessments: 2011/12 – SP Objectives 2011/12 – Core Theme Objectives	CEC, SOC and Executive Team
July-June 2012/13	Begin implementation of 2012-2015 Core Theme Strategic Objective Plan	SOC

EXHIBIT B

ROGE COMMUNITY COLLEGE BUDGET INVESTMENTS
Based on 2012-15 Strategic Plan Goals and Objectives

General Fund	2014/15	2015/16	Objective
Goal A: Increase the Completion Rate (Curriculum Development (Part time Faculty) Full time Faculty (1 FTE) Subtotal	\$ 5,000 <u>\$85,068</u> \$90,068	\$ 5,000 <u>\$85,068</u> \$90,068	A.8: Implement Mandatory first year seminar Career Guidance 100 for full-time, first-time students. A.2: CTE faculty and leadership will increase the percentage of CTE completers by developing, enhancing and/or revising program offerings, activities, content, and course rigor.
GOAL B: Strengthen Student Readiness FT Faculty (.49 FTE) (move to General Fund from grant) Subtotal	<u>\$58,226</u> \$58,226	<u>\$58,226</u> \$58,226	B.10: Faculty and leadership in programs and/or departments offering pre-collegiate or remedial courses will increase student completion by developing, enhancing and/or revising class offerings, activities, content and course rigor.
GOAL C: Ensure Timely Student Progression FT Faculty (1 FTE) Instructional Admin (1 FTE) Enrollment Services (2 FTE) (PT increasing to FT). Disability Services (.475 FTE)	\$57,823 (\$59,798) \$33,068	\$57,823 (\$59,798) \$33,068	C.8: Engage students in social activities, especially events, programs, and services that promote student persistence. Vacant position will be absorbed by other positions. A.1: Increase use of the degree audit by advisors and initiate Oregon's Win-Win activities and reports. A.4: Transfer dept. faculty and leadership will increase the transfer rate to four-year universities by developing, enhancing and/or revising dept. offerings activities, content and course rigor. A.5: Increase percentage of underrepresented students transferring from RCC to four-year colleges and universities. A.3: Provide accurate reporting and analysis of appropriate completion data to allow for timely decision-making and planning process.

EXHIBIT C

Veterans (.5 FTE)	\$49,275	\$49,275	<p>A.1: Increase use of the degree audit by advisors and initiate Oregon's Win-Win activities and reports.</p> <p>B.4: Monitor students' ability to use college systems on timely basis.</p> <p>C.1: Use financial aid and academic progress policies to monitor timely movement through course(s) of study.</p> <p>F.5: Engage partners such as collection agencies, purchasing, vendors, business, and governmental entities to facilitate Win-Win between RCC and students.</p>
Counseling (.525 FTE) (PT increasing to FT; increased in fall 2014/15.	\$21,797	\$32,689	<p>C.3: Increase accurate student placements.</p> <p>C.10: Strategically use recruitment systems and partnerships to create bridges with RCC prospects.</p>
Marketing (PT faculty)	<u>\$22,312</u>	<u>\$22,312</u>	<p>C.8: Engage students in social activities, especially event programs and services that promote student persistence</p>
Subtotal	\$124,477	\$124,477	<p>C.11: Market messages to increase awareness of the value of an RCC education related to future work and/or transfer.</p> <p>D.1: Embed financial literacy in RCC information, processes, and programs.</p>
<p>GOAL D: Provide appropriate student access</p> <p>Facilities - (2 FTE) (only filled 6 months 2014/15)</p> <p>Facilities - Contracted services</p> <p>Contracts and Procurement – (1 FTE) (only filled 6 months 2014/15)</p> <p>College Services Admin. - (1 FTE) (only filled 6 months 2014/15)</p> <p>IT Security - Materials and Services</p>	<p>\$106,719</p> <p>\$ 25,000</p> <p>\$ 33,263</p> <p>\$ 40,398</p> <p><u>\$ 33,000</u></p>	<p>\$152,945</p> <p>\$ 25,000</p> <p>\$ 66,526</p> <p>\$ 80,796</p> <p><u>\$ 33,000</u></p>	<p>D.10: Maintain a safe working environment and college-wide adherence to safety standards and policies.</p>
Subtotal	\$238,380	\$358,267	
<p>GOAL F: Contribute to the Vitality of the Region</p> <p>SBDC (.5 FTE)</p> <p>Allied Health – Contracted Services (1 cohort 2014/15; 2 cohorts following years)</p>	<p>\$33,393</p> <p><u>\$39,850</u></p>	<p>\$30,000</p> <p><u>\$71,600</u></p>	<p>F.6: Work collaboratively with student and community partners interested in innovative use of college facilities and property.</p>
Subtotal	<u>\$ 73,234</u>	<u>\$101,600</u>	<h1>EXHIBIT C</h1>
Total Investments	\$584,394	\$743,530	

GLOSSARY AND ACRONYMS

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.

