RCC
Rogue Community College

Redwood Campus
Grants Pass

Table Rock Campus
White City

Riverside Campus
Medford

Year One
Self-Evaluation

Submitted to
Northwest Commission on Colleges and Universities
September 10, 2012

RCC
Rogue Community College

PRESIDENT'S OFFICE

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September 10, 2012

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Northwest Commission on Colleges and Universities
8060 165th Avenue, Suite 100
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Dear Dr. Elman and Panelists:

On behalf of Rogue Community College (RCC) and the RCC Board of Education, we are submitting this *2012 Year One Self-Evaluation Report* on Standard One: Mission, Core Themes, and Expectations. Responses to the Commission's Recommendations 1 and 2 of the *Fall 2011 Comprehensive Peer-Evaluation Report* are also provided.

In the 2011 evaluation, RCC was commended for its mission-centered and highly supportive culture. This is evidenced in our students' success, and ultimately the work faculty, staff, and administrators have achieved here in southern Oregon over the past 41 years. The NWCCU evaluation team also acknowledged RCC's unique partnership with Southern Oregon University and its strong collaboration efforts with other schools, businesses, and government agencies.

In the past year, core themes have been integrated into RCC's *2012-15 Strategic Plan*. Further, as requested, indicators have been re-established and the College's learning outcomes have been widely published.

For your convenience, a temporary user name and password have been set up for access to College intranet documents. The **user name** is **NWCCU**; and, the **password** is **RCC2012**. Questions and requests for additional information may be directed to either of us by contacting Denise Nelson, Assistant to the President and Board of Education, dnelson@roguecc.edu; 541-956-7001.

Sincerely,

Timothy Johnson
Chair, Board of Education

Peter Angstadt, Ph.D.
President

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INTRODUCTION

Rogue Community College's (RCC) accreditation status was reaffirmed by the Northwest Commission on Colleges and Universities (NWCCU) in correspondence dated February 1, 2012. Affirmation was based on the College's *2011 Comprehensive Self-Evaluation Report*\[1] -- a 10-year self-study based on NWCCU's 2010 Standards. This *2012 Year One Report* is provided pursuant to NWCCU's 2010 Standards and Guidelines. It includes responses regarding RCC's Mission (Standard 1.A), Core Themes (Standard 1.B), a brief update on changes since the 2011 Self-Evaluation, and Response to Topics Requested by NWCCU in the Fall *2011 Comprehensive Peer Evaluation Report*.

RCC was established in Grants Pass/Josephine County in 1970. It is one of 17 community colleges in Oregon. The annexation of Jackson County into the college district occurred in 1997 (House Bill [HB] 2927). Three campuses in both counties include the Redwood Campus (RWC) in Grants Pass, the Riverside Campus (RVC) in downtown Medford and the Table Rock Campus (TRC) in White City. Other learning sites include the RCC/SOU (Southern Oregon University) Higher Education Center (HEC) in Medford, the Small Business Development Center and Esther Bristol Education Center in downtown Grants Pass, and the Illinois Valley Business Entrepreneurial Center in rural Kerby. RCC is independently governed by a local, seven-member Board of Education\[2] (Board) with member representatives from both counties. A Board-appointed Advisory/Budget Committee, also representing Jackson and Josephine counties, contributes to the budget processes (HB 2927). The Board is managed by the Department of Community Colleges and Workforce Development (CCWD) . CCWD has legal authority for approval of courses and curricula through Chapter 589, Division 6, of Oregon Administrative Rules (OARs) adopted by the State Board of Education (State Board) under Chapter 341 of Oregon Revised Statutes (ORS). CCWD and the State Board are responsible for distribution of financial aid, review and approval of new programs and courses, and governance rules for all 17 community colleges. In addition, the Oregon Community College Association serves as liaison between the colleges and state legislators (NWCCU [2010] Eligibility Requirements 1, 2, 4, and 7).

The College is committed to learning and teaching. Findings from the *2011 Peer Evaluation Report* identify student success as RCC's "unifying purpose." In addition, intentional outreach to diverse communities, intrinsic community partnerships, and work with sister colleges and universities, local businesses, and governmental agencies were recognized as a rich collaboration demonstrative of a mission-focused culture.

To conserve paper, all required documents and supporting evidence are available on the RCC Website\[3] and automatically linked for panelists in electronic copies (blue font). The URLs, a glossary of common terms and acronyms, and material references are provided on pages 23 through 25. This *2012 Year One/Standard One Report* is provided by the following College administrators:

Peter Angstadt, College President, pangstadt@roguecc.edu, 541-956-7001

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COLLEGE CONTEXT

RCC is a two-year, comprehensive, public college accredited by NWCCU. Accreditation\[4] status and supporting documentation are provided for public review on the College's Website, including specialized accreditation documentation for Practical Nursing, Emergency Medical Technician, and Massage Therapy programs. All claims to accredited status are based on (1) written NWCCU communications or (2) documentation from specialized accrediting agencies, where applicable. (NWCCU Handbook [2010] ER 21).

Governing Board and CEO: RCC's Board members represent Jackson and Josephine counties. Members are elected to four-year terms and may be re-elected without term limits. One of the Board's key responsibilities is hiring and evaluating the College President. The current President, Peter Angstadt, Ph.D., was hired in 2004. His last outstanding performance evaluation was completed on June 19, 2012. His contract has been continuously extended. RCC is governed in a respectful, nondiscriminatory manner. Established ethical standards are set forth in Board policies: I.C.010 and V.B.010. All Board policies/[5] may be accessed on the Website. (NWCCU [2010] ERs 5 and 8).

Administrators, Faculty and Staff: Employee governance groups include the Faculty Association and Management Advisory Team (FAMAT) and Classified Association and Management Advisory Team (CAMAT). Another non-bargaining group, Faculty Senate, supports RCC's commitment to shared governance. Organizational charts\[6] for governance and other college function areas: (1) College Services, (2) Instructional Services, and (3) Student Services are online. As of 2010-11 RCC employed over 740 employees: 95 full-time faculty; 157 full-time classified, and 47 exempt, including the president and three divisional vice presidents. The remaining numbers include approximately 423 part-time faculty and 24 part-time classified employees. (NWCCU [2010] ERs 9-10).

Student Demographics (RCC At-A-Glance Data\[7]): Of those reporting in 2010-11, females outnumber male students by 12 percent. White students represent 78 percent of the population followed by Hispanics at 15 percent. Other ethnicities range from 0.5 to 2.0 percent. In 2010-11, the average student was 33 years old, and the average GPA was 3.15.

Educational Programs and Public Information: RCC offers five degrees: Associate of Arts Oregon Transfer (AAOT); Associate of Science (AS); Associate of Science Oregon Transfer–Business (ASOT–Business); Associate of Applied Science (AAS), and Associate of General Studies (AGS). Various choices for areas of study applicable to degree and certificate options are listed in the *2012-13 College Catalog*\[8]. Numerous Career/Technical Education (CTE) certificate programs, including 15 Career Pathway Certificates\[9] (CPC) are also available. Other offerings include Academic Skills, Adult Basic Skills, and Continuing Education (CE)\[10]. CE encompasses Community Education, the Small Business Development Center and workforce training. The current catalog, credit, and CE class schedules\[11] are available online. (NWCCU [2010] ERs 11-13, 17 and 22).

Admissions and Enrollment: Admission procedures are set forth in college publications and posted on the Website, including an online admissions tutorial. Following RCC's exceptional enrollment growth over the past three years, a gradual decline is projected over the next five years. In order to manage enrollment, RCC has determined a sustainable level is approximately 5,000 FTE. Presently FTE is approximately 5,481 (May 25, 2012). Comparing Academic Year 2010-11 (June 27, 2011) with Academic Year 2011-12 (June 25, 2012), FTE is down 8.6 percent. (NWCCU [2010] ER 16).

