

Northwest Commission on Colleges and Universities

Umpqua Community College
Roseburg, Oregon

Year Three Evaluation Report

October 22-24, 2012

*A confidential report prepared by the Evaluation Committee for
the Northwest Commission on Colleges and Universities*

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Richard Cummins, Ph.D., Chair

President, Columbia Basin College, Pasco, Washington

Amy Goings, M.P.A.

Vice President for Operations and College Relations, Clover Park Technical College,
Lakewood, Washington

Andrew Hersh-Tudor, M.L.S.

Dean, Libraries and Learning Technologies, Wenatchee Valley College, Wenatchee,
Washington Coos Bay

Kenny Lawson, Ph.D.

Dean of Humanities and Social Sciences, Seattle Central Community College, Seattle,
Washington

Kim McNamara, Ph.D.

Dean of Student Development, Olympic College, Bremerton, Washington

Les Steele, Ph.D.

Executive Vice President Northwest Commission on Colleges and Universities,
Redmond, Washington

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INTRODUCTION

From October 22-24, 2012, a five-person Evaluation Committee from the Northwest Commission on Colleges and Universities conducted a Year Three Evaluation Visit at Umpqua Community College (UCCC). The visit covered Standards One and Two of the revised standards for accreditation. The college had previously submitted a Year One Report that was accepted by the Commission in February 2011.

The College administration, faculty, staff, and students were welcoming and kind hosts. The Committee compliments the College on its thoughtful attention to detail, from the welcoming and facilitative approach of the College's ALO and the self-study co-chairs to the helpful and pleasant staff at every level of the institution. UCC faculty, staff, administration and students were gracious hosts, exhibiting helpfulness, responsiveness, and courtesy at every turn.

Of special note was the manner with which faculty and staff spoke about each other, which was characterized by generosity, appreciation for the work that others were performing, and a general willingness to see all employees as members of the collective community trying to accomplish the simple but arduous goal of student success. Faculty members voiced thankfulness and admiration for staff, while expressing respect and appreciation for the current administration's willingness to listen deeply and to engage the faculty in constructive dialogue about how to move the college forward.

The college's self-study document was extensive, substantive, and well written, which the team used as the starting point for multiple interviews with faculty and staff across the institution. The team conducted individual interviews, held group meetings with faculty, staff, and students, and met with members of the UCC Board of Directors. In addition, evaluators reviewed numerous documents and records supporting the self-study report.

Evaluators noted that college employees have embraced the challenging commitment to self-reflection and self-evaluation and are pleased to report that UCC, while facing unique challenges, has demonstrated the capacity to for Mission Fulfillment and is performing a transformational service to its constituencies through its educational and community programs.

Fall 2010 REGULAR INTERIM EVALUATION RECOMMENDATIONS

On February 2, 2011, the Commission reaffirmed Umpqua Community College's accreditation but noted three areas of required improvement. The first two recommendations are the subject of the Year Three Report while the third was dealt with in the Year One Report. The October 2012 Evaluation Committee examined each of these three and reports the following findings.

Recommendation One on Assessment

The College's approach to assessment is discussed in Section 2.C below, and the Evaluation Committee has included a recommendation that the College continue its work on developing a comprehensive model for assessment. Assessment consistent with the Standards is occurring at the course level, but is still nascent at the program / degree level.

The recommendation, then, is a continuation of the finding of non-compliance. The College needs to build the model that includes all levels of assessment to enable the work that needs to be done for the Year Seven Report and its emphasis on planning, assessment, and continuous improvement for mission fulfillment.

Recommendation Two on Faculty Evaluation Practices

The Committee found that the College is in compliance but that the implementation of evaluations at the faculty, administrative, and staff levels is uneven. The Evaluation Committee discovered that evaluation policies are in place but are not consistently applied across the whole campus, not just with part-time faculty, as found in Recommendation Two from the October 2011 visit. While the College is in compliance with the applicable Standard, improvement still needs to be made.

Recommendation Three on Board Self-Assessment

As reported in the Year One Report, the Board's plan to assess itself regularly has been implemented. The members that the Evaluation Committee spoke with are engaged, self-reflective, and intentional in their leadership of the College. They are mindful of self-assessment to continuously improve their performance and effectiveness. The Board and College are in compliance with this Standard.

