



Mid-Cycle Report

Rogue Community College

Prepared for the
Northwest Commission on Colleges and Universities
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Institutional Overview

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

A public two-year community college, RCC offers multiple transfer degrees; more than 80 career and technical education degrees or certificates; and a variety of workforce and short-term training, academic skills, and continuing and community education classes; plus services to the business community.

Institutional Updates

In July 2022, Rogue Community College welcomed Randy Weber, Ed.D. as the seventh President of Rogue Community College, succeeding Cathy Kemper-Pelle, Ed.D. who retired in June.

An institutional reorganization took place in Spring of 2022, merging the offices of Student Affairs and Academic Affairs into a single division: Student Learning and Success (SLS) under Vice President, Juliet Long. This reorganization was implemented to build stronger connections across former organizational divisions in support of the ongoing Guided Pathways work, and at the same time, to strengthen collaborative efforts related to student support.

In addition to the SLS reorganization, the Office of Institutional Research, Effectiveness and Planning - which formerly held the responsibilities of leading accreditation work - was also restructured to prioritize their focus on supporting institutional goals around data. This streamlined office is now an area devoted entirely to institutional research. As part of this change, the VP of Student Learning and Success assumed the role of Accreditation Liaison Officer, while the Teaching and Learning Center (TLC) and College Effectiveness Council (CEC) jointly assumed responsibilities for institutional effectiveness and assessment work. The newly formed TLC was also created to house outcomes, assessment, and professional development for the institution. Dedicated positions within TLC have been added to supporting the assessment of student learning and program reviews.

Mission Fulfillment

The institution provides an executive summary of no more than three pages, which describes the institution's framework for its ongoing accreditation efforts. This might include evidence of institutional effectiveness, Core Themes, or other appropriate mechanisms for measuring fulfillment of its mission.

Mission, Vision and Values

Rogue Community College reviewed and updated its strategic plan during the 20/21 academic year through a rigorous process involving internal and external stakeholders. The planning resulted in the following updated mission, vision and values statements followed by improved Wildly Important Goals (WIGs) aka core themes. Notably, WIG 4 focuses on institutional excellence and demonstrates a strong commitment to continuous improvement through outcomes and assessment work and institution wide professional development.

Mission

Rogue Community College enhances the quality of life in our communities by providing accessible, exemplary educational opportunities for student success and economic development.

Vision

Rogue Community College will be an inclusive and dynamic college that inspires, strengthens, and transforms.

Core Values

Integrity drives us as an institution and individuals to demonstrate clear communication, transparency, ethics, and accountability.

Collaboration promotes a communicative, agile, responsive culture that fosters vibrant, productive partnerships to benefit our students and strengthen our communities.

Diversity, Equity and Inclusion create an accessible, welcoming, respectful and safe environment which engages all individuals, beliefs, and ideas fairly.

Sustainability guides us to be responsible and thoughtful stewards of our human, economic, environmental, and cultural resources.

Courage frees the institution and individuals to creatively pursue best practices supporting student success.

Wildly Important Goals (Core Themes)

WIG 1: Equitable Access creates a welcoming and inclusive environment for all.

Objective 1: Improve community access to our educational opportunities and support systems.

Objective 2: Increase participation of under-served populations in our programs.

Objective 3: Improve participation in adaptable and responsive training and learning opportunities designed to improve college access.

WIG 2: Student Success helps all students progress on their learning pathway.

Objective 4: Implement holistic student supports to ensure students meet their learning goals.

Objective 5: Use effective student engagement strategies to increase student persistence.

Objective 6: Decrease student time and number of credits to completion of a credential.

WIG 3: Building Community strengthens and expands internal and external collaborative partnerships.

Objective 7: Increase comprehensive outreach with business and industry partners.

Objective 8: Determine local employer satisfaction with our graduates for program quality improvement.

Objective 9: Strengthen relationships with community partners for the benefit of students.

WIG 4: Institutional Excellence builds a campus culture of continuous improvement

Objective 10: Apply assessment and evaluation data to improve curriculum, course delivery, and services to support student success.

Objective 11: Increase participation in professional development that enhances teaching and learning, student success, and institutional effectiveness.

Objective 12: Make effective use of new and emerging technologies to improve teaching, learning, communication, and institutional operations.

Evaluating Institutional Effectiveness

The work of evaluating mission fulfillment is led by the College Effectiveness Council (CEC), which meets regularly to review metrics and data that lead to annual mission fulfillment reports. These reports are reviewed by college executive leadership and the Board in order to support planning and prioritization of college resources. These annual mission fulfillment reports are [publicly available](#) on the RCC website. These reports are used to drive academic, program, and service planning; prioritize budget allocations; and derive institutional strategic plans that support continuous improvement.

Examples of the types of activities that were created in response to mission fulfillment review include:

Objective 3: Truck driver training added vehicles and staff increasing the number of completers.