Financial Resources and Accountability: The Adopted Budget (2012-13)\[12] was approved by the Board on June 19, 2012 at $36.25 million. A successful annual financial audit\[13] was completed in December for the year ending June 30, 2011. (NWCCU [2010] ERs 18-19).

PREFACE
BRIEF UPDATE ON CHANGES SINCE FALL 2011 SITE VISIT

Retirement of Vice President (VP) of Instructional Services: The VP of Instructional Services, Cheryl Markwell, retired after 28 years on June 30, 2012. An internal candidate, Dean of Instructional Services Kirk Gibson, was selected to fill the vacancy effective July 1. Another internal candidate, John Osbourn, was promoted to Dean of Instructional Services (School of Health and Public Service) to fill Gibson's position. Jake Jackson was hired as Dean of Instructional Services (School of Science and Technology) -- a position vacated due to a retirement in June 2011. A vacant, budgeted position for Dean of Students Services was filled by Roger Friesen effective August 1, 2012.

Organizational Changes in Instructional Services: A new structure for Instructional Services was implemented July 1, 2012. Each of the College's four instructional deans was assigned to a new "school" cluster, and various programs were reassigned accordingly to the schools. The purpose was to achieve a more balanced level of supervisory effectiveness and efficiency:

School of Science and Technology	School of Health and Public Service
Apprenticeship	Allied Health
Automotive	Criminal Justice
Construction	Dental Assistant
Diesel	Early Childhood /Elementary Education
Electronics	Emergency Services (EMT/Fire Science)
Landscaping	Health/Physical Education/Recreation
Manufacturing	Human Services
Math	Massage Therapy
Science	Nursing (Registered (RN), Practical (PN), and
Welding	Certified Nursing Assistant (CNA)
	Social Science
School of Workforce and College Preparation	**School of Arts and Technology**
Adult Basic Skills	Art
Academic Skills	Business
Commercial Truck Driving	Small Business Development Center
CWE Coordination	Small Business Management
Educational Partnerships	Illinois Valley Business Entrepreneurial Center
GED Testing	Computer Science
Individualized Career Training	Humanities/Foreign Language/Music
Workforce Training/Continuing Education	Library

The Curriculum and Scheduling and Instructional Media departments continue to report directly to the Vice President of Instructional Services.

Achievement Compact: In March 2012, the state legislature, under Governor John Kitzhaber, directed all Oregon school districts to establish annual achievement compacts. The Oregon Education Investment Board (OEIB) was assigned to develop and monitor that work. By June 19, 2012, *RCC's 2012-13 Achievement Compact*\[14], including definitions, was approved by the RCC Board, and submitted to OEIB. The compacts are intended to connect a district's plan for student achievement to the allocation of resources needed to accomplish the plan. This planned new integration of school districts, included an end to the state's longstanding position of Superintendent of Public Instruction. A Chief Education Officer, Rudy Crew, was appointed to oversee Oregon's public education system from pre-kindergarten through

college and career readiness. In the future, achievement compacts will be tied to the budget process and timeline. The state's law-established goal is for 100 percent of Oregonians to earn education degrees, diplomas, or certificates representative of a high-quality education. The goal is referenced as the 40-40-20 initiative: 40 percent of Oregonians to earn a bachelor's degree or higher; 40 percent to earn an associate's degree or postsecondary credential; and 20 percent to earn a regular, extended or modified high school diploma or the equivalent by 2025. The Achievement Compact was an integral part of the college's evolving *2012-15 Strategic Plan*, which also includes an integration of the *2008-12 Strategic Plan* and *2010-11 Core Themes*. (See Chapter One, pages 9 through 21 for details).

2012-13 Adopted Budget: RCC's $36.25 million budget adopted in June 2012, includes 14.11 percent revenue from the state (in 2010-11 it was 16.12 percent). The budget also reflects a $2/credit increase in tuition (40.40 percent revenue) and a modest one percent property tax increase. The budget assumes an enrollment decline of approximately four percent, minimal salary increases, furlough days, and a reduction of 11 positions. Also, Construction Technology and Theater Arts classes have been restructured on a cost-recovery basis in 2012-13. Part-time faculty budgets were reduced. Other revenue sources include a beginning fund balance of 8.92 percent and transfers in at 4.8 percent. Since 2000-01, the state decrease in revenue is equal to 40 percent. Unfortunately, tuition has increased commensurately to close the gap.

Enrollment: As President Angstadt indicated in his 2012-13 budget message, "RCC has begun to experience a shift from rapid growth in student enrollment to a slow decline." Spring term 2012, for example, was down 12.5 percent over the previous year. In Spring 2010-11 FTE was 1,833 (June 27, 2011), and in 2011-12 it was 1,605 (June 25, 2012). The College also reduced course offerings by roughly four percent; however, the new state Achievement Compact dictates that students who persist <u>and</u> complete programs are increasingly more important than sheer enrollment numbers.

Tuition and Fees: Along with most other Oregon community colleges, RCC increased tuition by $10/credit in 2011-12. In 2012-13 tuition was increased an additional $2/credit to $87 (in state). For students carrying 12 or more credits, RCC charges a quarterly administrative fee of $135/student and a $4/credit technology fee. For non-credit students, the fee is $4/course. In 2012-13, a $30 increase to the existing $50 nursing program application fee was adopted to cover the cost of advanced placement testing for LPNs to RNs.

Financial Aid: In 2011-12, federal, state, institutional, and private financial aid totaling $34,063,354 (net as of May 9, 2012) was delivered to 5,493 students. This includes $730,000 from the RCC Foundation in scholarships awarded to 720 students.

Dual-Credit Program State Approval: RCC's dual credit program (College Now), has gained state approval and joins a growing list of community colleges in the state with that distinction. In 2010, the Joint Boards of Education adopted program approval standards for dual credit programs in Oregon. The standards are based on national criteria from the National Alliance for Concurrent Enrollment Partnerships and focus on faculty preparedness, student performance, valid assessment and curricular alignment with the Oregon University System dual credit programs. (Hughes, Linda, [June 20, 2012] CCWD Brief).

GED: Oregon's GED Testing Service has required testing to be delivered by computer no later than January 2014. The change from paper-based to computer-based testing is necessary to incorporate a new assessment process and to assist adult learners in meeting goals to prepare for further education, training, and employment. (Hughes, Linda, [July 5, 2012] CCWD Brief). RCC has been preparing for the transition, including physically moving the Jackson County testing services from RVC to TRC, where RCC has more appropriate facilities for computer-based testing. The RWC testing center will remain in the same location.

Published Institutional Learning Outcomes (ILOs)\[15]**:** ILOs were completed in 2010 and two programs (Electronics and Academic Skills) began piloting the assessment process in 2011. A data management support specialist is collecting and analyzing data through a component of college-wide program evaluations in 2012-13. The learning outcomes have been published on the Website and faculty syllabi (also see Response to Topics Requested by Commission, Recommendation 2, page 8).

Potential Capital Campaign in 2012-13: Steps are in place to launch a proposed capital campaign in 2013. Five potential initiatives include: (1) expansion of existing scholarships and endowments, (2) expansion of the Allied Health Department, (3) addition of a Flex-Tech Lab, (4) a possible Criminal Justice Education and Training Center (JTEC), and (5) remodel/expansion of the Marjorie Holzgang Concert Bowl. Expansion of science and nursing programs, the JTEC and Flex-Tech Lab are included in recommendations from the *2011 College Master Plan* (CMP)\[16]. As an example, the Flex-Tech Lab would provide a 50,000 s.f. building at TRC for applied and industrial technology training on demand. It is identified in the CMP at an estimated cost of $2 million. RCC has received $500,000 from the state legislature for this project. In addition, Avista Corporation will contribute $100,000 to RCC over three years for program development to support new and existing small business entrepreneurs, which may include activities that would benefit from such a facility.