STANDARD ONE – MISSION, CORE THEMES, AND EXPECTATIONS

Mission

Umpqua Community College has a mission statement that is appropriate for an institution of higher learning and that has been reviewed and approved by its Board of Trustees:

Umpqua Community College provides accessible and affordable college education, lifelong learning opportunities, workforce training, and cultural programs for our communities.

The mission statement is widely published and understood by the college community. The mission provides reasons for the existence of the College, specifies direction for its efforts, and creates the essential elements for UCC's Core Themes. As the College states in its Self-Study, the "five Core Themes . . . explicitly address the Mission's qualitative aspects, educational goals, and service to the community" (p. 12). The Mission Statement, in other words, clearly delineates the College's core service functions—transfer, workforce, and pre-college education within a continuum of lifelong learning and cultural enrichment for the community—which are built on the bedrock of affordable access.

UCC defines mission success as "accomplishing Core Theme fulfillment for each of the five Core Themes," attained by calculating the "arithmetic mean of the scores for each Core Theme's data indicators" (p. 12). A passing grade for mission fulfillment requires a score equal or better than 80 percent. An acceptable threshold for mission fulfillment is thereby achieved annually. The Evaluation Committee suggests that the Board of Trustees might wish to receive individual Core Theme reports through an annual schedule so that the annual grade, which is a roll-up of all five reports, is thoroughly reviewed in ongoing board discussions before the final grade is awarded. This will allow a focused analysis of each Theme, Objectives, and Indicators, perhaps especially important as the framework is filled in and finely tuned for the Year Seven Report.

Core Themes

UCC has identified five core themes that are essential elements of the college's mission—access and success; academic transfer education; career and technical education; transitional education; and community service characterized by opportunities for lifelong learning through cultural enrichment and career and personal development opportunities.

The College has accomplished an impressive bit of work to develop a solid conceptual framework for the Core Themes, Objectives, and Indicators. The Evaluation Committee was concerned that many indicators, though properly conceived as progressive elements of continuous improvement, are not yet tied to benchmarks that create an acceptable level of baseline performance, which is essential since these indicators are eventually the data

that are rolled up into the overall assessment of mission fulfillment. For example, how is the College scoring itself if retention levels drop in the persistence columns but still stay at a high enough level for the institution to feel it has done an acceptable job?

Additionally, some of the indicators in Core Theme 5 seem to lack meaningful criterion validity and might be re-examined to make sure there is an obvious correlation between the indicator and the achievement of the objectives. For example, UCC is expected to host a variety of events and activities that further the Core Theme of service to community through “quality, lifelong learning” but Indicator 5.C.1 speaks only to an increasing quantity of events and activities rather than the quality or impact of those events.

The College clearly has a framework for continuous improvement in mind, so these concerns will no doubt be answered as the College moves through processes that will culminate in the Year Seven report. The College leaders we spoke to affirm that the indicators will be constantly refined as more data is gathered and more interesting questions are asked. For example, a question recently asked about a correlation between low course grades and poor study skills was supported by data that have spurred “closing the loop” conversations about interventions such as a mandatory college success class for which data would be gathered to determine the intervention’s efficacy.

As such, the framework for planning, assessment, and continuous improvement for mission fulfillment, while still in its early stages, appears to be in place.

STANDARD TWO – RESOURCES AND CAPACITY

Eligibility Requirements

As the sections on Standard 2 will make clear, the College is substantially in compliance with eligibility requirements 4 through 21.

2.A Governance

The College conceives of its governance as a two-part structure that includes operational shared governance processes within a state system of higher education as well as by policy governance with a locally elected board of directors.

Operational shared governance, which provides advice and guidance to the president on numerous facets of budget, planning, communications, and institutional effectiveness, comes primarily through the College Council, composed of elected members from faculty, staff, administration, and student government. The College vice presidents are standing members. The Executive Cabinet, a subgroup of the College Council, works on matters related to legal issues, implementation of recommendations from the College Council, daily management concerns, and items that interface with the Board of Trustees. The College monitors its compliance with the Commission's Standards through the Accreditation Liaison Officer, who is currently VPI Dr. Roxanne Kelly.