Objective 4: The pandemic provided a unique opportunity to reorganize campus spaces while most staff were working at home. Using guidance from the [Redwood Campus Master Plan](#) several departments were moved to create student spaces with a multitude of resources co-located into a Student Success Center. This model was replicated at each location as facilities allowed, in order to provide students increased access to support services and resources. Student Success Centers may include the Advocacy and Resource Center, tutoring, library, counseling, STEP, Access and Disability Resources, computer labs or other identified support areas. Continued support of the centralized resources will focus on not only the resources available for students, but the right locations for those resources.

Objective 6: The Board of Education passed [Board Policy 4205](#) on January 21, 2020, and revised this policy on October 5, 2021, that established a maximum number of credits allowed for a two-year program unless approved through a presidential exception. Departments reviewed programs in 20/21 and 21/22 to look at ways to improve program delivery in a reduced credit model. All programs meet the credit maximum requirement except for one transfer program that alignment with the university

has created the most affordable path for students by pushing more credits to be completed at the community college. While tracking has not shown a reduction in credit completion at this time, this implementation is new, and many completers were working on previous program year requirements.

In support of the Guided Pathways initiative, program maps for all certificates and degrees are now posted online for every program and students have access to easy-to-follow program guides to assist with course and program completion planning. The work on mapping continues in 22/23, specifically to create options for part-time students.

Objective 8: Institutional Research designed the college's first employer satisfaction survey to establish a baseline for future analysis. Surveys were conducted in Spring of 2022 of advisory committee members.

Objective 11: RCC supported the ALO and assessment coordinator's participation in the Mission Fulfillment Fellowship during 21/22.

Objective 12: The College has adopted several new systems in the last two years including Zoom and Concourse to support improved educational communications and technologies in classrooms, along with quality, consistent syllabi in all courses. The Blackboard EAC module has been added to build cross course and program data collection to support assessment tracking; and Weave has been added to support the reporting and tracking of assessment data, program review, budgets, and strategic planning.

Student Achievement

The institution provides a brief overview of the student achievement measures it uses as part of its ongoing self-reflection, along with comparative data and information from at least five institutions it uses in benchmarking its student achievement efforts. In providing the overview, the institution may consider including published indicators including (but not limited to) persistence, completion, retention, and postgraduation success student achievement measures. Additionally, the report must include the widely published indicators disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, Pell status, and any other institutionally meaningful categories that may help promote student achievement and close equity gaps, i.e., barriers to academic excellence and success amongst students from underserved communities

Indicators of Student Success

In addition to nationally and regionally benchmarked data on student success, Institutional Research (IR) annually calculates student success indicators for planning and decision-making purposes. These indicators provide greater granularity in examining disparities in student achievement by historically under-represented groups (such as people of color or low socioeconomic status) and allow for more timely review of data by key decision makers.

The first set of student success indicators tracks a cohort of students entering college for the first-time during fall term (the "first-time fall cohort"). For consistency, IR uses a similar definition for their first-time fall cohort as is used in both Voluntary Framework of Accountability (VFA) reporting as well as Milestone and Momentum Point Key Performance Indicators tracked for Achieving the Dream. This definitional alignment allows for a deeper understanding of VFA outcome metrics' results.

These [indicators](#) are publicly available on the Institutional Research website and available as an overall summary as well as disaggregated by race/ethnicity, age, gender, socioeconomic status (Pell eligible), first generation, and English language learner status.

First-Time Fall Cohort [\[overall\]](#) [\[disaggregated\]](#)

- Total numbers of students enrolled for the first-time at RCC.

First-Time Student Fall-to-Winter Retention Rates [\[overall\]](#) [\[disaggregated\]](#)

- Percentage of first-time fall students who re-enroll for winter term of the same academic year.

First-Time Student Fall-to-Fall Retention Rates [\[overall\]](#) [\[disaggregated\]](#)

- Percentage of first-time fall students who re-enroll for fall term of the following academic year.

Three-Year Completion Rates [\[overall\]](#) [\[disaggregated\]](#)

- Percentage of first-time fall students who complete a certificate or degree within 3 years.

Successful Completion of 16+ Credits in a Student's First Year (Sweet 16+) [\[overall\]](#) [\[disaggregated\]](#)

- Percentage of first-time fall students who successfully complete 16+ quarter credits their first academic year.

RCC uses regional comparative data from the [Oregon Community Colleges Data Mart](#) and the [Statewide Higher Education Snapshots](#). National Comparative Data is available through the [Integrated Post-Secondary Education System \(IPEDS\)](#) and the [Voluntary Framework of Accountability \(VFA\)](#).

National comparator school data from the 2013 cohort is provided in Figure 1. Due to COVID-19, the state did not submit last year, and the review did not occur. Spring of 2023 will include review of two years of cohort data from 2014 and 2015 from both the national comparators as well as the state community colleges provided in Figure 2.

