

**Section 1: Institutional Information (Page 1 /6)**

Name of Institution

**Rogue Community College****Section 2. Higher Education Act Eligibility**

Does your institution use its accreditation or pre-accreditation (candidacy) with the Northwest Commission on Colleges and Universities to establish eligibility to participate in Higher Education Act (HEA) programs, including Title IV funding?

**Yes**

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**(Page 2 /6)****Section 3. Articles of Incorporation**

Have changes been made in your institution's Articles of Incorporation and/or Bylaws since the 2020 Annual Report was filed?

**No****Section 4: Institutional Finances (Page 3 /6)****Educational and General Expenditures plus Auxiliaries\***

Please provide E&G plus Auxiliaries amount for FY 2020.

**70,355,836**

*E&G plus Auxiliaries:* Total educational and general expenditures (E&G) including auxiliaries and mandatory transfers (exclusive of medical school and hospital budgets, and capital construction expenditures) for the previous academic year. [NWCCU Definition](#)

\* NWCCU has not changed the way this quantity is to be determined, but we have updated the title to avoid confusion with the Federal Definition of E&G.

**Finance Report**

For U.S. institutions, please upload a complete copy of the most recent Audited Financials. For Canadian institutions, please upload a copy of the Consolidated Financial Reports for 2020.

**CAFR\_FYE2020.pdf****Additional Financial Information**

Do your Institution's uploaded financial documents include a hospital?

**No**

If the current institutional expenses do not match the Educational and General Expenditures (E & G) plus Auxiliaries of the most recently submitted IPEDS Finance Survey (U.S. institutions only), or, the uploaded Audited Financials (U.S.) and uploaded Consolidated Financial Reports (Canadian), please provide an explanation here.

### Contracts for Education-Related Services

Does your institution have one or more contracts with outside companies for education-related services such as: (1) Online Program Management to develop online education, or (2) Study Abroad to support students while overseas? Policy

**No**

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## Section 5: Student Rates (Page 4 /6)

### Cohort Default Rate

Please upload your institution's Cohort Default Rate history list from the USDE's National Student Loan Data System (NSLDS) website.

**NSLDS-CDR\_History-CohortDefaultRate-21.07.06.pdf**

***Please Note:***

- *This requires the use of your institution's FSA ID to access this data.*
- *Canadian and Tribal Institutions are not required to provide this data.*

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## Section 6: Significant Enrollment Changes (Page 5 /6)

**Note:** [NWCCU Policy on Significant Growth](#)

Has your institution experienced overall enrollment growth of 50% or more over the last two years?

**No**

Has your institution experienced overall enrollment decline of 20% or more since 2017?

**Yes**

**Note:** You should indicate if any individual academic programs have experienced significant enrollment growth (50% or more over the last two years) using the **Program** tab in the *Institutional Portal*.

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(Page 6 /6)

### Section 7. Institutional Reflection

There are a number of sources of information about your institution:

- IPEDS
- NWCCU Institutional Portal, Institutional Profile, Financial Data
- Information on this form

The information we have is a start at describing your institution's goals, challenges, and accomplishments. Please provide any information that would help us better interpret the information listed above as it applies to your institution. [Optional]

## Section 8. Progress on Outstanding Recommendations

Please provide a brief statement on progress on each outstanding Recommendation that is being addressed by your institution.

Do you need to upload a report addressing one or more specific Recommendations as part of this Annual Report?

No

**1. 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 (2020 Standard 1.B.1). Institutional Research, Effectiveness, and Planning department has been split, moving planning and institutional effectiveness in with assessment of student learning to better align systematic evaluation and planning processes. The department of Institutional Research was reorganized in with Operations and Finance, to better support the development and use of data in planning and decision making. Staff and faculty across all divisions have participated in multiple assessment trainings focusing on building assessment knowledge and understanding of how to align work with strategic planning goals and evaluate performance against those objectives. A new strategic plan was developed in 20/21 that has prioritized objectives relating to continuous improvement, assessment and professional development. A new system for tracking work on the strategic plan and goals was selected this past year and departments will be moving all goal planning into this system that will allow for the College to more easily monitor institution wide progress on objectives. Centralized collection of resource needs will be included in the system for easier planning.**