"What-Do-You-Think™ (WDYT)": This student evaluation tool was piloted last fall. The process represents a cost savings in staff time processing evaluations, as well as students' time during class. This electronic collection method allows students to provide feedback on all credit and some non-credit classes each term. The prompt results are used by instructors for consideration of improved performance. Last Spring Term 2012, over 3,000 students contributed to WDYT.

Specialized Accreditation: A self-study for national accreditation of RCC's EMT/Paramedic program is in process. This application is required by the Committee on Accreditation of Emergency Medical Services Professions (CoAEMSP) through the Commission on Accreditation of Allied Health Education Programs for any students seeking paramedic certification offered through the National Registry of EMTs.

New Modular Classroom on RWC: In April 2012, the Board approved purchase of a modular building for additional classroom space on RWC based on a June 2010 Intergovernmental Grant. The modular (Building Z) will be in place for fall term. It will seat 84 students and can be divided into two classrooms of 42 students/class. RWC has had limited space for classrooms that can hold over 50 students.

MOU Between RCC, Oregon Tech (Klamath Falls) and Shijiazhuang University (Hebei China): RCC and Oregon Tech and a delegation of administrators from Shijiazhuang met in southern Oregon on June 1 to sign an MOU to acknowledge common academic and social interests between the U.S. and China. Officials from the Consul General, San Francisco Chinese Embassy, the Tianjin Ministry of Education, the director of the Confucius Institute at Portland State University and state legislators attended. The possibility of establishing dual enrollment, degree-granting programs in the areas of engineering and mathematics, and biology and pre-health sciences between RCC and the universities is being explored. If successful, SOU has expressed interest in a similar agreement.

Completion of the 2008-12 Strategic Plan: The *2008-12 Strategic Plan*\[17] cycle ended with the routine annual assessment of goals and objectives on June 19. Meanwhile, *2010-11 Core Themes*\[18] were integrated with the *2012-15 Strategic Plan*, which was set up to align with the accreditation reporting process (Standard 3.A). Also see "Response to Topics Requested by the Commission," Recommendation 1, pages 6 and 7, and Chapter One, pages 9 through 21.

Based on the College's *Fall 2011 Comprehensive Self-Study*, RCC's accreditation was reaffirmed in written correspondence from NWCCU on February 1, 2012. The Commission indicated RCC is substantially in compliance with accreditation criteria. Two recommendations: (1) Refine and clearly articulate indicators (Standard 1.B.2 and 3.B.3); and (2) publish learning outcomes (Standard 2.C.2) were suggested as opportunities for improvement and addressed below:

RESPONSE TO RECOMMENDATION 1 (Indicators/Standard 1.B.2 and 3.B.3): For RCC's 2011 Self-Study, four Core Themes were developed, including objectives, indicators, and rationale. Since then, the Core Themes have been integrated into the *2012-15 Strategic Plan*\[19] including six goals and associated objectives. The work began with four top strategic challenges identified by planning teams and approved by the Board in January 2012. In the planning process, the achievement measures were reestablished and narrowed to the following verifiable indicators. These measures not only have meaning for internal planning and assessment purposes, but for meeting the state-mandated *2012-13 Achievement Compact* goals, financial aid guidelines, and accreditation standards.

2012-13 Indicators of Achievement: These indicators are relevant and assessable for analysis, evaluation, and improvement processes:

Indicator 1: Percentage of CTE completers.
(Goal A/Core Themes 1 through 4).

Indicator 2: Transfer rate to four-year universities.
(Goal A/Core Themes 1, 2, and 3).

Indicator 3: GED completion rate, including impacts of 2012-13 program changes.
(Goal A/Core Themes 1 through 4).

Indicator 4: Percentage/number of first-year students achieving 30 college-level credits.
(Goal A/Core Themes 1, 2, and 3).

Indicator 5: Student success data based on Institutional Learning Outcomes (ILOs)
(Goal B/Core Themes 1 through 4).

Indicator 6: Level of student competence with college systems.
(Goal B/Core Themes 1 through 4).

Indicator 7: Percentage/number of students with early identifiable careers.
(Goal B/Core Themes 1 through 4).

Indicator 8: Quantity and quality of focused remedial interventions.
(Goal B/Core Theme 2).

Indicator 9: Evidence of timely movement through course of study.
(Goal C/Core Themes 1 and 2).

Indicator 10: Identifiable support structures in place for success.
(Goal C/Core Themes 1 through 4).

Indicator 11: Number and quality of student engagement and strategies.
(Goal C/Core Themes 1 through 4).

Indicator 12: Evidence of college-going culture.
(Goal C/Core Themes 1 and 3).

Indicator 13: The cost of education is within reasonable fiscal limits without compromised quality.
(Goal D/Core Themes 1 through 4).

Indicator 14: Evidence of safe, accessible, and purposeful educational space.
(Goal D/Core Themes 1, 2, and 4).

Indicator 15: Evidence of personal and professional development for faculty and staff.
(Goal E/Core Themes 1 through 4).

Indicator 16: Evidence of an effective college culture where learning and teaching are explicitly valued.
(Goal E/Core Themes 1 through 4).

Indicator 17: Scope of employee recognition processes, events, celebrations, and acknowledgements.
(Goal E/Core Themes 2 through 4).

Indicator 18: Number of relevant and effective connections with internal and external stakeholders.
(Goal F/Core Themes 1 through 4).

In *RCC's 2012-15 Strategic Plan*, these indicators are tied to specific core-theme-inspired College goals referenced above. A number of specific, measurable, achievable, realistic, and timely (SMART) objectives have also been developed under each goal. Detailed information is provided in Chapter One, beginning on pages 9 through 21.

This set of performance measures (above) will be used as a scorecard in the annual assessment process that will summarize and display results for levels of achievement and opportunities for improvement on the College's various goals and objectives identified for 2012-15. Further, these indicators are essential for monitoring progress and achieving excellence in fulfillment of the College Mission and in meeting state mandates.

In the annual assessment process, the indicators and the core theme goals and objectives will be further scrutinized and may be revised, including possible additions or deletions based on intended and actual outcomes. In addition, assessment is an ongoing agenda item for the College Effectiveness Council (CEC) (the College's planning liaison group). CEC keeps an eye on the most meaningful, assessable and verifiable data for informed decision-making, planning, and assessment practices. Finally, as progress and achievement are measured, so will the *process of measurement* be assessed in RCC's continuous improvement cycle.

RESPONSE TO RECOMMENDATION 2 (Learning Outcomes/Standard 2.C.2): The set of collegiate success dispositions that faculty identified as key for student success at RCC are known as Institutional Learning Outcomes (ILOs). The ILOs were not widely published at the time of the accreditation site visit in October 2011 because they were being piloted by two departments. At Fall Inservice 2011, the process for collecting data and feedback was presented to faculty including ways the data will be used to provide for program and course improvement. The purpose of the ILOs is to demonstrate student learning beyond transcripts and GPAs. The ILOs were developed over five years and approved by RCC's Curriculum and Academic Standards Committee and the Institutional Leadership Group in 2010 as follows:

1. **Personal Growth** – Students will balance life and civic responsibilities, believe in themselves, accept and commit to change, self-reflect, and be tolerant and respectful of themselves and others.

2. **Communication** – Students will engage in quality communication using active listening and reading skills and expressing ideas appropriately in oral, written, and visual work.

3. **Approach to Learning** – Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations.