Figure 1: National Comparator Schools [[report](#)]

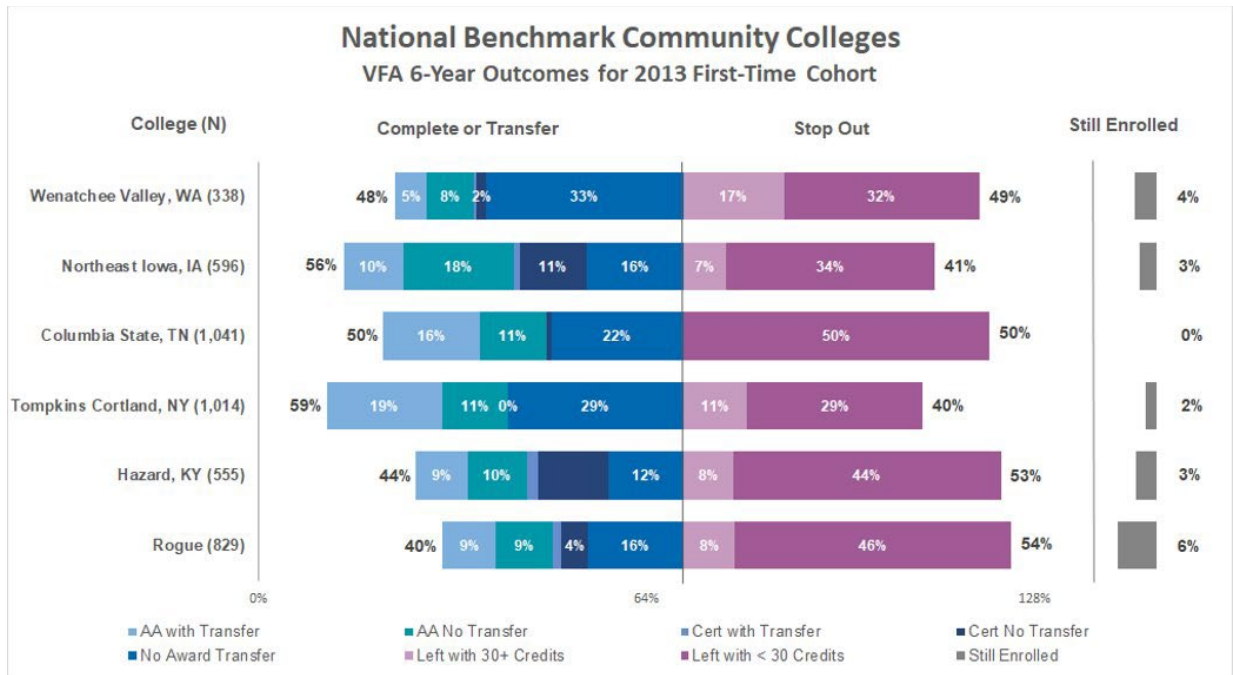
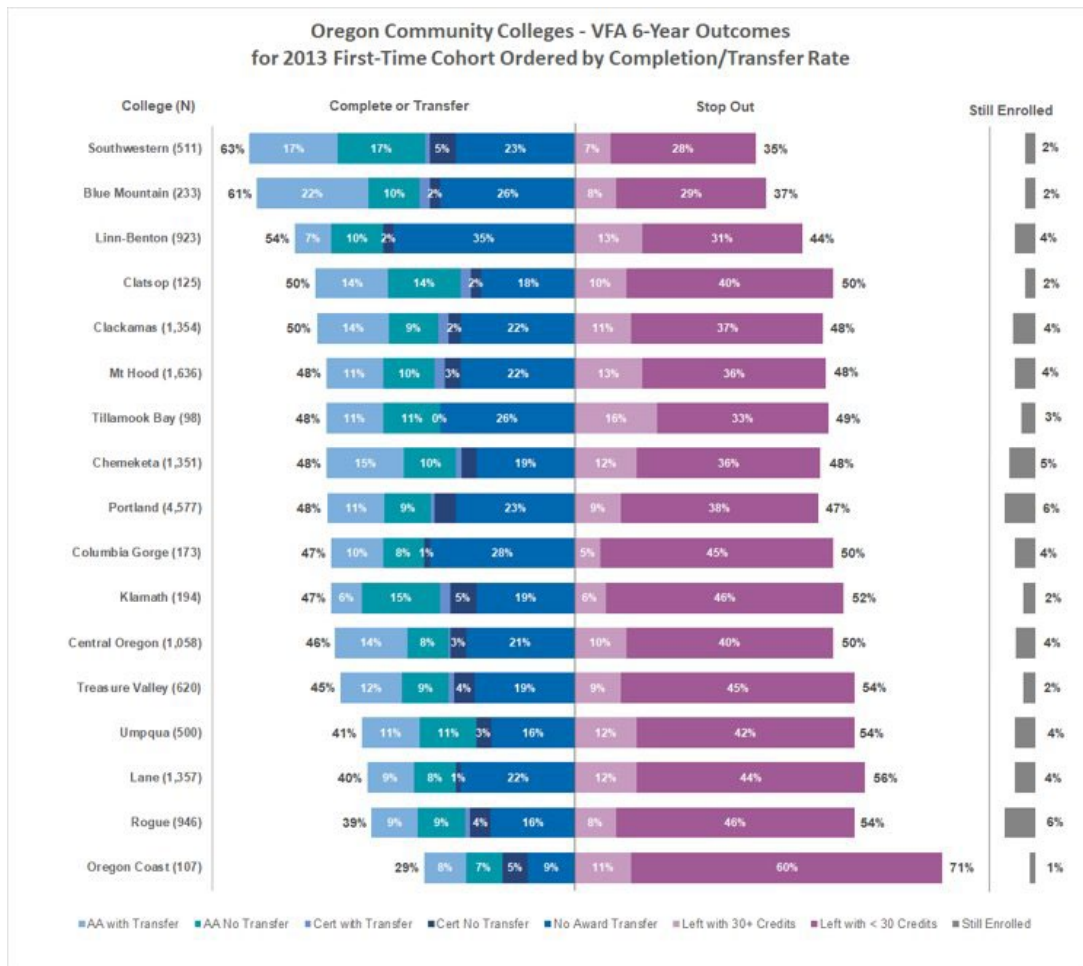