2010 Progress Report – RCC’s *Progress Report in Response to Recommendations 1, 2 and 3 of the Spring2008 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.

25Live™ - A web-based academic/event scheduling system launched winter 2013 changing the way class and conference room space is scheduled. The system purchased from CollegeNet provides more efficient utilization of space and time.

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 Strategic Enrollment Management (SEM).

Achievement Compact – Oregon’s plan to improve education by forcing school districts, as part of their annual budget process, to set one-year and four-year targets for improvement on a number of measurements believed to be indicators of long-term student success.

Achievements – Tangible evidence of results, accomplishments, outcomes. (*EHE Guide*, p. 89)

ACRONYMS

AACRAO – American Association of College Registrars and Admissions Officers
CCWD – Oregon Department of Community Colleges and Workforce Development
CCSSE – Community College Survey of Student Engagement
CE – Continuing Education
CEC – College Effectiveness Council
CIA – Council for Instructional Administrators
CoAEMSP - Committee on Accreditation of Emergency Medical Services Professions
CTE – Career and Technical Education
DL – Distance Learning
DOE – Department of Education
DOL – Department of Labor
ECCE – Early Childhood and Elementary Education
EMT – Emergency Medical Technician
DPB – Diversity Programming Board
FR – Faculty Resources
FTE – Full-time Equivalency
GED – General Educational Development
GFOA – Government Finance Officers Association of the United States and Canada

ACRONYMS (Continued)

GPA – Grade Point Average
HC - Headcount
IIE – Invest in Excellence (the capital campaign)
IPEDS – Integrated Postsecondary Education Data System
IT – Information Technology
MTH – Math
NWAAC – Northwest Athletic Association of Community Colleges
OAR – Oregon Administrative Rules
OCCA – Oregon Community College Association
OCCURS – Oregon Community College Unified Reporting System
OSBA – Oregon School Board Association
OPABS – Oregon Pathways for Adult Basic Skills
ORS – Oregon Revised Statutes
OTM – Oregon Transfer Module
OUS – Oregon University System
RD – Reading
RVC – Riverside Campus – RCC’s Medford Campus
RWC – Redwood Campus – RCC’s Grants Pass Campus
SBDC – Small Business Development Center
SEM – Strategic Enrollment Management
SENSE – Survey of Entering Student Engagement
SOU – Southern Oregon University
SSS – Student Satisfaction Survey (Noel Levitz)
SWOT – Strengths, Weaknesses, Opportunities, and Threats
TAACCCT – Trade Adjustment Assistance Community College Career Training Grant
TRC –Table Rock Campus
USDOE – United States Department of Education
WR – Writing

Action Plan – Operational plan with annual benchmark and quarterly macro tasks for each strategic or college plan goal. The plan includes goal description, benchmarks, milestones (macro tasks), resource needs, completion date and responsible individual(s) or team(s).

Advisory/Budget Committee – A committee nominated by RCC Board of Education with member representatives from Jackson and Josephine Counties. Southern Oregon business leaders are appointed by the RCC Board to share responsibility in the budget process and assist with support of Mission and Core Themes (House Bill 2927).

Beneficiaries – Stakeholders, consumers, clients, public users, constituencies, or “customers” for whom the organization undertakes activities or provides programs or services (*EHE Guide*, p. 89)

Benchmark(s) – Establishing comparisons of performance, activities, programs, services, processes, and achievement with peer colleges, competitors or leaders from other sections with similar performance issues.

Career Pathway Certificates (CPCs) – State-approved programs containing 12-44 credits that acknowledge a specific skill proficiency to help students gain enhanced employment opportunities.

Core Theme Objectives – Concrete, measurable action steps used to initiate new efforts or strengthen ongoing activities to achieve the mission, core themes and goals. Core theme objectives may also be known as strategic initiatives in the planning integration model.

Community College Survey of Student Engagement (CCSSE) – This survey conducted biennially in even years since 2008, is coordinated and paid for by CCWD. It puts RCC in synchronization with other Oregon community colleges. CCSSE provides a way to assess quality in community college education.

Core Themes – Manifestations of the mission also known as communities of interest. In 2010, RCC identified four Core Themes: (1) Promote Student Access and Success; (2) Advance Student Learning; (3) Strengthen Our Diverse Communities; and (4) Model Stewardship.

