

2020 Comprehensive Self-Evaluation



Submitted to
Northwest Commission on Colleges and Universities
February 14, 2020



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February 4, 2020

Dr. Les Steele
Executive Vice President
Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981

Dear Dr. Steele,

On behalf of Rogue Community College, I am pleased to submit the following materials in fulfillment of the requirement for the Seven-Year Self-Evaluation:

- 8 electronic copies of the report on USB drives
 - 7 for committee members
 - 1 for the commission

In addition, any questions or concerns regarding access to this report or its contents may be directed to the following individuals:

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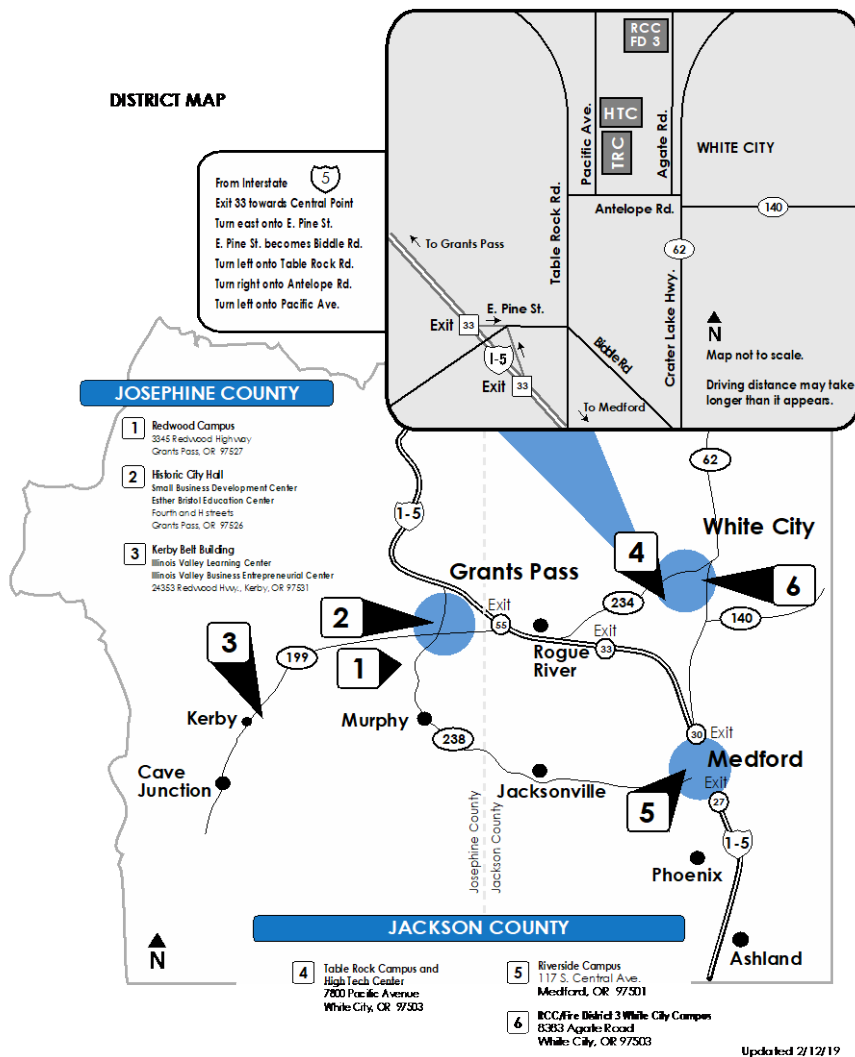
Respectfully,

A handwritten signature in black ink that reads "Cathy Kemper-Pelle".

Cathy Kemper-Pelle, President

College Overview

Chartered by the state of Oregon on November 3, 1970, Rogue Community College (RCC or the College) is a comprehensive, two-year public institution in southern Oregon serving two counties (Josephine and Jackson) through three campuses and three learning sites.



Campuses / Learning Sites

- Redwood Campus (RWC)
3345 Redwood Highway Grants Pass, OR 97527-9291
- Small Business Development Center
214 SW Fourth Street Grants Pass, OR 97526-2408
- Rogue Innovation Hub (Maker's Space)
214 SW Fourth Street Grants Pass, OR 97526-2408
- Illinois Valley Business Entrepreneurial Center (IVBEC) and Illinois Valley Learning Center*
24353 Redwood Highway Kerby, OR 97531-9722
- Table Rock Campus (TRC)
7800 Pacific Avenue White City, OR 97503-1060
- Riverside Campus (RVC)
114 S. Bartlett Street Medford, OR 97501-7218
- Fire District 3
8333 Agate Road White City, OR 97503

Brief History

RCC was established by a majority vote in Josephine County and chartered by the state of Oregon in 1970. The Redwood Campus, formerly the Fort Vannoy Job Corps Training Center in Grants Pass, welcomed over 1,000 students in 1971. This campus was remodeled in 1989, and new buildings were added to provide additional classroom and laboratory space.

In 1996, voters in Josephine and Jackson Counties approved the expansion of RCC into Jackson County, establishing the Riverside Campus in Medford. The Table Rock Campus opened in 2007 to expand career and technical programs. Continued growth in enrollment resulted in a partnership with Southern Oregon University to add the Higher Education Center, a shared instructional building at the Riverside Campus, which opened in 2008. The following year, services to rural Josephine County were expanded with the addition of the Illinois Valley Business Entrepreneurial Center and Illinois Valley Learning Center in Kerby.

In 2016, voters in both counties approved a \$20 million bond for renovation and new construction at the Table Rock and Redwood Campuses. In 2018, the High-Tech Center at Table Rock Campus (TRC) was completed, expanding TRC's capacity to train students in advanced manufacturing, welding and mechatronics. In 2019 renovations to the Deschutes Building at Redwood Campus were completed, providing state-of-the-art instructional facilities for the Art Department to move back to the Redwood Campus from the Ester Bristol Education Center in downtown Grants Pass.



RCC Drone Campus Tour

Unlisted

Student Information

In 2018-19, RCC served 14,221 students, a full-time equivalent (FTE) of 4,366. Of those, 6,787 were credit students and 5,347 were non-credit, as well as 2,087 dual-credit students. Fifty-nine percent of the student population identified as female, and 41% identified as male. Students residing in Jackson County outnumbered students residing in Josephine County by 28%. Student attendance is highest at Riverside Campus (34%), followed by Redwood Campus (29%), distance learning (29%), other locations (29%), and Table Rock Campus (12%). Our student age distribution is Under 18 (16%), ages 18-24 (29%), ages 25-34 (22%), ages 35-44 (14%), ages 45-64 (15%), and over 65 (4%). The average student age is 29. Six hundred eighty-four veterans were served, 76% in credit programs and 24% in non-credit programs.

Sixty-one percent of credit and non-credit RCC students are part-time; 39% are full-time; 49% receive Pell Grants; 18.8% are Latinx; 18% are unknown race/ethnicity; 3.4% are multi-racial; and 60% are white.

Forty-five percent of RCC students are the first in their family to attend college, and 30% have children. Sixty-six percent report experiencing food insecurity each year, and 13% report homelessness each year. Despite the number of RCC locations throughout the two counties, students report that their average commute is one hour due to the lack of affordable housing near RCC campuses and centers.

Students' declared majors indicate that 55% are working toward an Associate Degree or transfer to a four-year university. Forty-five percent are pursuing career and technical education, and 11% are high school students enrolled in dual credit programs.

Regional Economic Impact

In an economic impact study conducted by Economic Modeling Specialists International (EMSI), using fiscal year 2015-16 data, RCC operations and its students added \$239.4 million in income to the region's economy. The college employed 727 full- and part-time employees with a payroll of \$42 million. Past and present RCC students generated \$159 million in added employment income to the region. RCC delivered a net of \$21.5 million in financial aid, and RCC Veterans Services certified a net of \$5.2 million in veterans' educational benefits, for a total of \$26.7 million that students used for tuition, books, food, housing, transportation, and other local services. The overall impact of RCC of \$239.4 million is substantial and contributes to the vitality of the local community.

Community Colleges in the State of Oregon

Rogue Community College is an integral part of education and economic development in Josephine and Jackson Counties. [Oregon Statute 341](#) requires community colleges to offer broad, comprehensive programs in academic subjects and in career and technical education subjects. Community colleges are primarily designed to provide associate or certificate degree programs that lead directly to the workplace or provide transfer to baccalaureate or other college programs.

In addition, community colleges are expected to be open door institutions, flexible in meeting regional needs for education and workforce training, and affordable to low-income students.

Rogue Community College does not discriminate in any programs, activities or employment practices on the basis of race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender identity, marital status, veteran status, disability, age, pregnancy or any other status protected under applicable federal, state or local laws

Overview of Institutional Changes Since the 2014 Report

Introduction

RCC is on a deliberate and strategic path to ensure student success, institutional effectiveness, and service to the community. The college updated its strategic plan to better focus on three Core Themes, aka “Wildly Important Goals,” produce data literacy and data-informed decisions, increase accountability, identify and address equity gaps, and maximize internal and external resources to build capacity.

Institutional change requires time and champions at all levels within the college. Through our participation in Achieving the Dream and Oregon’s Guided Pathways, RCC is building a team of committed leadership across the College who understand the urgency of improving student access and success. Professional development opportunities and coaching resulted in these leaders developing Operation OSPREY (the RCC mascot). OSPREY stands for “**O**ur **S**tudents’ **P**rogress **R**equires **E**veryone’s **Y**es.” This is a recognition across the College that there is a need for employees to understand their individual contributions in the delivery of quality educational services so that all students can complete their educational goals and become productive citizens, adding to the vitality of this community.

RCC aligned program/department goals with the strategic plan. The College Effectiveness Council is collaborating with the Executive Team to identify where RCC is achieving institutional goals and where improvements are indicated. A significant part of the learning has involved data literacy – identification of measurable goals, selection of appropriate metrics and targets, analysis of results, and follow-up actions to improve effectiveness.

Leadership and Staffing

Since 2014 the RCC Executive Team experienced several changes in leadership. Peter Angstadt, PhD, retired as president, effective June 30, 2016. The Board of Education conducted a national search and selected Cathy Kemper-Pelle, EdD, as the sixth president of RCC, effective July 1, 2016.

The Vice President of College Services and the Vice President of Student Services have remained consistent. The Vice President of Instructional Services has been occupied by four individuals, due to a retirement, an interim, a resignation, and another interim. Dean positions have also been in flux since 2014. An excellent team now fills these roles and the remaining dean position is approved to be filled in 2019-20. A new Executive Director of the RCC Foundation (RCCF) was hired in 2014 and continues to serve in that role. The newly created position of Director of Institutional Research, Effectiveness, and Planning was filled in 2017 and continues to serve. The Director of Human Resources resigned and was replaced by an internal candidate who continues in that position. The Chief Financial Officer and Marketing Director/Public Information Officer have both remained consistent since 2014.

In 2017-18, RCC had a reduction in force due to low enrollments and budget constraints. While staffing was reduced, all but one employee accepted alternative open positions within the college.

Institutional Planning

In 2016-17, RCC hired The Voorhees Group, LLC, a consulting firm, to assist with collection of environmental scanning data and strategic planning to address NWCCU concerns about the complexity of the strategic plan and indicators of success. The process involved significant input from constituents

both inside and outside the college. Three Wildly Important Goals (Access, Success, and Collaborative Partnerships) were identified along with three objectives per goal. The Board of Education approved the revised plan in 2017. The Executive Team collaborated with the College Effectiveness Council to identify appropriate key metrics and targets for the strategic plan.

Institutional Accountability

The College Effectiveness Council (CEC) updated the process by which college departments/programs submit their goals, linking them to the institutional strategic plan and objectives. They also developed an assessment handbook. In collaboration with Executive Team, CEC also systematized standards for measuring institutional success. The Coordinator for Outcomes and Assessment made additional improvements in assessment of learning outcomes and program review processes. Student Services departments/programs conducted program reviews using the CAS Standards (Council for the Advancement of Standards) and are using their results to inform current redesign of the advising process. College Services began developing their program review process in 2019-2020.

Academic Programs

Since 2014, RCC has responded to community demand by adding programs based upon business and industry need. Programs added include:

- Certificate and Associate of Applied Science in Family Support Services
- Associate of Science in Outdoor Adventure Leadership
- Mechatronics Specialist Certificate
- Associate of Applied Science in Mechatronics
- Four Associate of Science Transfers to Oregon Tech— Engineering (Civil, Electrical, Mechanical, Renewable Energy)
- Associate of Science Oregon Transfer – Computer Science

In addition, RCC added four new certificate programs associated with the Southern Oregon Health Occupations Poverty Elimination (SOHOPE) grant:

- Medical Administrative Assistant
- Medical Coding Specialist
- Pharmacy Technician
- Sterile Processing Technician

The College partnered with other community colleges to ensure clinical sites are available in the RCC service area for Surgical Technician, Occupational Therapy Assistant, and Physical Therapy Assistant.

Student Services Programs

Student Services has worked diligently to improve student supports based on best practices in community colleges. Degree audit software was implemented to provide students with immediate access to their progress in any RCC degree or certificate. A state-sponsored Student Success Grant was leveraged to improve student engagement activities on all campuses. A Veterans Grant helped RCC improve its Veterans offices and staffing to serve a growing veteran population. RCC collaborated with Southern Oregon University on train-the-trainer workshops for select Student Services employees on Adverse Childhood Experiences (ACEs). These employees provide training to divisional employees and student leaders, enabling a division-wide approach to ACEs.

RCC no longer relies entirely on high stakes placement testing to determine college readiness. Student Services implemented multiple measures that allow admission coaches to use several determinants of

college readiness. The Latinx Outreach program was expanded to include additional advisors who are bilingual and focused on improving community college access and success for the region's Latinx population. A Campus Compact partnership has strengthened equity efforts through the placement of a coordinator in Student Services.

Creation of a Dean of Student Success provided the leadership and organizational structure needed to initiate critical conversations about improvement of services to students. This dean is very active in Guided Pathways and Achieving the Dream, collaborating with instructional deans to ensure that instruction and student support services are focused on high impact practices included in college action plans.

In 2016, the Marketing Department introduced RogueConnect, a mobile app that enhances the college experience for students by keeping them connected to a hub of campus news and communication. This mobile app was selected based on data indicating most students access information via smart phones.

Cross-Divisional Student Success Efforts

Southern Oregon Health Occupations Poverty Elimination (SOHOPE) is a federally funded program empowering low-income students to embark on rewarding and sustaining careers in health care. SOHOPE provides education and training to Temporary Assistance for Needy Families (TANF) recipients and other low-income individuals for health care occupations that pay well and are in high demand. The five-year, \$14.5 million partnership is financed by a Health Profession Opportunity Grant (HPOG) from the Office of Family Assistance, U.S. Department of Health & Human Services. To address barriers of poverty that keep many individuals from having access to quality health care training, Southern Oregon HOPE provides wrap-around case management support utilizing regional, community-based organizations and academic support. The program includes intensive case management to identify problems that keep students from completing training. In addition, when participants are eligible, SOHOPE offsets the costs of transportation and childcare.

In 2018, RCC joined Achieving the Dream (ATD). As a member, RCC receives access to coaches, webinars, resource libraries, grants, and networking with successful colleges that can help identify and mitigate challenges to student success. RCC completed its ATD self-study and created an action plan for 2019-20 that includes focused work on Guided Pathways and advising redesign.

In 2018, RCC was awarded a three-year grant from the state of Oregon and the Oregon Student Success Center to begin work on holistic redesign through Guided Pathways. All instructional programs have completed curriculum mapping activities and identified meta-majors. The goal is to form clear instructional pathways that allow students to complete certificates and degrees without taking unnecessary credits. Implementation of Guided Pathways and advising redesign coincides with the launch of RCC's new Enterprise Resource Planning (ERP) system, Campus Nexus. The Guided Pathways steering team and the Achieving the Dream steering team are one and the same.

Student Enrollment

Student enrollment at RCC has decreased since the 2015-16 academic year from 7,630 to 6,787 enrollment by gender for credit students in the 2018-19 academic year. Enrollment by gender for all students has remained constant, and enrollment by age has increased for the Under 18 and Age 18-24 groups. The most significant change in enrollment by race/ethnicity is the continued increase in the

percentage of Hispanic students, changing from 14.4% in 2015-16 to 18.3% in 2018-19. This is most likely the result of deliberate outreach to the Latinx community.

Enrollment by credit load has shifted away from 12+ credits, and more students were taking less than 6 credits in fall of 2018. This has become a new target for improvement at RCC by helping students complete 16 credits in their first year. Data indicate that students who reach the “Sweet 16” in their first year are more likely to complete a credential.

Campus enrollment reports indicate a growing number of students in online courses. In fall 2019, 21% of FTE was online, whereas in fall 2015 it was 18 %. New career and technical education facilities at the Table Rock campus provided physical laboratory space for enrollment growth in Advanced Manufacturing (up 6.2% from Fall of 2015), and Welding (up 7.2% from Fall of 2015) as well as growth in apprenticeship programs (up 33.9% from Fall of 2015). It also provided space for a Mechatronics program added in 2017.

College Partnerships

RCC has enjoyed a long relationship with Rogue Workforce Partnership (RWP) and its sector strategy groups. The president and one board member currently serve as members of the RWP Board of Directors. The instructional vice president, deans, and department chairs are active on a variety of sector strategy groups such as health sciences, advanced manufacturing, computer science/information technology, and transportation. Through this activity, RCC learns about the long-range forecasts for these business sectors and how the College can provide needed programs or update existing programs. RCC leaders were recognized as Workforce Champions by the Oregon Workforce Partnership in 2018-19.

RCC also plays an active role in the Business Education Partnership (BEP). This group is considerably more diverse than the Rogue Workforce Partnership sector strategies and confronts issues that often transcend sectors. These issues include regional marketing, human resources, entrepreneurship, and educational formats. RCC is a founding member of BEP and has multiple leaders serving on sub-committees. One great product of this partnership is the [Rogue Valley Employability Skills Rubric](#) which describes the skills and abilities required by employers in the southern Oregon region.

Over 20 years ago, RCC developed its own Enterprise Resource Planning (ERP) system, RogueNet. This software had become obsolete, requiring transition to a proprietary system which could serve our needs into the future. Since RCC sold RogueNet to four other small community colleges in Oregon, it was agreed that the five colleges would form a consortium and find a software solution together. The final selection was Campus Nexus, a product of Campus Management. The five colleges are currently in the implementation process with an expected go-live date of July 1, 2020.

In 2019, RCC co-founded the Southern Oregon Higher Education Consortium. This group consists of four regional higher education institutions: Rogue Community College, Klamath Community College, Southern Oregon University, and Oregon Institute of Technology. The purpose is to leverage resources, human and financial, to collaboratively meet the employment demands of southern Oregon. This includes sharing professional development opportunities, improving transfer articulation, creating connections between student support services, and developing a stronger voice for southern Oregon with the state legislature. The presidents meet quarterly and vice presidents meet monthly, developing collaborative strategies to improve access and student success.

Facilities and Infrastructure

After passage of a \$20 million capital construction bond in May 2016, RCC applied to the state of Oregon for matching funds for two of its proposed construction projects: a health professions training center and a science building. The College received \$16 million in matching funds from the state and received an additional \$3 million in bond premiums. Two renovation projects, the High-Tech Center at Table Rock Campus, and the Art Building at Redwood Campus, are complete. The High-Tech Center provides 11,800 square feet of classroom and laboratory space, while the Art Building brings all art classes back to campus in a 6,000 square foot facility with excellent lighting and modern technical support. Also completed is a 2,600 square foot RCC/Fire District 3 Fire Science Center located in White City near the Table Rock Campus. This facility contains a classroom and office space used by RCC and Fire District 3 to train students and professional firefighters.

The College also completed facilities master plans for the Table Rock Campus and Redwood Campus. These plans assisted College leadership and the Board in determining placement of bond funded facilities and future needs.

The Health Professions Center at Table Rock Campus is under construction with an anticipated completion date of September 2020, adding 38,000 square feet of learning capacity and improved technology to RCC nursing and allied health programs. The Science Building at Redwood Campus is in planning stages.

In March 2017, RCC participated in a Civil Rights Career and Technical Education On-site Review by the Oregon Department of Education. The college was given a list of required changes ([See Signed ODE Civil Rights Review](#)) to ensure compliance. These were completed in October 2019 and ranged from restroom accessibility updates to installation of chair lifts in multi-level buildings.

The previously described RCC Enterprise Resource Planning (ERP) system transition from RogueNet to Campus Nexus, a cloud-based core ERP, will provide the College with powerful data capabilities not currently available. The consortium approach allows the five colleges to serve as resources and support for each other, in addition to leveraging financial resources.

Specialized Accreditation and Program Approval

- [Emergency Medical Services](#) completed a five-year Oregon Department of Education reaccreditation in 2014 for Emergency Medical Technician and Paramedic programs. They also completed a national renewal of accreditation of our paramedic program in 2018 through the Commission on Accreditation of Allied Health Programs (CAAHEP), also for five years (2023).
- [Massage Therapy](#) completed program approval with the Oregon Board of Massage Therapists in June 2013. RCC completed a National Certification Board of Therapeutic Massage and Bodywork Assigned School re-accreditation in 2013 and again in 2018 for another five years (2023).
- [Associate Degree Nursing](#) completed a comprehensive report and site visit for evaluation by the Oregon State Board of Nursing (OSBN) in 2016 resulting in affirmation of specialized accreditation for eight years (2023).
- [Practical Nursing](#) completed a comprehensive report and site visit for evaluation by the Oregon State Board of Nursing in 2018 resulting in reaccreditation of the program through 2026.

Response to Recommendations

As noted in the [2014 Mid-Cycle report](#) (p. 16), RCC continues to refine the common data elements and key indicators of achievement and core themes of the strategic plan through each assessment cycle. President Kemper-Pelle led an effort to simplify the mission statement and strategic plan. The objectives from the *2015-19 Strategic Plan* were re-aligned and the wording revised, resulting in three measurable objectives for each Core Theme, which RCC calls “Wildly Important Goals” (WIGs).

Wildly Important Goal 1: Access to Educational Opportunities

- Objective 1: Improve access to educational and support systems for current and prospective students.
- Objective 2: Increase participation of under-served populations in RCC programs.
- Objective 3: Create collaborate learning spaces that connect students to other students, faculty, staff and local employers.

Wildly Important Goal 2: Student Success

- Objective 4: Construct guided educational pathways.
- Objective 5: Increase effective student engagement strategies.
- Objective 6: Decrease student time to completion while maintaining quality education.

Wildly Important Goal 3: Collaborative Partnerships

- Objective 7: Increase alignment between college programs and local employers.
- Objective 8: Leverage local partnerships to enhance college strategic goals.
- Objective 9: Maximize cross-divisional strategies to solve problems creatively.

The revised mission, core themes (WIGs), and objectives were approved by the Board of Education on June 20, 2017. The alignment of specific objectives from 2012 – 2017 are discussed in Chapter 1.B.

Mission

Rogue Community College provides quality learning opportunities for students to achieve their goals and supports the vitality of our communities.

Vision

Rogue Community College is a premier learning college that transforms, strengthens and inspires.

Values

Integrity requires us, as an institution and as individuals, to be transparent, ethical and accountable.

Collaboration promotes an agile, responsive culture to address the aspirations and needs of our communities creatively.

Inclusion creates a compassionate and safe environment that views all individuals and ideas fairly.

Stewardship commits us to responsible and thoughtful guardianship of our human, economic and cultural resources.

Courage frees the institution to find and pursue the best path in support of student learning and Rogue excellence.

Standard One: Student Success and Institutional Mission and Effectiveness

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Eligibility Requirement Statement:

Rogue Community College attests to its continued compliance with all NWCCU Eligibility Requirements. References to specific Eligibility Requirements will be included within the content of this report at appropriate locations.

Institutional Mission

Standard 1.A.1: *The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.* ER1; ER2; ER3; ER6

Rogue Community College articulates its purpose in its [mission statement](#). In an examination of its purpose, characteristics, and expectations, the College defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment based on achievement of institutional goals and objectives.

RCC has a widely published mission statement approved by its governing board that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts and derives from, and is generally understood by, its community.

Mission Statement: *Rogue Community College provides quality learning opportunities for students to achieve their goals and supports the vitality of our communities.* (Adopted: June 20, 2017) Tabbed over for emphasis

The Mission Statement is widely published: on the College's [website](#), [2019-20 catalog](#), and [strategic planning documents](#). It is also posted in large public meeting rooms on all three campuses where the Board of Education meets monthly.

Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement. ER4; ER5; ER6; ER19

Since 2015-16, RCC has undergone a continuous process of assessing institutional effectiveness, including student learning and achievement and support services. RCC refined and systematized evaluation of institutional effectiveness, making it easier to understand. Essential to institutional effectiveness is ongoing and systematic self-evaluation that directly impacts planning processes; it includes prioritization and assigning of resources. Given the complexity of previous strategic plans, need to increase data capacity, and changes in leadership, the strategic plan refinement process has taken time but has yielded significant college-wide learning.

Based upon the recommendations of the Commission in RCC's 7-year and mid-cycle reports ([See Previously Submitted Reports folder](#)), RCC revised its strategic plan, using data built upon critical scans of external and internal environments. Once the plan was developed, then meaningful indicators were identified.

The work to accomplish that was a multi-step process. It involved creation of an office of Institutional Research, Effectiveness, and Planning; collaborative development of measurable indicators; professional development regarding the interpretation of data; and equipment and storage to increase the data capacity. The pages which follow discuss this process. The assessment of student learning, student achievement and student support services are overviewed in Standard 1.C and 1.D.

Institutional Level Assessment of Mission Fulfillment

RCC's Executive Team and College Effectiveness Council (CEC) have traditionally met twice a year to set meaningful goals and review outcomes. The first meeting of the year is to review indicators from the previous year and adjust according to the current status of each objective. For example, Objective 4, Constructing Guided Educational Pathways, is a multi-year implementation effort and goals vary year-to-year, dependent on the stage of implementation.

The second meeting, affectionately called the "Bacon" Meeting, is held at the end of the year. The purpose of this meeting is to (1) review whether the College has or has not achieved its goals and (2) determine the extent to which the College has fulfilled its mission.

Department Level Planning

Within each division, departments follow an annual two-phased departmental planning process. Each fall, departments are asked to set planning goals aligned with the strategic plan. They set report goals along with measurements of success and any subsequent targets they wish to achieve. At the end of each year, departments revisit their goals and assess whether they met them. ([See Department Strategic Plan folder](#))

While RCC completed one full assessment cycle of the [2017-20 Strategic Plan](#) at the institutional level, departments completed more than one assessment cycle.

Institutional Assessment of 2015-19 Strategic Plan

In response to the *2014 Mid-Cycle Report* (p. 2) in which the NWCCU evaluation panel recommended RCC clarify strategic plan objectives and indicators as well as strengthen their alignment to core themes, the College began updating its strategic plan. Adopted in June 2015, the updated [strategic plan \(2015-2019\)](#) was simplified to five goals and 24 objectives which address one or more of the original four core themes.

After completing a year-long assessment cycle associated with this change, the 2015-19 plan still did not meet NWCCU recommendations regarding strategic plan complexity and numbers of indicators. As reported on p. 35 of the *2015-16 Annual Assessment Report*, strategic plan objectives and the grading scale were too vague and confusing. The report documented an “information overload” for first-time participants at the meeting. (See [Previously Submitted Reports folder](#))

This complexity continued to lead to difficulty in “rolling up” to Core Themes (*NWCCU Mid-Cycle Report*, p.3), leading to “potential and ongoing confusion.” An internal review of the institutional effectiveness assessment process was consistent with the *2014 Mid-Cycle Report* which stated:

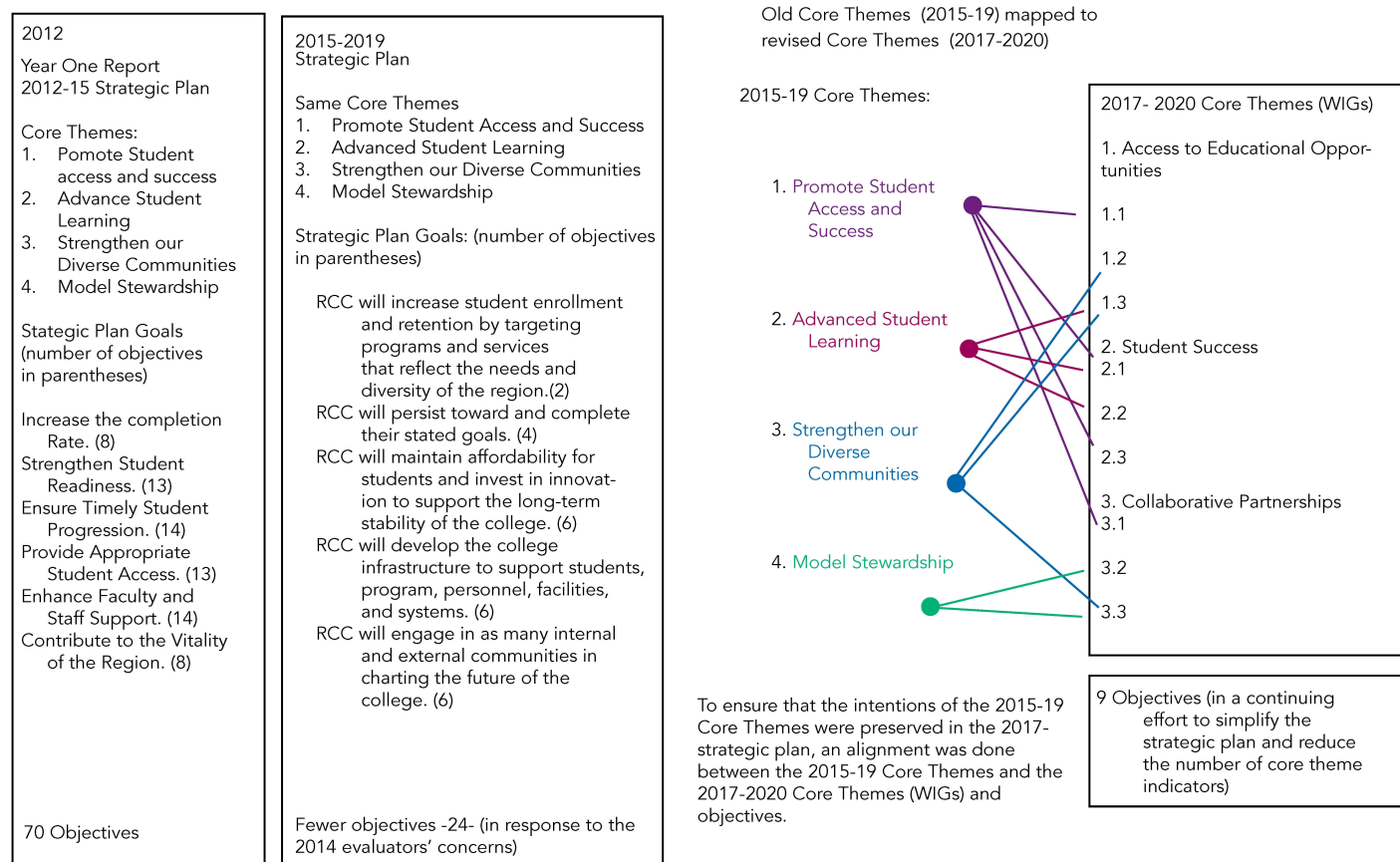
The common data elements and key indicators of achievement are refined through each assessment process. The Indicators and core themes will continue as an area of focus and development though new planning cycles and at the annual assessment meetings (p. 14).

The difficulty of clearly demonstrating if the institution fulfilled its mission and goals necessitated refining the strategic plan and institutional effectiveness measures. (See: [Previously Submitted Reports folder](#))

Refining Institutional Effectiveness and 2017-20 Strategic Plan

A consulting firm, the Voorhees Group, was hired in January 2017 to do an environmental scan. Based upon feedback from the 2015-16 assessment cycle, they were asked to include a full review of the *2015-19 Strategic Plan*. Results of that review showed that the original strategic plan could be significantly streamlined and simplified, while retaining its original purpose. The four core themes were reduced to three, each of which had three objectives, for a total of nine objectives. These changes made the strategic plan more manageable and intuitive. Each of the nine objectives was associated with only one of three core themes. The current [2017-2020 strategic plan](#) was approved by the Board of Education on June 20, 2017 and is available on the RCC website.

STRATEGIC PLAN CORE THEME AND OBJECTIVES CHANGE (SIMPLIFICATION) 2012-2018



Assigning Resources

While refining the processes for strategic planning, staff shortages became obvious: RCC needed a director of Institutional Research, Effectiveness, and Planning (IREP) to lead implementation of the revised strategic plan and development of an [Institutional Effectiveness Assessment Plan](#) with the goal to both simplify the assessment process and ensure that it is meaningful. A director was hired in July 2017 to begin the refining assessment of institutional effectiveness. Prior to 2017-18, institutional data came out of the Information Technology Department and assessment of institutional effectiveness occurred in divisions and departments.