Figure 2: Oregon Community Colleges [\[report\]](#)



The College holds regular data summits in which these key data points are shared broadly with employees across the institution (See response to recommendations for details on data summit activities).

In addition to college-wide data review summits, institutional leaders in the Executive Team (E-team) also have planned reviews of mission fulfillment reports and data dashboards. Most recently, E-team reviewed selected dashboards on September 7-8 during its annual retreat. This data analysis connected with discussions around the college mission was used to guide planning and goal setting for the 22/23 academic year.

Programmatic Assessment

The institution must provide programmatic assessment of at least two programs as evidence of a continuous process of improvement. The programs should be broadly representative of institutional efforts (and as a result programs that are approved by a CHEA-recognized programmatic accreditor are discouraged for this report).

RCC has established a process for assessment at the college, program, and course levels focused on the improvement of teaching and learning as a result of demonstrated achievement of student learning outcomes. This process has developed on a steady upward trajectory since 2020 to include 1) updated institutional learning outcomes (ILO), 2) all instructional departments reviewing their program learning outcomes (PLO) and making meaningful changes, 3) the establishment of curriculum maps, and 4) the development of multi-year assessment plans for all degree and certificate programs. We have also built a structured process for departments to collaborate with the assessment and outcomes department in preparation for their annual appearance at the Curriculum and Assessment Council (CASC). In these [pre-CASC meetings](#) degree PLOs and course learning outcomes (CLO) are reviewed, ILO alignment is discussed, and yearly assessment plans are solidified.

In 2021-22, to streamline processes and have a common repository for reporting, RCC invested in Weave, a cloud-based assessment management software application. We upgraded our Learning Management System, Blackboard, by adding the Educational Assessment Corporation (EAC) visual data tool which allows us to collect data to provide statistical analysis.

Institutional Learning Outcomes

RCC has five Institutional Learning Outcomes (ILOs) that describe skills or characteristics that the College expects students to develop by the time they finish a degree or certificate. At the college level, faculty assess student learning through: (1) communication, (2) critical thinking, (3) equity, diversity & global consciousness, (4) information literacy and (5) quantitative literacy and reasoning.

ILOs are mapped to RCC's graduation requirements. The ILOs are also mapped to the courses of each program. Each ILO has a rubric that identifies a set of measurable and assessable indicators. RCC faculty modified the Association of American Colleges and Universities' (AACU) *Valid Assessment of Learning in Undergraduate Education* (VALUE) rubrics.

These ILOs were developed with a team of faculty, staff, and administration in 2020-21. They were formally approved by the Academic Training Council in 2021 and were embedded into every course outline. In 2021-22, RCC adopted an Institutional Learning Outcome of the Year model and aligned it with general education. Each year, one ILO is selected to be assessed across general education courses and an [annual report](#) is prepared.

With the recent upgraded feature on our LMS, we conducted our first cycle of reporting in 2021-22, starting with critical thinking. As with any pilot test run, there were missteps and challenges and we learned important lessons about procedures, expectations, and efficacy of the work.

Aside from the challenges with the EAC tool, we also learned we need to offer additional training on Blackboard for using the gradebook tool, rubric development, guidance on how to use rubrics, and on secondary grading. We realized there is not a common understanding of these Blackboard elements,

and some faculty are intimidated by the technology. The additional training will benefit faculty and will ultimately improve the learning experience for students.

In 2021-22, we initiated two other methods for assessing ILOs. Students are also asked to self-assess in their course feedback. For critical thinking they were asked, "During this course, I was given the opportunity to develop and use critical thinking. The course allowed me to explore, reach, and support appropriate conclusions through the analysis, synthesis, and evaluation of information and varying opinions (RCC Institutional Learning Outcome)." Faculty view the results for their individual courses and can adjust their teaching strategies to support learning for the ILO; annual aggregated data is posted on the Outcomes & Assessment webpages.

In 2021-22, we also started including our ILO of the year question in the Interact Student Survey. Typically, Marketing surveys students in the fall and spring on non-SENSE/CCSSE survey years and we are excited for this extra opportunity to monitor progress on institutional learning outcomes. The [21/22 Mission Fulfillment Report](#) includes baseline data on the ILO assessment included in the Interact survey.