4. **Critical Thinking** – Students can recognize own and others' assumptions and cultural contexts, raise significant and relevant questions demonstrating an ability to seek, organize, analyze, and interpret data, foresee consequences of actions, and engage in behaviors that support sustainability.

5. **Application of Knowledge** – Students will synthesize and use knowledge in familiar and unfamiliar situations to effectively solve problems and complete tasks.

Publishing and Utilizing ILOs and Program Learning Outcomes (PLOs): A campaign to roll-out learning outcomes in courses and curriculum, programs and the program evaluation process began at Faculty Fall Inservice 2011. Copies of a published brochure (designed for faculty) and academic calendars listing the outcomes (in poster form) were distributed for posting in offices and classrooms on all three campuses. The outcomes have since been published online and in advisory guides and course syllabi. PLOs\[20] may also be viewed on the Website. In addition, PLOs are listed in every program section in the *2012-13 College Catalog*, accessible in print, and online. ILOs are on page 14; PLOs are on page 41.

A rubric scoring system was finalized for use by all faculty across credit-bearing disciplines. It is accessible on the RCC intranet under Faculty Resources\[21], ILOs. From among the 26 indicators in the rubric, key assessment points have been identified for all disciplines and the data-gathering system has been successfully piloted. Faculty will receive a separate page each time they turn in quarter grades with their courses' key assessment points listed, per student, with a pull-down menu for a numeric score on progress. An introduction to ILOs will occur in new student orientations beginning this fall. An article about learning outcomes was published in the Spring 2012 edition of RCC *Connections* Magazine\[22], page 5.

ILOs and PLOs have been widely published and faculty have introduced and discussed these intended outcomes with students. Implementation of the learning outcomes is expected to greatly improve student persistence and success.

Learning Outcomes for Student Services: In 2011, Student Services staff also presented preliminary work on mapping student outcomes. This connection between Instructional Services and Student Services on ILOs will be strengthened and used to improve program and service learning outcomes in the future.

Executive Summary and Eligibility Requirements (ER) 2-Legal Authority and ER 3-Mission and Core Themes): RCC receives its authority to operate and award associate degrees and certificates from CCWD, Division 6, of the OAR adopted by the State Board under the authority of ORS, Chapter 341. RCC is one of 17 community colleges operating within Oregon. It is governed by a local, elected board.

Mission and Core Themes: Pursuant to accreditation standards, the College has a clearly defined, Board-adopted mission, which is reviewed and adopted accordingly during periodic three- and four-year planning cycles. In 2009-10, Core Themes were developed and adopted by the Board for the first time in preparation for RCC's *Fall 2011 Comprehensive Self-Evaluation* under NWCCU's 2010 Standards. The Core Themes are consistent with the Mission and meet expectations of the legal authority (above). The Mission and Themes are appropriate for community colleges granting associate degrees in Oregon. RCC devotes substantially all of its resources to supports its educational mission. (NWCCU [2010]. *Eligibility requirements,* rev. ed. April 15, 2010 and accessed July 5, 2010 from http://nwccu.org).

Date of Most Recent Review of Mission and Core Themes: The Mission Statement was adopted by the Board on June 17, 2008. It was revisited in 2009-10 during the Core Theme development process. Even though no changes were made, the Mission was carefully evaluated to identify necessary themes. For the *2012-15 Strategic Plan* process, as the College took on the integration of core themes into a revised strategic plan, the president recommended, with Board approval, that the RCC Mission, Vision, Core Values, and Core Themes be continued through the 2012-15 planning process and revisited in the 2015-19 planning process.

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SECTION I: STANDARD 1.A – MISSION

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Standard 1.A.1: RCC has a widely-published mission statement approved by its governing board that articulates a purpose appropriate for a college of higher learning, gives direction for its efforts and derives from, and is generally understood by, its community: The Mission is widely published on the Website, in the College catalog, class schedules, planning documents and is posted in board meeting rooms and bulletin boards on all three campuses.

<div align="center">

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

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In 2007-08, a planning process was initiated, including a new set of broad-based, Board-approved strategic initiatives and goals. The pre-existing Mission was revised and a Vision and Core Values Statement were also established. The *2008-12 Strategic Plan* was implemented with Board approval in June 2008.

The *Assessment of 2008-12 Strategic Plan Goals and Objectives*\[23] occurred on June 19, 2012. The assessment process is the charge of CEC. In this annual assessment process each objective is scored based on a valuation system described on page 11. Highlights and opportunities for improvement are shared with E-team, the Board, and ultimately with the college community in council meetings, at inservice, by email, newsletter, and Website. CEC formally recommends plan changes and assignments (if any).

Throughout the year, quarterly reports are also reviewed by CEC, provided to E-Team and the Board, and serve to identify progress and/or barriers of ongoing work in fulfillment of Strategic Plan goals and objectives. These reports are also made available to College constituents.

The *2012-15 Strategic Plan* has been a work in progress since October 2011. Four facilitated, broad-based teams — including faculty, staff, administrators and a Synthesis Team, made-up of the team facilitators, planning coordinator, and core theme champions — began the process of developing a new strategic plan framed by the themes. Mission and Core Themes are linked to all College purposes and plans, programs and services, and resources and capacity. The *2012-15 Strategic Plan* is scheduled for a first reading with the Board on September 18, 2012. A second reading/approval is scheduled at the Board's October 16, 2012 meeting. Intentionally maintaining the elements of the current Mission, Vision, Values and Themes coupled with a three-year plan followed by a four-year plan are intended to provide for a smoother transition and alignment with the revised (2010) accreditation reporting process.

2012-15 Plan: The three-year Strategic Plan (2012-2015) includes <u>continuation of the current</u> Mission, Vision, Core Values, and Core Themes.

2015-19 Plan: The four-year Strategic Plan (2015-2019) will includes a <u>review and updates (if necessary)</u> to the current Mission, Vision, Core Values, and Core Themes.

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

Purpose: RCC's Mission is threefold: (1) to provide quality education; (2) to help learners achieve their goals; and (3) to support the social, civic, cultural, and economic vitality of its diverse community, with an underlying commitment to efficient and effective use of public resources. Therefore, RCC's purpose is expressed in these four Core Themes:

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

Expectations: Mission fulfillment is defined in terms of the College's annual performance demonstrated through expectations and outcomes set forth in its Strategic Plan. Annual performance is scored in an annual half-day process including CEC, E-team and goal champions.

In 2012-15, College goals were linked to Core Themes which are supported by objectives. Progress on achievement of each objective will be rated on evidence produced to support each one. A performance rating for the goal guiding the objectives is then calculated and a performance score for the overall plan is achieved based on the valuation system (page 11).

In the next three-year process, that evidence will be produced in concert with the 18 designated indicators identified in the *2012-15 Strategic Plan*. For some objectives, where indicated (pages 15 through 20) the target baseline for the associated indicator will be set in 2013.

Characteristics: These objectives or actions are carried out with the following RCC characteristics or Core Values: Excellence, Integrity, Respect, Stewardship and Innovation. Core Values are reflected in employee performance and department evaluation processes. RCC serves its community with outstanding educational opportunities based on dedication to these values.

Scoring Valuation System: Scoring is based on the Baldrige/Excellence in Higher Education methodology for evaluation of documentation (Ruben, B. D. (2009). *Excellence in higher education: Workbook and scoring guide*. Washington DC: NACUBO). This method was used in the 2010-11 core theme planning assessment process on July 19, 2011 and again in the 2011-12 strategic planning assessment process on June 19, 2012. Because RCC had reached the end of a four-year strategic plan cycle on June 30, 2012, the overall score was understandably high at 7.8 — meeting expectations. When RCC completes a first year assessment of the new goals and objectives this Summer 2013, a lesser overall score is anticipated.