Core Values – The RCC belief system that outlines behavioral norms which faculty and staff consistently apply while conducting college business and pursuing RCC’s Mission. (See *Core Values in Chapter One: Standard 1.A.*)

Data Points: Measures or indicators identified by a unit as appropriate for assessing, documenting or monitoring outcomes and achievement levels. Measures may include indicators of achievement relative to mission, vision, values, goals and plans and the quality, effectiveness and efficiencies of leadership practices, planning processes, internal/external stakeholder relationships, programs and services, campus climate, assessment and information use approaches.

Discovery Program - This career guidance program originally designed for displaced homemakers returning to education, was redesigned in 2012-13 to offer “front door” services, including new student orientation, placement test preparation, registration lab, Strong Start and HOLA (Helping Oregon Latinos Achieve).

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) 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 are identified; action plans are developed and outcomes are communicated.

Executive Team (E-team) – The president’s leadership team which includes president, vice-president of Instructional Services/Chief Academic Officer; three instructional deans, vice-president Student Services/Chief Student Services Officer; and one Student Services dean; vice-president College Services/Chief Information Office; Chief Financial Officer; Accreditation Liaison

Officer/Administrative Coordinator; Grants and Planning Coordinator; Foundation Director, and Director of Marketing and Recruitment. E-Team meets weekly.

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 2011, which are outlined in the *2012-15 Strategic Plan*.

Indicators of Achievement – Measures identified as appropriate for assessing, documenting, or monitoring organizational outcomes and achievement levels essential to mission fulfillment. This information includes reports, studies, surveys, data, benchmarks, and other tools or evidence that support measurable outcomes related to various goals and objectives, including key performance indicators.

Institutional or College 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, *Comprehensive College Master Plan*, emergency preparedness, program evaluations, faculty, staff and board evaluations, budget and distance learning plans.

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.

Mission Statement – Clarifies RCC’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.

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, and Washington.

OnCourse™ – A comprehensive collection of resources and services designed with the purpose of improving student academic success and retention.

Outcomes – Accomplishments, achievements and performance over time relative to RCC’s 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.

Programs – Curriculum “chunks” that end in a degree or certificate.

RogueNet – An integrated financial management system for accounting functions created by an RCC instructor and administrator. *RogueNet* was developed in-house but is presently used by 5 of the other 17 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.

SafeConnect™ - A software product used to ensure devices on RCC’s wireless system belong to students or staff and have antivirus software installed and running. This program maintains a safe wireless environment and provides IT with tools to track internet usage and trends.

Strategic Plan – The College’s planning instrument that includes goals, core themes, core theme objectives, indicators of achievement, data points and intended outcomes centered on the mission.

Student Information System (SIS) – A document management system used to manage and maintain student records pursuant to Oregon Administrative Rule and RCC’s Records Management Policy and Procedure.

Student Satisfaction Survey (SSS) – A long-standing student survey instrument known as the Noel-Levitz Student Satisfaction Survey, which is a biennial assessment of student reactions to various college services.

Student Surveys – See Community College Survey of Student Engagement (CCSSE), Student Survey of Entering Student Engagement (SENSE), Student Satisfaction Survey (Noel Levitz SSS) and Student Evaluation of Instrument (SEI).

Survey of Entering Student Engagement (SENSE) – A student survey 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. SENSE was developed 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 are aggregated and analyzed by CCWD, which funded this mandatory survey for all community colleges beginning in 2009.

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 (TS); and Educational Opportunity Centers (EOC).

Vision Statement – A broad description of what the College may look like in the future.

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USER IDENTIFICATION AND PASSWORD

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2. **2014-15 College Catalog:** <http://www.roguecc.edu/Publications/>
3. **2014-15 Adopted Budget:** http://www.roguecc.edu/budget/2014_15/Adopted/14-15%20Adopted%20Budget%20for%20Board%20with%20bookmarks.pdf

INTRODUCTION

4. **Accreditation Reaffirmation Letter from NWCCU, dated February 5, 2013:** <http://www.roguecc.edu/accreditation/pdf/Reaffirmation%202013.pdf>
5. **Fall 2012 Year One Self-Evaluation:** <http://www.roguecc.edu/Accreditation/pdf/Std%20One%202012%209-10-12.pdf>
6. **Fall 2011 Comprehensive Self-Evaluation:** <http://www.roguecc.edu/Accreditation/pdf/2011ComprehensiveSelf-Eval.pdf>
7. **NWCCU's Fall 2012 Year One Peer-Evaluation Report:** <http://www.roguecc.edu/Accreditation>; go to 2014 MCE and select 2012 Year One Peer-Evaluation.