ILO assessment results were shared with Faculty and staff at fall Inservice and have been used to shape our approach for ILO assessment in 2022-23 on communication including the development of a [standardized rubric](#).

Program Learning Outcomes

At the program level, faculty assess student learning through identified program learning outcomes. PLOs are overarching skills that are emphasized and reinforced throughout several courses in a specific program. All programs have established program outcomes, curriculum maps, and assessment plans. Programs identify the outcome(s) to formally assess annually, but each outcome must be assessed once in a [three-year assessment cycle](#) and reported in Weave.

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. The OAC committee reviews program learning outcome reports and offers feedback and suggestions for areas of improvement as part of the annual learning improvement plan review. These results are discussed with faculty, shared with program advisory committees, talked about at Faculty Inservice, and posted on the [Outcomes and Assessment webpages](#). This feedback helps guide the conversation during pre-CASC meetings.

Annual Learning Improvement Plan

In 2021-22, the framework for the [Annual Learning Improvement Plan](#) (ALIP) was developed. We set out to do this work with the intent to create a community at RCC rooted in betterment.

Institutional Research released the first version of RCC's data dashboards which offered departments up-to-date data on their respective programs. A template for reporting was built in Weave for the ALIP and step-by-step instructions were developed that aligned with different sections on the data dashboard.

Although we were anxious to launch ALIP, it was necessary for the college to undertake a process to prioritize resources. Departments were asked to complete prioritization reports that were more detailed

than ALIP and the decision was made to use prioritization reports for department annual reporting and program review in 2021-22.

The Outcomes and Assessment Council (OAC) was joined by other faculty and staff to collaborate in teams, to provide a holistic peer-review of the annual reporting accomplished by instructional departments. These peer-reviewers worked together to review advisory board minutes, strategic goals, prioritization reports, and program learning outcome reports. This culminated in a cross-discipline analysis, intended to give thoughtful, intentional feedback, while offering helpful and supportive ideas.

During reviewing, we organically discovered resources across the college and were encouraged by the passion of our colleagues. One reviewer shared resources their department can offer for ESL students. Another reviewer offered assistance with Open Educational Resources (OER) materials and help with finding reference materials. Another reviewer shared websites and beloved journals for teaching about ethics, and someone else shared their advisory board had made a similar request and asked to collaborate across departments. We also offered supports through OAC and TLC: Rubric creation and implementation, future planning for Course Outcome Reports (COR) or PLO reports, how to “put it all together” and make progress without causing havoc, OAC members joining department meetings to help present the findings, and support with revising PLO or CLO language.

We asked Department Chairs and faculty to share with their entire department, and together, consider how the feedback may inform the department’s focus in the coming year. This will be a critical component for departments in their pre-CASC meetings with the Outcomes and Assessment department.

Course Outcome Report

At the course level, faculty assess student learning 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 report. The faculty select one course outcome per year to assess. The COR guides faculty reflection on the teaching, learning, and assessment strategies used in their classes. The report is designed to take faculty through a systematic examination of the connection between a course outcome, teaching and learning strategies, and assessments. Examples of COR reports are provided here for [BT113](#) and [CIS120](#).

Members of OAC review each report and offer peer feedback with the intent to support, share insights, inquire further and learn from one another. A couple of examples: One faculty member shared through COR analysis realized they were asking the student the wrong question and as a result updated the assignment and assessment methods. Another faculty member realized the course learning outcome was not measurable and will bring the course outline to CASC for revision. One reviewer shared that having the opportunity to review COR reports from other disciplines opened their eyes to possibilities in teaching methodologies, and another reviewer found an outstanding practice in one report that benefited another instructor who needed an idea for an assessment measure that was “fun” and “engaging” for students.

Program Review

At RCC, departments/programs are evaluated in depth [every fifth year](#). This is a structured self-study that includes a thorough analysis of the department and its program goals, strengths and opportunities

for improvement. The program review provides an opportunity for faculty, staff, and administration to reflect on these processes and develop plans with specific objectives to improve them.

The program review is designed to document the state of a department and its program(s), inform the college and broader community about the department's program(s), and promote continuous improvement through self-reflection. Program reviews also help the college determine how programs and services align with the college mission and core themes, and how well they meet current and projected needs of students and external stakeholders.

Members of OAC are responsible for providing peer feedback to departments on their program reviews and conduct exit interviews on the program review process as part of the continuous improvement of the process itself.

Outcomes reports are provided for all assessments on the Outcomes and Assessment website:

- [Annual Learning Improvement Plans](#)
- [Institutional Learning Outcomes](#)
- [Program Learning Outcomes](#)
- [Course Learning Outcomes](#)

Outcomes Assessment Council (OAC)

The Outcomes Assessment Council (OAC) is a standing committee composed of faculty members and students and led by the Outcomes and Assessment Department. This committee supports departments and faculty in several ways.