The review of previous assessments identified issues with indicators of institutional effectiveness typical to colleges without an Institutional Research Office. While indicators were identified, how they were to be used and what targets or goals existed had not been clearly documented and tracked. For example, a survey such as SENSE or CCSSE was identified as an “indicator,” but little documentation showed how SENSE or CCSSE was used, nor were the institution’s goals clearly related to or responsive to survey implications. The review resulted in a leadership focus on institutional data literacy and use of student success metrics.

Increasing Data Literacy

In 2018, the assessment of the status of 2017-20 strategic plan objectives began. This coincided with a decision to join [Achieving the Dream \(ATD\)](#), a national network of community colleges which provides informational resources and support to bring about whole-college reform to improve student success—especially for traditionally unrepresented groups. Utilizing ATD resources to increase understanding of student success metrics, RCC has had 38 professional development opportunities sponsored by Achieving the Dream. Management, faculty, and staff have and continue to attend numerous ATD conferences.

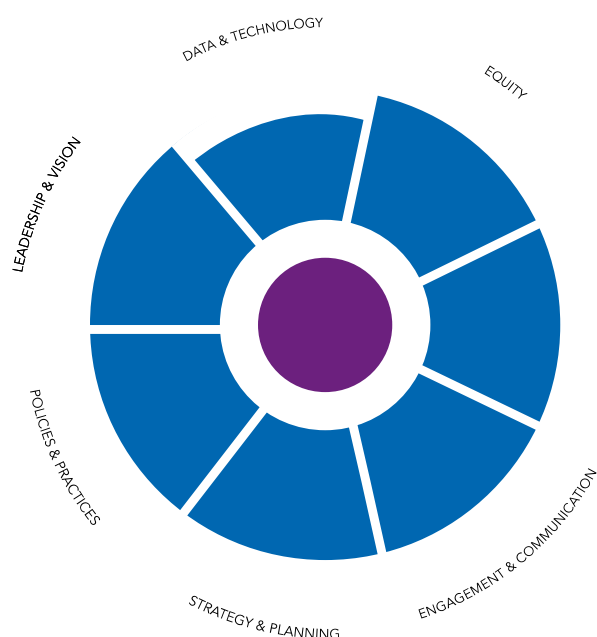
Other activities to increase data literacy or knowledge of strategic planning process during this time frame included:

1. One-on-one meetings between the director of Institutional Research, Effectiveness, and Planning and every manager or department chair allowed shared time to discuss department-level strategic planning.
2. Monthly College Effectiveness Council meetings focused on understanding student success and Key Performance Indicators (KPIs).
3. Fall and spring in-service sessions were devoted to increasing data literacy. For example, both Spring and Fall 2019 in-services had break-out sessions to review different aspect of SENSE survey data.
4. An ATD Data summit in March 2019 focused educating those attending on early indicators of student success and their relationship to college completion rates.
5. Division-wide planning and assessment meetings occurred in all three divisions (See: [Inservice and Meeting Agendas folder](#))
6. National Alliance for Partnerships in Equity (NAPE) [Program Improvement Process for Equity \(PIPE\)](#) offered training with selected CTE departments, human resources, and high school partners
7. [Monthly data reports](#) to and workshops were arranged with the Board of Education (See [RCC Action Plan Deck for 3-22](#))

In January 2019, the Institutional Capacity Assessment Tool (ICAT) was administered to all management, faculty, and staff. The ICAT is a survey designed to assess institutional capacities for change in seven different areas, including institutional data capacity. RCC had a higher-than-average response rate of over 30%, with more than 200 faculty and staff participating in the ICAT assessment. As is common with other community colleges, the lowest capacity was identified as Data and Technology. (See: [ICAT Results folder](#))

What was striking about this data was the percentage of those who responded “Don’t know” on each of the 12 data capacity items. For example, Item 12 asked “Does the college evaluate student success initiatives to inform decision-making?” Of the 200 individuals responding to this item, 98 (or 49.5%) indicated they didn’t know if the college did. A further concern was that over half of those responding “I don’t know” held positions within Instruction or Student Services—areas which actively implement student success initiatives.

Another question was “Is student success data translated into meaningful information?” 70 respondents (or 35.5%) reported they didn’t know, indicating a lack of knowledge among respondents about how data is used to inform student success.



LEVELS KEY

- LEVEL 1**
Minimal level of capacity in place with a clear need to build strength.
- LEVEL 2**
Moderate level of capacity established.
- LEVEL 3**
Strong level of capacity in place.
- LEVEL 4**
Exemplary level of capacity in place.

RESULTS SUMMARY (N=204)

LEADERSHIP & VISION	DATA & TECHNOLOGY	EQUITY	TEACHING & LEARNING	ENGAGEMENT & COMMUNICATION	STRATEGY & PLANNING	POLICIES & PRACTICES
LEVEL 3	LEVEL 2	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3
AVERAGE RATING 2.9	AVERAGE RATING 2.4	AVERAGE RATING 2.7	AVERAGE RATING 2.8	AVERAGE RATING 2.7	AVERAGE RATING 2.8	AVERAGE RATING 2.8

Adoption of 2017-2020 Strategic Plan Metrics

While formal adoption of Key Performance Indicators (KPI’s) and targets did not occur until May 2019, critical student success indicators and targets for specific objectives were well underway. For example, implementation targets for Guided Pathways were naturally aligned with the Guided Pathways Implementation Grant that the College received from the Oregon Student Success Center where targets were set for the 2018-19 academic year. (See [OCCA Pathways Scale of Adoption Self-Assessment](#)) Planning and carrying out the construction of collaborative learning spaces was another strategic goal well underway before adoption of formal indicators. At Table Rock Campus, both the High Technology Center (HTC) and Allied Health Buildings included collaborative learning spaces in their plans. The HTC plans included approximately 1300 square feet set aside for a “Maker’s Space,” a place where a wide variety of “makers” can collaborate on projects. Formal adoption of the combined indicators, targets, and goals signified a critical transition for RCC, as it consolidated critical strategic work already underway.

In addition, both Executive Team and College Effectiveness Council agreed to adopt a three-level rating system in voting on whether RCC achieved its goals for each objective. Red indicated “did not meet”, and green indicated “goal achieved”. Finally, yellow indicated that goals where goal achievement was difficult to determine due to an objective being difficult to measure, and the indicator associated with the objective needed further revision.

Completion of the First Assessment of Cycle of the 2017-2020 Strategic Plan

In August 2019, the College completed its first assessment cycle of the 2017-2020 Strategic Plan. This assessment of Strategic Plan KPIs was considerably clearer than in previous years due to clearly established goals for most objectives; however, there still were three “yellow” objectives with concern regarding metrics and targets. Results are reported in the table below.

Rogue Community College Annual Assessment of Mission Fulfillment for the 2018-19 Academic Year Overview		
Wildly Important Goal (Core Theme)	Strategic Plan Objective	Rating
Access to Educational Opportunities	Objective 1: Improve access to educational and support systems for current and prospective students.	Red
	Objective 2: Increase participation to underserved populations.	Yellow
	Objective 3: Create collaborative learning spaces that connect students to other students, faculty, staff and local employers.	Green
Student Success	Objective 4: Construct guided educational pathways.	Green
	Objective 5: Increase effective student engagement strategies.	Green
	Objective 6: Decrease time to completion while maintaining quality education	Red
Collaborative Partnerships	Objective 7: Increase alignment between college programs and local employers.	Yellow
	Objective 8: Leverage local partnerships to enhance college strategic goals.	Red
	Objective 9: Maximize cross-divisional strategies to solve problems creatively.	Yellow

Institutional Planning: Setting Institutional Targets for the 2019-20 Academic Year

In October 2019, the College Effectiveness Council (CEC) and Executive Team met to discuss each of the nine objectives and set goals and targets for 2019-20. Meanwhile, CEC began formalizing the Institutional Effectiveness Assessment Plan into a [documented handbook](#). This plan summarizes and unifies the assessment of institutional effectiveness process, which previously existed in “silos.” Once finalized, this plan will be available on the [Assessing Institutional Effectiveness Webpage](#).

The Executive Team and CEC rated three of the nine objectives yellow, indicating a continued concern about the assessment metric or the targets not adequately measuring the goals. (See: [Strategic Planning Placemat 2018-19](#)) Objective 2 (Increase participation of underserved populations) was rated yellow as the six sub-goals set forth in the recruitment plan were not clearly enough articulated to determine whether they had been met. The goals of the recruitment plan were adopted as the institutional metric for this objective; e.g., one goal regarded recruiting 134 working-age Hispanic/Latinx students. It was not clearly articulated if this was an increase in 134 from the previous year or if it was

an overall total. The following year's targets were updated, focusing on three goals (Hispanic/Latinx student enrollment, non-traditional-age student enrollment, and enrollment of males into non-traditional programs). Additionally, the targets were not defined as total student numbers but rather as percentage increases based upon the annual disproportional enrollment report. (See [Disproportional Enrollment Report folder](#))

Objectives 7 (Increase alignment between college programs and local employers) and 9 (Maximize cross-divisional collaboration to solve problems creatively) were determined difficult to measure, as analyses of the attempted metrics were found to be inconclusive. A more concrete goal was adopted for Objective 7: "To implement current program alignment metric in the annual department report in instruction and document the alignment process which occurs." Ensuring an alignment process was documented and occurring was deemed as a strategically important goal. Analysis of the resulting data will happen at the annual assessment meeting.

Three objectives were rated red, indicating the objective goals were not achieved during the academic year. Objectives 1 (Improve access to educational and support systems for current and prospective students) and 6 (Decreased time to completion, while maintaining a quality education) both focused on percentage of fall students (either first time or all fall students) earning 16 or more credits in an academic year. Rather than seeing percentage increases, the percentage of students earning 16 or more credits decreased. Analyses determined the significant drop in [fall-to-winter retention for first time](#) students was the largest contributing factor to decreases in both metrics. Planned changes to advising and a redesigned student orientation are being developed to address new student retention.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions. ER4; ER5; ER6; ER19

In the context of the institution's Strategic Plan, RCC embraces an annual strategic planning and assessment process at both institutional and departmental levels. Aligning departmental planning to overall institutional strategic planning ensures departments are working in a common direction.

Institution-wide meaningful indicators can take time to develop. Slated for replacement during the same time as the development of KPIs, RCC's aged Environmental Resource Planning System added an additional layer of complexity to the KPI development process. With changing instructional leadership also a factor, the institution took additional time to establish indicators of achievement to ensure they were truly meaningful and were relevant to the [2017-20 Strategic Plan](#).

Institutional Strategic Goals and Indicators

While the College worked to increase data literacy, the office of Institutional Research undertook internal and external environmental scans to assist in development of indicators of mission fulfillment. The environmental scans, described in further detail Section 1.B.4, helped identify metrics which would lead to indicators of mission fulfillment.

This process included analysis of validity and a review of the metrics that had been proposed for adoption. For example, RCC calculated and reviewed the Community College Research Center's (CCRC) "Milestone and Momentum Points" in the context of the [Loss Momentum Framework](#). The idea was to determine the greatest loss points at RCC to better set institutional goals regarding Student Access (Core Theme 1) and Student Success (Core Theme 2).

In conjunction with Achieving the Dream (ATD), Institutional Research determined the greatest point of student “stop out” centered in the first one to two terms of a new student’s experience (See [RCC Action Plan Deck](#) for additional exhibit, Slide 6). Piggybacking on the work of the Community College Research Center (CCRC), analyses showed students who completed 16+ credits their first year at RCC were significantly more likely to complete a certificate or degree in 3 years or less (Slide 9). As result of this ongoing work, the College Effectiveness Council (CEC) and the Executive Team decided to adopt two metrics focusing on the successful completion of 16 or more credits in an academic year by either first-time fall students (linked to Objective 1), or all fall students (linked to Objective 6) with the target of increasing 2% each year for two years. (See [Strategic Planning Placemat 2018-2019](#))

As a result of the final assessment meeting (August 2019), the metric for Objective 1 (Improve Access) was moved to Objective 6 (Decrease Time to Completion), since assessment showed that it more accurately reflected the goals of Objective 6. As previously described, this review and movement of a metric of was consistent with the 2014 Mid-Cycle Report which stated:

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 though new planning cycles and at the annual assessment meetings (p. 14).

The goal of this move was not to change the metric but rather to refine the measurement process so that the metrics and targets more accurately measured RCC’s goals associated with strategic planning objectives. (See: [Previously Submitted Reports folder](#))

Nationally & Regionally Aligned Indicators of Student Success

RCC uses several national and regionally aligned indicators of student success to provide context and comparison to regional, state, and national peer institutions. (See [Data Now!](#) webpage) Those are detailed below.

Integrated Postsecondary Educational Data System (IPEDS)

As part of the requirements for receiving Federal Financial Aid for students (Title IV), RCC annually reports data to the Integrated Postsecondary Educational Data System (IPEDS). While IPEDS data reporting calculations are designed more to examine the success of community college students at traditional universities, they do provide some comparative data not only to other community colleges in the nation but also to 4-year postsecondary institutions.

IPEDS metrics are not included as [Key Performance Indicators](#) (KPIs) in RCC’s Strategic Plan, as most are multi-year longitudinal metrics. Rather they are monitored in relation to our KPIs and provide an important foundation for them.

Voluntary Framework of Accountability (VFA): Benchmarked Student Success Indicators

Since the 2016-17 collection cycle, the College has participated in the Voluntary Framework of Accountability (VFA). Funded by the Oregon President’s Council (OPC—Oregon Community Colleges Association), the state of Oregon’s Higher Education Coordinating Commission (HECC) reports the data for all community colleges in the state. This reporting process maintains standard definitions allowing for national and state comparison between RCC’s performance and other colleges.

Given the limitations of IPEDS data accountability metrics which focus on full time student success, the VFA was designed by the American Association of Community Colleges to directly assess the multiple educational missions of a community colleges, as students attending community colleges have

incredibly diverse educational goals. Just as IPEDS has multiple metrics which community colleges report, VFA does as well.

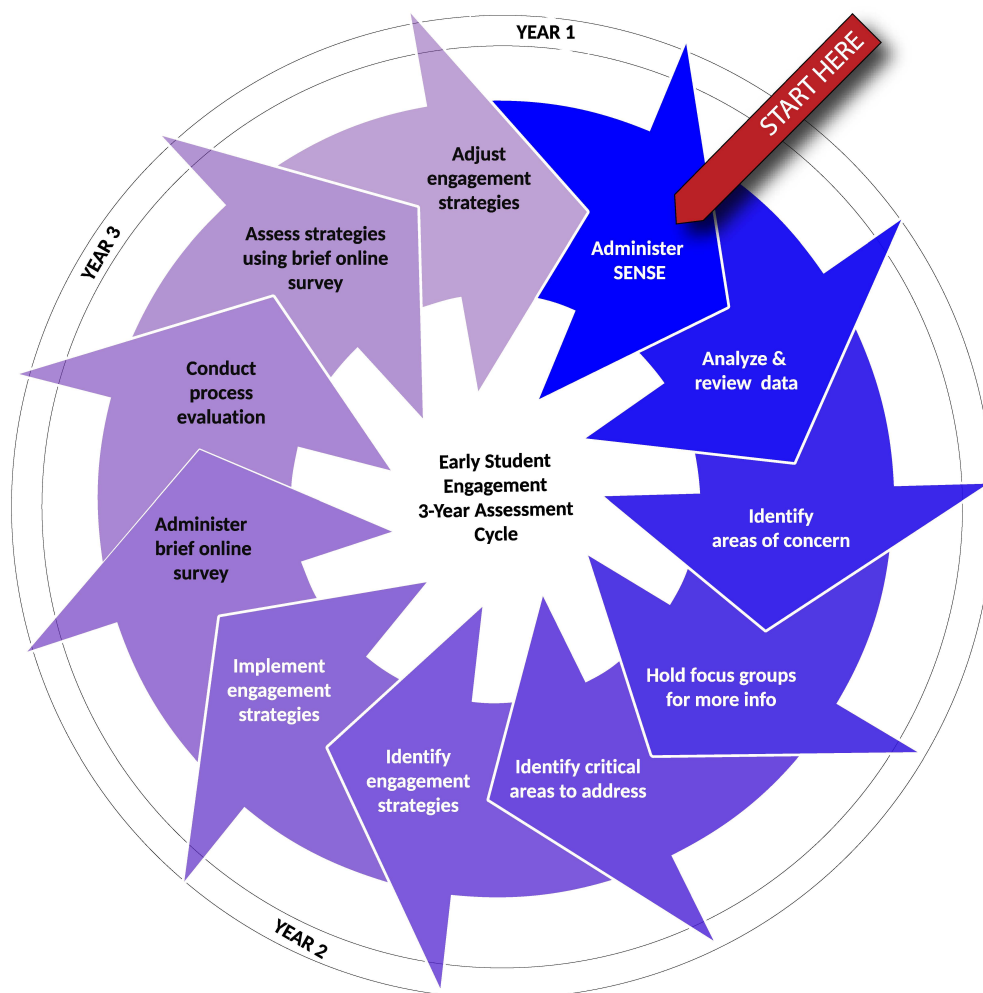
Perhaps the most critically important feature of VFA metrics to RCC involves calculation of the 2-year and 6-year student outcomes. While student outcomes include “Completion Rates,” the outcome metrics are not limited to students obtaining a degree or certificate. They include transfer rates and students completing 30 or more semester credit hours, both of which have been linked to increased earning potential.

Last year (2018-19) VFA adopted annual KPI Milestone and Momentum Point metrics—leading indicators developed by the [Community College Research Center](#) (CCRC) -- found to be predictive of completion rates. After adjusting for the semester to quarter credit conversation, RCC adopted two of these leading metrics as Key Performance Indicators. This allows RCC to monitor progress toward targets during an academic year and allows for comparison to benchmarked VFA metrics. As discussed at the ATD data summit, analyses have shown that a student who has completed 16 or more credits in the first year is significantly more likely to complete a certificate of degree in three years.

Student Engagement

RCC participates in two nationally benchmarked surveys of student engagement every three years, the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE). Each survey has been administered every three years since 2007-08 in alternating years and is [nationally benchmarked](#) against all U.S. colleges who participated during that time. Results of the surveys are used to assess Objective 5: Increase Effective Student Engagement Strategies.

In Fall 2018, RCC administered the Survey of Entering Student Engagement (SENSE) to new students within the first six weeks of their first term. The data were analyzed and reported to the Student Engagement Team (SET). (See [Student Engagement Team Purpose](#)) The Student Engagement Team identified items of critical concern and began developing student engagement strategies to address those areas. In addition, both SET and Institutional Research partnered on a series of focus groups examining students regarding engagement strategies. (See [Final Report Student Engagement and Success Focus Groups](#)) The report provided additional details relating to areas of concern identified by the SENSE Survey. One area aligned with the need to implement Guided Pathways for students, as students found progression toward their chosen field a bit confusing.



In fall terms 2019 and 2020, the identified items of concern were or will be assessed via the Interact Survey to determine if the engagement strategies have had an impact. Preliminary analyses are being conducted with a plan to disseminate the information to faculty and staff via a special report. RCC will administer the Community College Survey of Student Engagement (CCSSE) in Spring 2020. The SET team will follow a similar process as they did with SENSE: (1) review the data in conjunction with Institutional Research, Effectiveness and Planning, (2) identify items of concern, and (3) identify and implement interventions. Actions taken and eventually assessment of their success will be reported to the college community as available.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. ER4; ER19

Inclusive Planning Process

RCC has undertaken two revisions of its Strategic Plan since the 2014 mid-cycle visit. Initial work on the 2015-19 plan began in November 2014, just after the NWCCU peer evaluators' visit. While there is evidence to indicate a significant cross section of RCC management, faculty and staff participated in the process, little historical evidence shows community or student involvement. The 2015-19 plan was adopted by the Board of Education on June 16, 2015.

As described in Section 1.B.1, RCC hired the Voorhees Group LLC early in January 2017 to [review of the 2015-19 Strategic Plan](#). In a meeting held later that month, Voorhees Group proposed eight different areas where they would assist RCC in revising their plan. This included strategy session meetings with a broad range of individuals both internally at RCC campuses and externally within the community.

Following this meeting, Voorhees Group personnel met with those individuals in strategy sessions. Voorhees Group presented their findings on March 10, 2017, to the [Strategic Planning Steering Team](#) where a final strategic plan was developed (See [Voorhees Workshop and Voorhees PowerPoint for SPSC](#)). The Strategic Planning Steering Team included a broad group of RCC students, management, faculty and staff; representatives from local businesses; and community stakeholders. They met weekly for several months to analyze the data, identify priorities, and establish goals which addressed the needs of students and the community. The draft strategic plan was available to the College for feedback online from March 27 – through April 12, 2017 (See [Steering Team List and Timeline](#)).

Suggested changes were presented at the [college-wide spring in-service that May](#) and feedback on updated Core Themes and Core Values was collected (See [Inservice Input on Strategic Plan](#)). As previously mentioned, the revised plan was approved by the board [June 20, 2017](#), in a public meeting.

Allocations of Necessary Resources

The College follows Oregon Local Budget Law. The budget is a quantitative expression of the mission of RCC, and the process is designed to encourage citizen input and public opinion about [College programs and fiscal policies](#). The Budget Officer (Chief Financial Officer) is appointed by the Board of Education and oversees the development of the proposed budget. This development includes changes to base and final budgets. Content addresses alignment with strategic directions.

Led by RCC's Chief Financial Officer, the [Budget Advisory Team \(BAT\)](#) meets regularly to collect feedback from the college community regarding RCC's Budget. Three sub-committees within BAT (*i.e.*, BAT-Forums, BAT-Revenue, and BAT-Expense) are comprised of a broad range of management, faculty and staff. The [three sub-committees](#) allow for the collection and vetting of multiple ideas at one time. This is one process recently implemented to align allocation of resources with the budget process. To ensure alignment to the strategic plan, the Executive Team approves efforts to pursue external grant funding prior to application for funding to ensure alignment to the strategic plan. Departments are encouraged to align their budget requests to the strategic plan, but a formal system is still under development as of February 2020.

Once internal review of the institutional budget is completed, the Budget message and document are prepared for review by the RCC District Budget Advisory Committee, public, employees, and other stakeholders.

The [Budget Advisory Committee](#) is comprised of 14 members, 7 from the community and 7 elected Board members. Their duty is to analyze and approve the proposed operating budget and forward recommendations to the Board for final consideration. As part of the budget review and approval process, the committee holds a minimum of two public meetings to which citizens of the community are invited to give testimony on the budget before it is approved. The Budget Advisory Committee is a required step in the budget process per [Oregon Revised Statutes 294.414](#) and does not act on educational and personnel matters.

Since 2016-17, RCC has set aside [Entrepreneurial Funds](#) to advance programs and to leverage additional funding and resources. This funding is designed to be an investment in RCC's long-term financial future. Thus, projects must demonstrate return on investment. For a project to be funded, it must be aligned with RCC's Strategic Plan. Further, projects are expected to submit reports to Executive Team and report on return on investment. Examples of funded projects include the Latinx Outreach Program, (See [2018-19 Latinx Student Recruitment Outcomes](#) and [2018-19 Latino Outreach and Recruitment Annual Report](#)). Achieving the Dream (ATD), and funding of the director of Institutional Research, Effectiveness and Planning position.

Evidence of Improved Institutional Effectiveness

The tightening up and refocusing of the *2017-2020 Strategic Plan* has already begun to have a demonstrable impact on Institutional Effectiveness.

The [Disproportional Enrollment Report](#), was submitted in March 2018 to the RCC Board of Education after review by the Executive Team. This work identified several areas to address, including the need to increase the percentage of females in non-traditional career and technical education programs. It identified that, while Rogue Community College had a greater percentage of Hispanic/Latinx students enrolled in credit courses leading to a certificate or degree than lived within Josephine and Jackson Counties, Hispanics were still significantly underserved within the district. This is clear, as review of post-secondary education evidenced by 42 percent of Hispanics over the age of 25 not having a high school diploma or GED (p. 9, [Disproportional Enrollment Report](#)) (See also [Disproportional Enrollment Reports folder](#)).

Examples of improved institutional effectiveness:

Females enrolling in Non-traditional CTE programs. As reported in 2018-19 Disproportional Enrollment Executive Summary, RCC saw a significant increase in female enrollment (+2.2%) in CTE, after enrollment was relatively stable for the four prior years (See also [Disproportional Enrollment Reports folder](#)).

Increased Enrollment of Hispanic/Latinx. The percentage of Hispanic students increased from 13.5% in 2014-15 to 17.5 % in 2018-19 for students registered in 12 or more credits, with 1.2% percent of this increase occurring since the inception of the outreach program. Cognizant of the increasing percentage of Latinx living in the RCC service district, additional analyses revealed an 8.4% increase in the total number of new working-age Latinx students, but a reduction in the number of Latinx students coming from high schools. This is reflective of the increased focused work of Marketing, Recruitment, and the Latino Outreach program to include the non-traditional aged Latinx students (See [Strategic Plan KPI's](#) and [Strategic Planning Placemat](#)).

ABS Concurrent Enrollment Program. In 2015, the Adult Basic Skills (ABS) Department moved from a focus on completion of GED® credentials or basic skills improvement to preparing students for post-secondary training and employment. Local residents achieve lower than average educational attainment in Oregon, yet 61% of top priority job openings in the region require an associate's degree or higher to be competitive. While hundreds of students were enrolling in the ABS program, less than 10% were enrolling in college within one year of completion.

To address this issue, the ABS Leadership Team helped create a Concurrent Enrollment Program (CEP) to increase and accelerate ABS transition to college. Students enroll in ABE/GED "once is enough" classes and college-level classes simultaneously and receive supplemental academic support and coaching. By

spring 2016, 36 students had passed one or two CEP classes and earned a total of 127 college credits. In addition, 60% passed their GED tests compared to 11% of non-CEP students, and 42% enrolled in college courses – more than double the historic rate. Results as of Fall 2019 show continued success: 202 students earned 3,321 credits with a 2.93-3.84 average GPA, 50% obtained a GED, and 72% transitioned to college. (See: [Cow Creek Final Report](#))

A student who participated in a 2016 concurrent enrollment focus group said:

The aspect that the college was actually willing to foot the bill for it was pretty big. I'm just now coming back from years of being out of school. I didn't get my high school diploma or anything and didn't exactly have the best track record. I'm just getting in and finding what I need to do and they're actually to give me another leg up and to get ahead and start going on the journey that I want. That's excellent, that's great that somebody's willing to invest in me, in a sense. That really encouraged me to go even more full-speed towards it.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.
ER4

Monitoring External Environments

RCC monitors its external environment to identify current and emerging patterns, trends and expectations in a wide variety of ways which support planning. This examination of current and emerging patterns occurs in both relation to the current strategic plan and in monitoring other areas which may impact students.

1. In Strategic Plan Revision

As part of Voorhees Group LLC's work on reviewing and advising on Rogue Community College's Strategic Plan, they provided a Preliminary Environmental Scan. (See: [Environmental Scan](#)) This 14-page report summarized a wide variety of data and information including demographic, social, and economic trends of the RCC Service District in Josephine and Jackson Counties. It addressed governmental funding for public post-secondary education and the impact of the changing technological environment on education. This environmental scan was used to revise and further develop the 2017-2020 strategic plan.

2. Assessing Disproportional Enrollment (Strategic Plan Objective 2: Increase participation of under-served populations of our programs)

In conjunction with a civil rights monitoring visit and Objective 2 of RCC's strategic plan, RCC adopted an [AP – 102, Access to Educational Opportunities: Disproportional Enrollment](#). It requires RCC to annually assess disproportional enrollment of traditionally underserved populations. The administrative procedure requires the report to examine the proportionality of unserved populations enrolled in credit course work in relationship to the proportionality of the population of the college service district. Results are reported to the College Effectiveness Council, executive team and to Board. As outlined in the report, the numbers are then used as the basis for setting Marketing and Recruitment goals.

3. Program Development and Workforce Needs (Objective 7: Increase Alignment Between College Programs and Local Employers)

The College routinely monitors workforce needs to develop new Career and Technical Educational Programs and design their subsequent evaluation. College staff receive regional economic indicators

(See [Rogue Valley Economic Indicators](#)) from the Oregon Employment Department which examines annual economic trends. They use the Employment Department's [2017-2027 Rogue Valley Occupational Projections](#), as well as reports from [Burning Glass](#) to examine job growth in specific occupational sectors. Burning Glass reports regional data on job postings by specific occupation and is used as an additional data point in determining industry need. This data is included in program reviews and is used in determining industry-specific need for new programs within the district.

Monitoring Internal Environments

RCC monitors internal and external environments to identify current and emerging trends to inform the planning process. Some examples of these include the following:

- 1. Enrollment Updates in the Board Report (Strategic Plan Objective 1: Improve Access to educational and support systems for current and prospective students)**

During quarterly registration periods, IREP reports current enrollment (headcount & FTE) compared to figures from the previous year to the board for budget planning purposes. (See [IREP Board Report](#)) As enrollment impacts funding (and future budgets), this data informs planning across the College.

- 2. Achieving the Dream Data Summit (Strategic Plan Objective 6: Decrease student time to completion while maintaining quality education)**

In March 2019, a broad range of faculty and management participated in a student success metric data summit to review student success outcomes. The purpose of the review was to inform participants on student success data and planning work which RCC was about to undertake as part of involvement in Achieving the Dream. (See [RCC Action Plan Deck for 3-22-2019](#)) This work is directly linked to several Strategic Plan Objectives.

- 3. Achieving the Dream Institutional Capacity Assessment Tool (ICAT)**

As previously described in Standard 1.B.1 under "Increasing Data Literacy," in January 2019, the Institutional Capacity Assessment Tool (ICAT) was administered to management, faculty, and staff of Rogue Community. The ICAT is a survey designed to assess institutional capacities for change in seven different areas, including institutional data capacity. RCC had a higher than average response rate of over 30%, with more than 200 faculty and staff participating. As is common with other community colleges, the lowest capacity was identified as Data and Technology. (See Page 5 of the [ICAT Response Distribution in the ICAT Results Folder](#))

- 4. Collaborative Learning Spaces Assessment (Strategic Plain Objective 3; Create collaborative learning spaces that connect students to other students, faculty, staff and local employers)**

As part of a new program in which students are employed as institutional research analysts and assigned projects, an assessment of all formal and informal collaborative learning spaces occurred during spring 2019. (See [Observational Self Study- Collaborative Learning Spaces](#)) The student institutional research analyst partnered with an Institutional Research staff member to assess collaborative learning spaces using [Participant Action Research methodology](#) and identify what was most important to students in these areas. Further details are in Standard 1.B.1.

This [report](#) was submitted to the board on May 21, 2019 and was used in the RWC master planning process.

5. Student Intake Survey (Strategic Plan Objective 4: Construct Guided Educational Pathways)

In Spring 2019, the College implemented a student intake form at registration with the goal of assessing a student's needs holistically. The survey addressed student barriers, responsibilities, transportation, finance, and childcare. Results are being used to inform a holistic redesign of student services.

6. Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE; Strategic Plan Objective 5: Increase effective student engagement strategies).

As previously mentioned, Rogue Community College has assessed SENSE and CCSSE every three years since 2008 with the plan to assess CCSSE in Spring 2020. (See [IREP Board Report](#))

Historic Administration of SENSE & CCSSE Rogue Community College	
Academic Year	Student Engagement Metrics Administered
2007-08	CCSSE (Spring Term)
2008-09	
2009-10	SENSE (Fall Term)
2010-11	CCSSE (Spring Term)
2011-12	
2012-13	SENSE (Fall Term)
2013-14	CCSSE (Spring Term)
2014-15	
2015-16	SENSE (Fall Term)
2016-17	CCSSE (Spring Term)
2017-18	
2018-19	SENSE (Fall Term)

As previously discussed in Section 1.B.2, the data is reviewed by the Student Engagement Team and a three-year engagement assessment process been implemented. Items from each survey are reviewed to determine those of high priority to address. To address items of concern, student engagement strategies were developed and implemented, such as the [Student Engagement Toolkit and targeted training](#).

Governance System Use of Findings in Planning and Institutional Effectiveness

RCC governance system is increasingly using survey results to inform planning processes. The governance system is comprised of two groups: the Board of Education and the Executive Team. The Board of Education makes decisions with budget, policy, and strategic direction. The RCC Executive team works with the President in administration of the College.

Every month, IREP provides a [report](#) to the RCC Board which includes information or data on internal or external environments which impact the Board's planning and decision making. Some are included above as examples. Reports topics are varied to cover each strategic plan objective during the year.

Institutional research provides regular E-Team Reports, and [reports and presentations](#) which support administrative decision making. Examples include the Collaborative Learning Spaces Assessment Report, reports and presentations on Early Student Engagement, and Strategic Planning Key Performance Indicators.

Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study. ER5

RCC offerings lead to collegiate-level degree and certificate awards consistent with policies and procedures outlined by the [Oregon Higher Education Coordinating Commission, Office of Community Colleges and Workforce Development](#) (CCWD). Rigor is met by following specified college and state missions and is delivered according to established guidelines for collegiate-level work as defined in [OAR 589-006-0050 \(14\)](#). Degree designations of Associate of Arts Oregon Transfer (AAOT), Associate of Science Oregon Transfer ASOT), Associate of Science (AS), Associate of General Studies (AGS) and Associate of Applied Science (AAS) are authorized by the [Higher Education Coordinating Commission](#) and applied to curriculum approved by the Board as part of the annual program review and approval process. The Academic and Training Council (ATC) (See [Charter ATC](#)) is the decision-making authority for internal curriculum approval, delegates this work to the faculty-led Curriculum and Academic Standards Committee (CASC), reviews work throughout the academic year, and approves the results annually during spring term. Student learning outcomes and course learning outcomes are described in 1.C.3.