Governing Board

A seven-member elected Board of Trustees, whose members have no conflicts of interest with their roles or the contracts or finances of the College, govern the College through policy development and oversight. The Board recently completed a review of all of its policies and now requires that all college-written procedures come to the Board for review to ensure conformity and harmony with the spirit of the Board policy.

The Board also initiated a process of regular self-evaluation, which has helped members to grapple thoughtfully with the high-value problems that their community is facing. One trustee described the College's value, which they know they must steward faithfully, as a "lighthouse for the community." The trustees the Evaluation Committee spoke with described their role as a transformational one that is moving the College from a culture of secrecy to an environment of sunshine that is regaining the trust of the faculty, staff, and community.

The two Trustees that the Evaluation Committee met with were highly engaged and were very thoughtful and intentional about their stewardship role. They also expressed an understanding of the regional accreditation process and their resolve to further an evidence-based culture at UCC. The current board chair in particular has deep knowledge and a background in leadership and leadership coaching, which is further helping to guide the College with proven principles of governance.

Compliment

The Evaluation Committee compliments the Board leadership for providing leadership that is guided by clear principles of board governance that set a clear positive direction for the President and staff.

Leadership and Management

The Evaluation Committee quickly determined that the narrative guiding UCC from the past into the future might be described as “A Tale of Two Colleges.”

Externally, the older college was beset with management turnover at an unprecedented level over the past decade. The College is rural, in an area with limited career opportunities, so retention has been difficult for two reasons. First, recruiting for key management positions is difficult because salaries are not necessarily competitive. Added to this is the reality that there are few spousal employment prospects. In fact, two key administrators, widely praised by various constituents across the campus, are just as widely believed to be “short-timers” because this has been the history of the College. The context of historic-level budget cuts contributes to this analysis that the College is not a stable spot for long-term employment for potential recruits, as does the risk inherent in settling into a community where it may take three years to sell one’s house, as it did for the past president, if one does decide to move on.

Administrative churn has also created internal problems. As one can easily imagine, operational and strategic initiatives were started then stopped when one administrator left to be replaced by another short-timer with a different style and set of assumptions and priorities. The Evaluation Committee found instances of incomplete projects, missing data, undeveloped models, and the like. The older college was also full of suspicion, mistrust, hurt feelings, and poor communication. An embattled president, as one faculty member put it, “built a fort” around himself and his small group of direct reports. Conditions deteriorated to truly dysfunctional levels on both sides of the moat. For example, when this president attempted to get another job--according to oral reports from interviewees--some faculty members called the destination site to sabotage his efforts with unsolicited poor references. Faculty and staff members, on their side, were fearful of retaliation for even just asking a question about budget matters. Anger, fear, distrust, and suspicion polluted the air inside and outside the fort.

Amid all this angst, though, the faculty and staff created what the Evaluation Committee considered to be very functional silos of mission fulfillment. That is, underneath the churn of executive administration and the emotional turmoil of the two camps, viscerally at odds with one another, the faculty and staff remained admirably focused on the core mission of student success. This focus had its downside, though. Because individuals were afraid to raise their heads above what faculty members described as “foxholes,” solutions to problems inside the foxhole were not shared with the outside, creating organizational subcultures that may or may not be tied to the overall management of the College. As such, the Evaluation Committee discovered a pressing need to create more effective shared governance structures while developing methods and protocols for better

organizational communication, governance, and management that will disallow duplication of efforts within silos, as just one example.

The newer college era began with the election of some new trustees and the appointment of a six-month interim president followed by the incumbent, who has been in his position since March 2011. Dr. Joe Olson has changed the campus climate tremendously with a transparent, problem-solving approach that is focused on healing the College after a decade of strife. Dr. Olson's job evaluation, which is posted on the College website, elaborates on these points and the change in direction is resoundingly reinforced by a trustee-commissioned Campus Climate Survey for which there were 173 responses. The evaluation noted that President Olson, "quickly 'healed' the campus community with openness, humility, accessibility and transparency," while praising his visibility on campus, his "tremendous ability to elicit teamwork," and his ability to work well with the Board. By all accounts, he has delivered on creating a much more positive and dynamic college direction and attitude. The climate survey excerpt that follows indicates a sea change in what interviewees reported as the mood that characterized what the Evaluation Committee has dubbed the "old college."