Comprehensive Program Review: The Chair provides guidance on the development of the program review timeline, self-study, and presentation. Members of OAC are responsible for providing peer feedback to departments on their program reviews and conduct exit interviews on the program review process as part of the continuous improvement of the process itself.

Annual Learning Improvement Plan: Council members work in teams to provide a holistic review of the annual learning improvement plan, program learning outcome reports, advisory board notes, and strategic goals. This cross-discipline analysis is intended to offer intentional peer feedback, in a commitment to assessment and rooted in betterment. OAC members welcome the opportunity to join department meetings to help present findings. Faculty members who choose to work a 12-month schedule and are on campus during summer term, participate as a member of OAC in reviewing Annual Learning Improvement Plans.

Course Outcome Report: The course outcome report guides faculty reflection on the teaching, learning, and assessment strategies used in their classes. The report is designed to take faculty through a systematic examination of the connection between a course outcome, teaching and learning strategies, and assessments. Members of OAC review each report and offer peer feedback with the intent to support, share insights, inquire further and learn from one another.

Program Review Examples

Three program review examples are provided from the 2021/2022 academic year. The program review

process for this year was done through a program prioritization process that was undertaken by all programs across the institution and directly connected to institutional planning and budgeting for subsequent years. The five-year review cycle was reset with this institution-wide effort undertaken to focus the organization on institution-wide planning and prioritization work. Program prioritization reports and evidence are included for the Early Childhood Education and Elementary Education (ECEE), Humanities, and Human Services departments. ECEE and Human Services undertook critical work in program evaluation and alignment with industry needs and addressing access issues for all students. The Humanities department includes changes to developmental writing courses in support of improved student outcomes and modified assessment methods for all writing courses to better support all students.

Example #1 - [Early Childhood and Elementary Education Program Review/Prioritization Report 21/22](#)

Supporting Documents:

- [Program Learning Outcome Report 21/22 - EC Certificate](#)
- [Program Learning Outcome Report 21/22 - AAS and AS Transfer](#)
- [Program Learning Outcome Report 21/22 - AAS Family Support](#)
- [Annual Learning Improvement Plan 21/22](#)
- [Department Strategic Planning Report 21/22](#)
- [Advisory Committee Minutes 2022](#)
- [Program Review 16/17](#)

Example #2 - [Human Services Program Review/Prioritization Report 21/22](#)

Supporting Documents:

- [Program Learning Outcome Report 21/22 - Drug and Alcohol Certificate](#)
- [Program Learning Outcome Report 21/22 - AAS Human Services](#)
- [Program Learning Outcome Report 21/22 - AS Transfer](#)
- [Program Review 20/21](#)
- [Advisory Committee Minutes 2021](#)
- [Advisory Committee Minutes 2022](#)
- [Annual Learning Improvement Plan 21/22](#)
- [Department Strategic Planning Report 21/22](#)
- [Current updates since program review](#)

Example #3 - [Humanities Program Review/Prioritization Report 21/22](#)

Supporting Documents:

- [Department Strategic Planning Report 21/22](#)
- [Writing curricular changes 2019-present](#)
- [New 5 point writing grading rubric](#)
- [Prior holistic scoring guide](#)
- [Program Review 17/18](#)

Moving Forward

The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness Report.

RCC looks forward to building upon its successful efforts in implementing improved assessment measures, and continuing to expand training, process improvement and technology integrations in order to support these efforts. Instructional programs have been fully moved to the Weave platform, but the remaining College programs still need to make the conversion. Student support areas have begun this process and have moved some reporting into the new system. The remaining two divisions, Operations and Finance and People, Culture and Safety, are preparing to transition. The goal is to fully transition a minimum of one additional division per year.

Guided Pathways work continues as well with key priorities identified in support of part-time students, students without a declared major, and a coordinated system to connect students to more comprehensive support. These efforts are directly tied to institutional strategic priorities, including improving student achievement outcomes and reducing achievement disparities.

Addendum A – Response to Recommendations

RCC received five recommendations following the seven-year visit held in Spring 2020. Progress on those recommendations has been reported in the annual reports and is further discussed below.

Recommendation 1. *The Evaluation Team recommends that the institution proceed towards full implementation of its current plans to develop an ongoing and systematic evaluation and planning process which will inform and refine its effectiveness, assign resources, and improve student learning. (1.B.1)*

The College Effective Council has completed three years of a revised institutional effectiveness review and reporting process demonstrating a move towards our ongoing commitment to further enhancing our alignment of [mission fulfillment work](#) with data informed planning. Program prioritization work in 21-22 further expanded the alignment of effectiveness to assignment of resources during that review leading to improvements in the in the program review process moving forward.