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning. ER5

All degree programs are designed and maintained according to [Program Approval Guidelines](#) from CCWD. The program development and evaluation processes ensure that program-specific and general education studies are addressed within the 90-credit structure, thus achieving synthesis appropriate to the associate degree level. These guidelines require faculty to consider prerequisite knowledge and skills needed to be successful in entry courses and to delineate courses or levels necessary for successful matriculation. Guidelines direct that curriculum be reviewed by faculty to prevent undue repetition or proliferation of courses, as well as to ensure that sequencing of curriculum moves from simple to complex. [BP 4020 – Program, Curriculum and Course Development](#) defines the RCC credit hour policy. [AP 4020 – Program, Curriculum and Course Development](#) outlines the specific structure that the Curriculum and Academic Standards Committee adheres to in program development.

Transfer

Appropriate content and rigor are evidenced in [transfer students' success](#) after attending RCC and through alignment of curriculum with other similar community college programs where applicable and where approved by CCWD. Course content alignment that ensures these successful transfer results stem from the transfer discipline of those participating in the statewide Associate of Arts Oregon Transfer degree (AAOT). [General education outcomes](#) required for successful transfer were set forth by the Joint Board's Articulation Commission and approved on January 7, 2010. Courses meeting those

outcomes are included in the AAOT requirements. Additionally, the departments of mathematics, writing, criminal justice, computer science and business have agreed on common learning outcomes, easing transfer among community colleges to universities within Oregon. In [business](#) and [computer science](#), community college programs have also entered into statewide Associate of Science degrees based on similar content and rigor. These degrees are also approved by the HECC according to [OAR 589-006-0050\(7\)](#).

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

In the AAOT degree, students have more latitude in selection of courses from a menu designed to prepare them for a broader range of upper division work. All courses approved for the transfer degree are reviewed for alignment with the Joint Transfer and Articulation Committee's (JTAC) general education outcomes and criteria. [Minutes](#) that discuss the Joint Boards Articulation Commission, JTAC, and relation to HECC can be found on the [HECC website](#).

Career and Technical Education Programs

In Career and Technical Education (CTE) programs, advisory committees composed of local industry partners provide guidance and oversight in developing content aligned with employer or industry standards. Appropriate outcomes are demonstrated by student success on licensing or certification exams in such areas as nursing, electronics, EMT / paramedic, welding, and automotive technology. Licensure and certification exam data access varies depending on licensure type. Additionally, faculty receive feedback from students and supervisors on practicum and Cooperative Work Experiences (CWE) that demonstrate quality skills before graduation. CWE and practicum instructors regularly seek input on areas whether either different or more in-depth content is necessary or whether additional rigor may be exercised to enhance graduate performance.

Student performance, [advisory committee input](#), and industry skill sets also provide the basis for both course and program learning outcomes deemed necessary for success in the discipline or degree field. These learning outcomes are dispersed throughout various courses, ensuring that students who successfully complete the program will have achieved all the required outcomes. These outcomes are provided to students on syllabi and are assessed during completion of a course as described in 1.C.3, below.

Department-specific content of Associate of Applied Science degrees is defined by labor market requirements for the field and, in some cases, by external accrediting bodies for specialized programs. [Nursing](#), [Emergency Medical Technician/Paramedic](#) and [Massage Therapy](#) have each been accredited by such external bodies. Their accreditation information is posted on their websites and linked to the previous titles. RCC posts all external accreditation documents on the specialized accreditation section of the [accreditation webpage](#).

Statewide Collaboration

Chief academic officers from all 17 community colleges meet regularly during the academic year to discuss coordination of statewide initiatives, collaborate on policy development, work to ensure seamless transfer between institutions, and share knowledge and information on instructional issues.

The statewide [CTE Network](#) made up of Career and Technical Education (CTE) deans and coordinators from the 17 community colleges and state CTE representatives convenes regular meetings throughout the year to discuss programming, professional development, Perkins and other CTE-specific program and support issues to better support a comprehensive statewide response to industry workforce needs. This group has been actively working on implementing new Perkins V legislation into process in order to rollout changes by July 1, 2020.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students. ER5

Transfer Program Outcomes

As stated in 1.C.2, transfer program outcomes are developed statewide for AAOT and general education or by individual program with the specified transfer institution for Associate of Science degrees.

[Outcomes](#) are published on the website and in the catalog. (See [1.C.2](#))

CTE Program Outcomes

As stated in 1.C.2., every RCC program leading to a certificate or degree has documented program learning outcomes. Program Learning Outcomes (PLOs) for CTE programs are developed and reviewed / revised in consultation with advisory committees and with data collected through the [PLO assessment process](#). Students receive information on program learning outcomes for CTE programs through inclusion on [graduation guides](#) for each program and postings on the RCC [programs information webpage](#). Outcomes are published on the RCC website and in the catalog. (See [1.C.5](#))

Course Learning Outcomes

Each course outline contains course learning outcomes and associated methods of assessment, and each outline is approved by the Curriculum and Academic Standards Committee (CASC). All officially approved course outlines are available on the [Y:/All of RCC drive](#). Course outlines are re-approved by CASC when there are major changes or every three years, whichever is less. Course learning outcomes (CLO) for each course are provided to students via syllabi.

A syllabus template with required material (including CLOs and assessment methods) is updated at the beginning of each academic year and shared with faculty. A checklist is available which provides the list of required elements in a fast and easy format. These documents are available in [Faculty Resources](#).

All syllabi are collected each term and are stored on the [Instructional Office drive](#). They are reviewed by administrative assistants using a checklist. Faculty receive feedback on the results. The Outcomes and Assessment committee schedule syllabi reviews on a rotating basis. Academic Deans ensure compliance with requirements.

1.C.4 The institution's admission and graduation requirements are clearly defined, widely published, and easily accessible to students and the public. ER17

Admission requirements, prerequisites, and completion/graduation requirements for degree and certificate programs are updated and published annually in the [2019-20 catalog](#) and on the [Admissions page of the website](#). Students receive this information in a New Student Information Packet when requesting information and during program information sessions. Section 2.G.2 provides additional information on college admission processes.

Admissions

In the [2019-20 catalog](#), pp. 7-8, and the [Admissions page](#) describe how students are admitted to RCC. See also [BP 5010 – Admissions and Concurrent Enrollment](#).

Completion

Course credits are granted once a student successfully completes a course with a passing grade. Grades are based on documented student achievement and are awarded in a manner consistent with policies that reflect generally accepted norms in higher education. For each course, faculty provide students a course syllabus that includes information about course learning outcomes, expectations, academic honesty policy, classroom behavior guidelines, assignments/activities/labs, and the instructor's grading criteria.

The quality of student work in most core program courses is measured by a system of grades consisting of five letter grades used in calculating a grade point average. A grade of D or F does not satisfy prerequisite or program requirements. Developmental level courses (less than 100 level) are graded P for Pass and NP for No Pass. A 'P' grade indicates the student has earned a C or better. College grading policies are listed on p. 12 of the [2019-20 catalog](#). Class syllabi explain the requirements for each letter grade or for a P in a P/NP class.

Degree and certificate requirements are listed in the [2019-20 catalog](#) and on [graduation guides](#) that are available online and in print in recruitment and academic departments. RCC requirements are consistent with both accreditation standards and state requirements. In addition, The Higher Education Coordinating Commission (HECC) through the Community College and Workforce Development office (CCWD) sets minimum credit requirements, foundational course requirements, distribution course requirements and elective course requirements for degrees and certificates granted by community colleges. RCC student records evaluators run degree audits on students' records for each student who completes a degree or certificate program and applies for graduation and/or transcripts. Degrees and certificates are granted to students who meet the established criteria. Students also have access to the degree audit system so can monitor their own progress towards degree completion.

General descriptions of RCC's transfer and CTE degrees are in the catalog and on the college [website](#). Courses approved for the Associate of Arts degree represent an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. This 90-credit Associate of Arts degree requires coursework in oral and written communication, mathematics and health and wellness. In addition, students must select varying numbers of courses from the three discipline-study areas: humanities and the arts, social science, and biological or physical science courses, including laboratory components.

Graduation

Every student has access to a degree audit, path to graduation and academic advising. Procedures for applying for graduation are outlined on p. 27 of the [2019-20 catalog and online](#). Graduation requirements are described in [BP 4100 - Graduation Requirements for Degrees and Certificates](#) and [AP 4100 – Graduation Requirements for Degrees and Certificates](#). Advisors work with students to ensure that they are on-track to meet the requirements in a timely fashion, with referral to additional support resources as needed.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs. *ERS; ER12; ER13*

Learning Outcomes

Faculty with teaching responsibilities take collective and individual responsibility for fostering and assessing student achievement of clearly identified learning outcomes. Under faculty leadership, learning outcomes are incorporated at both course and program levels and are reviewed and assessed by faculty. The learning outcomes system includes three main components:

1. **Course Learning Outcomes (CLOs):** Describe what students should be able to do as a result of successfully completing that specific course.
2. **Program Learning Outcomes (PLOs):** Describe what students should be able to do as a result of completing a program (certificate or degree).
3. **Institutional Learning Outcomes (ILOs):** Describe skills and dispositions any graduate of an RCC certificate or degree program should demonstrate.

Assessment

Responsibility for assessing student achievement of learning outcomes rests with teaching faculty. Course learning outcomes are aligned with program and institutional learning outcomes are aligned with course learning outcomes; thus, assessment of student achievement is done at the course level by instructors and the achievement of course learning outcomes is then mapped to program learning outcomes and institutional learning outcomes achievement.

The Outcomes and Assessment Coordinator organizes the collection of course, program, and institutional learning outcomes reports used to assess student learning. The process is outlined in the [Institutional Effectiveness Handbook](#) with program and institutional outcomes reported on the [assessment webpage](#). Institutional Learning Outcomes are described in 1.C.6.

Role of Faculty in Curriculum Design and Approval Process

As described in [AP 4020 – Program, Curriculum, and Course Development](#), RCC has well-defined processes in place for faculty to exercise a major role in curricular work. Faculty maintain the lead role in curricular design and approval. The College may add new programs if criteria indicate the need. New programs are developed by department faculty teams or individual faculty. All new program proposals are evaluated and approved by the Curriculum and Academic Standards Committee (CASC) and the Academic and Training Council (ATC). In addition, new degree and certificate programs are approved by

the RCC Board and the state Higher Education Coordinating Commission (HECC). Major components of this process include a program development rationale, a needs analysis for identified skills, advisory committee review, meeting state program approval requirements, preparation of the notice of intent to develop a new program, a labor market information worksheet, program application standards and, ultimately, state board approval. Additionally, RCC monitors local labor market needs through membership on advisory groups such as the Southern Oregon Regional Economic Development Inc., Rogue Workforce Partnership, Southern Oregon Business Education Partnerships, the Grants Pass and Josephine County Chamber of Commerce and the Medford Chamber of Commerce.

Although the College as a whole seeks to be a learning and teaching organization, the primary implementation of curricula is accomplished through instruction — the teaching work that is done by faculty.

Faculty play a key role in curricular revision. Working within their respective disciplines and on standing committees, faculty annually review curricula for degrees and certificates. Faculty in applied degree and certificate programs meet annually with local industry advisory committees to receive updates on the industry, to evaluate current programs, to further develop goals for the subsequent budget year, and to discuss how trends and environmental conditions might affect program curricula. Based on faculty input, the College may adjust programs to better meet workplace or student needs, or it may replace programs that have outlived their need or have deficiencies that RCC cannot address.

As graduation guides are updated for the following year, content is monitored to ensure that all programs contain required components, total credit counts, and correct linkages with other programs and departments. Individual course outlines are reviewed and updated annually by department faculty to address changes in program requirements and offerings.

The curriculum approval/revision structures allow for faculty to be involved in the following ways:

Individual

Individual faculty members have clearly articulated authority and responsibility for curriculum as described in [AP 4020 – Program, Curriculum, and Course Development](#)

- Faculty are included, often as the majority, and hold significant participatory roles in the key decision-making structures for curricula; e.g., Curriculum and Academic Standards Committee.
- Faculty, operating within their department units, are the primary evaluators of achievement of program goals and intended outcomes. In addition to analyzing department results on the Core Theme outcomes, department-level faculty have a yearly opportunity to set goals specific to their instructional needs.

Program faculty

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

Academic Department Chairs, Coordinators, Directors

Academic departments consist of faculty and staff under the leadership of a department chair, coordinator, or director and supervision of an instructional dean. The department faculty deliver instruction within a discipline, developmental education program, or career and technical education area. Department leadership involves both administrative and academic functions. (See [Faculty Handbook](#) p.25) Several key functions highlight faculty curricular work within the department, including the *administrative* function of completing the Program Evaluation Process.

The *academic* function of the department includes key curricular responsibilities for faculty, including:

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

Curriculum and Academic Standards Committee (CASC)

CASC is composed of faculty, classified, and management representing a broad cross section. Faculty work with and within CASC to design, approve, and implement curriculum. CASC annually reviews all degree and certificate programs; it reviews and recommends any new credit-bearing course and program proposals for ATC, including revisions to current courses and programs. CASC is chaired by faculty and requires faculty majority voting rights. Structure of the committee, roles and responsibilities of faculty, and ownership of curriculum decisions are described in [AP-4020: Program, Curriculum and Course Development](#).

Academic and Training Council (ATC)

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

- Faculty department chairs and coordinators
- Program directors
- Vice presidents, deans, and assistants
- Chief academic officer
- Representatives from other divisions as appropriate

Faculty Senate

The [Faculty Senate](#) is comprised of elected faculty members with liaisons from management. According to the [Faculty Senate Bylaws](#), the Senate “ensures the highest quality of educational standards... and ensures the provision of maximum educational opportunities within the college district.” According to their [bylaws](#), the Faculty Senate has the right to consider and advise the President and Executive Team on all matters of educational policy that include such fundamental matters as curriculum, methods of instruction, program and course evaluation, facilities, materials for instruction, standards for admission

and retention of students, and criteria for granting certificates and degrees. The Senate is supported by administration through [BP VIII.D.010 – Faculty Senate](#).

Management / Board of Education / State Agencies

Management and the Board support faculty in a variety of ways. Faculty receive guidance from, are responsive to, and have access to the policies, procedures and practices set forth by the administration, Board and state authoritative agencies. Faculty are included on the Board's monthly agenda to share updates on faculty activities. Faculty representatives are always asked to assist and serve in college-wide planning and decision-making processes.

Faculty are represented on computer technical fees committees and non-computer technical fees committees that present recommendations to management for approval of lab equipment, trainers, software, instructional equipment, computers, etc., to upgrade instructional areas and keep them technically relevant and current. They are also represented on hiring committees and have contractual rights to representation on hiring committees for new faculty and administrative personnel (See [2017-2020 Faculty Collective Bargaining Agreement](#) p.14).

Faculty serve on state advisory boards such as [Oregon Writing English Advisory Committee](#), [Information Literacy Advisory Group of Oregon](#), [Oregon Mathematical Association of Two Year Colleges](#), [Oregon Association of Higher Education and Disability](#) and transfer workgroups legislated by [Oregon House Bill 2998](#).

Role of Faculty in Assessing Student Learning and Improving Programs

Assessment and program improvement processes are detailed in 1.C.7.

Multi-campus coordination

Faculty input is gathered across a multi-campus system and coordination with delivery and program improvement and assessment is district-wide, including online. Departments are structured as single, district-wide entities with oversight spanning all campuses. College committees are also district-wide ensuring consistency between campuses in curriculum, program delivery and assessment. Multiple IP video rooms allow for regular synchronous interactions between groups along with Zoom® meetings to support additional campus-wide engagement. The Academic and Training Council committee and the Curriculum and Academic Standards committee hold all regular meetings in one or the other of these modes.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy. ER5; ER13

Outcomes are assessed for associate programs. RCC does not offer bachelor-level programs.

General Education Outcomes

Oregon specifies the general education core for AAOT degrees. RCC has adopted this core for use in all

programs and certificates. The state standards and history on this topic can be found in the *Oregon Community Colleges Handbook and Planning Guide* from CCWD in [Appendix E, Outcomes and Criteria for Transferable General Education Courses in Oregon](#).

General education learning outcomes required in the AAOT program are those specified by Joint Board's Articulation Commission (JBAC). In 2010, Oregon community colleges adopted these statewide outcomes as the basis for discipline course requirements. Associate of Science courses vary depending on the requirements of the articulating college or university. Learning outcomes and their assessment are specifically described in each course outline and are presented to students in syllabi of each course. These learning outcomes and the criteria that define them include writing, oral communication, mathematics, health and wellness, arts and letters, social science, science, and computer science.

All programs and certificates at RCC contain general education core requirements meeting general education outcomes as described on p. 47 of the [2019-20 catalog](#). The Higher Education Coordinating Commission (HECC) has defined general education outcomes met by the AAOT. Those are listed as follows:

INFORMATION LITERACY:

- Formulate a problem statement.
- Determine the nature and extent of the information needed to address the problem.
- Access relevant information effectively and efficiently.
- Evaluate information and its source critically.
- Understand many of the economic, legal, and social issues surrounding the use of information.

ARTS & LETTERS:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

CULTURAL LITERACY:

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

MATHEMATICS:

- Use appropriate mathematics to solve problems; and
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

SCIENCE / COMPUTER SCIENCE:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner.

- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

WRITING:

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- Locate, evaluate, and ethically utilize information to communicate effectively.
- Demonstrate appropriate reasoning in response to complex issues.

SOCIAL SCIENCE:

- Apply analytical skills to social phenomena in order to understand human behavior.
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SPEECH / ORAL:

- Engage in ethical communication processes that accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage relationships.

Institutional Learning Outcomes

In addition to course, program, and general education learning outcomes, RCC has a set of Institutional Learning Outcomes (ILOs) developed by faculty. They describe characteristics that the College expects students to exhibit by the time they finish a degree or certificate. The ILOs establish the collegiate success dispositions that students should meet while they are mastering learning outcomes for their courses and program(s). The four [Institutional Learning Outcomes](#) are:

- **Application of Knowledge:** Students will synthesize and use knowledge in familiar and unfamiliar situations to effectively solve problems and complete tasks.
- **Approach to Learning:** Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations.
- **Communication:** Students will engage in quality communication using active listening and reading skills and expressing ideas appropriately in oral, written, and visual work.
- **Critical Thinking:** Students will think critically and creatively about problems and issues in classroom or school, home, work, and community settings to create positive, sustainable solutions.

The list of courses that meet these outcomes, and that qualify for program inclusion, is in the [19-20 RCC catalog](#) (pp. 52-53). To be included in these requirements, courses must include state learning outcomes. Course by course alignment with outcomes is available on the [Outcomes and Assessment webpage](#). (See also [ILOs for Each Course 9-2019](#))

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes. ER5

The comprehensive plan for assessing student learning includes thorough institutional learning outcomes assessment, program learning outcomes assessment, course outcome assessment, and program review. Effective assessment and evaluation lead to improvement and are guided by the following processes summarized below and detailed in the [*Institutional Effectiveness Handbook*](#).

A. [Institutional Learning Outcomes \(ILO\) Assessment](#)

- a. Disciplines select one of the four ILOs to assess annually, using a [course outcome form](#). This is a collective effort within departments, although the Outcomes and Assessment coordinator is working with departments to build tracking systems for broader evaluation.
 - i. Faculty identify the most significant teaching and learning activities that assess the respective ILO and demonstrate levels of proficiency.
 - ii. An in-depth analysis of results and identification of the next steps is included.
- b. The Outcomes and Assessment Coordinator supports faculty to make sure this is ongoing work and that the ILO reports are submitted yearly.
- c. Ongoing faculty trainings are implemented at in-service and instructional meetings to focus on learning outcome assessment.
- d. The syllabi template includes an ILO chart and shows the alignment of ILOs to CLOs.
- e. Work continues to develop processes that track and report the broader perspective of institutional learning outcomes.

B. [Program Learning Outcomes Assessment](#)

- a. AAS and related certificate programs have established program outcomes, curriculum maps, and assessment plans that formally assess one PLO annually in a program outcome report. Completed reports are posted on the [Outcomes and Assessment website](#).
- b. Faculty assess student learning through identified program learning outcomes (PLO). Program outcome reports describe which PLOs were assessed during the current year and what actions will be taken as a result of that assessment data.
- c. Program faculty collaborate on the program outcome report and review and make changes to program outcomes, curriculum, and teaching and learning methods as a result of program outcomes assessment.

C. [Course Learning Outcomes Assessment](#)

- a. Faculty assess student mastery of course outcomes as part of the annual reporting process. All full-time faculty submit a Course Outcome Report (COR) as part of their annual professional responsibilities.
- b. Faculty select one course outcome per year to assess. Piloted with a few faculty in spring and summer 2019, all full-time faculty will submit a report as of Winter 2020.
- c. The Outcomes and Assessment Coordinator collects COR reports and works with faculty to ensure this is an ongoing cycle of assessment.

D. [Program Review](#)

- a. Each discipline/program formally assess the ILOs and PLOs mapped to each of its courses on a rotating basis and then completes a Program Review every five years. The results are used as evidence of student learning and as data on where programs can be adjusted for improvement in student learning. Once established, these are then shared

- with constituencies through presentation before the Academic and Training Council (ATC), and to the department and advisory boards.
- b. As part of the reflective process, improvements needed in the Program Review itself were identified, including:
 - i. Invite all college leadership
 - ii. Adhere to the plan for management feedback
 - iii. Be sure to identify measurable goals that align with college mission
 - iv. Increase focus on Part Four – Learning Outcomes Assessment
 - v. Increase the level of training and attention to the program review documentation and processes.
 - vi. Continue training and tracking use of the annual update process/document between program review cycles
 - vii. Attend regular learning outcomes assessment trainings provided by the Outcomes and Assessment Coordinator
- c. Changes already implemented
 - i. A one-page curriculum and map plan now replace three forms initially required.
 - ii. Broader faculty membership on the Outcomes and Assessment Committee (OAC)
 - iii. More training provided for faculty at regular in-service events
 - iv. Improved website and calendar of assessment cycle developed.

Assessment forms and procedures are outlined in the [Institutional Effectiveness Handbook](#). Assessment reports and program review documents are posted on the [outcomes and assessment webpage](#).

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality. ER5; ER13

Transfer credit

To ensure that transfer credit is accepted according to procedures that provide adequate safeguards to ensure high academic quality, relevance to the student's programs and institutional integrity, RCC employs student records specialists who use standardized procedures and tools to guarantee that credits transferred in are appropriate for RCC programs. Likewise, to ensure that the credit earned at other institutions is comparable in nature, content, academic quality, and level, RCC evaluators refer to College Source™ online. Evaluators check for accreditation status, course descriptions and transcript keys to compare another institution's courses to RCC courses. Although accreditation is not mandatory in accepting transfer credit, it gives an assurance that educational quality and institutional standards are consistent with those of RCC. When there is a question about course content, evaluators consult with department chairs or coordinators for assurance that the course is similar in nature to RCC's course or is an appropriate substitute in their opinion.

As published in the [2019-20 catalog](#) on pp. 8 and 13, RCC accepts 100-level and above lower- division collegiate courses from regionally accredited colleges when they meet the following transfer credit acceptance criteria:

1. Are graded C- or better
2. Apply to an RCC program

3. Have credit/contact hours, curriculum and outcomes that are equivalent to courses offered at RCC, are graded on a similar basis and taught by qualified professionals
4. Meet the above criteria or are otherwise deemed appropriate substitutions for RCC courses

Transfer credit does not count toward the minimum number of credits that the college requires be completed at RCC toward certificate and degree requirements. Courses from non-accredited institutions must meet the criteria listed above to be considered for transfer acceptance. Prospective students who want to transfer-in courses from non-accredited institutions must produce evidence of the above criteria to RCC department chairs or program coordinators for review and possible credit award.

Transfer credit via articulation agreements

Transfer agreements exist between RCC and several institutions where there are identified patterns of enrollment. In those situations, RCC has developed formal and informal articulation agreements.

College	Agreement
Southern Oregon University	8 Associate of Science degrees
Oregon Institute of Technology	11 Associate of Science degrees 5 articulation agreements
Montana State Northern	1 articulation agreement (diesel)
University of Alaska	3 articulation agreements (fire, paramedicine and criminal justice)
University of Phoenix	General education

These formally articulated associate degrees assure RCC students junior standing in the articulated program when they graduate and transfer. Informal degree partnerships and co-enrollment agreements benefit RCC students by making advising at their target transfer university available and encouraged. These agreements also forge good working relationships between academic advisors at RCC and at the colleges and universities for which RCC is considered a feeder school. RCC posts all AS degrees and articulation agreements on the [RCC Transfer Center webpage](#) to provide students access to the various transfer partnerships available. Work to make all articulation agreements available online to students is happening now with an anticipated availability for the start of the 20-21 academic year.

Credit for Prior Learning

[Credit for Prior Learning \(CPL\) procedures](#) are available on the RCC [webpage](#). Additionally, RCC addresses Credit for Prior Learning (CPL) on p. 14 of the [2019-20 catalog](#). The policies state that credits earned through these various programs do not count toward the minimum number of credits that the College requires be completed at RCC toward certificate and degree requirements, nor are they an eligible basis for financial aid. Any exceptions to this policy must be approved by the appropriate department chair and the chief academic officer. No more than 25 percent of total program credits may come from credits granted for prior learning. [BP 4235 – Credit by Examination](#) outlines specific criteria and available assessments.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study;

demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Rogue Community College does not offer graduate programs.

Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies. ER17

RCC provides educational programs with the anticipation that students who are admitted have identified potential to benefit from those programs. Through publications—print and online, advising, counseling, placement processes and in person, students are made aware of the expectations that enrollment implies and of ways the College provides assistance and safety nets.

A major component is admission coaches who implement student recruitment activities, events, and processes to help students meet their chosen enrollment goals. These coaches develop and implement specific and targeted recruiting strategies for identified student populations. Admission coaches perform general recruitment and support events and activities.

Coaches communicate with prospective students, parents, employers, and community members, providing information about RCC and its programs, costs, and financial support options, and assisting with the enrollment process, including initial course placement. Coaches also conduct campus tours and develop relationships between the college and local high schools for post high school enrollment. They develop industry partnerships for rapid response to layoffs and industry closures. Coaches work to connect students to the next step of the enrollment process, usually FAFSA completion and Advising and Registration support. Orientation is online and students are directed to the RCC website page [New Student Orientation \(NSO\): Introduction](#) for completion.

During the first term of enrollment, new students are emailed “[Just in Time](#)” information each week with content related to student success and relevant to the time of the term. All first-time full-time students are advised into CG100, a freshman experience course. This serves as a “capstone” to the enrollment and orientation process where students learn program and graduation requirements through in-person advising and/or CG100, students are made aware of [Satisfactory Academic Progress](#) (SAP) requirements and how this may impact financial aid eligibility. Included are the impact of failing grades, withdrawals, non-payment of registration, completion, and graduation. The Counseling department sends notification to each student who does not meet first term SAP requirements and informs them of resources available. If poor progress continues, the counseling interventions become more intrusive--including removing the “ok to register” from the student’s account.

Admissions and Recruitment offers materials in a variety of formats for prospective students, providing information about areas of study, academic and financial deadlines, and contact information for support. One of the most used items is the [New Student Checklist](#) that clearly identifies all the steps a prospective student needs to take to be admitted to RCC. All flyers, prospective student folders, and any

other promotional material are constantly updated as information changes or as specific events require. (See [Recruiting Materials](#) folder)

1.D.2 Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps). ER6; ER21; ER22

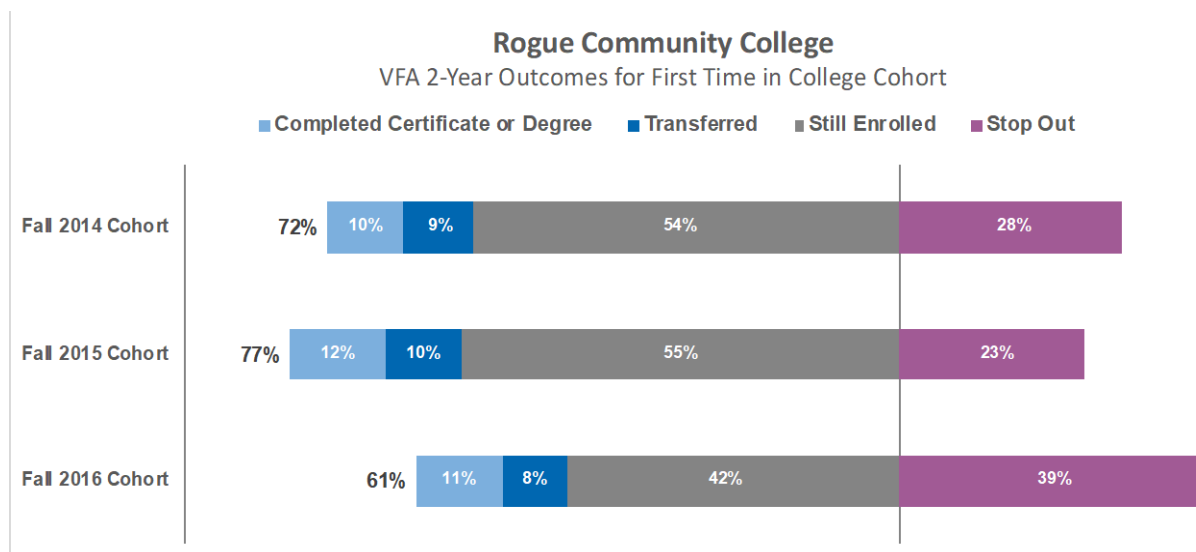
The extent of college success in achieving mission fulfillment is evidenced through annual assessment processes and accomplishments which are weighted on or compared to indicators of achievement established by RCC for each Core Theme (also termed Wildly Important Goal). To set valid institutional student success metrics, RCC evaluated its success rate on specific objectives; results showed that this was happening in pockets and, in some cases, inconsistently. Historically, the College relied on institutional data as requested by stakeholders. Currently, RCC is moving towards conducting research on student learning and success based upon best practices and is sharing outcomes of the associated analyses with stakeholders. Further, institutionally-agreed-upon student success metrics are now clearly measurable. Adding personnel to the Institutional Research office elevated awareness of data, expanded what is currently known about students, and created a solid, shared understanding of student success metrics.

RCC established a set of indicators for student achievement and shares them widely. Student Success Indicators are included in presentations at in-service, data summits, committee or council meetings, meetings with Student Government, reports to the RCC Board of Education and the Executive Team, etc. (See [IREP Board Report](#)). Results are reported on RCC's Institutional Research, Effectiveness, and Planning webpage in a section called "[Data Now!](#)"

Persistence, Retention, Transfer, Completion and Post-Graduation Indicators of Success

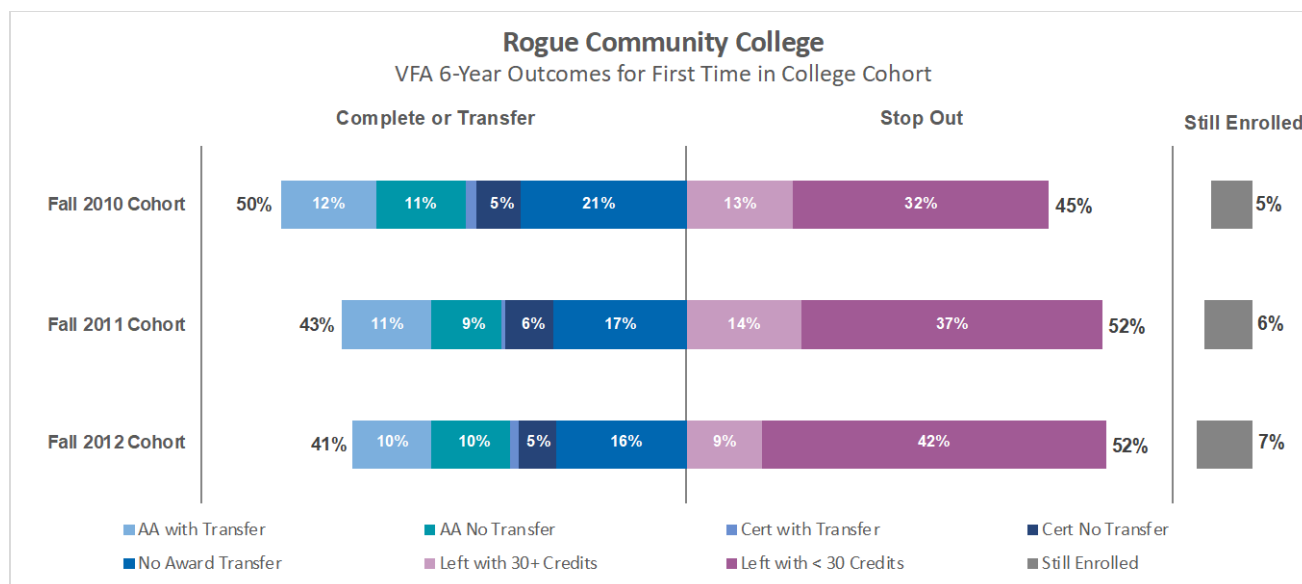
[Persistence is defined](#) as the percentage of students who attend any college after attending RCC during a specified time period. *Retention* is a component of persistence. It is the percentage of students who return specifically to RCC from term-to-term or year-to-year. A *transfer rate* is also a component of *persistence*, as it is the percentage of students who persist at another college during the specified timeframe.