For example, a score from 2 through 4 is acceptable in the points-value system indicating RCC "partially met" expectations. A score in this range would be especially logical in the first year of the integrated planning cycle. A score between 5 and 8 would represent very good progress deemed to have "met" expectations. A score of 9 or 10 is not anticipated because it would indicate all outcomes and indicators represent superior, conclusive results and evidence that "exceeds" expectations and may be considered state or national "models" of college performance. The point of the scoring exercise is to carefully examine each core theme goal and objective in terms of validity and potential development. Following is a snapshot of the scoring valuation system:

9-10:	**Exceeds** Expectations **ALL** - Existing evidence is provided and equivalent to substantial documentation that leads favorably to results beyond expectations.
5-8:	**Meets** Expectations **MANY/MOST** – Most evidence provided is current and compares or may be compared favorably with peers/leading colleges or otherwise creates a baseline for target achievement.
2-4:	**Partially Meets** Expectations **SOME/FEW** – Some evidence provided may be developed for favorable results in the future.
0-1:	**Does Not Meet** Expectations/No Progress Made **NONE** – No work on trend or comparative information or data has been developed or produced, or it does not exist at all.

In the College's annual assessment process top accomplishments and work yet to be accomplished are discussed. That information is used by CEC to make recommendations to E-Team for modifications to the existing plan and follow-through assignments, whenever applicable. Upon E-Team approval the recommendations and results are reviewed and approved by the Board and shared with internal and external stakeholders through press release(s), the college newsletter and the president's quarterly report, meeting minutes, inservice, council meetings, and published online. In addition to measuring progress on goals and objectives, the assessment process itself is reviewed annually and the continuous improvement cycle is always in progress.

In the larger view, as RCC fulfills the objectives and goals in its *Strategic Plan*, it provides evidence that its Core Themes (page 10) are appropriate for its constituency and are the focus of college activities, programs, services and plans. By so doing, RCC demonstrates mission fulfillment and sustainability continuously.

Standard 1.B.1: The college identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission. RCC's Core Themes were derived from and represent four main components of the Mission. These themes were adopted by the Board on April 20, 2010. The Themes provide the necessary framework for the College to establish its goals and objectives and for fulfilling and sustaining its expressed purpose. The Themes were analyzed as individual mission-critical elements in Chapter Four, Standards 3.B, 4.A., and 4.B. of RCC's *Fall 2011 Comprehensive Self-Evaluation*, and were synthesized in Chapter Five of the *2011 Self-Evaluation* to determine mission fulfillment, adaptation and sustainability.

In 2011-12, all four Themes and associated objectives and indicators were reviewed by four broadly represented teams of faculty, staff and administrators led by a designated facilitator. A Synthesis Team did the work of spinning the goals and objectives to a measurable and manageable list. The work of all four teams was integrated into the College's *2012-15 Strategic Plan*. That work was finalized on August 30, 2012, scheduled for E-team review on September 10, Board review on September 18.

Titles and Brief Description of Core Themes: In a College-wide process, to prepare for the 2011 Self-Study, RCC identified and adopted the Core Themes considered to be essential elements of the Mission. The Core Themes are best described in their parts (below); however, they serve as a framework for the Strategic Plan and may also be viewed as communities of *interest* that drive communities of *function* within the College and the College Mission. In 2010-11, CEC prepared a brief description of each Theme to provide a better understanding of the intent of the Theme for college stakeholders. The descriptions were slightly revised during the 2012-15 planning cycle:

1. **Promote Student Access and Success:** As a community college, a central tenet of college work is to Promote Student Access and Success in educational opportunities. Marketing messages, tuition rates, course offerings, program location, hours of operation, inviting buildings and grounds, financial aid processes, application and admissions policies, and college responsiveness all contribute to maximizing college access. Promoting students' ability to achieve success involves effectively responding to the academic, career, and socio-emotional, financial, and physical needs of RCC's diverse student population.

2. **Advance Student Learning:** RCC's principal purpose is to help students learn and achieve their educational goals. To do so, the College provides pre-collegiate study and support (ABE/GED/ ESL and academic skills); curricula that prepare students for transfer and career and technical education (CTE) leading to both certificates and degrees; workforce training/continuing professional education to meet the needs of incumbent workers and employers; and community education to meet non-credit education pursuits. Services such as testing, tutoring, library, and distance learning support the delivery of these programs. To "Advance Student Learning," the College considers instructional program effectiveness balanced with demand and resource allocation. Successful student transfer data and advisory committee validation are reviewed to determine on-going effectiveness. Based on this input, student learning outcomes are identified and assessed. Assessments and necessary corrections ensure that learning is of the quality that meets student needs.

3. **Strengthen Our Diverse Communities:** To fulfill its role in the communities it serves, RCC aims to contribute to the personal, professional and educational journeys of students and employees alike. "Communities" refers to the internal and external college stakeholders affected by the mission. "Diverse" refers to the wide range of people that learn and teach and work at the college—all with different goals,

expectations and world views. To "Strengthen Our Diverse Communities" is to produce a richer more viable college, region, and state.

4. **Model Stewardship:** As a community college, RCC commits itself to responsible and resourceful guardianship of community resources and adherence to sustainable practices. "Model Stewardship" reflects the importance of caring and conserving those resources through intelligent governance, effective leadership; pursuit of additional resources; efficient use of financial, physical and human resources; and attention to the environment in which the College operates.

In the *2012-15 Strategic Plan*, six goals, guided by the mission-manifested themes were developed as follows:

Goal A: Increase the completion rate.
Core Theme 1 – Promote Student Access and Success
Core Theme 2 – Advance Student Learning
Core Theme 4 – Model Stewardship

Goal B: Strengthen student readiness.
Core Theme 1 – Promote Student Access and Success
Core Theme 2 – Advance Student Learning
Core Theme 4 – Model Stewardship

Goal C: Ensure timely student progression.
Core Theme 1 – Promote Student Access and Success
Core Theme 4 – Model Stewardship

Goal D: Provide appropriate student access.
Core Theme 1– Promote Student Access and Success

Goal E: Enhance faculty and staff support.
Core Theme 3 –Strengthen Our Diverse Communities
Core Theme 4 – Model Stewardship

Goal F: Contribute to the vitality of the region.
Core Theme 1 – Promote Student Access and Success
Core Theme 2 – Advance Student Learning
Core Theme 3 –Strengthen Our Diverse Communities
Core Theme 4 – Model Stewardship

Therefore, the Core Themes are intrinsically a part of the three-year strategic plan. The 10 objectives in the *2010-11 Core Theme Plan* have been modified and folded into these overarching goals and the respective core theme objectives and action plans, where applicable.

Standard 1.B.2: The College establishes objectives for each of its Core Themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes. CEC plays a major role in guiding planning and improvement processes at RCC through the Strategic Plan. The Council includes the College President and ALO, the Vice President of Instructional Services, the Dean of Instructional Services, School of Workforce and College Preparation, the Vice President of College Services/Chief Information Officer, the Grants and

Planning Coordinator, the Vice President of Student Services, and two faculty representatives (one full-time Mathematics instructor; and one part-time Business Technology instructor).

CEC determined one of the most effective ways to assist divisions and departments was to align planning and effectiveness efforts with the Core Themes, Strategic Plan and accreditation standards and reporting processes. Presently CEC's mission statement is to: "Engage the College in efficient, purposeful, systematic, ongoing planning; conduct effective assessment of that planning; and initiate improvement based on that planning."

As Core Themes were well established, CEC worked steadily to integrate them into the 2012-15 planning goals and objectives. This work included the task of refining verifiable indicators of achievement and identifying a few specific strategic challenges for the next three years. Four ad hoc strategic planning teams (one for each theme), directed by CEC, began the work in Fall 2011.