Most feel that they make a positive difference in the organization, that they are consistently treated with respect, and that the College supports diversity in the workplace. There is a growing sense that Classified, Faculty, and College leadership are working well together and that management is consistently open to their questions, concerns, and suggestions. (Yoder, 2012, p. 7)

The College faculty and staff, guided by their new president, are clearly doing good work to overcome the deficits created by dysfunctional elements of the past. The Evaluation Committee encourages the nurturing of this spirit of good will through the use of shared governance structures that create transparency and healthy participation. The Evaluation Committee is certain the College's vastly improved management culture is creating a strong footing for mission fulfillment.

The Evaluation Committee nonetheless remains concerned that stronger efforts might be made to develop management succession planning because the College remains at risk of future turmoil because administrative churn is in many ways the root cause of the problems. Hence, the Committee finds reason for two commendations coupled with one recommendation.

Recommendation One

The College has experienced several years of constant turnover in the executive administration while growing leadership at staff levels through its UCC Leadership program. The Committee recommends that the College consider creating a comprehensive succession plan that will develop local talent and ensure leadership continuity at all levels of the institution. 2.A.9; 2.B.1; 2.B.3.

Commendation

The President of UCC is commended for open and inclusive leadership, conducted with a spirit of humility and transparency that demonstrates deep respect for faculty, staff, and administrative employees. The College faculty and staff are to be likewise commended for their hopeful participation in rebuilding trust and their constant focus on student success.

Commendation

The Committee commends the college faculty and staff for their attention and dedication to student success in spite of adverse administrative and budgetary conditions.

Policies and Procedures

Academics

Academic policies are clearly communicated to various constituencies through a number of readily available documents in hard copy or on the website. The electronic version of the Student Catalog is made accessible for rural students at remote locations by dividing the entire catalog into smaller chunks. Evaluation Committee interviews and review of college documents, brochures, and the college Web site discovered acceptable transparency in the published institutional policies and procedures. Student Services personnel are knowledgeable in the content of the policies and the location of each policy. A review of course syllabi provides evidence that appropriate academic policies are included on syllabi.

All policies regarding access to and use of library and information resources are accessible on an extensive library policies web page that provides links to the acceptable use policies, policies about resources available to faculty, staff and students, library hours, and so forth.

Information concerning transfer policy is widely available and distributed through print and online resources (i.e., the college catalog, the current schedule, and dedicated Web pages that detail transfer). Information is appropriately placed in the college catalog and on the student information web pages where students can locate all policies on and off campus. UCC counselors and advisors are readily available for student advising and transcript evaluation.

Faculty rights, workload, and evaluation agreements are printed in the UCC Collective Bargaining Agreement between the UCC Community College and the UCC Faculty Association, 2008-2013. This contract applies to all full-time faculty members, while an MOU covers part-time faculty in areas not bounded by the full-time contract.

Students

Student policies are available in the catalog, on the Web site, and through advising and orientation. ADA policy, policies and processes for probation and suspension and appeals, for harassment and other complaints along with information necessary to receive assistance are all published in the Catalog.

UCC maintains an open-door admission policy and admits applicants any individual at least 18-years-old. Students who are younger than 18 must have a high school diploma or GED, or have special permission from a high school official. Students who wish to register for credit courses must take placement tests to ensure appropriate foundational work and to ensure high probability of success. Transfer students with a grade of C or better may not need to take placement exams.

In addition to instructional faculty and student services personnel to assist students, the UCC catalog and Web site provide procedural information on admission to specialized programs within the college as Adult High School Diploma, English as a Second Language, General Educational Degree, TRIO, and so forth.