As noted in Section 1.B.2, RCC participates in the [Voluntary Framework of Accountability \(VFA\)](#) and uses their 2- and 6-year outcome metrics. These outcome metrics are benchmarked against all other community college in the state of Oregon, as Oregon's Higher Education Coordinating Commission (HECC) reports standardized data for each college to VFA based upon the raw data colleges report to the state. Additionally, VFA also allows for [national comparison](#) to other community colleges. VFA's 2- and 6-year Outcome metrics include components of persistence, retention, transfer, and completion. The following table summarizes some of the data VFA reports for participant colleges.



The VFA 2-Year Outcomes report completion, transfer, and retention (i.e., percentages still enrolled) rates for a fall first-time-in-college cohort. *Persistence* is included in this calculation, as the sum of those still enrolled (i.e., retained) and those who transferred.

The 6-Year VFA Outcomes report goes into greater detail regarding student outcomes after six years. It focuses on following a first-time-student cohort with the same definition as those identified in the VFA 2-year Outcomes. It focuses on following a first-time-student cohort with the same definition as those identified in the VFA 2-year Outcomes.



VFA outcomes reports include reports disaggregated by race/ethnicity, age, gender, and socio-economic status. (See [Disproportional Enrollment Reports folder](#)) Given disaggregated groups are not included in publicly available reports on the VFA website, so Institutional Research developed a specialized report that is included on its [webpage](#) and presented to the Board of Education.

Institutional Research, Effectiveness and Planning (IREP) is currently expanding its indicators of post-secondary student success from monitoring transfer rates and wage outcomes to running its own wage match outcomes based upon unemployment insurance data.

While transfer rates are routinely calculated for IPEDS as well as other analyses, IREP pays attention to transfer rates reported to VFA. This is due to HECC's greater ability to match data to other colleges outside of the National Student Clearinghouse (NSC), thus leading to more accurate results for comparison.

Other national and regionally benchmarked indicators of student success include IPEDS Reports (Integrated Post-Secondary Education System), the Oregon Community College Data Mart (Higher Education Coordination Commission; state of Oregon), and Statewide Higher Education Snapshots (Higher Education Coordination Commission; state of Oregon). Predictive of numerous student success indicators, the Community College Survey of Student Engagement (CCSSE) and the Early Survey of Entering Student Engagement (SENSE) are also nationally benchmarked. All of the indicators are available on the IREP webpage at "[Data Now!](#)"

Rogue Community College Student Success Indicators

IREP calculates a broad range of student success indicators. The following indicators are currently accessible on its webpage "[Data Now!](#)"

- First Time Student Fall-to-Winter Retention Rates
- First Time Student Fall-to-Fall Retention Rates
- Three-Year Completion Rates
- Percentage of First-Time Students' Successful Completion of 16+ Credits their first year

All indicators are disaggregated by race/ethnicity, age, gender, socioeconomic, and first-generation status

The College aims to continuously build on strong traditions, including patterns of responsiveness, flexibility, and proven results while maintaining focus on a 21st century workforce and associated learning and teaching environments. While RCC presently shares a universal mission with community colleges across the nation (to educate and train students for the workforce), Core Themes represent the college expectation for measuring the proven and sustainable extent of its unique purpose in southern Oregon. Core Themes are a common denominator in learning and teaching practices and processes.

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources. ER6; ER21; ER22

RCC's institutional planning and assessment rely on various data sources, reports, trends and benchmarks to analyze progress toward, and make needed changes to strategic goals and objectives. Some data sources are quantitative (based on routine surveys or reports involving students, faculty, staff, and community), and some are qualitative (obtained through meetings ranging from the Board of Education, Executive Team, Faculty Senate, Student Government and College Councils, Program Review, or from the Chief Information Officer and staff).

Student Success Indicators are Widely Published and Available on the Web

As discussed in section 1.B.2, IREP maintains a webpage. One section called “[Data Now!](#)” consolidates the Student Success Indicators. These indicators include nationally and regionally benchmarked data, as well as those which are calculated internally.

The first-time-in-college cohort used in RCC’s student success indicators aligns with the first-time-in-college cohort in the most recent Voluntary Framework of Accountability (VFA) metrics. As previously described, VFA data is submitted by Oregon’s Higher Education Coordinating Commission based upon data files that Oregon’s 17 community colleges each reports to the state. The slight variance in students who are included in the VFA first-time cohort and RCC’s first-time cohort are in relationship to the more accurate transfer data they have access to.

RCC’s first-time cohort also is aligned with the Community College Research Center’s Early Momentum Metrics, and subsequently linked to RCC’s results on the Survey of Early Student Engagement (SENSE) as articulated in IREP’s annual June report to the RCC Board. (See [IREP Board Report](#))

RCC’s first-time cohort is used to calculate a variety of student success indicators, not limited to those posted on the IREP webpage. For example, IREP routinely calculates the CRCC’s Early Momentum Metrics as part of their participation in Achieving the Dream and posts these [results](#) on the [Data Now!](#) webpage under Indicators of Student Success. The aligned first-time cohort allows for greater analysis of VFA results, including disaggregation by traditionally unserved or under resourced populations which the National or regionally benchmarked indicators may not examine.

Inform Planning, Decision Making, and Resource Allocation

In addition to examples reviewed in Section 1.B.3., RCC uses data collected from a nationally benchmarked survey called the *Survey of Early Student Engagement* (SENSE) to inform planning, decision making and resource allocation.

In 2019 RCC’s Student Engagement Team (SET) reviewed survey results (both overall benchmarked results and results on individual items) and identified areas to address in student engagement. This resulted in the development of faculty training at both spring and fall 2019 in-services, as well as the development of a faculty Student Engagement Toolkit. (See [SENSE Presentation Spring Inservice 5-9-19](#))

The faculty in-service presentation in spring 2019 and subsequent trainings linked results on specific survey items on SENSE to RCC’s “Sweet 16” student success indicator (leading indicator), and subsequently to RCC’s 3-Year Completion rate. The in-service articulated research on how early student engagement impacts both course completion rates and student fall-to-winter retention rates, as well as a vital link between Nationally Benchmarked SENSE results and RCC’s Student Success Indicators, using a first-time student cohort aligned with the Voluntary Framework of Accountability.

The SET team determined a strong need to hold student focus groups on early student engagement, which culminated in a report released by IREP. (See [Final Report: Student Engagement and Success Focus Groups 8-20-2019](#))

Both the SENSE results and the findings of the SENSE focus groups are being used to inform the development of Guided Pathways at Rogue Community College. This data provides support for implementation of guided pathways for students.

As one student stated in the focus group:

One of the biggest things I had trouble with, as far as classes, was figuring out which classes to take when. Cus it seems like there are a lot of classes that are only taught during a certain term, and without actually seeing the posted classes for that term you don't necessarily know what's available to take, so it's hard to put together a plan...

The use of student success metrics for resource allocation is discussed in section 1.D.4, which follows.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity. ER6; ER21; ER22

Transparency in Indicators of Student Achievement

Transparency in both data collection method and calculation methodology increases trust in the resulting student success indicators. IREP embraces transparency in reporting data. This includes both nationally and regionally benchmarked data, as well as indicators calculated by IREP. Examples of transparency of calculation and data collection method include the following:

- *Voluntary Framework of Accountability* on of the [VFA Public Outcomes Report](#) overviews calculation definitions (p.2).
- [Oregon Higher Education Statewide Snapshots](#): includes the calculation definitions based upon the data RCC sends to the state (p. 2).
- Both the [Community College Survey of Student Engagement](#) (CCSSE) & the [Survey of Entering Student Engagement](#) (SENSE) include overviews of sampling and administration methodology which RCC follows during the administration process.
- [Indicators of Student Success](#) on the college website contains calculation definitions pertinent to the student success indicator in question or to a particular disaggregated group. E.g., under [Fall-to-Winter Retention](#) of Race/Ethnicity has a definition of Non-Hispanic People of Color. This explains which races are included and why they are grouped in the analyses.
- [CC Student Engagement and Success Focus Groups report](#) includes a section on methodology for collecting and analyzing the information collected in the student focus groups (p. 3).
- [Collaborative Learning Spaces at RCC](#) This report includes a section on methodology for collecting and analyzing the information collected (p. 2).
- The [Disproportional Enrollment Report](#) includes a description of calculation methodology (p. 4).

Inform and Implement Strategies

RCC uses indicators of student achievement as well as internal environmental scans to inform and implement strategies and allocate resources to mitigate achievement gaps.

As overviewed in Standard 1.B.3, the annual [Disproportional Enrollment Report](#) is used to inform Recruiting and Marketing plans. The report identified that, while the percentage of Hispanic/Latinx students enrolled at RCC was higher than the estimated percentage of Hispanic/Latinx in the community college district, a greater percentage of Hispanic/Latinx residents lived in poverty compared to the white population (p. 9). Further, it identified a significant educational gap for Hispanics in Jackson County, one of the two counties RCC serves. As stated, 42% of Hispanics over age 25 do not have a high school diploma or GED.

The data was used to support a request for entrepreneurial funds to support a Latinx Outreach program to increase educational equity of Hispanic/Latinx residents of both Josephine and Jackson County. The

[Entrepreneurial Fund](#) was created to help the College advance programs in alignment with the strategic plan. Funds are considered an investment in RCC's financial future; thus return on investment is considered when awarding these funds. In addition, the Marketing Department made changes to direct more resources to marketing to Hispanic/Latinx residents highlighting [RCC's GED Program and post-secondary credentials](#). Marketing has increased its Hispanic/Latinx-focused print marketing campaign, as well as developing more inclusive TV commercials.

RCC's *Disproportional Enrollment Report* has also been used to support the decision to participate in [The National Alliance for Partnerships in Equity's PIPE training](#), which focuses on removing gender barriers in participation and completion in nontraditional Career and Technical Education (CTE) programs. For example, the initial report indicated that no women were enrolled in Diesel Technology courses during the 2016-17 academic year. Last year, the diesel and automotive departments participated in statewide Program Improvement Process for Equity (PIPE) training to address non-traditional enrollment by gender numbers. In the 2018-19 academic year, female enrollment diesel department increased to 7%.

In 2019-2020, RCC has brought PIPE training to campus to expand this work with multiple departments engaged in training including diesel, automotive, emergency services, manufacturing, welding, computer science, electronics and human resources. High school partners are joining college departments at these trainings to work collaboratively on identifying equity issues and possible solutions.

Standard Two: Governance, Resources and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Eligibility Requirement Statement:

Rogue Community College attests to its continued compliance with all NWCCU Eligibility Requirements. References to specific Eligibility Requirements will be included within the content of this report at appropriate locations.

Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission. ER9; ER21; ER22

The Rogue Community College (RCC) Board of Education (Board) is the governing body of the RCC District, pursuant to Oregon Revised Statutes (ORS) [Chapter 341](#). Each Oregon community college is governed by a locally elected seven-member board.

- RCC [BP 2010 – Board of Education Membership](#) clarifies that no board member shall have an employment relationship with the College, pursuant to [ORS 341.275](#) and [ORS 341.326](#).
- RCC [BP 2710 – Conflict of Interest](#) specifies that no board member shall have a personal financial or contractual relationship with the College.
- RCC [BP 2715 – Code of Ethics/Standards of Practice](#) describes the expectation to maintain the highest standards of conduct and ethical behavior and to adhere to the Board's [Code of Ethics](#).
- RCC [AP 2715 – Code of Ethics/Standards of Practice](#) details the behavior necessary to maintain these ethical standards.
- [BP 2200 – Board of Education Duties and Responsibilities](#) describes its range of authorities and responsibilities as authorized by [ORS 341.290](#) and [ORS 341.300](#).
- RCC [BP 2410 – Board of Education Policies and AP](#) describes the role of the Board in establishing district policies and procedures. Policies of the Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote.

While there is no statutory requirement in Oregon, the RCC Board is committed to assessing its own performance to identify both its strengths and areas where it may improve its functioning.

- RCC [BP 2745 – Board of Education Self-Evaluation](#) and [AP 2745 – Board of Education Self-Evaluation](#) describe this commitment and the process of evaluation. [Board minutes from October 16, 2018](#) document these discussions.
- All policies and procedures directly related to governance are located in [Chapter 2 of RCC Board Policies and Administrative Procedures](#).

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. ER11

The RCC Board of Education guides the College in planning and strategy while the day-to-day operations are delegated to the college president as described above. As noted in the president's job description (See [President's Job Description](#)) the president is responsible for recruiting and maintaining a qualified leadership team with authority to execute administrative functions of college operations. Only the president reports directly to the Board. The president has responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action ([RCC BP 2430 – Delegation of Authority to the College President](#)).

RCC maintains a [divisional structure of organization](#) with each division having a clearly defined area of responsibility to maintain college functions.

- The [Instructional Services](#) division delivers credit and non-credit instruction, including degrees and certificates, Community Education, Continuing Education, and Workforce Training.
- The [Student Services](#) division provides programs that are focused on student engagement, student access, and academic success. These include Disability Services, Counseling and Advising, Financial Aid, and TRiO.
- The [College Services](#) division is responsible for administrative functions, including Information Technology, Human Resources, Risk Management, Facilities, and Budget and Finance .

RCC [BP 3100 – Organizational Structure](#) describes the authority of the president to establish organizational charts that delineate lines of responsibility and specify general duties of employees.

RCC [AP 3100 – Organizational Structure](#) commits the College to annual updates and publication of its organizational charts.

The RCC administrative leadership team is the [Executive Team](#) which meets two to three times monthly with the president to make administrative decisions, discuss and solve issues, maintain focus on strategic initiatives, propose policies, create and approve administrative procedures, review proposed curriculum changes, provide input on budgetary decisions, review personnel requests and promote cross-divisional collaboration. Membership includes the three division vice presidents, academic deans, student services dean, human resources director, chief financial officer, institutional research director, marketing director, grants coordinator, and RCC Foundation director.

The qualifications, authority, responsibility, and accountability of Executive Team members are initially established during the hiring process in accordance with [BP III.A.050: Administrative Appointments](#). This process includes input from classified staff, faculty, and administrators; the resulting job description is ultimately approved by the president and the human resources director.

The College utilizes [Local Government Personnel Institute](#) (LGPI) to (1) evaluate positions according to a point-factor evaluation system, (2) establish position grades and corresponding salary ranges, and (3) develop/update job descriptions. A detailed Position Analysis Questionnaire (PAQ) is completed for new or changed positions, approved by the supervisor, and reviewed by HR. PAQs are submitted to LGPI for position grade placement.

Administrators are accountable collectively and individually. Collectively, Executive Team members participate in review of college effectiveness in attaining institutional goals and objectives. Through this process they work with the College Effectiveness Council composed of the president, institutional research director, and faculty and administrative staff representing all three college divisions. Together they create action plans for institutional improvement. Individually, Executive Team members are subject to annual performance management reviews as outlined in [Article 17 of Management, Administrative, and Confidential Employee Handbook](#).

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair. ER10

RCC [BP 2200 – Board of Education Duties and Responsibilities](#) describes the responsibility of the Board to hire and evaluate the president (chief executive officer). The Board is required to establish a fair and open hiring process in RCC [BP 2431- Selection of the College President](#), and it is required to establish and execute an evaluation process. In 2016, the Board hired Goldhill Associates (See [Contract Consultant, Gold Hill Associates](#)) to facilitate the presidential hiring process.

Evaluation of the president is described in [BP 2435 – Evaluation of the College President](#). The criteria for evaluation are based on Board Policy, the [president's job description](#), the [president's 360 Evaluation Form](#), [president's self-evaluation form](#), and performance goals/objectives (See [President's Performance Goals folder](#)) developed in accordance with [BP 2430 – Delegation of Authority to the College President](#) regarding delegation of authority to the president. [AP 2435 – Evaluation of the College President](#) states that a subcommittee of the Board establishes in advance dates and criteria for evaluation of the president. This subcommittee completes the evaluation process and shares results with the entire Board prior to a final meeting with the president to discuss results.

The RCC Board may delegate its authority to the president as described in [BP 2430 – Delegation of Authority to the College President](#). This policy also gives the president authority to delegate powers entrusted to them by the Board, while still maintaining ultimate responsibility for execution of those powers. In addition, the president is empowered to reasonably interpret board policy and make decisions where no policy exists.

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest. ER8

The president provides for consideration of views of faculty, staff, administrators, students, and community members through a wide variety of channels, which include campus-wide committees (see Appendix 1), lunches with the president, public forums, and other avenues for considering college community members' views. In addition, faculty, staff, and student leaders each have a fixed place for

their input to the Board at each regular Board meeting. (See [RCC Board of Education Meeting Minutes](#)) [RCC BP III.A.040](#) requires the President to maintain “open channels of communication with college personnel” and to include RCC personnel in planning stages of policy development. AP 2410 Board Policies and Procedures states at the conclusion of the first policy reading, and before the second policy reading, the draft policy is to be available to the RCC community via SharePoint (or other web-based document sharing technology) for review and comment. Comments received will be shared with the Board Policy Committee for consideration and possible submission to the full Board.

RCC procedures that govern and impact personnel, students, and community members are available to all employees, students, and community members on the [Administrative Procedures](#) webpage. The difference between board policy and administrative procedures is explained on the [Policy vs. Procedure](#) page of the college website.

Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from in appropriate internal and external influences, pressures and harassment. *ER16*

RCC supports the principles of academic freedom, through the free expression and exchange of ideas that are inherent in the search for scholarly truth. The College affirms the use of a variety of teaching methodologies to fulfill its obligation to raise difficult and meaningful questions in the educational development of students. Faculty members are entitled to freely discuss issues germane to their subject matter. This freedom involves the right to introduce controversial topics, as long as the manner of presentation involves objective reasoning and rational discussion. To ensure the principles of academic freedom and independence, RCC demonstrates support for its constituencies by working toward a climate which will foster this freedom. Such participation will extend to the point of defending and supporting faculty members who, while maintaining the high standards of their profession, find their freedom of expression attacked or curtailed. The Board of Education’s support for academic freedom is formally recognized in [BP 4030 – Academic Freedom](#). In addition, the College has clear procedures for ensuring the protection of academic freedom outlined in [Administrative Policy 4030 – Academic Freedom](#).

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same. *ER16*

The [Faculty Collective Bargaining Agreement](#) (Faculty CBA) addresses Academic Freedom in Section 5.1.A. (p. 15) “The Board and the Association agree that academic freedom is essential to the fulfillment of the purposes of education, and they acknowledge the fundamental need to protect employees from any censorship or restraint which might interfere with their obligations to pursue truth in the performance of their teaching functions.”

- Faculty CBA 5.1.A.1 “An instructor is entitled to full freedom in research and in publication of the results, subject to the adequate performance of his other academic duties. It is recognized that Rogue Community College, working within the framework of the Oregon Legislative Directive for Community Colleges, is not designed as a research institution; and,”
- Faculty CBA 5.1.A.2 “An instructor is entitled to freedom in the classroom in discussing the subject, but he/she should be careful not to introduce into his/her teaching, controversial matter which has no relation to the subject of the course.”

The Faculty CBA also addresses academic freedom when teaching and as a representative of the college, and employees as citizens of the community. Article 6 of the Faculty CBA (p.18) further clarifies academic freedom by providing a framework for determining ownership of intellectual property developed by faculty.

RCC’s Board of Education (BOE) supports academic freedom indirectly through the Core Values of Integrity, Collaboration, Inclusion, Stewardship, and Courage. Each of these values contains a piece of the academic freedom framework and, when taken as a whole, they define academic freedom. Student freedom of expression is outlined in the [Administration Procedure 003 - Student Rights, Freedoms, and Responsibilities](#).

Article 2 The Classroom states:

- “In the classroom and in conference with students, the instructor should include opportunity for free discussion, inquiry, and expression related to course content. Student academic performance shall be evaluated solely on an academic basis and not on opinions or conduct in matters not related to curricular standards.”

Article 2.1 Protection of Freedom of Expression states:

- “Students are free to take reasoned exception to the material or views offered in any course at an appropriate time and in a non-disruptive manner. Students may reserve judgment about matters of opinion. However, students are responsible for satisfactory attendance and learning the content of any course in which they have enrolled and may expect their instructors to help them accomplish the goal of learning.”

Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals. ER18

Procedures for transfer-of-credit from other institutions are available to students on the [RCC Enrollment Services webpage](#). These procedures are designed to facilitate mobility of students between

institutions by easing the process for transferring earned credits toward an RCC credential. Enrollment Services is responsible for evaluating transfer students' transcripts and determining which credits will transfer. RCC may accept credits from institutions outside the United States. Processes for acceptance of international credits are available on the [International Student webpage](#). Credits earned while serving in the military may also be available, and procedures are outlined on the [Veterans transfer webpage](#).

In addition to making information available on websites, departments, academic advisors in instructional programs, student services and the TRiO University Transfer program work with students to ensure their course work is maximized if they are planning to transfer.

Transfer information specific to Oregon universities and colleges is posted on the [Transfer Center webpage](#) for students to access. RCC also offers [Dual Enrollment](#) in partnership with Southern Oregon University.

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities. ER18

Policies and procedures regarding students' rights and responsibilities are available in the RCC [2019-20 catalog](#), p. 41, as well as on the [Administrative Procedures webpage](#). Additional student rights related to protection from [harassment](#) and [discrimination of protected classes](#) are detailed in college procedure. Students who experience disability may be assisted with the grievance procedures as made available in the Student Rights, Freedoms and Responsibilities document, located on the [Disability Services](#) webpage.

RCC seeks to administer policies and procedures in a [fair and consistent manner](#). Students may challenge decisions and/or actions taken by college faculty and staff that are alleged to violate their rights as defined in [AP 003 - Student Rights, Freedoms, and Responsibilities](#). The [Complaint Process webpage](#) explains options for students to pursue informal and formal resolution of a grievance. Persons needing accommodations to complete complaint processes are [directed to support](#). Students also have options to pursue [formal resolutions to a student record appeal](#).

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy. ER17; ER18

Governed by the [Board of Education](#), RCC is an open enrollment institution – meaning that anyone who can benefit from an education is able to attend. Although some programs and degrees at RCC may have limited admission: [BP 3410 - Nondiscrimination](#) and [AP 3410 - Nondiscrimination](#) state RCC does not discriminate in any of its activities – including admission.

RCC enforces prerequisites in [reading, writing, and mathematics](#) for general education courses, and certain [programs or courses may require additional prerequisite coursework](#). All new students must complete a placement process to determine academic placement in math, reading, and writing sequences. This process uses a variety of factors which include, but are not limited to, high school

performance, college transcripts, GED completion, ACT and SAT scores, and placement test assessment. This [information](#) is available to students on RCC's webpage as well as in the [2019-20 catalog](#).

RCC established Standards for Satisfactory Academic Standing and Progress, which are available on the website and in the 2019-20 catalog (pp. 40-41). Procedures ensure that students are notified when they fail to meet those standards. Students are informed of actions they must take to remain enrolled and are directed to appropriate support resources. Any individual may be denied admission or continued admission if the appropriate college procedure indicates that individual cannot benefit from the instruction desired. Students who are terminated from educational programs as a result of not making satisfactory academic progress may request reconsideration.

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records. ER15; ER18

RCC adheres to a [BP 3310 – Records Retention and Destruction](#), and [AP 3310 - Records Retention and Destruction](#), adopted by the Board in 2019. These record management and retention procedures were established in accordance with state law related to document management and retention specifically for community colleges. The policies provide for secure retention of records regardless of their form. The policy is posted on the administrative procedures web page. It separates records into two categories: (1) those that contain personally identifiable information and (2) those that do not. Records that contain personally identifiable information require more responsible use, care, control, retention and disposal measures.

The Family Education Rights and Privacy Act (FERPA): FERPA policy is also outlined in [BP 5040 – Education Records, Directory Information and Privacy](#) and in the [2019-20 catalog](#), p. 42. More information about FERPA is available on the [FERPA page](#) on the website. These procedures describe RCC's confidentiality policy and detail guidelines for release of student information. All faculty, staff, and student employees are required to take an online FERPA tutorial/test prior to accessing the database or teaching/grading.

Students can order official transcripts through the National Student Clearinghouse or by submitting a form to Rogue Central. Only students themselves, and those approved through a release of information, can pick up official transcripts. Unofficial transcripts can be accessed online through the student's myRogue account.

Student records related to student employment, leadership, and discipline are also maintained securely, but separately from academic records, as addressed on p. 42 of the 2019-2020 catalog, which states:

Consistent with FERPA, RCC has published a separate procedure identifying information, considered part of a student's educational record, conditions for its disclosure, and security practices, which control access to such records as may be available for review or electronic transmission. The College accumulates data and keeps records in order to plan educational activities that meet the needs of students and to effectively advise and counsel them. Student records are used to promote instruction, for guidance, and educational progress.

Academic and disciplinary records are maintained separately to minimize the risk of improper disclosure. Academic transcripts contain only information about academic status. No records

reflect the political activities or beliefs of students. Instructors and administrative staff will not divulge confidential information about students, which they acquire in the course of their work.

All critical systems managed on-site by RCC are backed up to a Backup/Disaster Recovery appliance which can retrieve individual files or bring up entire servers in a self-contained virtual environment. Full details of the technology recovery plan are covered in Section 2.I.1, Physical and Technology Infrastructure

Institutional Integrity

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services. ER8

RCC's website, catalog, quarterly class schedule, marketing material, community magazine, advertisements, social media platforms, and press statements are the primary channels for communicating its mission, programs, and services.

The Marketing Department coordinates and oversees college advertising, key publications, recruitment material, and media materials to align with college strategy, key messages, visual identity, and brand standards. All types of display advertising and college-wide external publications are approved by the marketing team. Brand guidelines and style manuals are updated annually. (See [AP 050 – Publications and Graphic Standards.](#))

An annual college catalog is produced by a committee led by Marketing, staffed by people from all RCC divisions, and published in hard copy and online on the [Publications webpage](#). Specific programs regularly review and update catalog content and program brochures to ensure the integrity of information. Updates are provided by the [Curriculum and Scheduling department](#) and are then posted by Marketing. In addition, recruiters and programs such as Educational Partnerships and TRiO provide program and completion information at high schools, college fairs, and community events throughout the academic year.

[Program information](#) in program brochures and online includes required and elective courses and the total number of credit hours to complete certificates and degrees. [BP 4025 - Philosophy and Criteria for Associate Degree and General Education](#) caps the credit hours for associate degrees at 100 credits to encourage timely completion.

The [Marketing Department](#) works closely with academic departments to oversee program content updates on RCC's external-facing website. The [RCC All Events Calendar](#) conveys news about events, activities, and achievements. That content is curated weekly by Marketing.

RCC's internal portal for students and employees is maintained by the Information and Network Services Web team in close partnership with staff from Student Services, Enrollment Services, and Instructional Support, among others, to ensure accurate information.

RCC maintains easily accessible records of accreditation status and actions, as well as relevant information from NWCCU on its [Accreditation webpage](#). Reports, resources, and contracts are listed and updated as needed.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations of the institution, including its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner. ER8

All associated with RCC are expected to hold to the highest of ethical standards (See [AP 024- Standards for Professional Behavior for Employees](#)). This is an integral part of the College's values, particularly that of integrity, which "requires us, as an institution and individuals, to be transparent, ethical and accountable." This value applies to all, including staff, faculty, students, contractors and visitors. Any person who believes they have been discriminated against or harassed by a college employee, representative, or student is encouraged to file a complaint. RCC maintains a [Complaint Process webpage](#) to explain the appropriate procedure for filing a complaint based on circumstances of the complaining party and the responding party.

As stated in the College's [Notice of Nondiscrimination](#), Rogue Community College is an Open Institution. The College does not discriminate in any programs, activities or employment practices on the basis of race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender identity, marital status, veteran status, disability, age, pregnancy or any other status protected under applicable federal, state or local laws.

All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. RCC maintains strict policies for gender-based or sexual misconduct by any employee, student, faculty, or staff member. Grievance procedures are available to all RCC community members if they feel they have been subject to sexual discrimination, harassment, or assault. (See [BP 3430 - Prohibition of Discrimination and Harassment](#), [AP 3430 - Prohibition of Discrimination and Harassment](#), and [AP 3435 - Discrimination of Harassment Reports and Investigations](#))

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff. ER8

The RCC Board of Education has adopted policies regarding how the board should operate. The policy addressing conflict of interest and code of ethics is [BP 2715 - Code of Ethics/Standards of Practice](#). As public employees, RCC employees are subject to Oregon state laws regarding ethics and conflicts of interest. [BP V.B.010 - Conflict of Interest/Code of Ethics](#) describes the applicable Oregon Revised Statutes. This policy also stipulates that the president, vice presidents, chief financial officer and deans are required to follow the National Association of College and University Business Officers Code of Ethics. In addition, the Board sets forth a series of core value statements to guide the president and employees in operating the College.

- **Integrity** requires us, as an institution and individuals, to be transparent, ethical and accountable.
- **Collaboration** promotes an agile, responsive culture to creatively address the aspirations and needs of our communities.

- **Inclusion** creates a compassionate and safe environment that views all individuals and ideas fairly.
- **Stewardship** commits us to responsible and thoughtful guardianship of our human, economic, environmental and cultural resources.
- **Courage** frees the institution to find and pursue the best path in support of student learning and Rogue excellence.

Financial Resources

2.E.1. The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission. ER19

College financial records are audited annually by an independent auditing firm: Eide Bailly, LLC. (See [BP 6300 – Fiscal Management](#)) For over 15 years, RCC has earned an unqualified opinion on its [Comprehensive Annual Financial Report](#) (CAFR), the highest possible opinion allowable by the auditing profession. The chief financial officer presents [monthly financial statements](#) to the Board of Education's Finance and Audit Committee who provide a summary report to the Board prior to approval.

The College has adopted a comprehensive approach to reserves designed to buffer against unexpected and/or material financial changes. Although the College does not have a formal policy, it has maintained an [ending fund balance](#) in the general fund of approximately \$4 million over the past five years. The College's formal policy to budget a minimum of 5% of general fund revenues each year in a contingency reserve (See [BP 6250 – Budget Management](#)) helps to maintain the ending fund balance in the general fund. In 2011, the Board of Education created the [Stability Reserve Fund](#) to help stabilize the College when [changes in state funding](#) or [enrollment levels](#) significantly impact revenue. In 2005, the College established the PERS Fund to help mitigate the volatility in the PERS (Public Employees Retirement System) rates. In addition, the College's unemployment reserve was established to mitigate unexpected costs related to unemployment expenses. These varied reserve funds are designed to ensure the College's solvency in the short run and also protect the operating funds in the long run. These funds allow the College to manage its cash flow very effectively. Typically, colleges and universities receive little to no revenues in the first few months of the fiscal year. This requires some colleges to rely on short-term borrowing to meet their cash flow needs during this time. RCC has not been in a position to rely on short-term borrowing to meet cash flow needs in 19 years.

2.E.2. Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability. ER20

The College proactively manages its financial resources, adopting budgetary principles that address its core themes, strategic plan, revenue enhancements, and the impact of its current actions on its future financial health under the direction of the Board of Education. The College has an inclusive budget development process with input from the college community, including the Budget Advisory Team ([BAT](#)) with membership from all employee groups, college divisions & Associated Student Government, as well

as with input from the [District Budget Committee](#) and the Board of Education (See [BP 6200 – Budget Preparation](#)).

The current year budget is continually monitored and updated throughout the year, and the revised budget becomes the basis for the subsequent year and long-range projections. The College utilizes conservative five-year budget projections to help define any potential long-term negative trends and highlight vulnerabilities. Each revenue and expenditure component of the forecast is projected independently based on its unique characteristics, including known changes and economic impacts. From the initial forecast to the final adoption, the budget changes frequently as a result of changing circumstances in enrollment, state revenue forecasts, and negotiations with employee groups.

The College strategic approach to balancing its budget affords the ability to identify and stop issues before they become systemic problems. Reviews cover programs and services for both cuts and needed investments, as well as opportunities to increase revenue. During development, focus is given to the first two years of the forecast, balancing the first year and reducing the shortfall in the second year to a manageable level, typically \$1 million.

The general fund has three main revenue sources: property taxes, tuition, and state support.

1. Property taxes account for 34% of general fund revenue. This revenue source is very stable and predictable, allowing us to accurately project into the future.
2. Tuition revenue is approximately 30% of general fund revenue. Community college enrollment is influenced by the direction and magnitude of unemployment within the community. When unemployment is increasing, enrollments are increasing, and vice versa. The College monitors the level of enrollment and tuition revenue closely throughout the year for unpredicted fluctuations.
3. State revenue sources account for 22% of general fund revenue. The state legislature appropriates the Community College Support Fund (CCSF) on a biennial basis, typically after the budget is finalized. The College has taken a conservative approach at the start of the biennium by selecting a CCSF amount at the lower range of potential funding. For example, a CCSF amount of \$590 was used when developing the 2019/20 budget. The range provided was \$540 million - \$640.9. The 2017/19 CCSF was \$570 million, while the 2019/21 CCSF is \$640.9 million.
4. Grants are budgeted and accounted for in the Contract and Grant Fund. The budgeted amount of grants is usually considerably higher than the amount received, considering grants applied for but not received. Additional information regarding grant awards is available on the [Contract and Grant Accounting](#) web page.

