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***Rogue Community College District***  
***Board of Education Work Session- February 25, 2020 Meeting Minutes***

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- 1. Call to Order-** The Rogue Community College (RCC) Special Board of Education (Board) meeting was called to order by Kevin Talbert, Ph.D., Board Chair, at 4:03 p.m. on February 25, 2020, at the Rogue Community College (RCC) Table Rock Campus (TRC), Room 184/184A, 7800 Pacific Avenue, White City, Oregon. Due notice was given.
- 2. Determine Presence of a Quorum-** A quorum of the Board was present including Kevin Talbert, Pat Ashley, Pat Fahey, Ron Fox, Roger Stokes, Shawn Hogan and Claudia Sullivan.
- 3. Introduction of Guests-** RCC District employees included: President Cathy Kemper-Pelle, Amy Durst, Juliet Long, Curtis Sommerfeld, Laurie Roe, Kori Ebenhack, Rachelle Brown, and RCC District Budget Committee members Ian Bachtel and Colleen Padilla.
- 4. Information Presentation-** The information presentation given was part one of a two-part presentation that gives an overview of our accreditation report. The second part will be presented at the March Board meeting. Part one includes the following topics: Institutional Mission, Institutional Effectiveness, Student Learning, Student Achievement, and Governance.

President Cathy Kemper-Pelle started off the presentation by discussing Institutional Mission (see file). The accreditors would like to know that our mission defines a broad educational purpose, that it defines a commitment to student learning and achievement, that it gives direction for college efforts, that it is widely published online and in print, and that it is generally understood by the community. We have been able to tie our metrics to our mission statement so that we can demonstrate that we are fulfilling our mission.

Laurie Roe then presented on Institutional Effectiveness. Ms. Roe stated that the revision of the 2015-19 Strategic Plan into the 2017-20 Strategic Plan has reduced complexity and increased understanding across the college. This has yielded some very early wins, and we are now seeing some achievement of our strategic plan based on our indicators. In order to reduce complexity, we have moved from 5 goals and 24 objectives to 3 goals and 9 objectives. Across the college there is an increase in data literacy, an increase in data availability that focuses on strategic plan objectives, and a better alignment to departmental planning. Some examples of early wins include a 1.2% increase in Latinx students enrolled for 12+ credits since the inception of the Latinx Outreach Program, as well as an increase of 2.2% in enrollment of females in non-traditional CTE programs. There were a few areas discussed including the need to further refine the metrics of the

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measurement of Objective 7: Increase alignment between college programs and local employers and Objective 9: Maximize cross-divisional strategies to solve problems creatively.

Next, Juliet Long presented on Student Learning and highlighted Section 1.C.5 of the Accreditation Standards (see file). The Curriculum and Academic Standards Committee (CASC) meets every 2 weeks through most of the year to go over items such as academic procedures and to make sure courses align with state requirements. To align with Board Policy BP-4025, the committee has been going through our course catalog to make sure that all programs have between 90-100 credits. Ms. Long presented a handout that demonstrated some of the proposed credit savings for certain programs (see file) which would help save our students time and money. The next section that was highlighted was Standard 1.C.7, which deals with learning outcomes. Every program has completed program learning outcome assessments, and this information is posted on our website. Results are continuously reviewed to make sure outcomes are still relevant. Departments are also working closely with local employers to make sure that our program outcomes align with their needs. Currently there is a committee working on institutional learning outcomes and how we can assess and measure those outcomes. This process is not as far along as program learning outcomes assessment, but the college is on the right track and making progress. The Board acknowledged that this is an incredible amount of work and congratulated all those involved and the savings that will be passed on to students as a result. Ms. Long personally thanked Amy Durst for her work on assembling the accreditation report.

Kori Ebenhack then discussed Student Achievement and highlighted Standard 1.D.1. One of the great successes of our marketing department has been the identification of an RCC brand. They perform a wide array of marketing campaigns across the college and community. The marketing department is very responsive and can create a marketing plan for anyone in the college who comes to them with a need. While our marketing department is small, they are able to accomplish a great many tasks such as performing marketing campaigns, maintaining our website and our social media platforms. Similarly, our admission and recruitment team have excelled. For instance, from November 2018 to June 2019, nearly 3,000 pieces of data were processed by hand to help students get into the college. There are now a variety of ways that students can be placed into classes, and the admission and recruitment team have been instrumental in making these multiple measures happen. All of this new work is in support of Guided Pathways and Achieving the Dream initiatives, and it has made a big difference to students. Orientation has been identified as an area of improvement. Renee McKenzie is running an advising redesign initiative and has learned that students would like other students to be involved in orientation. Ms. Ebenhack reported that we will be able to document results in the

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upcoming Winter term. The data definitions are coming together well, and Laurie Roe is working to create dashboards to illustrate these figures. It was noted that our internal collaborative partnerships have been strengthened through the process of writing this accreditation report.

Lastly, President Kemper-Pelle discussed Governance. The Board performs a self-evaluation every year and uses the results of this self-evaluation to improve their work. This is not something that is widely done by other boards across the state. The Board also works to align their goals with the college goals as well as the President's goals. RCC joined a board policy service to help update policies, and this has proven to be very valuable. In addition, the Board Policy Committee has made great strides in completing necessary work, allowing the Board and executive team to move forward quickly in this process. The college developed a policy that allows college input on draft board policies between the first and second readings. The Board's delegation of authority to the President is outstanding and clear in both policy and practice. The executive team structure and function contains broad representation from across the college, and there are visible organizational structures in place. A few items to improve are the completion of board policy updates, institutionalizing board policy input, and increasing representation of faculty and staff at Board meetings.

It was noted that the accreditation report team wrote the report in the 2010 Standards, and then re-wrote the report to the 2020 Standards once they were released. Because of this thorough analysis and writing process, college leadership has deep knowledge of the self-study. President Kemper-Pelle thanked Terrie Sandlin for her great work with faculty in improving the Student Learning Outcomes Assessment process.

The Board is very impressed with the tremendous amount of work and organization that was put into the accreditation report. They thanked everyone who worked so hard to complete the report.

**5. Discussion Topics-** none.

**6. Adjournment-** Kevin Talbert adjourned the meeting at 4:52 p.m.

Meeting minutes respectfully submitted by Rachelle Brown, Assistant to the President-Governance.