Continued enrollment and dismissal policies and procedure for regular and specialized academic programs are widely disseminated. The college supports three intercollegiate teams (men's and women's basketball, and women's volleyball). Student athletes follow the same academic standards as all students in the student body. Athletic-related financial aid, as mandated by the Northwest Association of Community Colleges, is limited to the number of grants-in-aid allowed per sport. Policies regarding co-curricular activities are maintained and published.

Human Resources

Employees can access policies and procedures on the Human Resources home page, which is prominently displayed as a link from the College's Home Page. On-campus interviews with faculty demonstrated knowledge regarding policies and procedures that address working conditions, ethics, behavioral expectations, and benefits. Policies are developed through the Executive Council structure described previously. Human Resources personnel are qualified and competent and well respected. Human Resources records are maintained in a secure environment in the Human Resources Office.

Institutional Integrity

UCC represents itself accurately and consistently through its publications and Web site. All policies, regulations and collective bargaining agreements are reviewed regularly and are available on the UCC Web site. The college catalog and other academic publications indicate that a student can complete the college's programs in a timely fashion.

UCC board policies and collective bargaining agreements reflect adherence to high ethical standards in the operations and management of the institution. Complaints and grievances are addressed in a fair and timely manner.

The college has a clear policy regarding conflict of interest outlined in the board code of ethics. The Vice President for Human Resources serves as the ethics officer and as a resource to employees who have questions about conflict-of-interest policies. UCC policies clearly outline intellectual property rights. Faculty members who create intellectual property with no or minimal use of college resources retain full intellectual property rights. When intellectual property is created during their work and/or with college resources, the college retains the intellectual property.

A review of publications and the college Web site demonstrates that UCC accurately represents its accreditation status. Through policies and procedures in the Business Office, UCC demonstrates careful review of contracts both for personal services and for products. A review of sample contracts indicated consistency in maintaining adherence to the mission and goals of the institution.

Academic Freedom

Academic freedom at the College is consistent with the American Association of University Professors' "1940 Statement of Principles on Academic Freedom and Tenure" with a proper balancing of freedom with responsibility, which means that faculty understand that they must not avoid the presentation of controversial material appropriate to the academic discipline being studied, though they are simultaneously not to venture outside their area of expertise while presenting a fair set of opinions that include the student's academic freedoms and responsibilities. Faculty members are therefore free to pursue and communicate knowledge without fear of reprisal while also obligated to consider alternative interpretations and conclusions within the specific knowledge domain. When asked about academic freedom in a well-attended faculty forum with the Evaluation Team, everyone seemed to agree that academic freedom is allowed to flourish at the College.

Finance

Financial polices include requirements for maintaining financial integrity, debt management, and the like. All accounting policies and procedures used by UCC are those established by the State of Oregon. All of the financial functions of the college are organized under and report to the Vice President for Student Services and Administration, who has a direct reporting line to the college President. Functions reporting to the Senior Vice President for Student Services and Administration include cashiering, budgeting, accounts payable, accounting functions, internal audit, student financial aid administration, grants, contract administration, risk management, purchasing, and all payroll related functions. Though it is more common for institutions to combine the functional responsibility for student services with instruction, the somewhat unusual hybrid position that combines student services and administration seems to be working fine at UCC. The incumbent president once filled this kind of hybrid position prior to coming to UCC, and he finds that this reporting structure is adequate, an assessment that the Evaluation Committee has no disagreement with.

2.B Human Resources

Sufficient and Qualified Faculty, Administrators and Staff

Overall, UCC appears to have sufficient numbers of qualified faculty, administrators and classified staff to operate effectively. This is true despite recent and significant budget cuts at the state and local level. The institution has made a consistent commitment to retain employee positions, choosing to reduce supplies and travel expenses rather than going through a reduction in force. In some cases, the institution responded to vacancies by consolidating positions. For example, the Vice President of Student Services took on the duties of the Vice President of Administration when the previous employee left the position. Although this consolidation significantly increases the workload of that position, the operations of the institution do not appear to have been negatively impacted, though further budget cuts may change this. For example, some departments, including the Financial Aid Office, have already identified the need for additional personnel. Although they are managing their workload, financial aid staff members are working overtime to complete the processing of student financial aid awards in a timely manner. Meanwhile, students continue to complain about long wait times during peak times of the quarter.