Strategic Challenges: Each team was assigned a "Core Theme champion" and a facilitator. Staff and faculty volunteered to serve on each of the four teams. Brief descriptions of the intent of each theme were reviewed and confirmed (pages 12 and 13).

Next, the teams developed various Core-Theme related questions on strategic challenges facing RCC. In January 2012, the Board identified and approved these top four strategic challenge questions:

1. How does RCC develop in terms of its services, staffing, offerings, infrastructure, and sites to model stewardship and remain fiscally sound and quality-driven?

2. How does RCC determine its services and offerings in light of changing state governance models; limited financial resources; student success, retention, and completion requirements (e.g., state Achievement Compact); and fluctuating labor market and community demands?

3. How can RCC best prepare students for the college and work experience, encourage their completion of learning outcomes, and promote transfer and/or employment success?

4. How does RCC manage its financial resources and college culture to responsibly attract and retain students and staff?

Next, champions worked with their teams to develop objectives and ways to measure progress on achievement of these objectives. It was established that a key to success of the Strategic Plan is that the ideas and concerns gathered by the planning teams, CEC, E-Team, and the Board during the planning process are represented in the final document. Once approved by the Board, the planning coordinator will inform participants where there input has been included. As those involved in the planning see their input was valued and used, and their support for the plan is strengthened, the work will shared with the college community for action and planning purposes as described above.

Core Theme Objectives, Indicators and Rationale: Incorporating the teams' work, the Synthesis Team (champions and facilitators) developed six college goals (A-F), folding in and building on various core theme objectives. Eighteen indicators of achievement for the goals (below) (and summarized on page 6-7) were also developed. Each objective was intentionally linked to a Core Theme and the *2012-15 Strategic Plan* emerged:

Goal A: Increase the Completion Rate	

Indicator 1: Percentage of Career/Technical Education (CTE) completers. **Rationale:** Completion rates of all students are valuable measures to comply with (1) the state Achievement Compact, (2) financial aid guidelines, (3) and accreditation standards. At RCC, the CTE completion rate is important because 44.8% of students have CTE majors and 24% have been formally accepted in CTE programs (Spring Term 2011-12).	
Objective A.1 (Theme 1)	Increase use of the degree audit by advisors and initiate Oregon's *Win-Win* activities and reports.
Objective A.2 (Themes 2 and 3)	Analyze CTE student results by departmental faculty and leadership to determine appropriate course content and rigor to inform resource planning, and to ensure student success, including students in "underrepresented" \[1] groups. (Set targets by year once baseline is established).

Indicator 2: Transfer rate to four-year universities. **Rationale:** Completion rates of all students are valuable measures to comply with (1) the state Achievement Compact, (2) financial aid guidelines, and (3) accreditation standards. At RCC, 46.1% of credits students and 40.3% of credit students, including 2+2 students, stated their intention to transfer to four-year universities (Spring Term 2011-12).	
Objective A.3 (Theme 1)	Put reverse-transfer mechanisms in place, including strengthening of TRiO/Student Support Services program and counseling transfer collaboration.
Objective A.4 (Theme 2)	Analyze transfer student results by departmental faculty and leadership to determine appropriate course content and rigor, to inform resource planning and to ensure student success.(Success targets set by year baseline established).
Objective A.5 (Theme 3)	Increase percentage of underrepresented students transferring from RCC to four-year colleges and universities.

Indicator 3: GED completion rate, including impacts of 2012-13 program changes. **Rationale:** Completion rates of all students are valuable measures to comply with (1) the Achievement Compact, (2) financial aid guidelines, and (3) accreditation standards. At RCC, 22% of ABS students sought the GED credential (Spring Term 2011-12).	
Objective A.6 (Themes 1 and 2)	Analyze ABE student results by departmental faculty and leadership to determine appropriate course content and rigor to inform resource planning and to ensure student success. Include discussions with GED faculty and students to determine how to better support GED students to completion. (Set success targets by year after baseline data identified).

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[1] / Underrepresented is defined in the Achievement Compact as the aggregate number of students in the following groups: African American students; Hispanic/Latino students; Native American or Alaska Native students; Pacific Islander students; Multi-racial or multi-ethnic students; and, economically disadvantaged students based on receipt of Pell Grant.

Objective A.7 (Theme 4)	Provide appropriate facilities and system changes to support new GED testing requirements.

Indicator 4: Percentage/number of first-year students achieving 30 college-level credits. **Rationale:** Research shows that students who demonstrate early momentum by earning 30 college credits in their first year are more likely to complete a college degree than other students (Spring Term 2011-12).	
Objective A.8 (Theme 1)	Implement mandatory first year seminar (HD 100) for full-time, first-time students.
Objective A.9 (Theme 2)	Implement pilot project with Computer Science achievement coaches.

Goal B: Strengthen Student Readiness	

Indicator 5: Student success data based on Institutional Learning Outcomes (ILOs) **Rationale:** Tracking the percentage of students meeting learning outcomes at the institutional, program, and course level has become the current standard of accrediting agencies for measuring student success and achievement.	
Objective B.1 (Theme 1)	Integrate ILOs into student services deliveries.
Objective B.2 (Theme 2)	Schedule all credit-course departments to begin assessing ILO data and identify key assessment points at course and program level for incorporation into all course outlines. (Success targets set by year after baseline data identified).

Indicator 6: Level of student competence with college systems. **Rationale:** One component of student success is the ability to learn the order and timeliness of using college systems.	
Objective B.3 (Themes 1 and 2)	Incorporate "system savvy" content from Human Development courses into selected Academic Skills courses.
Objective B.4 (Theme 4)	Ensure college electronic resources such as online admissions, registration, and Website are reliable, relevant, functional, easy to use and updated regularly.

Indicator 7: Percentage/number of students with early identifiable careers. **Rationale:** Retention research shows students with an educational goal finish college at a higher rate than students without such goals.	
Objective B.5 (Theme 1)	Implement early career services for undecided students.
Objective B.6 (Theme 2)	Incorporate advising on Career Pathway certificates and other completion targets into identified pre-college courses and the proposed first-year seminar.

Objective B.7 (Theme 1)	Embed study skills and college success information (HD 50) in Academic Skills courses.

Indicator 8: Quantity and quality of focused remedial interventions.

Rationale: Most RCC students score at a remedial education level in one or more areas on the college placement test. The availability of remedial interventions through ABE, GED, ESL, Tutoring, Academic Skills, and similar courses improves chances for success among these students.

Objective B.8 (Theme 2)	Analyze ABE course content for appropriateness and rigor. Use results to inform resource planning. (Success targets set by year after baseline data identified).
Objective B.9 (Theme 2)	Conduct research then propose course/sequence revision of Academic Skills courses, if appropriate.

Goal C: Ensure Timely Student Progression

Indicator 9: Evidence of timely movement through course of study.

Rationale: Timely progression through a course of study is an encouraged and valuable indicator of student progress toward a stated goal. It supports (a) financial aid and course completion requirements, (b) efficient use of student, college, and government resources, and (c) effective master scheduling by departments.

Objective C.1 (Theme 1)	Use financial aid and academic progress policies to monitor timely movement through course(s) of study.
Objective C.2 (Theme 1)	Use strategic enrollment management processes to connect intake and assessment data to instructional planning.
Objective C.3 (Theme 1)	Create and integrate new academic advising model to fit with overall student learning and persistence.

Indicator 10: Identifiable support structures in place for success.

Rationale: Support structures improve all students' chances for academic success. Many first-generation college students will benefit when access and use of the support systems are explicitly taught and reinforced.