Recommendation 2. *The Evaluation Team recommends the institution implement a comprehensive student learning outcomes assessment plan that aligns course learning outcomes, program learning outcomes, general education outcomes, and institutional learning outcomes; formalizes collection of evidence of student learning outcomes; and documents how the analysis of this evidence contributes to continuous improvement. (1.C.5, 1.C.6, 1.C.7)*

RCC took this recommendation to heart; we had already recognized, prior to the 7-Year comprehensive visit, that there was significant work to accomplish in this area. In fact, at the time of the visit, the initial steps to developing a comprehensive outcomes assessment plan had already begun – updating our Institutional Learning Outcomes (ILOs), including the development of rubrics for measurable and assessable indicators. After the comprehensive visit, receiving this recommendation validated our self-evaluation with respect to our assessment plan; RCC administration and faculty recognized the need to build on the initial successes for improving outcomes assessment.

While we knew we needed to redefine and develop an institutional assessment plan, we wanted to do this with purpose. Our motivation was to [shift the assessment culture](#) from a compliance mindset to one focused on betterment. RCC has approached this in four distinct ways, by:

- creating shared governance models for decision-making. This had the effects of reducing organizational silos and increasing access to institutional outcomes data.
- improving the processes used for assessment. Through this homegrown system, the faculty-led assessment committee calls on participation at all levels, to include regular and extensive feedback.
- phasing the initiative. By breaking high-level objectives into smaller and attainable tasks, we have reduced initiative fatigue. Examples of such tasks include piloting processes with fewer programs, completing curriculum mapping in stages, and implementing assessment software to streamline reporting.
- developing training resources for faculty and staff. Ongoing education and training are critical components for a successful assessment plan. RCC established the Teaching and Learning Center (TLC) by appropriating funding for dedicated faculty and staff whose purpose is supporting the outcomes assessment infrastructure (e.g., activities, processes, documents, systems, etc.).

RCC's student learning outcomes assessment plan is in place and operational, having already completed outcomes assessment iterations at all levels (institution, program, and course). The outcomes assessment plan has moved towards scaling assessment activities to all degrees and certificates, expanding and deepening the impact of the plan.

From the onset of this work beginning in 2019 to now, RCC has made great strides towards the development and implementation of the comprehensive outcomes and assessment plan. Alignment between CLOs, PLOs, and ILOs has been completed. Systems are in place for formal collection of outcomes data. Documentation systems are also in place to demonstrate continuous improvements to teaching and learning.

Recommendation 3. *The Evaluation Team recommends the institution regularly and consistently use disaggregated indicators of student success for continuous improvement to inform planning, decision making and resource allocation to address perceived and actual gaps in achievement and equity. (1.D.2, 1.D.3, 1.D.4)*

Data dashboards have made this information more readily available across the institution and program reviews now include direct planning activities utilizing this easily accessible data. Departments review disaggregated data as part of their program review process and work towards identifying as needed, where work was necessary to address achievement gaps.

The Institutional Research department, as part of the [Culture of Evidence plan](#), has annual activities to support the sharing of data including scheduled data summits. Their annual planning is tied to three department goals to support this work.

Goal 1: Provide activities to enhance the culture of evidence and application of data to decisions to the college at large

Goal 2: Increase self-service access to data and reports, which include disaggregated data associated with equity gaps. This data then is used to drive decision making.

Goal 3: Increase evidence of using data to close the loop in strategic & departmental planning

Reporting on progress for each year of the plan is documented in their annual assessments:

- [20-21 plan assessment](#)
- [21-22 plan assessment](#)

Recommendation 4. *The Evaluation Team recommends that the institution perform timely faculty evaluations. (2.F.4)*

RCC is implementing a new module (Perform) of our existing Applicant Tracking System (NEOED) for employee performance management. Perform has excellent functionality, enabling us to automate and improve our various employee evaluation processes, including setting and tracking performance goals, conducting evaluations, and providing ongoing feedback. The module also provides access to essential performance data to help us make informed workforce, evaluation process, and professional development decisions.

The implementation of Perform is being conducted in phases. The timeline is listed below.

- March, 2021 – Implementation of Management/Administrative/Confidential Evaluations
- October 2021 – Implementation of Classified Employee Evaluations
- January 2022 – Initiation of Full-Time Faculty Evaluation test group
- April 2022 – Initiation of Adjunct Faculty Evaluation test group
- July 2022 – Implementation of evaluations for Full-Time and Adjunct faculty covered under the CBA
- September 2022 – Implementation of remaining faculty evaluations (excluded from the CBA)
- TBD – Student Employee evaluations/feedback

As part of the implementation process, the Human Resources department hosted several training and Q&A session to support leaders and employees with the transition. Six training sessions and eight open Q&A sessions occurred during the 2021-22 academic year. In addition to these live sessions, HR developed written guides, visual graphics, and video recordings accessible to all employees on the internal HR SharePoint page.

Classified Evaluation Program & Process: Classified and Management have formed a subcommittee to work together to identify and implement suggested changes to the Classified program based on feedback received since implementing Perform. Some of these anticipated changes may include combining competency items, altering the rating scale, adding institutional core values as a competency section to be rated on, and changing the cycle.