Budget documents and information regarding budget development can be accessed on the [Budget Information webpage](#).

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws. ER18; ER19

The College is committed to responsible stewardship and transparency in managing its financial resources. RCC is in compliance with all legal financial requirements and Board Policies. The College adheres to sound accounting principles to ensure fiscal responsibility and build trust with students, Board members, faculty, staff, and taxpayers. The College utilizes its financial resources to accomplish

the RCC mission in an effective, efficient and strategic manner, abiding by clear policies and practices to regularly monitor the use of funds.

Tangible examples of this commitment are publicly available, including but not limited to:

1. [Monthly Financial Reporting](#)
2. [Annual Audit](#)
3. [Tuition and Fees](#)
4. [Budget Development](#)
5. [Budget Advisory Team Meetings and Forums](#)
6. [Board Policies for Business and Non-Instructional Operations](#)
 - 6.1. [BP 6300 – Fiscal Management](#)
 - 6.2. [BP 6320 - Investments](#)
 - 6.3. [BP 6330 - Purchasing](#)
 - 6.4. [BP 6340 – Bids and Contracts](#)
 - 6.5. [BP 6600 – Capital Construction](#)
7. [AP for Finance](#)
 - 7.1. [AP 6330 - Purchasing](#)
 - 7.2. [AP 6340 – Bids and Contracts](#)
 - 7.3. [AP 6600 – Capital Construction](#)
8. [Amended Board Policies and Procedures](#)
9. [Financial Services Handbooks](#)
10. [Procurement Handbooks](#)
11. [Public Records Request](#)
12. [RCC Bond Project](#)

Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. ER12; ER23

Candidates for employment are apprised of basic terms and conditions of employment, such as salary potential, work location, and full-time equivalent (FTE) level, as well as job duty requirements all through the vacancy recruitment posting published on the [employment webpage](#). After an employment offer is accepted, candidates receive formal offer letters confirming their appointments, including the applicable starting salary.

All employees are required to participate in a new employee orientation. The orientation includes a checklist of college policies, procedures, and guidelines that advise employees of various expectations for conduct, including ethics, use of college resources, and professional behavior. The checklist is signed by the employee and maintained in the employee's official personnel file.

New benefits-eligible employees are also provided a benefit orientation session that explains options and eligibility for college-sponsored benefits relating to group health, dental, life, and optional insurance coverage. A summary of benefits is published on the [Human Resources Benefits webpage](#), along with information about enrollment and frequently asked questions.

Pay and withholding information, as well as current leave accrual usage and balances, are available to employees online. Employees also receive annual salary notices confirming their salary, pay step (if applicable), job classification, and status. Adjunct faculty may view information regarding their assigned classes/work and associated rates of pay via the Notice of Assignment (NoA) on the [Faculty Resources webpage](#).

Employees within the two bargaining units, the Classified unit and the Faculty unit, are further apprised of terms and conditions of employment through their labor agreements. Each labor agreement contains key employment provisions, including but not limited to, types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions in force, leaves, evaluation, disciplinary standards and due process requirements, and grievance procedures. Management/Administrative/Confidential employees are covered by a handbook which contains provisions in these same general areas. Collective Bargaining Agreements, handbooks, salary schedules, forms, and other related resources are published on the [Human Resources SharePoint website](#).

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development. ER12; ER23

As an educational institution, RCC is dedicated to maintaining standards of excellence that inspire staff to achieve their full potential. RCC expects and encourages continued professional growth of staff. Funds have been established to provide financial assistance for professional growth opportunities. Professional growth information and forms are available on the [Professional Growth and Development section](#) of the Human Resources SharePoint website. Professional growth is also covered under the Faculty and Classified Collective Bargaining Agreements and the Management/Administrative/Confidential Handbook.

Eligible college employees may apply for these funds to pursue numerous professional development opportunities, such as conference and workshop attendance, curriculum development and revision, projects focused on student retention and assessment, and special innovative department or team-centered projects.

Bi-annual in-service events for all faculty and staff are held yearly to provide a day of professional growth. Events, workshops, trainings, and facilitations are offered on campus and online throughout the academic year, coordinated by departments and committees such as Human Resources and the Diversity Programming Board.

A major benefit is that the College offers RCC tuition waivers for eligible faculty and staff.

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. ER12; ER23

The employment of qualified personnel in numbers sufficient to support college operations and to serve students is essential. As of November 2019, the College employed approximately 83 full-time faculty, 539 adjunct faculty, 158 full-time and 16 part-time classified staff, 47 exempt staff (4 executives, 35 management, 8 administrative/confidential). The college also employed approximately 35 temporary employees and 115 student/work study employees to assist with support and operations functions.

Detailed information describing the hiring processes is available in the [Hiring Excellence Guide](#).

RCC employs faculty who are appropriately qualified to instruct in their areas of expertise. Instructor qualifications are set forth via [AP 107 – Instructor Qualifications](#), and referenced on job postings on the employment website. All newly hired faculty must meet the approved instructor qualifications established for the type of course(s) to be taught.

Managers, staff, and non-instructional faculty must meet the minimum qualifications for hiring as documented in the college's job descriptions and postings.

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

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

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

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

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

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

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

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement. ER7; ER12; ER23

Supervisors evaluate management, administrative and confidential exempt staff annually prior to a recommendation of contract renewal or non-renewal. The Performance Evaluation is to assess management performance by reviewing competence in completing primary job duties, celebrating success in accomplishing assigned goals and objectives, and identification of professional development activities and goals for the upcoming year to better align performance with the mission. The process is intended to be formative and is designed to provide constructive, open communication between employees and supervisors as well as 360 feedback from others. Evaluation information and forms are available on the [Evaluation Forms and Resources section](#) of the Human Resources SharePoint website.

Classified employees are evaluated at least annually, based upon procedures in the [Classified Collective Bargaining Agreement](#) and applicable forms on the [Evaluation Forms and Resources section](#) of the Human Resources SharePoint website. Goals for professional growth, promotion, or special training and advancement may be a part of the evaluation process. It may also include developmental activities, maintenance of certification, licensure, and upgrading skills to keep pace with changing technology.

Full-time faculty evaluation cycles are clearly stated in the [Faculty Collective Bargaining Agreement](#). These generally require annual participation with those annual evaluations culminating in an intensive evaluation on a regularly scheduled basis, at least once every five years. The applicable forms are published on the [Evaluation Forms and Resources section](#) of the Human Resources SharePoint website.

Probationary full-time faculty members are intensively evaluated during each year of their probationary status. After completion of probation, they are intensively evaluated once every five years. Fixed-term and grant/contract faculty members may be intensively evaluated where and/or when appropriate. Adjunct faculty members are intensively evaluated on a scheduled basis. The purposes of the annual evaluation include:

1. To identify staff strengths and weaknesses;
2. To provide a basis for and assistance in accomplishing professional growth;
3. To assist the College in continuously improving programs; and
4. To provide a basis for recommendation regarding salary step advancement retention and non-retention.

Professional members are evaluated annually for the first three years of employment and at least every third year thereafter. The purpose of the Professional Employee Performance Evaluation is to demonstrate RCC's commitment to organizational excellence and to align performance with the mission. This process is designed to assist with improvement of individual performance, thereby increasing institutional effectiveness. The applicable forms are published on the [Evaluation Forms and Resources section](#) of the Human Resources SharePoint website.

Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success. ER13; ER14; ER15

RCC is dedicated to the success of students. Inequities may exist among student populations that can present challenges to college completion and make accessing support services difficult, confusing, and even intimidating. Proactive communication to students regarding services, along with centrally located offices, helps students know about and feel comfortable about using systems and supports. A variety of programs and services designed to promote equity in access, retention, and completion may be reviewed on the [Student Services webpage](#). Some of these services are discussed below:

Libraries

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

Academic Support Centers

Academic Support Centers are located on all three campuses to tutor students, usually with math, writing and science; however, professional and peer tutors may be available for most subjects upon request. RCC offers online tutoring for extended subjects and times. A technology center (computer lab) is located within each Academic Success Center, and services are publicized in the catalog, schedules, the SS web site, and in course syllabi.

Testing Centers are located in the [Academic Success](#) Centers and are also available on all three campuses for make-up tests, specialized exams, and for testing accommodations due to disability.

Academic Success courses are provided for students whose placement scores indicate a need for writing, reading, mathematics, or study skills improvement. Academic Success also offers college-level courses in critical thinking, speed reading, and vocabulary development.

Learning Centers are available on all three campuses with faculty and student tutors, computers, testing services and other academic support resources.

Online resources also provide information on [Strategies for Student Success](#) and [Community resources](#).

Advising and Counseling

The [Advising](#) and [Counseling](#) Department's goal is to provide retention activities and supports designed to help students develop personally, stay enrolled, and graduate. Counselors can assist with:

- Making career and educational choices
- Teaching credit classes and workshops
- Satisfactory Academic Progress Interventions
- Personal and crisis counseling for retention and completion
- Referrals to college and community resources and services
- Title IX advocacy
- Grievance resolution

Academic Advisors can assist with:

- Advising and registration clinics
- Developing academic plans for accomplishing goals
- Graduation planning / degree audit / course selection
- Early warning interventions
- Financial Aid and Registration “nudges”
- Transfer services

Disability Support Services

The faculty and staff in [disability support services](#) have access to a support fund to assist students in accessing educational testing to verify their ability to identify and provide appropriate and necessary accommodations on campus. Partnering with classroom faculty, this department strives to meet the needs of qualified students with electronic notifications, early registration, and multiple academic accommodations in the classroom and for testing.

Veterans Services

RCC Veterans Services provides a safe and professional environment for student veterans, dependents, families, and external partners by assisting students to achieve their educational and career goals. The staff seeks to guide, teach, mentor, and advise student veterans as they navigate higher education, select a college major and career goal, complete college, and move into a professional career. Student veterans are advised by the Veterans Services Coordinators, ensuring students are making progress toward their college goals and are receiving academic advising that meets requirements of the GI Bill. RCC has two [Veterans Resource Centers](#) (VRCs) one each on Redwood and Riverside Campuses allowing veterans in both Josephine and Jackson Counties to access resources, computers, and peer mentors (student veterans that work one-on-one with students).

A dedicated section of the College Success course is offered for student veterans. It focuses on college success, navigation, and content pertinent to student veterans. The Boots to Books orientation for new student Veterans is mandatory for entering veterans. New students work directly with trained VRC student employees to learn how to access benefits specific to their chapter, how to navigate the federal Veterans Affairs’ webpage, college systems, and find resources to complement their college experience. RCC staff hold active memberships and the Director serves as a board member with the Oregon Association of Veterans School Certifying Officials ([OrAVSCO](#)) and the National Association of Veterans Program Administrators ([NAVPA](#)).

Financial Literacy

Over the past decade, students have indicated that finances contribute to retention challenges. Consistently, withdrawal and drop data reflect that the need to work, lack of money, or pressures to spend money in places other than school have motivated the decision to take fewer credits or stop attending altogether. Often under-resourced students do not have access to financial information at the same level as other students. Many students operate solely on a cash-based budget and are unaware of financial options and access choices available to them. The amount of debt incurred pursuing a college degree can be hard to imagine, and so is unreal to many students who find themselves quickly overwhelmed with college costs.

The Federal Government mandated “Shopping Sheets.” Each college must place a [Cost of Attendance calculator](#) on the website, so students can understand the financial implications of going to college. Income levels in Josephine County are below state standards and the unemployment rate remains above. Local students often need more than a calculator to understand how to pay for college. It is

important to show students how to make sound financial choices in the short run in order to garner greater financial gains in the future. To address this need, RCC has ensured that information and support regarding Financial Literacy, and directly how to pay for college, are contained within several programs.

The [Southern Oregon Health Occupations Poverty Elimination](#) (SOHOPE) grant is possibly the best demonstration. This [Federal Health Professions Opportunity Grant](#) (HPOG) research grant uses recruiters, case managers, counselors, and employment specialists to support students' childcare, transportation, and books/supplies needs. A high staff-to-student ratio allows for detailed conversations about finances, supports, and wages needed to support a family.

The state-funded Student Success Grant has also put financial literacy and education at the center of services provided to participants. Students in this program complete a free CG111 Financial Literacy course and, once completed, receive a tuition waiver for one 3-credit summer course.

The [Federal SNAP Training and Employment Program](#) (STEP) grant primarily supports students enrolled in the GED program and offers expanded supports for students who qualify for SNAP benefits and who participate in enhanced services. These expanded supports include money for food, transportation/gas, childcare and books/supplies. This grant also serves some students in the general population, as expansion of this strategy is just evolving. TRiO programs all have financial literacy, resources and planning contained in program outcomes.

Scholarships

The RCC Financial Aid department maintains the webpage Scholarship Central, a site that matches students to internal and external scholarship opportunities. The RCC Foundation awards internal scholarships twice a year. Deadlines for applications, including credit classes on writing scholarship applications, are publicized through Student Services.

Smoking Policy

RCC recognizes that smoking can be a strategy used by some students to lessen stress and anxiety levels. The college environment can "trigger" stress and anxiety, especially among students with Adverse Childhood Experiences (ACEs) in their background. To achieve a balance of respect for the needs of smokers and non-smokers alike, and described in to [AP 106 - Smoking](#) effective July 1, 2011, smoking is permitted only in designated smoking areas at RCC. Covered, separated smoking areas with seating and waste baskets are available on all three campuses and learning centers.

Career and Student Employment Services

In service to the RCC mission to prepare students for the workforce, Career and Student Employment Services offers campus work opportunities that promote learning and foster career development. Applicants for student employment go through the same criminal background check as do employees. Notably, research shows that on-campus employment is a primary factor in student retention and success; that is, students who work on campus are more likely to stay enrolled and earn a degree or certificate.

Career and Student Employment Services supports a connection for students to local businesses by providing job opportunities on the website. They assist students with tools needed to support an effective job search, such as resume writing and interviewing skills. Career and Student Employment Services offers program oversight, budgeting, and assistance to currently enrolled students in finding jobs to meet their financial needs and experiential goals. Campus-based job opportunities include Learn and Earn and Federal Work Study (FWS). Community service and veterans funded job opportunities are available on- or off-campus. Both Career and Student Employment Services post on campus jobs and outside employment opportunities on the [Student Employment Opportunities webpage](#).

Student Life and Leadership

The [Student Life department](#) provides opportunities for students to develop and enhance leadership skills, creates community within the student body, connects with community resources and businesses, and is actively part of student engagement, with leadership chairing the Student Engagement Committee. Programs include the traditional student development activities of an Associated Student Government (ASG), clubs activities and organizations, Honor Society, New Student Orientation and Ossie's Cupboard – RCC's first campus food pantry.

The [Associated Student Government of Rogue Community College \(ASGRCC\)](#) coordinates student events, clubs and organizations, supports college events, and represents students to the administration, increases voter registration, and advocates at the legislative level. ASGRCC assists departments by helping fund academic and cultural field trips. ASGRCC provides initial funding for on-campus clubs and organizations that charter annually. The roster of clubs may change each year, depending upon student interest and active participation. The ASGRCC Executive Council appoints officers including, but not limited to: president, vice president, director of activities, director of student resources, director of clubs and organizations, executive secretary, and diversity coordinator. Student government officers are volunteers and receive a stipend for their services to the student body and the College. Student Government at RCC is active in the Oregon Community College Student Association. Student government has a part-time faculty advisor and officers in each county. Student government spaces and activities are visible on all three campuses.

[The Alpha Zeta Pi](#) Chapter of the Phi Theta Kappa International Honor Society for Two-Year Colleges recognizes academic excellence as the primary hallmark, complemented by service and leadership opportunities. Candidates are identified three times a year and invitations to join are sent in fall, winter and spring terms to candidates meeting the following criteria: (1) Attain a cumulative GPA of 3.65 with a minimum of 24 college transferable credits in courses numbered 100 or higher. (2) Have no more than one "W" on transcripts the previous two terms. (3) Be enrolled in at least 8 credits. Membership in Alpha Zeta Pi provides academic recognition on member transcripts, honors regalia at graduation, and symbols for attention in the commencement program. Several scholarships are available for application with Alpha Zeta Pi, including textbook scholarships.

[Ossie's Cupboard](#) is a free food pantry and household supply service piloted Fall 2019 at the Riverside Campus in Medford. Ossie's Cupboard partners with the Oregon Food Bank, the RCC Foundation, and community partners to provide healthy food, hygiene products, and household items to students and employees at RCC. At Ossie's Cupboard staff realize the financial struggle that higher education can create, and feel no one should ever have to make the choice between basic needs and an education. Ossie's Cupboard is open to students and employees at RCC with student/staff identification. Currently

the cupboard is open at Riverside Campus with plans to expand and open at Redwood Campus in Fall 2020; services at Table Rock Campus are planned for Fall 2021.

New Student Orientation

New Student Orientation (NSO) is designed to prepare students to be successful at RCC by introducing them to a variety of support services. Recognizing the time demands of many of our students, the online NSO topics include available degrees and certificates, paying for college, Title IX, campus security, registering for classes, student resources and more. NSO communication provides timely messaging via Just in Time emails which are sent weekly to all new students each term, newsletters in college restrooms, and information on large monitors throughout each campus with tips for success, department resources, event information, college deadlines and student opportunities. The online NSO is suggested for every new student. It takes approximately 15 minutes to complete, with test questions at the end. NSO online is available to all new students in the myRogue portal and students can view the content as needed. (See [New Student Orientation \(NSO\) Introduction](#)) New students are also invited to attend NSO's Welcome Days on each campus, to complete college business, meet staff, and tour and become familiar with campus resources in person. Rogue Connect is an app students can use to find and select groups they would like to connect with, get general college information and event details, sell textbooks, or just chat.

Athletics

The [athletics department](#) is housed on the Medford campus. The department has three competitive sports teams: men's and women's soccer and women's volleyball. Each team has a dedicated head coach and is supported by the athletic director and athletics assistant. The teams compete in the [Northwest Athletic Conference](#) (NWAC) in the South Region. The department supports student-athletes with services including advising, financial aid assistance, and career and transfer planning, among others. Athletics can offer tuition waivers and is guided by NWAC and Title IX policies in the equity and distribution of those waivers. Athletics coordinates with both public and private facility partners for practice and competition and maintains focus on the mission and values of the department.

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

These three federally funded programs are all designed to assist first-generation college students who qualify as financially disadvantaged and/or have a documented disability.

[TRiO/SSS](#) has centers on campuses in both counties and is designed to create a community of learners for retention through providing food, activities, and designated space. TRiO/SSS students must meet academic requirements for acceptance and must declare a transfer major to a four-year college or university. TRiO/SSS helps students raise GPAs and overcome academic difficulties through peer tutoring, mentoring, and academic advising. Transfer services include application, FAFSA and scholarship assistance and university campus tours.

[TRiO/Rogue Opportunity Centers](#) are located in campuses in both counties. They provide information and assistance on the college admissions process and on FAFSA completions to adults who want to enter

or continue pursuing a GED, short term training, or a program of postsecondary education. Services can also include college research assistance and test fee waivers.

[TRiO/Educational Talent Search](#) program is located in designated middle and high schools in Jackson County. RCC TRiO staff on those campuses provide information about college, support for the application processes, scholarship application, provide tutoring and cultural event exposure, and can provide tours and support for STEM activities.

Equipment needs

Computer and laboratory equipment, media equipment, support for distance learning (online) students, and accommodations for veterans and students with disabilities are available on all three campuses. Availability of servers are evaluated annually in the Service Area Performance Evaluation process.

Other Resources

RCC recognizes the need to support the whole person as students access education to gain skills and information. Many barriers can keep students from attending or reaching their full potential while learning. Towards the goal of mitigating barriers to learning, other supports available include bus passes at a discount, emergency funds (by application), gender-neutral restrooms, disability parking, art galleries, arboretum (Redwood Campus only), free WiFi at all campuses, lockers, shower facilities, ATM's, on-campus food service and vending/micro markets, and one food bank at the Riverside Center (Ossie's Cupboard). RCC provides student lounges and collaborative and private learning spaces at all three campuses. Parking at RWC and TRC is free. RVC spaces are subject to fees dependent location in the Medford downtown area; however, on-street parking is also available.

RCC is working to make course materials more affordable and accessible by offering [Open Educational Resources \(OERs\)](#). These are instructional materials licensed to allow free distribution and revision by others. Instructors can replace a commercial textbook with an OER, or they can customize the materials, combining chapters with their own work and other resources. OERs may be downloaded in electronic format at no cost, or a printed copy may be purchased at a low cost.

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar. ER18

RCC's catalog is updated and published annually.

The following information can be found in the [2019-20 catalog](#) and on a webpage available to students and the general public

1. [Institutional mission and core themes](#)

2. [2017-2020 Strategic Plan webpage](#) (catalog, p. 4)
3. [Admission Requirements and procedures](#) (catalog, pp. 7-8)
4. [Grading policy](#) (catalog, p. 12)
5. Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, ([Graduation Guides](#) webpage [catalog, pp. 64-177](#))
6. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty ([catalog, pp. 233-240](#))
7. Rules and regulations for conduct, rights, and responsibilities ([AP 003- Student Rights, Freedoms and Responsibilities, catalog, pp. 41-46](#))
8. Tuition, fees, and other program costs ([Tuition Rates](#) webpage [catalog, p. 10](#))
9. Refund policies and procedures for students who withdraw from enrollment ([Add, Drop, Withdraw from Classes](#) webpage [catalog, pp. 9-11](#))
10. Opportunities and requirements for financial aid ([Financial Aid webpage; catalog, pp. 24-26](#))
11. Academic calendar ([Academic Calendar webpage; catalog, p. 3](#))

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials. ER18

RCC academic programs are supported by [publications](#) on the website, in the catalog, in specific academic departmental materials, and Student Services areas. Catalog and program advising materials outline requirements for entry into each program as well as occupational or professional requirements. Existing licensure requirements are delineated, where applicable, and may include passing state or national exams. In addition, descriptions of unique requirements for employment and advancement opportunities in the occupation or profession, along with information needed to satisfy those requirements, are provided.

Good examples may be tracked through the [Career Pathways](#) webpage where information about career ladders or “pathways” for many programs from a 15-credit certificate to an associate’s degree and beyond are laid out. This allows students to see how they might progress from one educational level to the next and what potential careers or jobs exist at each level of training. In addition, most instructional departments have websites that provide detailed information about potential career(s). These often include the overall employment outlook, wages, job descriptions, licensure requirements, career videos, frequently asked questions, and program application information. Advising materials may be found in multiple places on the website, in the catalog, and in hard copy form in [Graduation Guides](#). These publications are reviewed and updated annually for accuracy and to reflect changes.

Programs with selective entrance requirements include:

Apprenticeship	Medical Administrative Assistant
Dental Assistant	Medical Assistant
Emergency Medical Services	Medical Coding Specialist
Human Service	Nursing
Massage Therapy	Paramedicine

Pharmacy Technician
Phlebotomy

Practical Nursing
Sterile Processing Technician

Massage Therapy, Practical Nursing, Nursing and Paramedicine have external accrediting and/or program approval processes. These approvals are posted on the specialized accreditation and program approval [website](#).

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students. ER18; ER22

The RCC [Financial Aid](#) Office is committed to increasing opportunity and access to financial resources for students. This work is accomplished by educating students about aid availability and helping them navigate the necessary processes for gaining eligibility. The goal is to provide students with tools to fund their education using all forms of aid for which they qualify. The College publishes eligibility information about grants, loans, scholarships, student employment, Veterans, and displaced-worker tuition awards.

RCC provides published materials advertising application dates, deadlines, and advice about aid options. This includes reminders about when to fill out the FAFSA and when to apply for scholarships. These materials are posted in student high-traffic areas in the form of posters, table tents, and brochures.

RCC suggests that all students take CG100 College Success and Survival, which coaches them on how to apply for Title IV aid as well as scholarships. In addition, RCC offers CG105 Finding the Money: Scholarship Essay Writing, which teaches students to write effective scholarship essays and to develop their own personal essays from draft to final format stage. This class explores resources for funding college education and strategies for researching opportunities via the Internet.

The RCC Financial Aid office provides multiple scholarship sources to students, including our own [Scholarship Central webpage](#), as well as other sources at our [Financial Aid Resources webpage](#) and the [RCC Scholarship webpage](#).

The RCC Foundation provides over \$450,000 annually in scholarships to RCC students and supports opportunities for students to matriculate to other schools. The Foundation can be accessed through the [Foundation webpage](#).

RCC provides financial counseling services and financial guidance to students to help them understand the best ways to access financial aid and to gain successful lifelong habits for money management. Published information is provided on the Financial Aid webpage to guide students through this process. (See [IonTuition Student Loan Support](#))

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website. ER18; ER23

Federal regulations require all borrowers to participate in loan entrance counseling only once; however, to promote informed borrowing and prevent loan default, RCC uses *annual* online loan entrance counseling as an application to trigger loan certification and as a means of using repetition as a learning tool.

In order to avoid promoting increased borrowing, RCC does not package loan debt in initial award letters. Rather, RCC provides information on loan availability at the point of award. Only if students find it necessary to borrow does the College permit them to participate in the application process.

Increased borrowing is attributable mainly to the economic condition of the counties RCC serves and to the fact the College has a high unemployment population coming to school and borrowing, not only to afford college, but also to live.

Additionally, federal regulations require borrowers to participate in loan exit counseling only once, at the conclusion of their enrollment with the school. In order to promote greater awareness of student rights and responsibilities regarding student loans, RCC sends [Loan Exit Counseling](#) materials to student borrowers at the end of each loan eligibility period.

Cohort Default Rate

RCC monitors its cohort default rate and reports annually to NWCCU. RCC's projected three-year rate is 21% (2016).

Prevention of Default Strategies:

- Internal check systems, initiated from within the Financial Aid Office, require that files which owe a repayment of Title IV aid come up on a list that is printed and re-printed throughout each term to ensure timely processing of notifications to students. In addition, copies of repayment correspondence to students are copied to the RCC Collections officer. Students are again notified by Collections of their repayment duties.
- [RCC Financial Aid repayment policies](#)
- [Compliance with Federal requirements regarding loan eligibility and student notification processes](#)
- Assistance and financial advice for students regarding debt management resources website. This is an ongoing resource regarding default management that RCC makes available to all of its students. ([See IonTuition Student Loan Support](#))
- [Consumer information regarding default rates](#)

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students. ER18; ER23

[Academic Advising](#) has offices, advisors and services on all three campuses: Riverside, Redwood and Table Rock. Staff levels include one advising coordinator; five professional, full-time academic advisors; and one part-time advisor. The College practices a shared / split advising model, where both the advising department and instructional faculty are responsible for different aspects of advising.

The advising department is responsible for students with AGS, OTM and AAOT majors and for students who are undecided or are working on personal enrichment. New students attend [Advising Registration Clinics](#). In these clinics, the advising department teaches students how to navigate the website, read program planners and use other academic tools. Additionally, the department conducts training on short- and long-term academic planning, use of degree-audit and progress-of-program tools, provides transfer resources, makes referrals to Career Services, Financial Aid, TRiO (SSS), Counseling, Veterans and other program supports.

Instructional faculty provide advising in their academic disciplines and determine when a student is program-ready or ready to be advised in their departments. Faculty advise on their department programs including transfer degrees, distance programs, Allied Health and Career Technical Education programs. Faculty provide planning to graduation via schedule set up, connection to university or workforce resources, and monitor CWE or Internship opportunities.

Specialty advisors work in cohort programs of Veterans Services, TriO (Student Support Services), Athletics, Career and Technical Education Programs and SOHOPE RCC also offers [College Now programs](#), where students can earn college credits and receive advising while they are still in high school.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process. ER15; ER18

For distance learning courses and programs, RCC provides each student with a unique username and password when the student officially becomes an RCC student. When students first log into the RCC system, their first password will expire, and the system will ask them to change their password to something unique to them. RCC's password policy is as follows: Minimum 6 characters, no spaces, at least one capital letter must be used. If students ever need assistance, they are required to show a valid ID in order for any employee to provide assistance. If students are calling for technical support for our Learning Management System (LMS), the students must answer a question about their identity from within our system (i.e., something that student entered into the official admission and registration records). Whenever the students are accessing their online classes, they must enter their username and password each time.

For proctored exams or courses that require a proctored exam, a faculty member must set that up with the testing center on each campus before the class begins. Each campus offers a [testing center](#) where a proctor is always onsite to ensure integrity of the exam. All students taking a proctored exam must provide valid ID to take the test. RCC also offers Zoom within our LMS as an option, where the faculty member can video chat with the student and validate the student's identity for testing purposes.

RCC does not directly charge students for identity verification services. All students outside the RCC district must obtain faculty approval for alternative proctoring arrangements, for which the student may incur additional charges for identity verification.

Library and Information Resources

2.H.1. Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth and breadth sufficient to support and sustain the institution's mission, programs and services. *ER14*

The [RCC Library](#) employs qualified personnel to ensure all library services meet the needs of RCC students, faculty, staff, and the community. Reference librarians are required to have a Master of Library Science or similar degree (e.g., Master of Information Science), or to have a master's degree in an unrelated field and significant, relevant experience as a reference librarian in a public library. Library Specialist II positions require at least one year of previous library experience, or significant, relevant experience in a similar field. Library Specialist I positions require at least one year of previous experience in customer service, with library experience preferred. Professional growth is encouraged for all employees, with field-related training being offered at least once per year.

RCC regularly evaluates the quality, adequacy, utilization and security of library holdings and services, regardless of format or delivery method. The Library uses the following methods to achieve this goal:

- **Collection Assessment** – assesses the adequacy of information resources that support the curriculum. This is an ongoing, internal review of resources available to RCC students locally and through cooperative agreements. Factors included in collection assessment are program review, library surveys, circulation and interlibrary loan statistics, and the [Collection Development Policy](#).
- **Course Assessment (Lib 127 Introduction to Library Research Methods)** – Students are periodically given the opportunity to evaluate all courses and instructors at RCC, including Lib 127. The evaluation consists of a series of questions designed to determine student views as to the instructor's ability, subject knowledge, course content and course administration. Instructors regularly consider student grades and performance for adjusting questions and content.
- **Facilities Assessment** – assesses the safety, security and adequacy of library facilities. This is an ongoing process that involves the RCC Safety Committee, facilities staff, and librarians. Regular walk-through inspections are conducted to note problems and deficiencies. Urgent problems are corrected immediately while other issues shape long term planning goals.
- **Library-Based Instruction Assessment** – assesses library-based research classes which are designed to meet the needs of specific courses and instructors. Librarians work with instructors before and after the session to ensure that (1) the instruction provided will be adequate and correct and (2) seek guidance for improvement in later sessions. Librarians meet once every term to discuss how content is taught, share best practices, and continue to develop methods and practices away from bibliographic instruction and toward information literacy instruction.
- **Library Student Survey** – assesses information resources, facilities and services. The Library has suggestion boxes at each branch. Circulation and reference staff work closely with students and student workers to seek feedback for adjusting services. Reference staff work closely with faculty and staff to gather feedback for collection development priorities.

Program evaluation – provides periodic, public reports on Library information resources, facilities, services. The evaluation considers library use, library collection, staffing, budget, and facilities. Planning for services, staffing, and budget allocation are based, in part, on the analysis. The library delivered a written report to the administration and gave a public presentation at Academic and Training Council (ATC) in June 2017. The library received detailed feedback from the administration in July 2017. (See [Library Program Review](#))

Instructional Support

The RCC Library is an integral part of the Instructional Division with libraries on the Redwood, Riverside and Table Rock Campuses. The RCC Library's collection is comprised of 23,804 print volumes, 598 audiobooks, 2,424 movies, 241 Music CDs, 753 pieces of electronic equipment, 72,712 e-books and currently (2019-20) to 57 serial subscriptions.

The Riverside Library is found within the Medford public library building. This ongoing collaborative partnership continues to create great benefits for our students. RCC students have access to the holdings of Southern Oregon University (545,274 volumes/1,689 serial subscriptions) and the Jackson County Library System (562,121 volumes/531 serial subscriptions) through long-standing cooperative agreements that provide for mutual access to library materials. Students generate requests for materials online and, in most cases, can expect to have items in hand at any campus within three days. Students may also have books and other library materials delivered by courier to any of the 15 public library branches in Jackson County.

Electronic Access

The library also supports access to a wide array of electronic resources. Students and faculty access these databases directly when using on-campus computer labs or staff computers. RCC provides 24/7 remote access for off-campus research and distributed learning students through the library proxy server located at the Redwood Campus Library. A complete list of electronic resources may be found [here](#).

Educational Program Support

The goal of the library is to select, acquire, organize, and maintain materials to support educational programs. Librarians regularly assess the adequacy of library and information resources that support the curriculum; database usage statistics are reviewed annually, with under-performing products being eliminated or promoted to specific programs and departments, pending further review. Selectors make decisions on materials, regardless of format, following the [Collection Development Guidelines](#).