Objective C.4 (Theme 1)	Develop a student behavioral response team.
Objective C.5 (Theme 2)	Assess each service area that supports instructional delivery for balance of effectiveness and efficiency using the Service Area Program Evaluation process, recommend changes, and monitor the effects of changes made in a continuous improvement cycle. (Annual targets will be set after baseline analysis completed).
Objective C.6 (Theme 3)	Provide a safe, inclusive, and positive place for students and staff to learn and work.
Objective C.7 (Theme 4)	Use RogueNet systems to provide timely and relevant support to students and staff.

Indicator 11: Number and quality of student engagement and strategies.

Rationale: Student engagement is a major contributor to student persistence. CCSSE and SENSE are useful student survey tools to investigate students' opinions about their own level of engagement.

Objective C.8 (Theme 1)	Provide On Course® training for front line staff.
Objective C.9 (Theme 2)	Analyze student engagement indicators to support and implement best practices.
Objective C.10 (Theme 3)	Engage students in social activities, especially events, programs and services that complement careers and educational goals.
Objective C.11 (Theme 4)	Provide electronic resources, such as staff directory, online admissions, registration, and Website that are reliable, relevant, functional, user friendly, and updated regularly, including multi-lingual abilities, where applicable.

Indicator 12: Evidence of college-going culture.

Rationale: Students' future employability and quality of life can be greatly improved by college training and education. A low percentage of individuals in RCC's two-county district have achieved a post-secondary education. (A side effect of increased postsecondary participation by Latinos is that the College becomes eligible for federal grants as a Latino-serving institution).

Objective C.12 (Themes 1 and 3)	Increase enrollment, including underrepresented students, through recruitment efforts and strategically create bridges with RCC prospects.
Objective C.13 (Themes 1 and 3)	Market messages that increase awareness of RCC locally and regionally, including among underrepresented and high school students. Analyze connections with high school students as a measure of the seamless transitions between sectors.

Goal D: Provide Appropriate Student Access

Indicator 13: The cost of education is within reasonable fiscal limits without compromised quality.

Rationale: Because of the region's socio-economic challenges, RCC must balance its costs with its mission of f learning and teaching to better assure that potential students who must pay for tuition, fees, transportation, books and supplies can afford to attend RCC.

Objective D.1 (Theme 2)	Use strategic enrollment management processes and philosophy to evaluate programs and services annually to determine achievement of clearly identified outcomes in all four key areas of learning: CTE, ABS, Transfer, and CE. (Success targets after baseline data identified).
Objective D.2 (Theme 2)	Examine potential strategies for distance learning options by monitoring and meeting student demand, while meeting state and federal regulations.
Objective D.3 (Theme 4)	Provide accurate reporting and analysis of appropriate strategic enrollment management data to ensure effective processes. Input enrollment data into budget process.

Objective D.4 (Theme 4)	Upgrade course-scheduling software.
Objective D.5 (Theme 2)	Annually monitor appropriate relationship between cost of attendance and cost of instruction.
Objective D.6 (Theme 4)	Exhibit respectfulness and accountability in effective use of public resources, including sound financial management practices and controls for the division, department, and unit when implementing financial strategies to support programs, services, staff, and facilities. In addition, take an entrepreneurial stance in seeking alternative funding sources whenever appropriate.
Objective D.7 (Theme 4)	Develop and manage resource assessment, planning, budgeting, acquisition/ allocation processes consistent with college planning, best practices, and with local, state, and federal policies.
Objective D.8 (Theme 4)	Provide student employment resources efficiently.
Objective D.9 (Theme 1)	Embed financial literacy in RCC information, processes, and programs.
Objective D.10 (Theme 4)	Keep cost of students' books and supplies as reasonably affordable as possible.

Indicator 14: Evidence of safe, accessible, and purposeful educational space.

Rationale: To ensure quality education, the College must consider laws, best practices, and stakeholder feedback in the design and maintenance of its campuses and facilities.

Objective D.11 (Theme 4)	Utilize and implement *College Master Plan* in facilities planning, upgrades, and new construction. Incorporate best practices and study results regarding student and staff work spaces.
Objective D.12 (Themes 3 and 4)	Maintain a safe working environment and college-wide adherence to safety standards and policies, including safety training opportunities. Establish appropriate relationships with public safety agencies whenever/wherever applicable.

Goal E: Enhance Faculty and Staff Support

Indicator 15: Evidence of personal and professional development for faculty and staff.

Rationale: RCC student success relies on faculty and staff who are knowledgeable, competent, and current on educational content and professional practices. Adequately funded personal and professional development assists faculty and staff to participate in course work, degree advancement, skill improvement, and lifelong learning to improve practices in classrooms and departments.

Objective E.1 (Themes 3 and 4)	Develop and support learning opportunities for all employees annually.

Objective E.2 (Themes 3 and 4)	Establish bi-annual management training series for exempt staff based on key college policies.

Indicator 16: Evidence of an effective college culture where learning and teaching are explicitly valued.

Rationale: A strong college culture benefits the students, employees, and community as students complete their education, pursue their goals, and become contributing members of society.

Objective E.3 (Theme 1)	Train staff on funding and financial issues facing students.
Objective E.4 (Themes 3 and 4)	Use up-to-date bargaining agreements and handbooks to outline clear, contractual language; guide activities, and set mutual expectations between RCC and employees to ensure fair and equal practices in human resources.
Objective E.5 (Themes 3 and 4)	Establish an employee exit interview process for follow through on issues of compliment or concern.

Indicator 17: Scope of employee recognition processes, events, celebrations, and acknowledgements.

Rationale: Employee performance and commitment is strengthened whenever the College demonstrates that its employees are valued and appreciated.

Objective E.6 (Theme 3)	Annually recommend emeritus status to Board, whenever applicable.
Objective E.7 (Themes 2 and 3)	Develop an employee recognition program based on demonstration of core values to recognize key contributions from outstanding employees and/or departments on a regular basis. Engage Faculty Senate in process.
Objective E.8 (Theme 3)	Identify and schedule key events, ceremonies, and/or traditions for employees to celebrate achievements.

Goal F: Contribute to the Vitality of the Region

Indicator 18: Number of relevant and effective connections with internal and external stakeholders.

Rationale: Feedback from key stakeholder groups helps the college meet student and community needs. This feedback loop from formal surveys, anecdotal communications, and/or advisory committees ensures a focus on "community" and fulfills the college charter and community college purpose as defined in Oregon statutes.

Objective F.1 (Theme 2)	Review labor market information as part of academic master planning cycle. Include input from advisory committees, and workforce partners for new, unmet education and training needs. Include results in *Academic Master Plan*, including targets for performance as appropriate.
Objective F.2 (Theme 4)	Continue commitment to practices that support sustainability of RCC's environment and resources.
Objective F.3 (Theme 3)	Support Diversity Programming Board in its mission to promote a community of inclusion and understanding by providing educational activities.
Objective F.4 (Themes 1, 2, 3, 4)	Develop international student partnerships in collaboration with Shijiazhuang University (Hebei, China), Oregon Tech (Klamath Falls) and Southern Oregon University (Ashland).

The *2012-15 Strategic Plan* will be reviewed by the Board (first reading) on September 18; Second Reading, October 16. The objectives have been incorporated into a matrix that includes (1) other data points for measurability of success, and (2) "intended" outcomes. In the annual assessment process/report, a column for (3) "actual" outcomes, as well as a column for (4) "results/action steps" for the following year will be added. Quarterly action reports and plans will be submitted from champions to CEC, E-Team, the Board and finally to the college community outlining progress. The indicators in the Strategic Plan cover RCC's top strategic challenges (page 14) in addition to the *2012-13 Achievement Compact* questions (below), NWCCU's accreditation standards, and the College's Mission and Core Themes.