COLLEGE OVERVIEW

8. **At-a-Glance Data:** <http://www.roguecc.edu/AboutRCC/pdf/At%20a%20Glance.pdf>

PREFACE/BRIEF UPDATE (CHANGES SINCE *FALL 2012 YEAR ONE REPORT*)

9. **2012/13 Achievement Compacts:** [http://www.roguecc.edu/accreditation/pdf/2012-13%20RCC%20Achievement%20Compact%20\(3\).pdf](http://www.roguecc.edu/accreditation/pdf/2012-13%20RCC%20Achievement%20Compact%20(3).pdf)
2013/14 Achievement Compact: <http://www.roguecc.edu/accreditation/pdf/2013-14%20RCC%20Achievement%20Compact%20Final.pdf>
2014/15 Achievement Compact: <http://www.roguecc.edu/accreditation/pdf/2014-15%20RCC%20Achievement%20Compact%20-%20Final.pdf>
10. **2012-15 Strategic Plan:** <http://www.roguecc.edu/StrategicPlan/pdf/2012-StrategicPlan.pdf>
11. **Higher Education Coordinating Committee**
12. **OUS GPA Transfer Data Report:** <http://www.roguecc.edu/Accreditation>, go to 2014 MCE, and select OUS GPA Report 2012/13
13. **Proformas on various capital campaign initiatives:** <http://www.roguecc.edu/Accreditation/IIEProformas.asp>
14. **Industrial Mechanic Training Coursework:** http://www.roguecc.edu/Programs/13_14/IndMechMainTechApp_cert.pdf
15. **Instructional Media's 2013 research:** <http://www.roguecc.edu/Accreditation/MediaResearch.asp>

RESPONSE TO RECOMMENDATION REQUESTED BY THE COMMISSION FALL 2012 YEAR ONE PEER-EVALUATION REPORT

16. **Accreditation Reaffirmation Letter from NWCCU dated February 5, 2013:**
<http://www.roguecc.edu/accreditation/pdf/Reaffirmation%202013.pdf>
17. **2012-15 Strategic Plan:**
<http://www.roguecc.edu/StrategicPlan/pdf/2012-15StrategicPlan.pdf>
18. **NWCCU's Fall 2012 Year One Peer-Evaluation Report:**
<http://www.roguecc.edu/-Accreditation>; go to 2014 MCE and select 2012 Year One Peer-Evaluation
19. **2012/13 Strategic Plan Assessment Report, dated November 19, 2013:**
<http://www.roguecc.edu/StrategicPlan/12-15/12-13AssessmentReptforSP.pdf>
20. **Teacher's Guide to RCC:** <https://intranet.roguecc.edu/FacultyResources/Teaching101/>

RESPONSES TO MID-CYCLE EVALUATION GUIDELINES

PART I: LINKING PLANNING WITH MISSION FULFILLMENT

21. **Strategic Planning Assessment Scoring Guide:**
<http://www.roguecc.edu/Accreditation/pdf/SP%20Scoring%20Guide%202014.pdf>
22. **2012-15 Strategic Plan:**
<http://www.roguecc.edu/StrategicPlan/pdf/2012-15StrategicPlan.pdf>
23. **2012/13 Assessment Report, dated November 19, 2013:**
<http://www.roguecc.edu/StrategicPlan/12-15/12-13AssessmentReptforSP.pdf>
24. **RogueMatters:** <http://www.roguecc.edu/roguematters>

PART II: EXEMPLARS OF CORE THEMES LINKED TO STUDENT LEARNING

25. **Fall 2012 Year One, Standard One Report:**
<http://www.roguecc.edu/Accreditation/pdf/Std%20One%202012%2009-10-12.pdf>
26. **2014/15 Adopted Budget:** http://www.roguecc.edu/Budget/2014_15/Adopted/2014-15%20Budget%20for%20Board.pdf
27. **Fall 2010 Progress Report:** <http://www.roguecc.edu/Accreditation/pdf/2010%20Progress%20Report.pdf>
28. **Strategic Plan website:** <http://www.roguecc.edu/StrategicPlan>
29. **RogueMatters:** <http://www.roguecc.edu/roguematters>

PART III: ASSESSMENT PLAN FOR PROGRESSION TO YEAR SEVEN/MISSION FULFILLMENT

30. **Strategic Plan Assessment and Summative Reports:** <http://www.roguecc.edu/StrategicPlan/annualreports.asp>
31. **Diversity Programming Board:** <http://www.roguecc.edu/diversity>



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