**2. 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 (2020 Standard 1.C.5, 1.C.6, 1.C.7). A committee was formed to review Institutional Learning Outcomes and decided to incorporate General Education outcomes into a single assessment process and five broad ILOs – Critical Thinking, Communication, Information Literacy, Global Consciousness, and Quantitative Reasoning. Subcommittees developed indicators and associated rubrics for measuring. The new Institutional Learning and General Education Outcomes model were presented to CASC and approved August 19, 2020. All active courses (950+) were reviewed by department faculty and the new ILOs were embedded. The revisions were submitted at CASC and voted and approved by the Academic Training Council in May 2020. During 21/22, all program learning outcomes will be reviewed again as they are added into the new assessment system. COVID-19 slowed down some work on curriculum mapping although all program maps were completed with the ILOs incorporated and course planning alignment with Guided Pathways took place simultaneously. Several departments completed the review and next steps plans but some are still working on this through summer term. The move to fully online instruction for many departments created considerable unexpected demands on time and student learning was**

prioritized. Researching technology supports to better track and monitor progress also took place during 20/21 with committee review of multiple assessment tools and software products to support this work. The College selected a two-prong solution and has been moving its assessment documentation into the Weave program and will be adding the outcomes and assessment module into Blackboard for additional program and learning outcome data collection within courses. Three new employees have been added to the outcomes and assessment team to focus on different aspects of assessment work and to provide supports across the institution along with training on new systems. Our current assessment process is being transferred into Weave that will include data, measurement methods, analyzation, and developing an action plan all within that tool. Instructional departments are on schedule to start goal planning in Weave at the beginning of Fall term. That process will also include the use of the newly created data dashboards to ensure all areas have timely access to accurate data including disaggregated student success indicators. This report will be part of the annual academic program review within Weave and will include dashboard data analysis, department strategic goal planning, a SWOT type analysis and feedback from administration. With the addition of new outcomes and assessment staff, a reorganization to combine assessment specialists and online learning support were combined to form a Teaching and Learning Center to focus on continuous improvement in instructional areas. The TLC will support learning and assessment through a combination of professional development and review of assessment data to identify areas to focus on. This work is aligned with new strategic plan goals as well with the additional focused objectives related to continuous improvement, assessment and professional development.

3. 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 (2020 Standard 1.D.2, 1.D.3, 1.D.4). Rogue Community College is finalizing its assessment report on their Culture of Evidence plan, and drafting a plan for the 2021-22 academic year. In addition, it has begun an institution wide release of data dashboards which report indicators of student success in which data is disaggregated to address gaps in student achievement. These dashboards include dashboard usage reports to determine the scope of use by the college as a whole. Revisions to the program review process have taken place to incorporate data analysis using dashboards into an annual shorter program review to take place each year that will build into the five-year comprehensive review. This will allow departments and programs to formally monitor and access goals, review data and document their work in progressive forms each year. The data dashboards will provide live and up to date information on student success metrics and provide departments with the real time information needed to adjust and monitor progress more easily.

4. Perform timely faculty evaluations (2020 Standard 2.F.4). During 20-21, deans and directors completed evaluations on a scheduled system to bring evaluations in line with the applicable evaluation schedule. Evaluations past due from the scheduled evaluation cycle were prioritized during the process. Additionally, the College has adopted performance management software (NEOED Perform) to utilize for all employee evaluations, including faculty. The system will allow for automated tracking of evaluations and related components/activities. Evaluation processes have been improved during the system set-up and implementation. Additionally, the system will facilitate access to historical information and the ability to add evaluation data easily throughout the evaluation period which will allow for more comprehensive evaluations.

5. Place particular attention on academic, career, and financial student advising to improve student retention

and reduce federal student loan default rates (2020 Standard 2.G.1, 2.G.5, 2.G.6). Continued work to support the advising redesign took place during the 20/21 year with students now having a three-tiered advising support system that include a Faculty Advisor in their program area, an academic case manager and a financial aid advisor who will work with them from admissions to graduation. The Faculty Advisor ensures program requirements are met, and career connections are maximized through CWE and other opportunities. The Academic Case Manager focuses on major choice, academic progress, re-enrollment and barrier reduction. The Financial Aid Advisor will create an individual financial plan for each student, identifying the known gaps in funding based on financial aid and scholarship status. The Financial Aid Advisor will work with each student to identify strategies to fill these financial gaps, with loans as a final option. When loans are taken, the Financial Aid advisor will help the student understand and plan for repayment by identifying amounts and timelines and providing lender contact information. Process changes in each of the advising areas to provide a more comprehensive support system continue to be developed and are being expanded through supporting committees and training for each of the advising categories. Financial aid information has been expanded on the website with more data planned to be available for students to assist with financial planning. Implementation of PowerFAIDs began for student aid distribution in Summer of 2021 and the conversion to that system will allow for improved communication with students on financial information including student loan planning and understanding. Loan default rates have declined each year for the last four years with a FY2013 official rate of 24.8 in 2014 dropping to 11.3 draft rate for FY2018.


#### Need a copy?

If you would like a copy of your completed Annual Report, please enter your email address

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#### Attached Files:

 NSLDS-CDR\_History-CohortDefaultRate-21.07.06.pdf (313 KB)

 CAFR\_FYE2020.pdf (45.28 MB)