Achievement Compact: Focus areas in the Achievement Compact were easily identifiable in RCC's Core Themes:

1. Are students completing their courses of study and earning certificates and degrees? (Core Themes 1, 2, and 4). What about underrepresented students? (Core Theme 3)

2. Are students making progress at the College? (Core Themes 1, 2, and 4). What about underrepresented students? (Core Theme 3)

3. Are students making connections to and from the College? (Core Themes 1, 2, and 4). What about underrepresented students? (Core Theme 3)

4. What is the level of public investment in the district? (Core Theme 4)

5. Are students making connections to and from the College? (Core Themes 1, 2, and 4). What about underrepresented students? (Core Theme 3)

Accreditation Standards: NWCCU's accreditation standards alone have been perhaps the most comprehensive, visibly important influence for RCC's reflective review process as it includes self-study reports, peer review, and structured requirements for strengthening assessment, planning and improvement processes.

Mission and Core Themes: While RCC shares a universal mission with other community colleges to educate and train students for the workforce in a weakened economy, core themes and associated objectives represent RCC's specific expectations for measuring the proven and sustainable extent of its unique purpose in southern Oregon. Core Themes in their broad sense are presently a common denominator for planning and assessment processes from individual to department to division performance.

CONCLUSION

This year at commencement, on June 16, 2012, 798 degrees and certificates were awarded to 681 students (unduplicated) -- a record number for RCC. Graduates earned 597 two-year degrees and 201 certificates. The average student's GPA was 3.38. The youngest student was 17 and the oldest student was 64. Celebrating success with these graduates, their families, and friends is an annual highlight representing purpose-driven work and Mission fulfillment.

Also, on May 4, 2012, over 300 employees participated in spring inservice. This all-staff gathering is an important event for demonstrating support and appreciation for one another. As expressed in post-inservice surveys, it was especially valued this year since Spring 2011 Inservice had been cancelled for cost saving purposes. In addition to reviewing the past year's accomplishments, ten retirees were acknowledged and three Core Values Awards\[24] were presented to Jim Van Brunt (Faculty), Jeanie Simmons (Classified) and Cheryl Markwell (Exempt). These individuals were nominated by their peers for demonstration of the College's Core Values. The keynote presentation covered On Course® techniques for student retention and success practices. A variety of workshops were also offered from financial aid to customer service and employee benefits.

RCC continuously monitors student demand, while meeting state and federal regulations, standards, and guidelines. Social media, new technology, different employers' needs, and students' questions regarding relevance of required course work are changing the face of education prompting necessary, but exciting change. RCC faculty and staff are an adaptable, intelligent, and innovative team repeatedly recognized for excellence in financial reporting, as well as for graduating students with the highest GPAs among other community college students transferring to universities in the state.

Even as state funding remains minimal and the College has been compelled to increase tuition and fees, RCC has proven to be a mission-centered, student-focused learning and teaching institution. The RCC Foundation has provided substantial scholarship support and is presently working with the College on a potential campaign to raise capital for increased scholarships, program support, and infrastructure needs in the upcoming year. Meanwhile, RCC endeavors to manage enrollment, while aiming to strategically balance resources, from student offerings and support services to appropriate staffing and training.

In southern Oregon, unemployment rates are among the highest in the nation and income brackets are among the lowest (Rogue Valley Labor Trends). RCC has continuously responded to the needs of students and employers in the region with open eyes and ears. The College perseveres to provide quality education and training, accessible, affordable and effective services; safe and attractive facilities; and, a balanced budget serving the two-county district. Supportive leaders, good communication, clear purposes and plans, effective programs and services, realistic expectations, and outstanding faculty and staff are among the reasons for RCC's remarkable success.

GLOSSARY AND ACRONYMS

2010 Standards – NWCCU's Revised Standards adopted in January 2010 (revised in June 2010).

2011 Comprehensive Self-Evaluation – RCC's 10-year self-study under NWCCU's 2010 Standards.

2011 NWCCU Comprehensive Peer Evaluation Report – NWCCU's October 26-28, 2011 team analysis, including commendations and recommendations for RCC based on Fall 2011 self-study and site visit.

Achievement Compact – 2011 legislation engaging all Oregon school districts in annual agreement with the state's newly formed Oregon Education Investment Board beginning in 2012-13.

Acronyms
> **AAOT** – Associate of Arts Oregon Transfer degree
> **AAS** – Associate of Applied Science degree
> **ABS** – Adult Basic Skills
> **AGS** – Associate of General Studies degree
> **AS** – Associate of Science degree
> **ASOT** – Associate of Science Oregon Transfer degree
> **CAMAT** – Classified Association and Management Advisory Team (Bargaining Team)
> **CCWD** – Oregon Department of Community Colleges and Workforce Development
> **CE** – Continuing Education
> **CEC** – College Effectiveness Council
> **CMP –** College Master Plan
> **CPC** – Career Pathway Certificates
> **CTE** – Career and Technical Education
> **ER** – NWCCU Eligibility Requirement
> **FAMAT** – Faculty Association and Management Advisory Team (Bargaining Team)
> **FTE** – Full-time Equivalency
> **GED** – General Educational Development
> **GPA** – Grade Point Average
> **HC** – Headcount
> **HEC** – Higher Education Center
> **ILO** – Institutional Learning Outcome
> **MOU** – Memorandum of Understanding
> **OAR** – Oregon Administrative Rules
> **OEIB** – Oregon Education Investment Board
> **ORS –** Oregon Revised Statutes
> **PLO** – Program Learning Outcome
> **RVC** – Riverside Campus (RCC's Medford Campus)
> **RWC** – Redwood Campus (RCC's Grants Pass Campus)
> **SBDC** – Small Business Development Center
> **SOU** – Southern Oregon University
> **TRC** –Table Rock Campus (RCC's White City Campus)

Career Pathway Certificates – State-approved programs containing 12-44 credits that acknowledge specific skill proficiencies to help students gain enhanced career readiness and employment opportunities.

College Master Plan – RCC's instruction-oriented, master plan for guiding academic, student-centered, and facilities planning.

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

Core Values – The RCC belief system that outlines behavioral norms which faculty and staff consistently apply while conducting college business and pursing the College Mission.

Course Outline – The state-mandated document for each credit course offered that contains learning outcomes to be addressed in each class and the assessment methods faculty use to determine mastery of learning outcomes.

Executive Team (E-team) – The president's leadership team.

Goals – High-level targets or end points that are sufficiently specific to allow for progress to be assessed and a determination to be made when achieved.

Indicators of Achievement – Measures identified as appropriate for assessing, documenting, or monitoring organizational outcomes and achievement levels.

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

Objectives – Concrete, measurable action steps used to initiate new efforts or strengthen ongoing activities to achieve the Mission, Core Themes and College Goals.

Outcomes – The College's accomplishments, achievements, and performance over time relative to its purposes and plans.

Planning – Processes that include establishment and implementation of (1) Mission/Core Themes, Vision and Core Values, (2) goals and objectives, (3) intended and actual outcomes, and (4) indicators of achievement and rationale.

Program Learning Outcomes – The universe of content outcomes that department faculty agree are necessary for moving on to "the next step," whether it be completion of a set of courses, a sequence of courses, certificate, or degree completion.

Programs – Curriculum "chunks" that end in a degree or certificate completion.

Stakeholders – Internal and external groups who are served by, influence, or are influenced by RCC.

Win-Win Initiative – A grant funded by the Lumina Foundation which provides resources for gathering data regarding the number of student records subjected to a primary degree audit process. The annual report (through 2013) includes statewide recommendations for advancing student achievement.

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CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS
23. 2011-12 Assessment of Strategic Plan Goals and Objectives – Draft

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24. Core Values Awards: http://www.roguecc.edu/President/valuesawards.asp

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