Collaboration with instructional departments and other college divisions is a key strategy used to gather feedback and ensure that library resources are devoted to furthering the mission of the College. Special collections are developed to promote the needs and interests of specific programs or student groups. Past projects include:

- World Languages (books and videos in non-English languages)
- Women in Non-Traditional Careers
- Addiction and Recovery
- LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer)

Library faculty also support information literacy instruction by teaching online research classes. These web-based classes offer students the opportunity to learn about the elements of information literacy and develop much needed research and information-evaluation skills. Library classes use the Blackboard Learning Management Suite.

Each course continues to evolve as resources improve. LIB127 is currently a general education requirement for the:

- Associate of Applied Science (AAS),
- Associate of General Studies (AGS)
- Associate of Science (AS), not including ASOT Business or ASOT Computer Science
- Business Assistant (Certificate of Completion)

LIB127 is also an approved elective for the following certificates of completion:

- Dental Assistant
- Emergency Medical Services
- Practical Nursing

In contrast, LIB101 was developed specifically for the career and technical programs.

The [Faculty Handbook](#) provides extensive information about the library, and the RCC Faculty Essentials course for new faculty provides an overview of library services.

Physical and Technology Infrastructure

2.1.1 Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services. ER15

The College operates three comprehensive [campuses](#) and three learning sites with approximately 494,364 gross square feet of space in 43 buildings. Each campus provides lower-division college transfer courses, two-year associate degree programs and career/technical training programs. The [Redwood Campus](#) (RWC) is the College's founding campus. It is located on 88 wooded acres, five miles west of Grants Pass. RWC consists of 32 buildings with approximately 179,209 square feet. RWC is home to the RCC [nursing](#), [art](#), and [automotive technology](#) departments. The [Riverside Campus](#) (RVC) is located in the heart of downtown Medford, spanning a four-block radius, where it plays a key role in the educational and cultural renaissance occurring in Medford. RVC consists of 6 buildings with approximately 168,689 square feet.

The [RCC/SOU Higher Education Center](#) (HEC) is a landmark building located on the RVC campus. This building is shared with our partner Southern Oregon University. Here, both institutions work together to create a supportive environment for students pursuing two-year, four-year, and graduate degrees. The building is 68,700 square feet, housing classrooms, science labs, computer labs, a [Prometric Testing Center](#) and the SOU Small Business Development Center. In addition to being an example of cooperation and collaboration between the two institutions, the HEC serves as a model of environmental stewardship. The design team worked with faculty, staff, students, and community members to establish green priorities for the project. When it opened in 2008, the building received a Platinum Leadership in Environmental Design (Leadership in Energy and Environmental Design -LEED) certification from the U.S. Green Building Council.

The [Table Rock Campus](#) (TRC) is located in an industrial park in White City, and is a high-tech facility housing professional/technical programs. TRC consists of two buildings with approximately 118,126 square feet. The original 102,000 square foot building is currently home to [diesel technology](#),

[emergency services](#), [electronics](#), [apprenticeship](#), and [manufacturing](#). In September 2018 the College opened the High Technology Center. The 13,063 square foot facility offers [mechatronics](#), advanced manufacturing, [industrial welding](#) and a [maker space](#).

The [Illinois Valley Learning Center](#) (IVLC), located in Kerby, provides a mix of educational and community services to residents of rural Josephine County. The core educational services include, IP video and computer labs for distance-delivery classes, English as a Second Language, Adult Basic Education, and GED preparation. The IVLC also houses Masonic Lodge No. 18, a [commercial kitchen](#), and the [Business Entrepreneurial Center](#). This building is approximately 13,640 square feet.

The Esther Bristol Education Center, located in downtown Grants Pass is home to the [Small Business Development Center](#) (SBDC), and the [Rogue Innovation Hub](#). The SBDC provides free business advising and fee-based training to county businesses. It additionally houses the Rogue Area Senior Computer Assistance League (RASCAL), a computer club for seniors. The Rogue Innovation Hub will provide a supportive learning environment with the necessary technology for individuals with shared interests and skills to create and develop new ideas and work on projects. This building is approximately 12,000 square feet.

[Fire District Three's](#) (FD3) main training facility, located in White City is the home to RCC's [fire science program](#). As a partner, RCC utilizes FD3's 2,700 square foot [training center](#), 1,200 square feet in equipment storage space, the five-story training tower, two-story simulation house, 800 square foot confined space/self-survival prop and a 20,000 square foot driver education course.

The College designs and builds its physical [facilities](#) to be accessible, [safe](#), secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institutions' mission, academic programs and services. RCC completed a district-wide [Master Plan](#) in [2011](#). This plan was envisioned as a comprehensive review of current and projected educational programs at the Riverside, Redwood, and Table Rock Campuses. The plan was designed to be flexible as RCC's needs change and is centered in student learning. In 2016, the College passed a [\\$20 million bond](#) to finance the construction and improvement of facilities within its district. The passage of the bond provides the College with ample resources for construction at TRC and RWC. The Board of Education commissioned an updated Master Plan for the [TRC](#) campus, which was completed in 2017. An updated master plan for the [RWC](#) campus was commissioned in 2019, with final Board acceptance expected in early 2020.

The [facilities and operations department](#) utilizes a computerized maintenance management system to schedule preventive maintenance, [sustainability actions](#) and address emergent needs. The department has sufficient funds to maintain and modify RCC buildings and equipment to better serve the needs of community members.

Disaster Planning/Safety and Security

RCC has completed extensive planning in preparation for potential emergencies that could face the local community, as well as detailed planning for continuity of the College in the event of a major disaster. These plans are reviewed and updated on a continual basis. The Risk Management Department has primary responsibility for ensuring appropriate planning, training, response and recovery for emergency incidents. The documents and practices below are designed to help guide effect response to emergencies that could face the College.

A detailed plan is available to all staff, students, and visitors on [Emergency Operations Plan \(EOP\)](#) page of the RCC website. The EOP addresses decision-making, response, notification, and communication steps for a variety of emergencies such as:

- Active shooter/violent individuals
- Bomb threats
- Demonstrations/protests
- Earthquakes
- Gas leaks, building fires, explosions
- Hazardous materials accidents
- In-progress criminal activities
- Natural disasters – flood, mudslide, wildfire, etc.
- Physical injuries and medical emergencies
- Utility Failures
- Violent, threatening or aggressive behavior
- Weather events

Emergency posters are in every building, and emergency evacuation maps are near exit doors and in every conference room for quick reference during emergency situations. These [“How to Respond to an Emergency”](#) posters coincide with the EOP, giving response steps for various types of emergency situations that may occur on campus.

Emergency Notification redundancies are in place to ensure that staff, faculty, students, visitors and community members are notified in the most expeditious manner during emergencies. All members of the Risk Management Department and the Vice President of College Services, as well as security officers on each campus, have detailed step-by-step instructions to send these messages.

Notification methods include:

- **On-campus intercom and speaker announcements** – Every phone, district-wide, is also an intercom speaker. Loudspeakers are placed strategically outdoors and inside common areas on each campus. Each classroom and meeting room also has a telephone that serves as an intercom speaker.
- **Emergency Notification Systems** – The College contracts with AlertSense for emergency notifications. These systems send texts, emails, and voice-calls to all staff, faculty, students, and subscribing community members in the event of emergencies and/or closures. Templates have been created in these systems to quickly send messages from any device connected to the internet. Two separate systems are in place so that if the first system has any type of failure, the notification can be sent from the alternative system. These systems automatically send emails to all RCC employee email accounts when a notification is made. This allows the College to reach individuals who are already on campus, as well as those who might be on their way to campus, to prevent them from entering.
- **Computer notifications** – RCC subscribes to a service that allows emergency messages to be sent to all active computer screens connected to the College network. The emergency message will pop up and take over the computer screen to show the notification. This step was added to ensure notifications are received in situations where individuals have not heard an intercom notification for some reason. It thereby addresses the issue of hard-of-hearing and deaf individuals.

- **Website and Social Media** – Emergency notifications and/or closures are posted on the banner of the main RCC website, as well as on the RCC Facebook, Twitter and “Rogue Connect” accounts.
- **Media** – As soon as practical, a press release is sent to all local media relaying any emergency announcements.

Training for emergencies is done via emergency drills. At least one drill is scheduled each term, with at least six each year. Four drills occur during daytime hours: two lockdown/run-hide-fight drills, one earthquake drill, and one fire evacuation drill. At least two drills occur during the evening to ensure employees and students who are generally on campus at night receive training as well. The evening drills include one lockdown/run-hide-fight drill and one fire evacuation drill. Emergency drills allow the College to:

- Test systems to ensure they are working correctly and make any repairs or modifications to increase their functionality as needed.
- Alert students and employees that their emergency contact information may need to be updated. When drill announcements are sent, students and employees will realize that they did not receive the alerts, which will encourage them to update their personal information.

RCC has an adopted continuity plan. The Continuity of Operations Plan (COOP) is only accessible by select college representatives for security reasons, so a copy is not included in reference materials. The purpose of this plan is to assist RCC in preparing for events that might jeopardize the institutional and/or instructional continuity. The goal is to maintain or regain, as quickly and efficiently as possible, the infrastructure needed to allow classes and other critical components to operate. This plan addresses the following:

- Communication during a post-incident situation, both internally with college employees as well as externally with students, partners, and the community.
- The assignment of individuals to various crucial roles during prolonged incidents and recovery operations.
- Procedures to handle disruption of classes for short periods (less than one week) and prolonged periods, in extreme cases.
- Evaluation and assurance of building and campus infrastructure and human safety.

Buildings are prioritized to return the most crucial to operational status based on what infrastructure may exist in each building or the function it serves. If buildings are unable to recover, backup arrangements are in place to move to alternate buildings within the district or utilize other community resources.

Crucial technology which would take priority in recovery efforts are identified:

- Ensure systems and data are backed up and secured so critical staff can access them from off-site locations in cases where there are building, campus, or equipment failures.
- Key considerations taken during various types of prolonged emergent situations.
- District functions as a community partner.
- Future considerations.

All critical systems managed on-site by RCC are backed up to a backup/disaster recovery appliance which can retrieve individual files or bring up entire servers in a self-contained virtual environment. In the case that this local appliance is offline or inaccessible, the same data is replicated to a private cloud platform. This platform can function the same way as local appliances do in restoring files or bringing up virtual instances of key server and data infrastructure. Platform/Software as a Service scenarios stored

in private or public clouds are also utilized. Each has its unique disaster recovery scenario. RCC has contracts with redundant internet providers to ensure two-way communications to both on-site and cloud data.

For prolonged power outages/emergency situations, diesel generators are installed at the primary data center at RWC and the secondary location at HEC/RVC to retain power to critical resources. Key room power and lighting are on the generator circuits, so data centers can operate and house an emergency response coordination location in RWC-CH7. These generators are on a regular maintenance and testing schedule and are designed to continue functioning for any time frame needed.

Future considerations include more on-site data resources moving to the cloud. An ever-evolving workforce and student population will need access to data from many locations on or off campus. IT Managers must prepare to counter the growing threat of attack vectors that require ever-better tools to detect and combat cyber security threats and recover from data breaches.

Technology Systems

The College has appropriate and adequate technology systems and infrastructure to carry out its mission, core themes, and strategic goals. The College provides a complete range of technology solutions designed to support the academic needs of faculty and students, the business needs of college staff and administration, and the extended needs of its community of partner organizations.

RCC's technology teams are focused on efficient and effective support for academics, administrative, and support services. [IT-Programming and Quality Assurance](#) comprises System Support Services (campus technology support at all RCC campuses, enterprise systems development, application support, Web services, and IT quality review) , [IT-Network Services](#) (network, enterprise servers/data center, and information security) , [Media Services](#) (help desk, voice/video/data for classroom/event presentation, media/lecture capture/distribution, video production, student computer labs, online tutoring and Distance Education.) Instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems is provided by Human Resources, IT-Networking Services, Librarians, Instructional Media, Instructional Support staff, and the Help Desk. The Instructional Media department offers face- to-face support five days a week and has online support via FAQ's and instructional videos for Blackboard 24 hours a day, seven days a week.

Beginning in 2018, RCC began a project to replace the in-house developed Enterprise Resource Planning ERP system (RogueNet) with a cloud-based core ERP, called Campus Nexus. This project encompasses the migration of the four client schools currently utilizing the RogueNet solution. A consortium of all five RogueNet schools was formed, with the goal of maximizing commonality and standardization in implementation, leading to best practices in implementation and efficiencies in communication, shared resources and reporting.

Accessibility

The Instructional Media department established guidelines for the accessibility of online courses and provides training, consultations, digital content testing, and course reviews to serve online students with disabilities. Support for captioning of videos is also provided. Additionally, the department funds subject areas studies, allowing faculty time to review and assess unique discipline-specific accessibility needs and identify solutions for implementation. Faculty are increasingly using the learning management system for class enhancements, hybrid classes or putting a class online. Instructional Media offers training for faculty members who wish to utilize Blackboard™. Training opportunities range from over-

the-shoulder and individualized consultation to in-person classes, online tutorials, workshops, quizzes, and exams. Faculty teaching online are required to complete Ally training. Ally training is an online resource within Blackboard to facilitate accessibility compliance.

Special events and webcasts are offered to address both technology use as well as effective practices in media creation and teaching with technology. Additional resources and tutorials are available on college webpages. A best practices handbook is used to help faculty members maintain awareness of current practices in online instruction. When developing a course online, faculty members are assigned to a web development specialist who guides them through the process utilizing Quality Matters™ online teaching best-practices and standards rubric.

Conclusion

This report is the result of employee collaboration across all three college divisions. The writing team consisted of six sub-teams, each assigned specific standards for research and response. When the Executive Leadership Team decided to adopt the NWCCU 2020 standards, the original work of the writing teams was reconfigured to the new standards, adding and deleting information when appropriate. This gave the College a second opportunity to view the self-study through a somewhat different lens and multiplied institutional learning. The collaborative efforts of individuals across the college reflect the college values of integrity, collaboration, inclusion, stewardship, and courage.

Rogue Community College is truly a student-focused institution. All three Wildly Important Goals (Core Themes) directly impact the student experience, and RCC has been recognized for excellence by multiple outside entities.

Access to Educational Opportunities

In 2019 Adult Basic Skills program chair, Julie Rossi, was recognized by the Community College Futures Assembly as a [Bellwether Award finalist](#) for her department's concurrent enrollment program, transitioning GED students into credit programs. This program was also received the ACT 2019 Postsecondary Champion of Career and College Readiness for the State of Oregon. The College is also a veteran-friendly institution with two staffed Veterans Resource Centers and a Student Veterans of America organization. RCC established and continues [Green Zone training](#) enabling faculty and staff to support veterans.

Through partnerships with Achieving the Dream and Oregon Guided Pathways, RCC has identified college access challenges and implemented action plans that provide career guidance, just-in-time outreach from student services, and multiple measures for [college placement](#). In-service presentations focused on current community college research and creating a student ready college versus a college ready student.

RCC competed for and received the 2018 [Verizon Girls in STEM](#) grant sponsored by the National Association of Community College Entrepreneurs, engaging over 200 low-income middle school girls in STEM career exploration and social entrepreneurship. Grant outcomes were impressive and the grant was renewed for another two-year cycle. In 2019 RCC joined Make for All, national coalition of leading education organizations focused on broadening access to maker-centered learning opportunities for people of all ages.

Student Success

The Southern Oregon Health Occupations Poverty Elimination ([SOHOPE](#)) grant provides education and training to Temporary Assistance for Needy Families (TANF) recipients and other low-income individuals for health care occupations that pay well and are in high demand. This \$14.4 million grant has moved over 275 low-income students into living wage health care professions in the RCC service area. The Jackson and Josephine County Departments of Human Services recognized RCC as an outstanding partner in working with TANF recipients to break the cycle of poverty.

In 2018, the Emergency Medical Services (EMS) program chair, Gary Heigel, received the [Innovation of the Year Award](#) from the League for Innovation in Community Colleges for his student engagement work. Heigel was nominated by RCC colleagues for his innovative approach to teaching and generosity in sharing his techniques with other departments. These techniques clearly work. The Emergency Medical Technician certification pass rate is 90%, and the Paramedic certification pass rate is 100% (first attempt). RCC also has an exemplary nursing program that includes both practical nursing and associate degree nursing programs. The Associate Degree certification pass rates are 100%. Graduates are often placed in local nursing positions before graduation.

After adding the Associate of Science Oregon Transfer – Engineering, science program chair Dusty Rittenbach formed the [Engineering Club](#) and encouraged students to enter InventOR, a statewide inventor competition for college students. RCC sent two teams to the 2018 finals, with team [Mission Franklini](#) winning the community college division. Members of these teams transferred in physics and engineering to universities such as Portland State and California State – Berkley. In 2019, RCC team [Printed Pet Prosthetics](#) won the community college division a second time, and RCC was invited in 2020 to be the first community college to host InventOR.

RCC student Christina Mestas became one of three Oregon semi-finalists in the [Jack Kent Cooke Foundation](#) scholarship competition. Christina is a successful pre-medical student and was selected from a pool of over 1500 candidates representing 311 community colleges. The Undergraduate Transfer Scholarship is a prestigious award with generous funding for baccalaureate and graduate school completion.

Collaborative Partnerships

RCC joined Achieving the Dream (ATD) and Oregon Guided Pathways (OGP) in 2018. Integrated teams of instructional and student services employees collaboratively conducted the self-studies and action plans required for both. The College philosophy going into this work was that these are not separate initiatives but interrelated ways of serving students, each effort informing the other one. A single steering team oversees this work. The resulting action plans reflect a high level of integration and focus on improving the student experience and ensuring RCC is student-ready.

The ATD and OGP self-studies also informed the work of College subject matter experts configuring the new ERP system, [Campus Nexus](#). The Oregon Consortium (RCC, Blue Mountain, Clatsop, Columbia Gorge and Oregon Coast) attracted state and national attention for collectively adopting a new ERP to maximize resources. The college presidents and project leads meet monthly as the Nexus Governance Group to make policy, procedure, and financial decisions related to the ERP. College teams meet together weekly, often online, to accomplish the implementation process.

RCC leaders were recognized in 2019 by [Rogue Workforce Partnership](#) for their commitment to collaborative partnerships to enhance the regional workforce. Instructional leaders Juliet Long and Lynn Black received the [Oregon Workforce Partnership – Workforce Champion award](#). Faculty members

Serena St. Clair and Linda Wagner received the Extraordinary Retiree Award for their career contributions. Presidents Kemper-Pelle, Schott, Gutierrez, and Naganathan of the Southern Oregon Higher Education Consortium received the SOREDI Quest Award for streamlining educational pathways for students and addressing the region's specific workforce needs.

In 2019, RCC was one of five community colleges in the nation recognized by the [National Association for Community College Entrepreneurship](#). The RCC Small Business Development Center (SBDC) has consistently ranked as a top performer in business and job creation in Oregon while serving only 6% of the state's population. The Oregon Small Business Development Center Network announced Ron Goss, director of RCC SBDC, as the 2019 Oregon State Star. The State Star is the Oregon Small Business Development Center's highest annual award, given to an individual who has shown exceptional performance and support for small business in his or her community.

The [RCC Foundation](#) has provided valuable support to the College by collaborating with program leadership to identify needs. In 2016, its board was instrumental in passage of the \$20 million bond enabling the college to upgrade and expand facilities throughout the district. The Foundation has also raised over \$750,000 to provide equipment for the Health Professions Center, a bond funded construction project that will provide a regional health care training facility. The Foundation has also raised nearly \$200K for equipment for truck driving, automotive, diesel, welding technologies, and other departments.

The Foundation board consists of over 20 diverse members, professionals from across the entire RCC district. The board includes RCC alumni, medical doctors, health care administrators, lawyers, accountants, business owners, veterans, and highly respected member of the community. The RCC Foundation's endowment has grown from \$7.4M in 2014 to nearly \$13M. It has continued to support students with scholarships now totaling over \$500,000 annually.

Diversity, Equity, and Inclusion

RCC is committed to creating a safe and compassionate environment that views all individuals and ideas fairly. The College acted on this by offering a substantial professional development program that includes:

- **In-service presentations** for faculty, staff and administrators on topics such as Managing Unconscious Bias (2016), Implicit Bias and Cultural Agility (2019), Creating a Welcoming Environment for AI (2019), and A New Kind of Leadership (2019).
- [Diversity Programming Board Events](#) for students, employees, and the community.
- **SafeColleges Training** for all employees in an online format. On-demand topics include Diversity Awareness, Cultural Competency, Discrimination Awareness in the Workplace, General Ethics in the Workplace, and Workplace Bullying.
- **Management Meetings** for all managers, provided quarterly. Topics included Inclusive Hiring Practices, Transgender Guidance in Higher Education, and Applying an Equity Lens.
- **Search Advocate Workshop Series** for screening committee members participating in the hiring process. Training focuses on implicit bias in the screening/hiring process and tools for mitigating bias.
- **Program Improvement Process for Equity (PIPE)** for institutional teams to identify and implement effective solutions to increase student access and success in non-traditional career pathways in career and technical education.

In 2019, the RCC Executive Team approved a new position, Equity, Diversity, and Inclusion Coordinator. The hiring process is in progress, and this person will be part of the Human Resources team. RCC is also using data to inform its equity strategies. One example is use of the disproportionate enrollment report to adjust marketing strategies, using student images more reflective of our community and opportunities available.

RCC serves the communities of Josephine and Jackson counties. By providing educational resources and training, the College is an economic engine that generates over \$239 million annually for the region's economy. According to a [2017 EMSI study](#), the average rate of return for RCC students is 13.9%, higher than the stock market or savings accounts. For every taxpayer dollar the state invests in community colleges, Oregon receives \$7.90 in state revenue and social savings due to reduced crime, lower unemployment, and better health.

Rogue Community College is committed to changing lives through education. By providing quality learning opportunities, RCC can transform, strengthen, and inspire students to achieve their goals and become valuable members of the communities of Southern Oregon.

Contributors to the Self-Evaluation

First	Last	Classification	Title
Lynn	Black	M	Former Interim Director, Continuing Education
Elizabeth	Butler	C	Internet and Marketing Strategist
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Amy	Durst	M	Assistant to the Vice President of Instruction
Kori	Ebenhack	M	Vice President, Student Services Division
Robert	Felthousen	F	Chair, Library Services
Kiersta	Fricke-Gostnell	F	Chair, Adult Basic Skills
Jodie	Fulton	M	Contract and Procurement Manager
Todd	Giesbrecht	F	Chair, Industrial Welding
Michelle	Gray	F	Chair, Counseling Department
Kate	Gronemyer	F	Library Services
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Mary	Johnson	F	Library Services
Jessica	Jones	C	Student Life & Leadership Coordinator
Wendy	Jones	E	Risk Management Coordinator
Cathy	Kemper-Pelle	M	President
Chauncey	Kieley	M	Deputy Title IX Compliance Coordinator
Marie	Maguire-Cook	F	Chair, Academic Success
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Lisa	Stanton	M	Chief Financial Officer
Dorothy	Swain	F	Faculty, Science Department
Carmen	Sumner	M	Assistant Director, Marketing
Jeremy	Taylor	F	Chair, Computer Science
Shannon	Van Lehn	C	Advising Program Coordinator
Cessa	Vichi	C	Library Services
Grant	Walker	M	Director, Marketing/Public Information Officer
Tina	Weyland	F	Library Services
Marita	Wilder	C	Curriculum and Scheduling

C = Classified Staff

F = Faculty

M = Management

Em. = Faculty Emeritus

Glossary

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.

Academic calendar: Dates for a scheduled period of instruction, which includes registration information and deadlines, beginning and end of term, breaks, and final examinations.

Academic year: Three one-week terms (fall, winter, spring) and one eight-week term (summer)

Achievements: Tangible evidence of results, accomplishments, outcomes.

Adjunct faculty: Members of the faculty bargaining unit who are employed more than twenty percent (20%) to sixty percent (60%) of a full-time workload as defined in Article 13, Section 13.2.B.

Advisory/Budget Committee: A committee nominated by the RCC Board of Education with member representatives from Jackson and Josephine counties. These leaders are appointed by the Board to share responsibility in the annual budget process and assist with support of the RCC Mission and Core Themes (HB 2927).

Alpha Zeta Pi: RCC students' honor society.

Benefits Eligible Adjunct Faculty (BEAF) – Members of the faculty bargaining unit who work fifty percent (50%) to sixty percent (60%) annual average of a full-time workload three (3) or more consecutive unit-eligible qualifying terms (fall, winter, spring) and who have a cumulative total of seven hundred and fifty percent (750%) workload. An adjunct faculty member will remain benefits-eligible any time their consecutive unit-eligible qualifying three-term percentage (fall, winter, spring) averages 50% or more.

CG-100 (Career Guidance – College Success and Survival for Full-Time, First Time Students): Mandatory career guidance coursework to help students achieve early momentum in their studies.

College Now: A program benefiting high school students who can earn college credit for classes.

Community College Survey of Student Engagement (CCSSE): A student survey, conducted biennially. It is coordinated and paid for by the state for benchmarking and other comparative methods.

Core Theme/WIG: A manifestation of the College's Mission Statement also known at RCC as a WIG (wildly important goal).

Core Values: The RCC belief system that outlines behavioral norm, which faculty and staff consistently apply while conducting college business and pursuing the college Mission.

Credit for Prior Learning (CPL): A process that allows students to demonstrate undergraduate, college-level knowledge or skill to earn credit for existing classes at RCC.

Course Outline: The document for each credit course containing learning outcomes (CLOs) addressed in each class and the assessment methods used to determine mastery of each outcome. Course syllabi are based on learning outcomes set forth in course outlines.

Data points: Assessment tool used in strategic planning. See Indicators of Achievement (below).

Environmental scan: A process that includes a review of key trends/issues (political, social, economic, education, and technological) that pose threats or opportunities, followed by a SWOT (Strengths, Weaknesses, Opportunities, and Threats) which creates information useful in decision-making.

Enterprise Resources Planning system (ERP): A system that integrates several data sources and processes of an organization into a unified system. For twenty years, RCC had developed their own ERP, RogueNet and four other community college in Oregon used it as well. On July 1, 2020, RCC and the consortium of schools who purchased Roguenet will move to Campus Nexus, a produce of Campus Management.

Executive Team (E-team): The Executive Team typically meets 2-3 times monthly with the college president to make administrative decisions, plan, discuss and solve issues, maintain focus on strategic initiatives, propose policies, create and approve administrative procedures, and promote cross-divisional collaboration. Membership includes the three divisional vice presidents, academic deans, student services dean, human resources director, chief financial officer, institutional research director, marketing director, grants coordinator, and RCC Foundation director.

Guided Pathways: An umbrella term used to describe highly structured student experiences that guide students on the pathway to completion.

Higher Education Coordinating Commission (HECC): A 14-member board dedicated to educational achievement beyond high school. The HECC advises Legislators, the Governor, and the Oregon Education Investment Board on higher education policy. It has statutory authority including development of a biennial budget and funding allocations to 17 public community colleges, five private and independent colleges and universities, and private career and trade schools. HECC's authority also includes new academic programs, allocating the Oregon Opportunity Grants, authorizing degrees proposed by private and out-of-state (distance) providers, licensing private career and trade schools, and overseeing programs for veterans. HECC is supported by a director who supervises the CCWD and Office of Student Access and Completion.

House Bill 2998 (HB 2998): In 2017, as a result of collaboration among the HECC, Oregon's community colleges and public universities, and lawmakers, the State Legislature passed House Bill 2998, a bill designed to streamline transfer between Oregon's community colleges and public universities.

Indicators of Achievement: Measures identified for assessing, documenting, or monitoring organizational outcomes and achievement levels also known as data points. Indicators may include reports, studies, surveys, data, benchmarks, and other evidence that supports measurable outcomes related to various goals and objectives.

Institutional Learning Outcomes (ILO): The set of collegiate success dispositions or outcome statements that faculty identified as being key for students at RCC.

Institutional planning: The myriad of planning processes, tools and indicators of achievement used achieve the Mission, which include but are not limited to the strategic plan, Comprehensive College Master Plan, Emergency Preparedness, program evaluations, faculty and staff 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.

Milestone/momentum points: Statewide initiative headed by CCWD for measuring persistence/completion rates.

Mission Statement: A declaration of the College's unique and fundamental purpose.

Non-credit course: A course that does not offer college credit for completion and cannot be used as part of a credit-based degree or certificate program. No assessment of learning generally takes place. (OAR 589- 006-0040 (33)).

Northwest Commission on Colleges and Universities (NWCCU): The regional accreditation agency responsible for private and public colleges and universities in Oregon, Alaska, Idaho, Montana, Nevada, Utah, Washington.

Objectives: Concrete, measurable action plans or steps used to initiate new efforts or strengthen ongoing activities to achieve the Mission and WIGs (also known as strategic initiatives in the planning integration model).

Operation O.S.P.R.E.Y – stands for **O**ur **S**tudents' **P**rogress **R**equires **E**veryone's **Y**es. This is a recognition across the College that there is a need for employees to understand their individual contributions in the delivery of quality educational services so that students can complete their educational goals and become productive citizens, adding to the vitality of this community.

Outcomes: Accomplishments, achievements and performance over time relative to its purposes and plans.

Planning: Processes that include establishment and implementation of (1) Mission, Vision, and Values; (2) goals and action plans; and (3) WIGs, 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.

Program Learning Outcomes (PLO): The universe of content outcomes that department faculty agree are necessary for “the next step,” whether it be completion of a set of courses (such as MTH 60, 65, 95), a certificate or degree completion, or transfer. These outcomes are updated as information is integrated from changes in the labor market or from transfer institutions, state agencies, or others.

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

RogueNet: An ERP (Enterprise Resource Planning) system created by an RCC instructor and administrator developed in-house. It has been used by five of the other 16 Oregon community colleges and is sold and managed through RCC. RogueNet maintains all required accounting data for state reporting, but can also support customized local reports.

Save our Students (SOS) Program: An internal student retention program designed to help faculty retain students through a counseling referral options from the second through sixth weeks of each term.

Strategic objectives: Any concrete, measurable action steps related to support of strategic plan goals and Core Theme planning. See “Objectives.”

Strategic Plan: The College’s planning instrument that includes college goals, objectives and intended outcomes that based on the College Mission and tied to the College’s Core Themes.

Survey of Entering Student Engagement (SENSE): An Oregon Presidents Council supported student survey instrument that examines college practices and student behaviors in fourth and fifth weeks of the fall term focusing on “front door” experiences. Data can be useful in improving course completion rates and student retention.

Sweet 16: A student credit completion threshold of 16 credits in their first year linked to credential completions rates.

TRiO programs: TRiO programs help low-income individuals, first-generation college students, veterans, and people with disabilities. Each program has a different focus to help students progress from middle school through college. RCC is the grant-holder for three of the eight TRiO programs, TRiO ETS, ROC & SSS.

Vision Statement – A broad description of what the college expects to look like in the future.