Going forward, the College may wish to consider whether its approach of reducing its fixed costs through opportunistic horizontal cutting combined with goods, services, and travel budget reductions is the most effective strategy for long-term sustainability. The Evaluation Committee is concerned that a healthier long-term approach might include some vertical reductions as well as intentional succession planning, and therefore the Evaluation Committee's Recommendation One (above) also applies to this standard.

Position Descriptions and Selection Procedures

Criteria, qualifications, and selection procedures are published with all job announcements in compliance with federal, state, and local laws and regulations. Employees hired meet or exceed the minimum requirements for each position. As vacancies occur, the institution uses these opportunities to review and update position descriptions.

Administrator and Staff Evaluations

Although UCC has written procedures and a stated timeline for administrative and staff evaluations, evaluations are not completed in a regular and timely manner. As a specific instance of problems created by administrative churn over the years, the system for tracking evaluation schedules was not maintained during the last turnover of administrators. New administrators are aware of this concern and are in the process of proposing technological solutions for the tracking of evaluation due dates and the completion of timely evaluations. The committee recommends that UCC administrators and staff be evaluated regularly with regard to performance of work duties and responsibilities.

Faculty Evaluations

According to the “Collective Bargaining Agreement Between UCC and the Faculty Association,” faculty members are to be evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. UCC has not been in compliance with the schedule of faculty evaluations for the past two years. The faculty evaluation tracking systems and evaluation procedures were not maintained when instructional administrator positions turned over. The evaluation system for probationers has been conducted according to the faculty contract; however, continuing faculty members have not been evaluated on a regular and systematic basis. Further, faculty members have had concerns about the evaluation process and content, which has focused primarily on student evaluations rather than on multiple indices in addition to becoming an administratively driven process rather than informed by shared governance and collegiality. The committee recommends that all UCC faculty members be evaluated in a regular, systematic, substantive, and collegial manner consistent with the Commission’s standards.

Professional Development

UCC has established separate professional development funds for faculty, classified staff, and administrative personnel. The funds have been sufficient for meeting the professional development needs of each employee group, especially for the classified and administrative staff. The professional development fund for faculty has been underutilized, and faculty are in the process of redefining the criteria for their professional development fund requests. For example, replacing an annual limit of \$750 per faculty with a \$2,000 bi-annual limit will allow faculty members to attend out-of-state professional development conferences every other year.

Recommendation Two

Although UCC has written procedures and a stated timeline for administrative, staff, and faculty evaluations, they are not completed in a regular and timely manner. The Committee recommends that the College administer its evaluation processes consistent with the Commission’s standards. 2.B.2; 2.B.6.

2.C Education Resources

Umpqua Community College offers a wide range of degrees and certificates that meet the mission of a comprehensive community college. UCC’s Instructional Council, UCC’s Board of Directors, and the State Board for Education approve degrees. Program faculty, UCC’s Board of Directors, and the State Board for Education approve all certificate programs. Transfer degrees are designed to fulfill the transfer standards as facilitated by the Joint Boards’ Articulation Commission. Career and technical education degrees and certificates are developed through the utilization of appropriately qualified faculty, advisory committees, and the same local and state bodies as the transfer degrees.

The Evaluation Committee compliments the faculty and staff efforts to engage students and to maintain appropriate rigor as evidenced by the results of the Community College Survey on Student Engagement (CCSSE). In spite of a challenging administrative and budgetary environment, UCC scored significantly higher on the CCSSE than comparative colleges in areas such as “Active and Collaborative Learning” and “Academic Challenge.” Career and technical education degree and certificate rigor is maintained through close collaboration with advisory committees and student success in following completion of the program.

Program and Degree Learning outcomes

Official course outlines identify learning outcomes and serve as the basis for the syllabi of individual course instructors. A small random review of course syllabi suggests that learning outcomes from the course outlines are regularly included. However, while learning outcomes are identified and assessed by faculty at the course level, it is not apparent that the college currently assesses the achievement of student learning outcomes at the program and degree level in a systematic fashion.