Faculty Evaluation Programs & Process: Due to the additional complexities of faculty evaluations, leaders agreed that initiating test groups would be the most appropriate approach. During the Winter term of 2022, a Full-Time faculty test group was established and rolled out. This group was able to request a 1:1 session with HR for help and support during the evaluations, and the Deans elicited feedback from their peers and reporting faculty. At the end of Winter term, feedback was collected, and a meeting with the Dean group solidified changes to be implemented for the Spring term. A more extensive test group was identified for Spring 2022 and expanded to include Adjunct faculty. The spring test group could also utilize HR for 1:1 sessions, and a similar meeting after the term was held with the Dean group to discuss any additional feedback. Final changes were agreed upon, and the Probationary and Intensive Faculty evaluation program for Full-time and Adjunct faculty covered under the CBA has gone live for the 2022-23 academic year.

Recommendation 5. *The Evaluation Team recommends the institution, as part of its many student success initiatives, place particular attention on academic, career, and financial student advising to improve student retention and reduce federal student loan default rates. (2.G.1, 2.G.5, 2.G.6)*

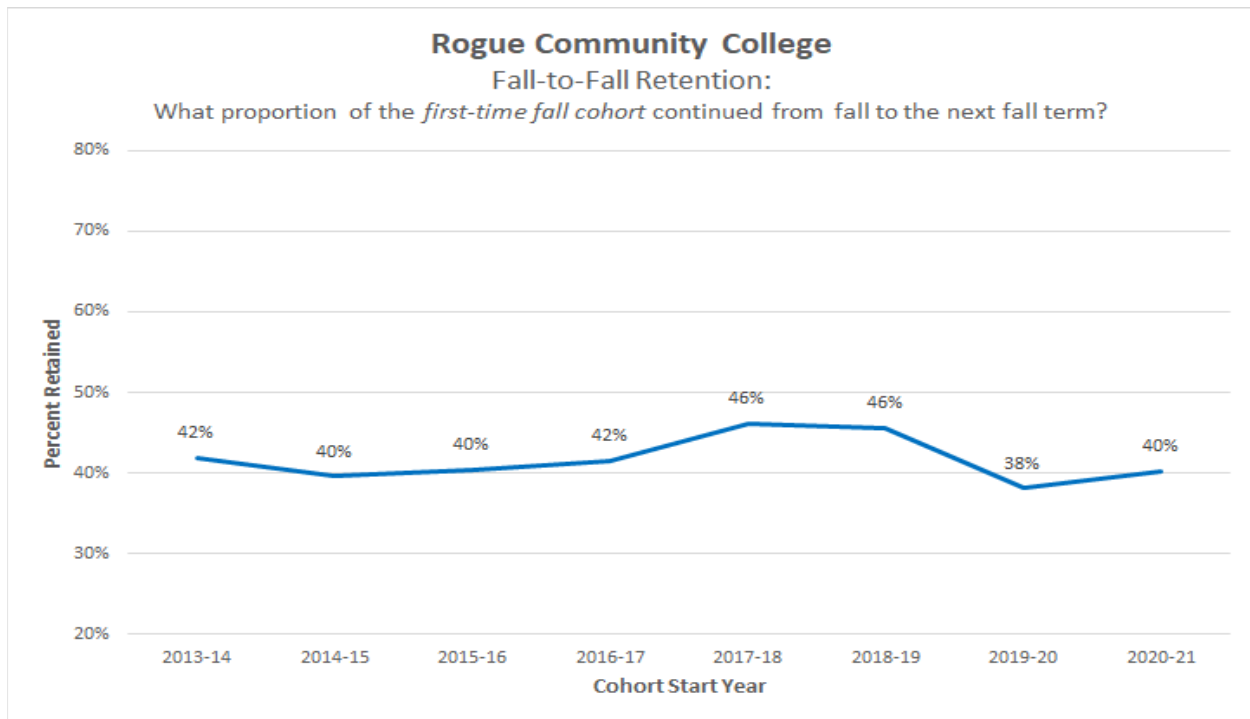
At Fall In-service, President Weber expressed the charge to All of RCC for the year: Stabilize Enrollment via *retention* efforts.

The college continues its use of a redesigned advising model including expanded systems for financial support. COVID-19 had unanticipated impacts on systems redesign and student behaviors and retention

rates initially declined but the college is seeing those rates improve as pandemic related impacts are beginning to decline.

The redesign involves a case management approach with identified support personnel for students with academic and career coaches, financial aid advisors and faculty advisors providing comprehensive support for students. To provide a clear path for academic, career, and financial advising while also supporting student retention, RCC redesigned campus locations to provide clear entry points for students through Rogue Central, a "one-stop" service model which will positively impact student retention. Based on student feedback, online resources were made clear to support students in identifying needs, scheduling appointments, and connecting with their support team.

Figure 3: Fall to Fall Retention



Student loan default rates have declined each year. Note: pauses to payments due to pandemic related student loan relief has had an impact on recent numbers, however as seen in Figure 4, decreases began before these payment relief programs began. Those decreases should be attributed to the financial aid department instituting new practices to address repayment issues. The transition from an in-house financial aid software program to PowerFAIDS has also created efficiencies in the department allowing more resources to be assigned to student financial advising.

Figure 4: Cohort Default Rate