Acronyms

AAOT – Associate of Arts Oregon Transfer degree
AAS – Associate of Applied Science degree
ABE – Adult Basic Education
ABS – Adult Basic Skills
ACEs – Adverse Childhood Experiences
AGS – Associate of General Studies degree
AP – Administrative Procedure
AS – Associate of Science degree
ASGRCC – Associated Student Government of Rogue Community College
ASOT – Associate of Science Oregon Transfer Degree
ATD – Achieving the Dream
ATC – Academic and Training Council
BAT – Budget Advisory Team
BEP – Business Education Partnership
BOE – Board of Education
BP – Board (of Education) Policy
CAAHEP – Commission on Accreditation of Allied Health Programs
CAFR – Comprehensive Annual Financial Report
CAMAT – Classified Association Management Advisory Team (Bargaining Team)
CAO – Chief Academic Officer (also Vice President of Instructional Services)
CAS Standards – Council for the Advancement of Standards
CASC – Curriculum and Academic Standards Committee
CBA(s) – Collective Bargaining Agreement(s)
CCWD – Oregon Department of Community Colleges and Workforce Development
CCRC – Community College Research Center
CCSSE – Community College Survey of Student Engagement
CEC – College Effectiveness Council
CEO – Chief Executive Officer
CEP – Concurrent Enrollment Program
CFO – Chief Financial Officer
CIA – Chief Instructional Administrators
CIO – Chief Information Officer (also Vice President of College Services)
CLO – Course Learning Outcome
COR – Course Outcome Report
COOP – Continuity of Operations Plan
CPL – Credit for Prior Learning
CSSA – College Student Services Administrators
CSSO – Chief Student Services Officer (also Vice President of Student Services)
CTE – Career and Technical Education
CWE – Cooperative Work Experience
DL – Distance Learning

DPB – Diversity Programming Board
EBEC – Esther Bristol Education Center
EMT – Emergency Medical Technician
EMS – Emergency Medical Services
EMSI – Economic Modeling Specialists International
EOP – Emergency Operations Plan
ER – Eligibility Requirement from NWCCU
ERP – Enterprise Resources Planning system
FAFSA – Free Application for Federal Student Aid
FAMAT – Faculty Association Management Advisory Team (Bargaining Team)
FERPA – the Family Education Rights and Privacy Act
FD3 – Fire District #3
FTE – Full-time Equivalency
FWS – Federal Work Study
GED – General Educational Development
HECC – Higher Education Coordinating Commission (also see HECC below)
HEC – RCC/SOU Higher Education Center
HR – Human Resources Department
HPOG – Health Profession Opportunity Grant
HTC – High Technology Center
ICAT – Institutional Capacity Assessment Tool
ILO – Institutional Learning Outcome
IM – Instructional Media
IPEDS – Integrated Postsecondary Education Data System
IREP – Institutional Research, Effectiveness, and Planning
IT – Information Technology
IT3 – Information Technology Think Tank
IVBEC – Illinois Valley Business Entrepreneurial Center
IVLC – Illinois Valley Learning Center
JBAC – Joint Boards’ Articulation Commission
JTAC – Joint Transfer and Articulation Committee
KBB – Kerby Belt Building
KPI – Key Performance Indicators
LEED – Leadership in Energy and Environmental Design
LGPI – Local Government Personnel Institution
LIB – Library
LLC – Limited Liability Corporation
NAPE – National Alliance for Partnerships in Equity
NAVPA – National Association of Veterans Program Administrators
NoA – Notice of Assignment
NP – No Pass
NSO – New Student Orientation
NWAC – Northwest Athletic Conference
NWCCU – Northwest Commission on Community Colleges and Universities

OAR – Oregon Administrative Rules
OCCA – Oregon Community College Association
ODE – Oregon Department of Education
OER – Open Educational Resources
OPC – Oregon Presidents’ Council (Community College)
OGP – Oregon Guided Pathways
ORS – Oregon Revised Statutes
OrAVSCO – Oregon Association of Veterans School Certifying Officials
OSEB – Oregon State Board of Nursing
OSEA – Oregon School Employees Association
OSSC – Oregon Student Success Center
OTM – Oregon Transfer Module
P – Pass
PERS – Public Employees Retirement System
PAQ – Position Analysis Questionnaire
PIPE – Program Improvement Process for Equity
PLO – Program Learning Outcome
RASCAL – Rogue Area Senior Computer Assistance League
RCC – Rogue Community College
RCCEA – Rogue Community College Education Association
RCCF – Rogue Community College Foundation
RIF – Reductions in Force
RVC – Riverside Campus – RCC’s Medford Campus
RWC – Redwood Campus – RCC’s Grants Pass Campus
RWP – Rogue Workforce Partnership
SBDC – Small Business Development Center
SENSE – Survey of Entering Student Engagement
SET – Student Engagement Team
SNAP – Supplemental Nutrition Assistant Program
SOHOPE – Southern Oregon Health Occupations Poverty Elimination Grant
SORED – Southern Oregon Regional Economic Development, Inc.
SOU – Southern Oregon University
STEP – SNAP Training and Employment Program
STEM – Science, Technology, Engineering, Mathematics
TANF – Temporary Assistance for Needy Families
TRC – Table Rock Campus
TRiO SSS – TRiO Student Support Services
TRiO ROC – TRiO Rogue Opportunity Center
TRiO TS – TRiO Talent Search
VFA – Voluntary Framework of Accountability
VRC – Veterans Resources Center
WIG – Wildly Important Goal

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
College Overview	Multi-Campus Aerial Video	https://www.youtube.com/watch?v=Z4YOpe5P_XA&feature=youtu.be		
	Oregon Statute 341	https://www.oregonlaws.org/ors/341.009		
Overview of Institutional Changes since 2014	Rogue Valley Employability Success Rubric 3.0	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/Rogue%20Valley%20Employability%20Success%20Rubric%203%200.pdf		
Overview of Institutional Changes since 2014	Signed ODE Civil Rights Review	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/Signed_ODE%20Civil%20Rights%20Review%20Signed%20Voluntary%20Compl.%20Plan%2008.17.17.pdf		
	Specialised Accreditation and Program Approval:			
Overview of Institutional Changes since 2014	Emergency Medical Services	https://web.roguecc.edu/accreditation/accreditation-specialization		
	Massage Therapy			
	Associate Degree Nursing			
	Practical Nursing			
Overview of Institutional Changes since 2014	2014 Mid-Cycle Report - p.16	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/Accreditation/pdf/Accreditation_2014_final.pdf		
STANDARD ONE – STUDENT SUCCESS AND INSTITUTIONAL MISSION AND EFFECTIVENESS				
Institutional Mission				
1.A.1 The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement.			ER1;ER2;ER3;ER6	
1.A.1	Mission Statement	https://web.roguecc.edu/strategic-planning/rccs-strategic-plan-2017-2020		
1.A.1	webpage (Mission, Values & Vision)	https://web.roguecc.edu/strategic-planning/rccs-strategic-plan-2017-2020		
1.A.1	2019-20 Catalog	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
1.A.1	Strategic Planning Documents	https://web.roguecc.edu/strategic-planning/rccs-strategic-plan-2017-2020		
Improving Institutional Effectiveness				
1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.			ER4; ER5; ER6; ER19	
1.B.1	Previously Submitted Reports folder:	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%5FStudy%5F2020%2FShared%20Documents%2FRCC%207%2DYear%20Report%5F2020%2FEvidence%20Folder%2FPreviously%20Submitted%20Reports%20and%20Correspondence%202011%2D2015&FolderCTID=0x012000D54AA263C6A0B84392AEEB0DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.B.1	Department Strategic Plans	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%5FStudy%5F2020%2FShared%20Documents%2FRCC%207%2DYear%20Report%5F2020%2FEvidence%20Folder%2FDepartment%20Strategic%20Plan%20Folder&FolderCTID=0x012000D54AA263C6A0B84392AEEB0DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.B.1	2017-2020 Strategic Plan	https://web.roguecc.edu/strategic-planning		
1.B.1	Strategic Plan (2015-2019)	https://staffroguecc.sharepoint.com/w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B36E0C893-548F-470E-9F92-38D4796A071A%7D&file=Adopted%202015-19%20Strategic%20Plan%20-%20FINAL.docx&action=default&mobiledirect=true		

Evidence/Links

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
1.B.1	Institutional Effectiveness Assessment Plan	https://web.roguecc.edu/assessing-institutional-effectiveness		
1.B.1	Achieving the Dream (ATD)	https://www.achievingthedream.org/		
1.B.1	Inservice and Meeting Agendas folder	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%2FStudy%2F2020%2FShared%20Documents%2FRCC%207%2DYear%20Report%2F2020%2FEvidence%20Folder%2FInservice%20Meetings%20and%20Agendas&FolderCTID=0x012000D54AA263C6A0B84392AEEB0DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.B.1	Program Improvement Process for Equity (PIPE)	https://napequity.org/professional-development/institutions		
1.B.1	IREF Board Reports/Workshops	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/reports-presentations		
1.B.1	RCC Action Plan Deck for 3-22	https://staffroguecc.sharepoint.com/p:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7BC7F3F6A7-698A-4253-B6BE-C5BC8E328453%7D&file=RCC%20Action%20Plan%20Deck%20for%203-22-2019_ljPost3-22mtg.pptx&action=edit&mobileredirect=true		
1.B.1	ICAT Results folder	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%2FStudy%2F2020%2FShared%20Documents%2FRCC%207%2DYear%20Report%2F2020%2FEvidence%20Folder%2FICAT%20Results&FolderCTID=0x012000D54AA263C6A0B84392AEEB0DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.B.1	OSSC Pathways Scale of Adoption Self Assessment	https://staffroguecc.sharepoint.com/w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B0D3910F4-E7BE-4E7D-B9D6-5F4A4D38F391%7D&file=OSSCPathwaysScaleofAdoptionSelfAssessment_REVISED_lcr03092018.docx&action=default&mobileredirect=true		
1.B.1	Documented Handbook (IREP)	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%2FStudy%2F2020%2FShared%20Documents%2FRCC%207%2DYear%20Report%2F2020%2FEvidence%20Folder%2FInstitutional%20Effectiveness%20Handbook&FolderCTID=0x012000D54AA263C6A0B84392AEEB0DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.B.1	Assessing Institutional Effectiveness webpage	https://web.roguecc.edu/assessing-institutional-effectiveness		
1.B.1	See the Strategic Planning Placemat 2018-19	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/StrategicPlanningPlacemat_2018-19_lcr01172020.pdf		
1.B.1	Annual Disproportional Enrollment Folder	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%2FStudy%2F2020%2FShared%20Documents%2FRCC%207%2DYear%20Report%2F2020%2FEvidence%20Folder%2FDisproportional%20Enrollment%20Reports&FolderCTID=0x012000D54AA263C6A0B84392AEEB0DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.B.1	Fall-to-Winter Retention for First Time	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/first-time-fall-cohort-fall-winter-retention		
1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.			ER4; ER5; ER6; ER19	
1.B.2	2017-20 Strategic Plan	https://web.roguecc.edu/strategic-planning/rccs-strategic-plan-2017-2020		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
1.B.2	Loss Momentum Framework	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%20Year%20Report_2020/Evidence%20Folder/loss_momentum_framework_atd_version.pdf		
1.B.2	RCC Action Plan Deck, Slide 6	https://staffroguecc.sharepoint.com/p:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7BC7F3F6A7-698A-4253-B6BE-C5BC8E328453%7D&file=RCC%20Action%20Plan%20Deck%20for%203-22-2019_ljcPost3-22mtg.pptx&action=edit&mobileredirect=true		
1.B.2	Strategic Planning Placemat 2018-2019	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%20Year%20Report_2020/Evidence%20Folder/StrategicPlanningPlacemat_2018-19_lcr01172020.pdf		
1.B.2	Previously Submitted Reports folder	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%2FStudy%2F2020%2FShared%20Documents%2FRCC%20Year%20Report%2F2020%2FEvidence%20Folder%2FPreviously%20Submitted%20Reports%20and%20Correspondence%202011%2D2015&FolderCTID=0x012000D54A4263C6A0B84392AE8B0DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.B.2	Data Now!	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/data-now		
1.B.2	Key Performance Indicators (KPIs)	https://web.roguecc.edu/strategic-planning/strategic-plan-kpis		
1.B.2	Community College Research Center (CCRC)	https://ccrc.tc.columbia.edu/publications/early-momentum-metrics-leading-indicators.html		
1.B.2	Nationally Benchmarked	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/national-and-regional-benchmarked-data		
1.B.2	Student Engagement Team (SET) Purpose	https://staffroguecc.sharepoint.com/w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7BECB2C7F0-54F1-4A98-AD88-8A15238BDE83%7D&file=2019%20SET%20Purpose.docx&action=default&mobileredirect=true		
1.B.2	Final Report Student Engagement and Success Focus Groups	https://staffroguecc.sharepoint.com/w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B6038B257-2F07-403B-9F72-7B27474B0688%7D&file=FINAL%20REPORT_Student%20Engagement%20and%20Success%20Focus%20Groups%20CRO8202019.docx&action=default&mobileredirect=true		
1.B.3 The institution provides Exhibit that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.			ER4; ER19	
1.B.3	Review of the 2015-19 Strategic Plan	https://web.roguecc.edu/strategic-planning/strategic-plan-development		
1.B.3	Strategic Planning Steering Team	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%20Year%20Report_2020/Evidence%20Folder/Steering%20Team%20List%20and%20Timeline.pdf		
1.B.3	Voorhees Workshop March 10, 2017	https://staffroguecc.sharepoint.com/p:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7BDA0357AB-9E14-4838-BBA0-9E6AF24E8C5B%7D&file=VoorheesWorkshop_Mar10_2017.pptx&action=edit&mobileredirect=true&cid=be9a3765-eccb-4dda-950e-d310a8c5b501		
1.B.3	Voorhees PowerPoint for SPSC - May2017	https://staffroguecc.sharepoint.com/p:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7BDA0357AB-9E14-4838-BBA0-9E6AF24E8C5B%7D&file=VoorheesWorkshop_Mar10_2017.pptx&action=edit&mobileredirect=true&cid=be9a3765-eccb-4dda-950e-d310a8c5b501		

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1.B.3	Steering Team List and Timeline	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%20Year%20Report_2020/Evidence%20Folder/Steering%20Team%20List%20and%20Timeline.pdf		
1.B.3	College-Wide Spring In-Service that May (President In-service May 2017)	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%20Year%20Report_2020/Evidence%20Folder/Steering%20Team%20List%20and%20Timeline.pdf		
1.B.3	Inservice Input on Strategic Plan	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B7843EC60-90D7-40A4-8381-6402C6E9F13A%7D&file=Inservice%20Input%20on%20Strategic%20Plan.docx&action=default&mobileredirect=true		
1.B.3	June 20, 2017 (Board Meeting)	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/BOE/Minutes/6-20-17%20Board%20Meeting%20Minutes.pdf		
1.B.3	College Programs and Fiscal Policies	https://web.roguecc.edu/budget-and-financial-services/budget-development-process		
1.B.3	Budget Advisory Team (BAT)	https://web.roguecc.edu/budget-advisory-team		
1.B.3	Three Sub-Committees	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/Budget/2013-14/2013-14%20Budget%20for%20Board.pdf		
1.B.3	Budget Advisory Committee	https://web.roguecc.edu/board-education/district-budget-committee		
1.B.3	ORS 294-414	https://www.oregonlaws.org/ors/294.414		
1.B.3	Entrepreneurial Funds Request	https://web.roguecc.edu/budget-and-financial-services/entrepreneurial-funds-request		
1.B.3	2018-19 Latino Outreach and Recruitment Annual Report	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7BA4B9437D-870B-4CAD-A399-686CF410F9CC%7D&file=2018-19%20Latinx%20Student%20Recruitment%20Outcomes.docx&action=default&mobileredirect=true		
1.B.3	Latinx Student Recruitment Outcomes	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B9BDF5802-0975-47EB-B2FF-F702C9AB3A7F%7D&file=2018-19%20Latino%20Outreach%20and%20Recruitment%20Annual%20Report.docx&action=default&mobileredirect=true		
1.B.3	Disproportional Enrollment Report	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/reports-presentations		
1.B.3	Disproportional Enrollment Reports Folder	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%2FStudy%2F2020%2FShared%20Documents%2FRCC%207%2DYear%20Report%2F2020%2FEvidence%20Folder%2FDisproportional%20Enrollment%20Reports&FolderCTID=0x012000D54AA263C6A0B84392AEF80DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.B.3	Strategic Planning Placemat 2018-2019	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%20Year%20Report_2020/Evidence%20Folder/StrategicPlanningPlacemat_2018-19_lcr01172020.pdf		
1.B.3	Strategic Plan KPI's	https://web.roguecc.edu/strategic-planning/strategic-plan-kpis		
1.B.3	Cow Creek Final Report	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7BB8598CEE-D384-4679-950C-3EE095D75197%7D&file=Cow%20Creek%20Final%20Report%202017%20Julie%20%20GED%20Concurrent%20Enrollment.docx&action=default&mobileredirect=true		

Evidence/Links

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.			ER4	
1.B.4	Environmental Scan	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/Environmental%20Scan%20(Final).pdf		
1.B.4	Administrative Procedure - 102 - Access to Educational Opportunities: Disproportional Enrollment	https://web.roguecc.edu/administrative-procedures-and-general-information/access-educational-opportunities-disproportional		
1.B.4	Rogue Valley Economic Indicators	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/Rogue%20Valley%20Economic%20Indicators.pdf		
1.B.4	2017-2027 Rogue Valley Occupational Projections	https://staffroguecc.sharepoint.com/:x:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7BD2FD9478-A4D3-410E-87D1-4F151A27F95D&file=Rogue%20Valley%20Occupational%20Employment%20Projections%202017-2027.xlsx&action=default&mobileredirect=true		
1.B.4	Burning Glass	https://www.burning-glass.com/		
1.B.4	IREP Board Report	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B33ECAD52-FBB9-46E6-A7FA-43A307089897&file=IREPBoardReport_lcr06102019.docx&action=default&mobileredirect=true		
1.B.4	RCC Action Plan Deck for 3-22-2019 Power Point file.	https://staffroguecc.sharepoint.com/:p:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7BC7F3F6A7-698A-4253-B6BE-C5BC8E328453&file=RCC%20Action%20Plan%20Deck%20for%203-22-2019_ljcPost3-22mtg.pptx&action=edit&mobileredirect=true		
1.B.4	Page 5 of ICAT_Response_Distribution_Rogue Community College, located in ICAT Results folder	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/ICAT%20Results/ICAT_Response_Distribution_Rogue%20Community%20College.pdf		
1.B.4	Observational Self Study _Collaborative Learning Spaces FINAL	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B097747CC-D530-4E65-82A9-77E54AE610F8&file=Observational%20Self%20Study%20_Collaborative%20Learning%20Spaces%20FINAL.docx&action=default&mobileredirect=true		
1.B.4	Participant Action Research methodology	https://www.participatorymethods.org/glossary/participatory-action-research		
1.B.4	IREP Board Report	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B33ECAD52-FBB9-46E6-A7FA-43A307089897&file=IREPBoardReport_lcr06102019.docx&action=default&mobileredirect=true		
1.B.4	Student Engagement Toolkit and Targeted Training	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/IREP/PDF/Faculty%20Student%20Engagement%20in%20Service%20(Fall%202019).pdf		
1.B.4	Report (IREP Report to the Board)	https://web.roguecc.edu/board-education/board-education-meeting-minutes		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
1.B.4	Reports and Presentations (IREP)	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/reports-presentations		
Student Learning				
1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.			ER5	
1.C.1	Oregon Higher Education Coordinating Commission Office of Community Colleges and Workforce Development (CCWD)	https://www.oregon.gov/highered/about/Pages/office-CCWD.aspx		
1.C.1	OAR 589-006-0050 (14)	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=248692		
1.C.1	Higher Education Coordinating Commission	https://www.oregon.gov/highered/Pages/index.aspx		
1.C.1	Academic and Training Council (ATC)	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B4627EF4A-86DA-428E-AB72-FA9A3915D1F1%7D&file=Charter%20-%20ATC%202-14-2020.docx&action=default&mobileredirect=true		
1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.			ER5	AP/BP 4020 - Program Curriculum and Course Development
1.C.2	Program Approval Guidelines	http://handbook.ccwdwebforms.net/handbook/program-approval		
1.C.2	Board Policy 4020 -Program, Curriculum and Course Development	https://web.roguecc.edu/board-policies/bp-4020-program-curriculum-and-course-development		
1.C.2	Administrative Policy 4020 -Program, Curriculum and Course Development	https://web.roguecc.edu/board-policies/rcc-board-policies-and-procedures		
1.C.2	Transfer Students' Success	https://www.roguecommunity.net/rcc-today/		
1.C.2	General Education Outcomes	http://handbook.ccwdwebforms.net/handbook/appendices/appendix-k		
1.C.2	Business	http://handbook.ccwdwebforms.net/handbook/definitions/associate-degrees/associate-of-science-oregon-transfer-business-(as-ot-bus)		
1.C.2	Computer Science	http://handbook.ccwdwebforms.net/handbook/definitions/associate-degrees/associate-of-science-oregon-transfer-(asot-cs)		
1.C.2	OAR 589-006-0050(7)	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=248692		
1.C.2	Minutes (that discuss the Joint Boards Articulation Commission, JTAC and relation to HECC)	https://www.oregon.gov/HigherEd/Documents/HECC/SSIC/2015/06_June-10-15/5.0%20JBAC%20Update.pdf		
1.C.2	HECC website	https://www.oregon.gov/highered/pages/index.aspx		
1.C.2	Advisory Committee Input	https://intranet.roguecc.edu/pdf/2018-19%20Advisory%20Board%20Committee%20Minutes.pdf		
1.C.2	Nursing	https://www.oregon.gov/OSBN/Pages/index.aspx		
1.C.2	Emergency Medical Technician/Paramedic	https://go.roguecc.edu/departments/emergency-services/emergency-medical-services/accreditation-information		
1.C.2	Massage Therapy	https://www.oregon.gov/obmt/Pages/index.aspx		

Evidence/Links

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
1.C.2	Accreditation webpage	https://web.roguecc.edu/accreditation/accreditation-specialization		
1.C.2	CTE Network	https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Network.aspx		
1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.			ER5	
1.C.3	Outcomes	https://web.roguecc.edu/2018-19-graduation-guides/general-education-outcomes		
1.C.3	PLO Assessment Process	https://go.roguecc.edu/department/instructional-outcomes-and-assessments/program-learning-outcomes		
1.C.3	Graduation Guides	https://web.roguecc.edu/2019-20-graduation-guides		
1.C.3	Programs Information webpage	https://go.roguecc.edu/department/program-learning-outcomes		
1.C.3	Y:/All of RCC drive	\\mars\AllOfRcc\Course Outlines - Officially Approved		
1.C.3	Faculty Resources	https://intranet.roguecc.edu/faculty.asp		
1.C.3	Instructional Office Drive	K:\Course Syllabi		
1.C.4 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.			ER17	AP/BP 4100 - Graduation Requirements for Degrees and Certificates
1.C.4	2019-20 Catalog	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
1.C.4	Admissions Page	https://web.roguecc.edu/admissions		
1.C.4	2019-20 Catalog (p.7-8)	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
1.C.4	Board Policy 5010 - Admissions and Concurrent Enrollment	https://web.roguecc.edu/board-policies/bp-5010-admissions-and-concurrent-enrollment		
1.C.4	Administrative Policy 5010 - Admissions	https://web.roguecc.edu/board-policies/ap-5010-admissions		
1.C.4	2019-20 Catalog (p.12)	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
1.C.4	Graduation Guides	https://web.roguecc.edu/2019-20-graduation-guides		
1.C.4	2019-20 Catalog (p.27)	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
1.C.4	Board Policy 4100 - Graduation Requirements for Degrees and Certificates	https://web.roguecc.edu/board-policies/bp-4100-graduation-requirements-degrees-and-certificates		
1.C.4	Administrative Policy 4100 - Graduation Requirements for Degrees and Certificates	https://web.roguecc.edu/board-policies/ap-4100-graduation-requirements-degrees-and-certificates		
1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs			ER5; ER12; ER13	AP 4020 - Program, Curriculum and Course Development BP VIII.D.010 - Faculty Senate
1.C.5	Institutional Effectiveness Handbook	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%2FStudy%2F2020%2FShared%20Documents%2FRCC%207%2DYear%20Report%2F2020%2FEvidence%2FFolder%2FInstitutional%20Effectiveness%20Handbook&FolderCTID=0x012000D54AA263C6A0B84392AEFB0DAC3728E4&View=%2F7B805AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.C.5	Assessment webpage	https://go.roguecc.edu/department/instructional-outcomes-and-assessments/program-learning-outcomes		

Evidence/Links

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
1.C.5	Administrative Procedures-4020: Program, Curriculum and Course Development	https://web.roguecc.edu/board-policies/rcc-board-policies-and-procedures		
1.C.5	Faculty Handbook (p.25)	https://web.roguecc.edu/human-resources/employee-resources		
1.C.5	Faculty Senate	https://go.roguecc.edu/department/faculty-senate		
1.C.5	Faculty Senate Bylaws	https://go.roguecc.edu/department/faculty-senate/bylaws		
1.C.5	Board Policy VIII.D.010 - Faculty Senate	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/BoardPolicies/pdf/VIII.D.010%20Faculty%20Senate.pdf		
1.C.5	Faculty Collective Bargaining Agreement, p. 14	https://go.roguecc.edu/sites/go.roguecc.edu/files/dept/FA/MAT/pdf/Contracts/Faculty%20CBA%202017-2020%20Rev%202-26-2018.pdf		
1.C.5	Oregon Writing English Advisory Committee (OWEAC)	https://oweac.wordpress.com/meeting-dates-locations/		
1.C.5	Information Literacy Advisory Group of Oregon (ILAGO)	https://ilago.wordpress.com/		
1.C.5	Oregon Mathematical Association of Two Year Colleges (ORMATYC)	https://www.ormatyc.org/		
1.C.5	Oregon Association of Higher Education and Disability (ORAHEAD)	https://www.orahead.org/		
1.C.5	Oregon House Bill 2998	https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-2998.aspx		
1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.			ER5;ER13	
1.C.6	Appendix E, Outcomes and Criteria for Transferable General Education Courses in Oregon.	http://handbook.ccwdwebforms.net/handbook/appendices/appendix-k		
1.C.6	2019-20 Catalog (p.47)	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
1.C.6	Institutional Learning Outcomes	https://go.roguecc.edu/department/instructional-outcomes-and-assessments/institutional-learning-outcomes		
1.C.6	2019-20 Catalog (p.C6a)	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
1.C.6	Outcomes and Assessment webpage	https://go.roguecc.edu/department/instructional-outcomes-and-assessments/institutional-learning-outcomes		
1.C.6	List of ILOs for each course (9/19/2019)	https://staffroguecc.sharepoint.com/:x:/r/sites/Self_Study_2020/		
1.C.7 The institution uses the results of its assessment efforts to inform academic and learningsupport planning and practices to continuously improve student learning outcomes.			ER5	
1.C.7	Institutional Effectiveness Handbook	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B9A772475-C760-4A7A-8844-5161D43EDC71%7D&file=IE_Handbook_Draft_lcr12052019.docx&action=default&mobileredirect=true		
1.C.7	Institutional Learning Outcomes Assessment	https://go.roguecc.edu/department/instructional-outcomes-and-assessments/institutional-learning-outcomes		
1.C.7	Course Outcome Form	https://go.roguecc.edu/sites/go.roguecc.edu/files/dept/OutcomeAssess/Worddocs/COR-Template.doc		

Evidence/Links

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
1.C.7	Program Learning Outcomes Assessment	https://go.roguecc.edu/department/instructional-outcomes-and-assessments/program-learning-outcomes		
1.C.7	Outcomes and Assessment webpage	https://go.roguecc.edu/department/instructional-outcomes-and-assessments/institutional-learning-outcomes		
1.C.7	Course Learning Outcomes Assessment	https://go.roguecc.edu/department/instructional-outcomes-and-assessments/course-learning-outcomes		
1.C.7	Program Review	https://go.roguecc.edu/department/instructional-outcomes-and-assessments/program-review		
1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.			ER5; ER13	BP 4235 - Credit by Examination
1.C.8	2019-20 Catalog (pp. 8 and 13)	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
1.C.8	RCC Transfer Center webpage	https://web.roguecc.edu/transfer-center		
1.C.8	Credit for Prior Learning Procedures	https://web.roguecc.edu/credit-prior-learning		
1.C.8	2019-20 Catalog (p.14)	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
1.C.8	Board Policy 4235 - Credit by Examination	https://web.roguecc.edu/board-policies/bp-4235-credit-examination		
1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.			n/a	n/a
1.C.9	n/a	n/a		
Student Achievement				
1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.			ER17	
1.D.1	New Student Orientation (NSO): Introduction	https://web.roguecc.edu/new-student-information/new-student-orientation-nso-introduction		
1.D.1	Satisfactory Academic Progress	https://web.roguecc.edu/satisfactory-academic-standing-and-progress		
1.D.1	Just In Time email example	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%20Year%20Report_2020/Evidence%20Folder/JustInTimeEmails.pdf		
1.D.1	New Student Checklist	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/GoRogue/pdf/New%20Student%20Checklist.pdf		
1.D.1	All flyers, prospective student folders, and any other promotional material are constantly updated as information changes or as specific events require	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%2FStudy%2F2020%2FShared%20Documents%2FRCC%207%2DY ear%20Report%2F2020%2FEvidence%20Folder%2FRecruiting%20Materials&FolderCTID=0x012000D54AA263C6A0B84392AE6B0DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).			ER6; ER21; ER22	

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
1.D.2	IREP Board Report	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B33ECAD52-FBB9-46E6-A7FA-43A307089897%7D&file=IREPBoardReport_lcr06102019.docx&action=default&mobileredirect=true		
1.D.2	Data Now	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/data-now		
1.D.2	Persistence	https://nscresearchcenter.org/snapshotreport-persistence/retention18/		
1.D.2	Voluntary Framework of Accountability (VFA)	https://vfa.aacc.nche.edu/collegefinder/Pages/Profile.aspx?VFAID=434		
1.D.2	VFA National Comparison to Other Community Colleges	https://vfa.aacc.nche.edu/collegefinder/Pages/default.aspx		
1.D.2	RCC website: National and Regional Benchmarked Data	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/national-and-regional-benchmarked-data		
1.D.2	Disproportional Enrollment Report Folder	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%5FStudy%5F2020%2FShared%20Documents%2FRCC%207%2DYear%20Report%5F2020%2FEvidence%20Folder%2FDisproportional%20Enrollment%20Reports&FolderCTID=0x012000D54AA263C6A0B84392AEF80DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
1.D.2	Webpage (IREP)	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/national-and-regional-benchmarked-data		
1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.			ER6; ER21; ER22	
1.D.3	Data Now!	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/data-now		
1.D.3	IREP Board Report	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B33ECAD52-FBB9-46E6-A7FA-43A307089897%7D&file=IREPBoardReport_lcr06102019.docx&action=default&mobileredirect=true		
1.D.3	Results	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/indicators-student-success		
1.D.3	SENSE Presentation Spring Inservice 5-9-19	https://staffroguecc.sharepoint.com/:p:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7BA8CAEBFB-CE6E-4112-8B24-7561D219062C%7D&file=SENSEPresentationSpringInservice_MMW5-9-19.pptx&action=edit&mobileredirect=true		
1.D.3	FINAL REPORT: Student Engagement and Success Focus Groups 8-20-2019	https://staffroguecc.sharepoint.com/:w:/r/sites/Self_Study_2020/_layouts/15/Doc.aspx?sourcedoc=%7B6038B257-2F07-403B-9F72-7B27474B0688%7D&file=FINAL%20REPORT_Student%20Engagement%20and%20Success%20Focus%20Groups%20CR08202019.docx&action=default&mobileredirect=true		
1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.			ER6; ER21; ER22	
1.D.4	VFA Public Outcomes Report	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/VFA%20Public%20Outcomes%20Report%20(Guest).pdf		
1.D.4	Oregon Higher Education Statewide Snapshots (p.2)	https://www.oregon.gov/highered/research/Documents/Snapshots/RCC-Snapshot.pdf		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
1.D.4	Community College Survey of Student Engagement (CCSSE)	https://www.ccsse.org/aboutsurvey/sampling.cfm		
1.D.4	Survey of Entering Student Engagement (SENSE)	https://www.ccsse.org/sense/aboutsurvey/samplingadmin.cfm		
1.D.4	Indicators of Student Success	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/indicators-student-success		
1.D.4	Fall-to-Winter Retention	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/first-time-fall-cohort-fall-winter-retention-0		
1.D.4	CC Student Engagement and Success Focus Groups report (p.3)	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/reports-presentations		
1.D.4	Collaborative Learning Spaces at RCC	https://web.roguecc.edu/institutional-research-effectiveness-and-planning/reports-presentations		
1.D.4	Disproportional Enrollment Report (p.4)	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/IREP/PDF/DisproportionalEnrollmentReport_lcr03232018.pdf		
1.D.4	Entrepreneurial Fund	https://web.roguecc.edu/budget-and-financial-services/entrepreneurial-funds-request		
1.D.4	RCC's GED Program and post-secondary credentials	https://www.youtube.com/watch?v=0DwWY9D-SYI		
1.D.4	The National Alliance for Partnerships in Equity's PIPE training	https://napequity.org/pipe-training/		

STANDARD TWO – GOVERNANCE, RESOURCES, AND CAPACITY

Governance			ER9: ER21; ER22	BP 2010 Board of Education Membership, BP 2710 Conflict of Interest, AP/BP 2715 Code of Ethics/Standards of Practice ,BP 2200 Board of Education Duties and Responsibilities, BP 2410 Board of Education Policies and Administrative Procedures, AP/BP 2745 Board of Education Self-Evaluation, RCC Board Policies and Procedures - Chapter 2
2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.				
2.A.1	Oregon Revised Statutes (ORS) Chapter 341	https://www.oregonlaws.org/ors/chapter/341		
2.A.1	Board Policy 2010 - Board of Education Membership	https://web.roguecc.edu/board-policies/bp-2010-board-education-membership		
2.A.1	ORS 341.275	https://www.oregonlaws.org/ors/341.275		
2.A.1	ORS 341.326	https://www.oregonlaws.org/ors/341.326		
2.A.1	Board Policy 2710 - Conflict of Interest	https://web.roguecc.edu/board-policies/bp-2710-conflict-interest		
2.A.1	Board Policy 2715 - Code of Ethics/Standards of Practice	https://web.roguecc.edu/board-policies/bp-2715-code-ethicsstandards-practice		
2.A.1	Code of Ethics	https://web.roguecc.edu/board-policies/bp-2715-code-ethicsstandards-practice		
2.A.1	Administrative Procedure 2715 - Code of Ethics/Standards of Practice	https://web.roguecc.edu/board-policies/ap-2715-code-ethicsstandards-practice		
2.A.1	Board Policy 2200 - Board of Education Duties and Responsibilities	https://web.roguecc.edu/board-policies/bp-2200-board-education-duties-and-responsibilities		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.A.1	ORS 341.290	https://www.oregonlaws.org/ors/341.290		
2.A.1	ORS 341.300	https://www.oregonlaws.org/ors/341.300		
2.A.1	Board Policy 2410 - Board of Education Policies and Administrative Procedures	https://web.roguecc.edu/board-policies/bp-2410-board-education-policies-and-administrative-procedures		
2.A.1	Board Policy 2745 - Board of Education Self-Evaluation	https://web.roguecc.edu/board-policies/bp-2745-board-education-self-evaluation		
2.A.1	Administrative Procedure 2745 - Board of Education Self-Evaluation	https://web.roguecc.edu/board-policies/ap-2745-board-education-self-evaluation		
2.A.1	October 16, 2018 RCC Board Minutes	https://web.roguecc.edu/board-education/board-education-meeting-minutes		
2.A.1	Chapter 2 of RCC Board Policies and Administrative Procedures	https://web.roguecc.edu/board-policies/rcc-board-policies-and-procedures		
2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.			ER11	BP 2430 - Delegation of Authority to the College President , AP/BP 3100 - Organizational Structure , BP III.A.050 - Administrative Appointments
2.A.2	President's Job Description	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/President%20Job%20Description.pdf		
2.A.2	Board Policy 2430 - Delegation of Authority to the College President	https://web.roguecc.edu/board-policies/bp-2430-delegation-authority-college-president		
2.A.2	Divisional Structure of Organization	https://web.roguecc.edu/about-rcc/organization		
2.A.2	Board Policy 3100 - Organizational Structure	https://web.roguecc.edu/board-policies/bp-3100-organizational-structure		
2.A.2	Administrative Procedure 3100 - Organizational Structure	https://web.roguecc.edu/board-policies/ap-3100-organizational-structure		
2.A.2	Executive Team	https://web.roguecc.edu/president/executive-team		
2.A.2	Board Policy III.A.050: Administrative Appointments	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/BoardPolicies/pdf/III.A.010-III.A.090%20Admin-Misc.pdf		
2.A.2	Local Government Personnel Institute (LGPI)	https://www.lgpi.org/		
2.A.2	Article 17 of Management, Administrative, and Confidential Employee Handbook.	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/HR/Forms_Procedures/Employee_Resources_Training/MgmtAdminConfHandbook.pdf		
2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.			ER10	BP 2200 Board of Education Duties and Responsibilities , BP 2431 Selection of the College President , AP/BP 2435 Evaluation of the College President, AP/BP 2430 Delegation of Authority to the College President
2.A.3	Board Policy 2200 - Board of Education Duties and Responsibilities	https://web.roguecc.edu/board-policies/bp-2200-board-education-duties-and-responsibilities		
2.A.3	Board Policy 2431 - Selection of the College President	https://web.roguecc.edu/board-policies/bp-2431-selection-college-president		
2.A.3	Contract Consultant, Gold Hill Associates	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/Contract%20-%20Consultant,%20Gold%20Hill%20Associates.pdf		
2.A.3	Board Policy 2435 - Evaluation of the College President	https://web.roguecc.edu/board-policies/bp-2435-evaluation-college-president		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.A.3	President's Job Description	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/President%20Job%20Description.pdf		
2.A.3	President's 360 Evaluation Form 11/2017	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/Presidents%20360%20Evaluation%20Form%2011-2017.pdf		
2.A.3	RCC President Self-Evaluation 2017 Form	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/Shared%20Documents/RCC%207-Year%20Report_2020/Evidence%20Folder/President%20Self-Evaluation%202017%20Form.pdf		
2.A.3	Goals AY 2018	https://staffroguecc.sharepoint.com/sites/Self_Study_2020/SitePages/Home.aspx?RootFolder=%2Fsites%2FSelf%2FStudy%2F2020%2FShared%20Documents%2FRCC%207%2DY%20Report%2F2020%2FEvidence%20Folder%2FPresident%27%20Performance%20Goals&FolderCTID=0x012000D54AA263C6A0B84392AEEB0DAC3728E4&View=%7BB05AC0C8%2D8753%2D4099%2D8107%2DE4E7CEE10EA4%7D		
2.A.3	Goals AY 2019			
2.A.3	Goals AY 2020			
2.A.3	Board Policy 2430 - Delegation of Authority to the College President	https://web.roguecc.edu/board-policies/bp-2430-delegation-authority-college-president		
2.A.3	Administrative Procedure 2435 - Evaluation of the College President	https://web.roguecc.edu/board-policies/ap-2435-evaluation-college-president		
2.A.3	Board Policy 2430 - Delegation of Authority to the College President	https://web.roguecc.edu/board-policies/bp-2430-delegation-authority-college-president		
2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.				
2.A.4	RCC Board of Education Meeting Minutes	https://web.roguecc.edu/board-education/board-education-meeting-minutes		
2.A.4	Board Policy III.A.040 -Administrative Procedures/Staff Advisory Functions	http://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/BoardPolicies/pdf/III.A.010-III.A.090%20Admin-Misc.pdf		
2.A.4	RCC's Administrative Procedures	https://web.roguecc.edu/administrative-procedures		
2.A.4	Policy vs.Procedure	https://web.roguecc.edu/general-information-and-administrative-procedures/policy-vs-procedure		
Academic Freedom				
2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.			ER16	BP/AP 4030 - Academic Freedom
2.B.1	Board Policy 4030 - Academic Freedom	https://web.roguecc.edu/board-policies/bp-4030-academic-freedom		
2.B.1	Administrative Policy 4030 - Academic Freedom	https://web.roguecc.edu/board-policies/ap-4030-academic-freedom		
2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.			ER16	AP 003 - Student Rights, Freedoms, and Responsibilities
2.B.2	Faculty Collective Bargaining Agreement (p. 15)	https://go.roguecc.edu/sites/go.roguecc.edu/files/dept/FA/MAT/pdf/Contracts/Faculty%20CBA%202017-2020%20Rev%202-26-2018.pdf		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.B.2	Administrative Procedures 003 - Student Rights, Freedoms, and Responsibilities	https://web.roguecc.edu/administrative-procedures/student-rights-freedoms-and-responsibilities-ap-003		
Policies and Procedures				
2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.			ER18	BP VIII.A.060 - Transfer and Articulation
2.C.1	RCC Enrollment Services webpage	https://web.roguecc.edu/admissions/submit-transcripts-rcc		
2.C.1	International Students webpage	https://web.roguecc.edu/international-students/international-transcript-evaluation-providers		
2.C.1	Veterans Transfer webpage	https://web.roguecc.edu/veterans-services/rcc-transferring		
2.C.1	Transfer Center Website	https://web.roguecc.edu/transfer-center/transfer-guides		
2.C.1	Dual Enrollment	https://web.roguecc.edu/financial-aid/dual-enrollment		
2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.			ER18	AP 003 - Student Rights, Freedoms, and Responsibilities
2.C.2	2019-20 Catalog p.41	http://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/Publications/Catalog/catalog_2018-19.pdf		
2.C.2	Administrative Procedures webpage	https://web.roguecc.edu/administrative-procedures		
2.C.2	Harrasment	https://web.roguecc.edu/title-ix-and-sexual-misconduct		
2.C.2	Discrimination of Protected Classes	https://web.roguecc.edu/board-policies/ap-3410-nondiscrimination		
2.C.2	Disability Services	https://web.roguecc.edu/disability-services		
2.C.2	Fair and Consistent Manner	https://web.roguecc.edu/student-services/notice-nondiscrimination		
2.C.2	Administrative Procedures 003 -Student Rights, Freedoms, and Responsibilbites	https://web.roguecc.edu/administrative-procedures/student-rights-freedoms-and-responsibilities-ap-003		
2.C.2	Complaint Process webpage	https://web.roguecc.edu/complaint-process		
2.C.2	Directed to Support	https://web.roguecc.edu/complaint-process		
2.C.2	Formal Resolutions to a Student Record Appeal	http://www.roguecc.edu/Enrollment/Forms/StudentRecordAppeal.pdf		
2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.			ER17; ER18	AP/BP 3410 - Nondiscrimination
2.C.3	Board of Education	https://web.roguecc.edu/board-education		
2.C.3	Board Policy 3410 - Nondiscrimination	https://web.roguecc.edu/board-policies/bp-3410-nondiscrimination		

Evidence/Links

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.C.3	Administrative Policy 3410- Nondiscrimination	https://web.roguecc.edu/board-policies/ap-3410-nondiscrimination		
2.C.3	Reading, Writing, Mathematics	https://web.roguecc.edu/advising		
2.C.3	Programs or Courses May Require Additional Prerequisite Coursework	https://web.roguecc.edu/2018-19-graduation-guides		
2.C.3	Information	https://web.roguecc.edu/placement-process		
2.C.3	2019-20 Catalog	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
2.C.3	Standards for Satisfactory Academic Standing and Progress	https://web.roguecc.edu/satisfactory-academic-standing-and-progress		
2.C.3	2019 -20 Catalog (pp. 40-41)	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records			ER15:ER18	AP/BP - 3310 - Records Retention and Destruction , AP/BP - 5040 - Education Records, Directory Information, and Privacy
2.C.4	Board Policy 3310 - Records Retention and Destruction	https://web.roguecc.edu/board-policies/bp-3310-records-retention-and-destruction		
2.C.4	Administrative Procedure 3310 - Records Retention and Destruction	https://web.roguecc.edu/board-policies/ap-3310-records-retention-and-destruction		
2.C.4	BP 5040 Education Records, Directory Information, and Privacy	https://web.roguecc.edu/board-policies/bp-5040-education-records-directory-information-and-privacy		
2.C.4	2019 -20 Catalog (p. 42)	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
2.C.4	FERPA	https://web.roguecc.edu/enrollment-services/ferpa		
Institutional Integrity				
2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.			ER8	AP 050 - Publications and Graphic Standards, BP 4025 - Philosophy and Crieteria for Associate Degree and General Education, AP 115 - Social Media
2.D.1	Administrative Procedures 050- Publications and Graphic Standards	https://web.roguecc.edu/administrative-procedures/publications-and-graphic-standards-ap-050		
2.D.1	Publications webpage	https://web.roguecc.edu/marketing-department/publications		
2.D.1	Curriculum and Scheduling Department	https://web.roguecc.edu/curriculum-and-scheduling-department		
2.D.1	Program Information	https://web.roguecc.edu/2019-20-graduation-guides		
2.D.1	Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education	https://web.roguecc.edu/board-policies/bp-4025-philosophy-and-criteria-associate-degree-and-general-education		
2.D.1	Marketing Department	https://web.roguecc.edu/marketing		
2.D.1	RCC All Events Calendar	https://www.roguecc.edu/Calendar/		
2.D.1	Accreditation webpage	https://web.roguecc.edu/accreditation		
2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external and grievances are addressed in a fair, equitable, and timely manner.			ER8	AP 024 - Standards for Professional Behavior for Employees, AP 003 - Student Rights, Freedoms and Responsibilities, BP 3430 - Prohibition of Discrimination and
2.D.2	Administrative Policy 024 - Standards for Professional Behavior for Employees	https://web.roguecc.edu/administrative-procedures/standards-professional-behavior-employees-ap-024		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.D.2	Complaint Process webpage	https://web.roguecc.edu/complaint-process		Harrassment , AP 3430 - Prohibition of Discrimination and Harrassment , AP 3435: Discrimination of Harassment Reports and Investigations
2.D.2	Faculty Collective Bargaining Agreement	http://go.roguecc.edu/sites/go.roguecc.edu/files/dept/FA/MAT/pdf/Contracts/Faculty%20CBA%202017-2020%20Rev%202-26-2018.pdf		
2.D.2	Classified Collective Bargaining Agreement	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/CAMAT/CBAs/Classified%20CBA%202017-2022%20Signed.pdf		
2.D.2	Management, Administrative, and Confidential Employee Handbook	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/HR/Forms_Procedures/Employee_Resources_Training/MgmtAdminConfHandbook.pdf		
2.D.2	Administrative Procedures 003 - Student Rights, Freedoms and Responsibilities	https://web.roguecc.edu/administrative-procedures/student-rights-freedoms-and-responsibilities-ap-003		
2.D.2	Notice of Nondiscrimination	https://web.roguecc.edu/student-services/notice-nondiscrimination		
2.D.2	BP 3430: Prohibition of Discrimination and Harassment	https://web.roguecc.edu/board-policies/bp-3430-prohibition-discrimination-and-harassment		
2.D.2	AP 3430: Prohibition of Discrimination and Harassment	https://web.roguecc.edu/board-policies/ap-3430-prohibition-discrimination-and-harassment		
2.D.2	AP 3435: Discrimination of Harassment Reports and Investigations	https://web.roguecc.edu/board-policies/ap-3435-discrimination-and-harassment-reports-and-investigations		
The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.			ER8	BP 2715 - Code of Ethics/ Standards of Practice , BP V.B.010 - Conflict fo Interest/Code of Ethics
2.D.3	Board Policy 2715 - Code of Ethics/Standards of Practice	https://web.roguecc.edu/board-policies/bp-2715-code-ethicsstandards-practice		
2.D.3	ORS.244.010 to ORS 244.400	https://www.oregonlegislature.gov/bills_laws/ors/ors244.html		
2.D.3	Board Policy V.B 010 - Conflict of Interest/Code of Ethics	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/BoardPolicies/pdf/V.B.010-V.B.060%20HRConduct-Ethics.pdf		
Financial Resources				
2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.			ER19	BP 6300 - Fiscal Management, BP 6200 - Budget Management
2.E.1	Board Policy 6300 - Fiscal Management	https://web.roguecc.edu/board-policies/bp-6300-fiscal-management		
2.E.1	Comprehensive Annual Evaluation Report (CAFR)	https://web.roguecc.edu/audit		
2.E.1	Monthly Financial Statements	https://web.roguecc.edu/budget-and-financial-services/current-year-financial-reports		
2.E.1	Ending Fund Balance	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/BudgetFS/PDFs/2019-20Budget/Ending%20Fund%20Balance%20History%20-%20General%20Fund%20FY09-FY19.pdf		
2.E.1	Board Policy 6250 - Budget Management	https://web.roguecc.edu/board-policies/bp-6250-budget-management		
2.E.1	Stability Reserve Fund	https://web.roguecc.edu/audit		
2.E.1	Changes in State Funding	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/BudgetFS/PDFs/2019-20Budget/State%20Funding%20and%20Tuition%20Revenue%20History%20-%20General%20Fund%20FY08-FY19.pdf		
2.E.1	Enrollment Levels	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/BudgetFS/PDFs/2019-20Budget/FTE%20History%20and%20Projections%20-%20All%20Funds%20FY01-FY19.pdf		
2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.			ER20	BP 6200 - Budget Preparation

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.E.2	Budget Advisory Team (BAT)	https://web.roguecc.edu/budget-advisory-team		
2.E.2	Board of Education District Budget Committee	https://web.roguecc.edu/board-education/district-budget-committee		
2.E.2	Board Policy 6200 - Budget Preparation	https://web.roguecc.edu/board-policies/bp-6200-budget-preparation		
2.E.2	Contracts and Grant Accounting	https://web.roguecc.edu/budget-and-financial-services/contract-grant-accounting		
2.E.2	Budget and Financial Services Budget Information webpage	https://web.roguecc.edu/budget-and-financial-services/annual-budget-documents		
2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution’s governing board(s), governance structure(s), and applicable state and federal laws.			ER18, ER19	BP 6300 - Fiscal Management, BP 6320 - Investments, BP 6330 - Purchasing, BP 6340 - Bids and Contracts, BP 6600 - Capital Construction, AP 6330 - Purchasing , AP 6340 - Bids and Contracts, AP 6600 - Capital Construction
2.E.3	Monthly Financial Reporting	https://web.roguecc.edu/budget-and-financial-services/current-year-financial-reports		
2.E.3	Annual Audit	https://web.roguecc.edu/audit		
2.E.3	Tuition and Fees	https://web.roguecc.edu/enrollment-services/tuition-rates		
2.E.3	Budget Development	https://web.roguecc.edu/budget-and-financial-services/current-year-budget		
2.E.3	Budget Advisory Team Meetings and Forums	https://web.roguecc.edu/budget-advisory-team		
2.E.3	Board Policies for Business and Non-Instructional Operations	https://web.roguecc.edu/board-policies		
2.E.3	Board Policy 6300 - Fiscal Management	https://web.roguecc.edu/board-policies/bp-6300-fiscal-management		
2.E.3	Board Policy 6320 - Investments	https://web.roguecc.edu/board-policies/bp-6320-investments		
2.E.3	Board Policy 6330 - Purchasing	https://web.roguecc.edu/board-policies/bp-6330-purchasing		
2.E.3	Board Policy 6340 - Bids and Contracts	https://web.roguecc.edu/board-policies/bp-6340-bids-and-contracts		
2.E.3	Board Policy 6600 - Capital Construction	https://web.roguecc.edu/board-policies/bp-6600-capital-construction		
2.E.3	Administrative Procedures for Finance	https://web.roguecc.edu/administrative-procedures		
2.E.3	Administrative Procedure 6330 - Purchasing	https://web.roguecc.edu/board-policies/ap-6330-purchasing		
2.E.3	Administrative Procedure 6340 - Bids and Contracts	https://web.roguecc.edu/board-policies/ap-6340-bids-and-contracts		
2.E.3	Administrative Procedure 6600 - Capital Construction	https://web.roguecc.edu/board-policies/ap-6600-capital-construction		
2.E.3	Amended Board Policies and Procedures	https://web.roguecc.edu/board-policies/rcc-board-policies-and-procedures		
2.E.3	Financial Services Handbooks	https://web.roguecc.edu/budget-and-financial-services/financial-information		
2.E.3	Procurement Handbooks	https://web.roguecc.edu/node/329		
2.E.3	Public Records Request	https://web.roguecc.edu/public-records/making-request		
Human Resources				
2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.			ER12:ER23	
2.F.1	College Employment webpage	https://www.governmentjobs.com/careers/roguecc		
2.F.1	Human Resources Benefits Webpage	https://web.roguecc.edu/human-resources/benefits		
2.F.1	Faculty Resources Webpage	https://intranet.roguecc.edu/faculty.asp		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.F.1	Human Resources SharePoint Website	https://staffrogueucc.sharepoint.com/sites/HR/SitePages/Home.aspx		
2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.			ER12: ER23	
2.F.2	Professional Growth and Development - Human Resources SharePoint Website	https://staffrogueucc.sharepoint.com/sites/HR/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fsites%2FHR%2FShared%20Documents%2FProfessional%20Growth%20%26%20Development&FolderCTID=0x0120009902798D9F86FE46925D49564B4F0B56		
2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.			ER12: ER23	AP 107 - Instructor Qualifications
2.F.3	Hiring Excellence Guide	https://staffrogueucc.sharepoint.com/sites/HR/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FHR%2FShared%20Documents%2FHiring%20Procedures%20%26%20Documents%2FHiring%20Excellence%20Guide%2Epdf&parent=%2Fsites%2FHR%2FShared%20Documents%2FHiring%20Procedures%20%26%20Documents		
2.F.3	Administrative Procedure 107 – Instructor Qualifications	https://web.rogueucc.edu/administrative-procedures/instructor-qualifications-ap-107		
2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.			ER7: ER12: ER23	
2.F.4	Evaluation Forms and Resources	https://staffrogueucc.sharepoint.com/sites/HR/Shared%20Documents/Forms/AllItems.aspx?newTargetListUrl=%2Fsites%2FHR%2FShared%20Documents&viewpath=%2Fsites%2FHR%2FShared%20Documents%2FForms%2FAllItems%2Easpx&viewid=2c6d450c%2D9a51%2D4bb8%2Dbc3e%2D37a41fa6a4b8&id=%2Fsites%2FHR%2FShared%20Documents%2FEvaluation%20Forms%20and%20Resources		
2.F.4	Classified Collective Bargaining Agreement	https://staffrogueucc.sharepoint.com/sites/HR/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FHR%2FShared%20Documents%2FCBAs%20%2D%20Handbooks%20%2D%20Salary%20Schedules%2FClassified%20CBA%202017%2D2022%20Signed%2Epdf&parent=%2Fsites%2FHR%2FShared%20Documents%2FCBAs%20%2D%20Handbooks%20%2D%20Salary%20Schedules		
2.F.4	Faculty Collective Bargaining Agreement	https://staffrogueucc.sharepoint.com/sites/HR/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FHR%2FShared%20Documents%2FCBAs%20%2D%20Handbooks%20%2D%20Salary%20Schedules%2FFaculty%20CBA%202017%2D2020%20Rev%202%2D26%2D2018%2Epdf&parent=%2Fsites%2FHR%2FShared%20Documents%2FCBAs%20%2D%20Handbooks%20%2D%20Salary%20Schedules		
Student Support Resources				
2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.			ER13; ER14; ER15	AP 106 - Smoking
2.G.1	Student Services webpage	https://web.rogueucc.edu/student-services		
2.G.1	Academic Success	https://go.rogueucc.edu/departments/academic-success		
2.G.1	Strategies for Student Success	https://web.rogueucc.edu/strategies-student-success		
2.G.1	Community Resources	https://web.rogueucc.edu/counseling/community-resources		
2.G.1	Advising			
2.G.1	Counseling	https://web.rogueucc.edu/counseling		

Evidence/Links

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.G.1	Disability Support Services	https://web.roguecc.edu/disability-services		
2.G.1	Veterans Resources Centers	https://web.roguecc.edu/veterans-services/veterans-resource-center-vrc		
2.G.1	Oregon Association of Veterans School Certifying Officials (OrAVSCO)	https://www.oravsc.org/		
2.G.1	National Association of Veterans' Program Administrators (NAVPA)	https://www.navpa.org/		
2.G.1	Cost of Attendance Calculator	https://www.roguecc.edu/FinancialAid/NPC/		
2.G.1	Southern Oregon Health Occupations Poverty Elimination (SOHOPE)	https://go.roguecc.edu/department/southern-oregon-hope		
2.G.1	Health Professions Opportunity Grant (HPOG)	https://www.acf.hhs.gov/ofa/programs/hpog		
2.G.1	Federal SNAP Training and Employment Program (STEP)	https://www.fns.usda.gov/snap/et		
2.G.1	Administrative Procedures 106 - Smoking	https://web.roguecc.edu/administrative-procedures/smoking-ap-106		
2.G.1	Student Employment Opportunities webpage	https://web.roguecc.edu/career-and-student-employment-services/student-employment-opportunities		
2.G.1	Student Life	https://web.roguecc.edu/student-life		
2.G.1	Associated Student Government of Rogue Community College (ASGRCC)	https://web.roguecc.edu/asgrcc		
2.G.1	Alpha Zeta Pi	https://web.roguecc.edu/alpha-zeta-pi		
2.G.1	Ossie's Cupboard	https://web.roguecc.edu/student-life/ossies-cupboard		
2.G.1	New Student Orientation (NSO) Introduction	https://web.roguecc.edu/new-student-information/new-student-orientation-nso-introduction		
2.G.1	Athletics Department	https://athletics.roguecc.edu/		
2.G.1	Northwest Athletic Conference (NWAC)	https://www.nwacsports.com/landing/index		
2.G.1	TRiO/Student Support Services (SSS)	https://web.roguecc.edu/trio-student-support-services		
2.G.1	TRiO/Rogue Opportunity Centers (ROC)	https://web.roguecc.edu/trio-rogue-opportunity-center		
2.G.1	TRiO/Educational Talent Search (ETS)	https://web.roguecc.edu/trio-educational-talent-search		
2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.			ER18	
2.G.2	2019-20 Catalog (various pages referenced in text)	https://www.roguecc.edu/PDF/catalog2019-20.pdf		
2.G.2	Institutional Mission and Core Themes	https://web.roguecc.edu/president/mission-values-themes		
2.G.2	2017-2020 Strategic Plan webpage	https://web.roguecc.edu/strategic-planning/rccs-strategic-plan-2017-2020		
2.G.2	Admission's Policy	https://web.roguecc.edu/admissions/rccs-admissions-policy		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.G.2	Grading Policy	https://web.roguecc.edu/satisfactory-academic-standing-and-progress/grading-policy		
2.G.2	Graduation Guides	https://web.roguecc.edu/2019-20-graduation-guides		
2.G.2	Administrative Procedure 003- Student Rights, Freedoms and Responsibilities	https://web.roguecc.edu/administrative-procedures/student-rights-freedoms-and-responsibilities-ap-003		
2.G.2	Tuition Rates	https://web.roguecc.edu/enrollment-services/tuition-rates		
2.G.2	Add, Drop, Withdraw from Classes	https://web.roguecc.edu/enrollment-services/adddropwithdraw-classes		
2.G.2	Financial Aid webpage	https://web.roguecc.edu/financial-aid		
2.G.2	Academic Calendar webpage	https://www.roguecc.edu/Calendar/Academic/		
2.6.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.			ER18	
2.G.3	Publications (Graduation Guides)	https://web.roguecc.edu/2018-19-graduation-guides		
2.G.3	Career Pathways webpage	https://www.roguecc.edu/Programs/CareerPathways/Certificates.asp		
2.G.3	Graduation Guides	https://web.roguecc.edu/2019-20-graduation-guides		
2.6.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.			ER18; ER22	
2.G.4	Financial Aid	https://web.roguecc.edu/financial-aid		
2.G.4	Veterans webpage - How much help is available? Page	https://web.roguecc.edu/financial-aid/how-much-help-available		
2.G.4	Scholarship Central webpage	http://www.roguecc.edu/FinancialAid/Scholarships/		
2.G.4	Financial Aid Resources webpage	https://web.roguecc.edu/financial-aid/financial-aid-link-resources		
2.G.4	RCC Scholarship webpage	https://web.roguecc.edu/financial-aid/scholarships		
2.G.4	Foundation website	https://foundation.roguecc.edu/		
2.G.4	IonTuition Student Loan Support	https://web.roguecc.edu/iontuition-student-loan-support		
2.6.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.			ER18; ER23	
2.G.5	Loan Exiting Counseling materials	https://web.roguecc.edu/financial-aid/loan-exit-counseling		
2.G.5	Financial Aid Repayment Policies	http://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/FinancialAid/Forms/2018-19/Withdrawing-Repayment.pdf		
2.G.5	Compliance with Federal Requirements Regarding Loan Eligibility and Student Notification Process	https://web.roguecc.edu/financial-aid/student-loans-rcc		
2.G.5	IonTuition Student Loan Support	https://web.roguecc.edu/iontuition-student-loan-support		
2.G.5	Consumer Information Regarding Default Rates	https://web.roguecc.edu/about-rcc		
2.6.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.			ER18; ER23	
2.G.6	Academic Advising	https://web.roguecc.edu/advising		
2.G.6	Advising Registration Clinics	https://web.roguecc.edu/counseling/advising-registration-clinics		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.G.6	College Now Programs	https://go.roguecc.edu/department/college-now		
2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialled. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.			ER15; ER18	
2.G.7	Testing Center	https://go.roguecc.edu/department/testing-services		
Library and Information Resources				
2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services.			ER14	
2.H.1	RCC Library	https://go.roguecc.edu/department/rcc-libraries		
2.H.1	Collection Development Policy	https://go.roguecc.edu/department/rcc-libraries/library-policies		
2.H.1	Library Program Review	https://go.roguecc.edu/sites/go.roguecc.edu/files/users/LSours/Program%20Review%20-%20Library%20-%20June%202017.pdf		
2.H.1	Electron Resources Database	https://go.roguecc.edu/department/rcc-libraries/databases/z		
2.H.1	Collection Development Guidelines	https://go.roguecc.edu/department/rcc-libraries/library-policies		
2.H.1	Faculy Handbook	http://go.roguecc.edu/sites/go.roguecc.edu/files/dept/FA MAT/pdf/FacultyHandbook.pdf		
Physical and Technology Infrastructure				
2.I.1 Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.			ER15	
2.I.1	Campuses	https://web.roguecc.edu/new-student-information/campuses-and-degrees		
2.I.1	Redwood Campus	https://web.roguecc.edu/locations/redwood-campus		
2.I.1	Nursing	https://www.roguecc.edu/landing/nursing.html		
2.I.1	Art	https://go.roguecc.edu/department/art		
2.I.1	Automotive Technology	https://www.roguecc.edu/landing/automotiveTechnology.html		
2.I.1	Riverside Campus	https://web.roguecc.edu/locations/riverside-campus		
2.I.1	RCC/SOU Higher Education Center	https://inside.sou.edu/medford/index.html		
2.I.1	Prometric Testing Center	https://inside.sou.edu/medford/testing/prometric.html		
2.I.1	Table Rock Campus	https://web.roguecc.edu/locations/trc-driving-directions		
2.I.1	Diesel Technology	http://www.roguecc.edu/landing/dieselTechnology.html		
2.I.1	Emergency Services	https://www.roguecc.edu/landing/emergencyServices.html		
2.I.1	Electronics	https://www.roguecc.edu/landing/electronicsTechnology.h tml		
2.I.1	Apprenticeship	https://go.roguecc.edu/department/apprenticeship/		
2.I.1	Manufacturing	https://www.roguecc.edu/landing/manufacturingEngineeri ng.html		
2.I.1	Mechatronics	https://www.roguecc.edu/landing/mechatronics.html		
2.I.1	Industrial Welding	https://www.roguecc.edu/landing/industrialWelding.html		
2.I.1	Maker Space	https://www.roguecommunity.net/an-interview-with-president-kemper-pelle/		

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
2.I.1	Illinois Valley Learning Center	https://go.roguecc.edu/department/adult-basic-skills/illinois-valley-learning-center		
2.I.1	Commercial Kitchen	https://cookspace.roguecc.edu/node/69		
2.I.1	Business Entrepreneurial Center	https://sbdcc.roguecc.edu/ivbec		
2.I.1	Small Business Development Center	https://sbdcc.roguecc.edu/		
2.I.1	Rogue Innovation Hub	https://www.roguecc.edu/RIH/index.html		
2.I.1	Fire District Three	https://www.jcfd3.com/		
2.I.1	Fire Science Program	https://www.roguecc.edu/landing/fireScience.html		
2.I.1	Training Center	https://www.jcfd3.com/about-us/training-center/		
2.I.1	Facilities	https://web.roguecc.edu/facilities-and-operations		
2.I.1	Safe	https://web.roguecc.edu/risk-management		
2.I.1	Master Plan	https://web.roguecc.edu/master-plan-2019/documents		
2.I.1	2011	https://www.roguecc.edu/PDF/RCC-2011_MasterPlan.pdf		
2.I.1	\$20 Million Bond	https://web.roguecc.edu/rcc-bond-project		
2.I.1	TRC	https://www.roguecc.edu/PDF/RCC-2017-TRC_MasterPlan.pdf		
2.I.1	RWC	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/MasterPlan2019/PDF/30x40OpenHouseBoards.pdf		
2.I.1	Facilities and Operations Department	https://web.roguecc.edu/facilities-and-operations		
2.I.1	Sustainability Actions	https://go.roguecc.edu/department/green-team/strategic-energy-management-project		
2.I.1	Emergency Operations Plan	https://web.roguecc.edu/risk-management/campus-emergency-management		
2.I.1	IT_Programming and Quality Assurance	https://web.roguecc.edu/information-technology/programming-services		
2.I.1	IT- Network Services	https://web.roguecc.edu/information-technology/network-services		
2.I.1	Media Services	https://go.roguecc.edu/department/instructional-media		
Conclusion				
Conclusion	Bellwether Award Finalist	https://www.roguecommunity.net/beyond-the-ged-bellwether-award/		
Conclusion	Green Zone Training	https://web.roguecc.edu/sites/web.roguecc.edu/files/Sites/Veterans/pdf/RCC_GreenZonePPT.pdf		
Conclusion	College Placement	https://web.roguecc.edu/placement-process		
Conclusion	Verizon Girls in STEM	https://go.roguecc.edu/department/community-education/stem-camp-middle-school-girls		
Conclusion	Southern Oregon Occupations Poverty Elimination (SOHOPE)	https://www.roguecommunity.net/sohope-grant-leads-to-better-paying-jobs/		
Conclusion	Innovation of the Year Award	https://www.roguecommunity.net/rcc-teaching-innovations-benefit-students/		
Conclusion	Engineering Club	https://web.roguecc.edu/asgrcc-rvtrcc/rogue-engineers-club		
Conclusion	Mission Frankini	https://www.roguecommunity.net/inventor/		
Conclusion	Printed Pet Prosthetics	https://www.roguecommunity.net/a-winning-idea-to-help-mans-best-friend/		
Conclusion	Jack Kent Cooke Foundation	https://www.jkcf.org/our-stories/2020-cooke-transfer-scholar-semifinalists/		
Conclusion	Campus Nexus	https://web.roguecc.edu/campusnexus%C2%AE		
Conclusion	Rogue Workforce Partnerships	https://www.roguecommunity.net/rcc-recognized-for-workforce-development/		

Evidence/Links

Standard Name / #	Exhibit Description	Exhibit Link/Placement	Eligibility Requirement(s)	Associated Board Policy/ Administrative Procedure
Conclusion	National Association for Community College Entrepreneurship	https://www.roguecommunity.net/rcc-sbdc-earns-kudos-for-focus-on-business-job-creation/		
Conclusion	RCC Foundation	https://foundation.roguecc.edu/		
Conclusion	Diversity Programing Events	https://web.roguecc.edu/diversity-board		
Conclusion	Oregon Workforce Partnership – Workforce Champion award	https://www.roguecommunity.net/rcc-recognized-for-workforce-development/		
Conclusion	2017 EMSI study	https://www.roguecommunity.net/the-rcc-effect/		



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