The Evaluation Committee finds that UCC is not in compliance with Standard 2.C.2 that requires program- and degree-level outcomes to be identified and published. The evaluation committee suggests that program- and degree-level learning outcomes be consistently established and published in the college catalog and made available on the college’s website.

Program Design

Coherent design and rigor of degree programs is evidenced by transfer articulation agreements, by external accreditation for certain specialized programs, and by advisory committee review for career and technical program.

Faculty Involvement in Curriculum Development and Learning Outcomes

The faculty of UCC has a primary role in the development, approval, and implementation of curriculum. Initial degree or certificate offerings or modifications are primarily initiated by the faculty and submitted to the Curriculum Committee for informal support and guidance. New and revised courses are then presented to the Instructional Council for formal approval. Membership of both the CC and IC includes a strong representation of faculty members.

Beyond assigning grades at the course level, the evaluators found insufficient evidence of the faculty collectively taking responsibility for the assessment of student learning outcomes at the program or institutional level. A Director of Curriculum Support, a position that has since been eliminated, previously supported faculty assessment of learning outcomes. The evaluators found no evidence that an alternative plan has been implemented or developed to provide support for faculty assessment activities. The Evaluation Committee is concerned about the availability of sufficient resources or

adequate systems to actively support faculty in the area of learning assessment, particularly at the program and degree levels.

Faculty Partnership with Library and Information Resources Personnel

UCC faculty actively engages library resources and reports a meaningful impact on their students' performance. For most disciplines, activity ranges from a quick introduction of the reference librarian to embedding the librarian in online courses; use of LibGuides customized for disciplines, courses or assignments; customized instruction sessions; and assignments which specify the use of library resources. Students confirm that faculty require use of library resources; they also report a high degree of engagement with the library and report that it is "the place to be" if you want to do well in class. Two disciplines, Nursing and Writing, demonstrate a highly integrated approach to the use of library resources. These departments are complimented on their exemplary collaboration with the library on the correlation of discipline area objectives with information literacy objectives; the use of objective and subjective assessments of the impact of library instruction; and the sustained use of library resources throughout the program or course sequence. While these disciplines provide practical models for other areas wishing to integrate library and information resources into the learning process, the Evaluation Committee is concerned that the library may not have sufficient staff resources to sustain that effort, especially given the planned growth in online course offerings.

Credit for Prior Learning

There is a well-developed Credit for Professional Certification program for criminal justice students that awards credit for prior training and experience in that field. It is uncertain, however, whether other forms of Credit for Prior Learning (CPL) are currently offered at UCC. The college catalog directs students to contact Testing Services for further information. It appears that the college developed and offered a portfolio course to award CPL. Staff in Testing Services, however, reported that the college is no longer offering this course or CPL opportunities. The evaluators suggest that the college restore consistency between the college catalog and the practices surrounding the awarding of CPL.

Transfer Credit

The college has procedures in place to ensure that transfer credits are accepted in a manner that ensures academic quality, program relevance, and institutional integrity. Articulation agreements have been developed with other institutions and are tracked by the institution.

Undergraduate Programs

UCC's undergraduate programs identify a core of general education for transfer degrees and for applied undergraduate degrees of 45 credits or more. In the case of the Associate of Arts transfer degree, the college has also adopted Oregon transfer degree requirements meeting general education and transfer guidelines. There are foundational requirements in writing and communication, computation, and wellness. In addition, 45 credits from

the college's distribution areas are required, including courses from the humanities and arts, social sciences, and natural and physical sciences. The Associate of Science degrees have similar general education requirements.

In the case of applied undergraduate degrees of 45 credits or more, there are requirements addressing communication, computation, and human relations. A review of documents and college catalog show that the general education requirements overwhelmingly tend to be explicitly addressed through three-credit courses designated as meeting communication, computation, and human relations requirements.

While the learning outcomes for all transfer programs are defined within the AAOT, there is not a formal mechanism for assessing student achievement of the learning outcomes. Moreover, it is unclear how the established institutional learning outcomes (ILOs) that were adopted in 2005 tie into the AAOT degree outcomes and program learning outcomes. This lack of a formal assessment mechanism for degree-wide attainment of degree learning outcomes or ILOs limits the college's ability to determine the effectiveness of its general education efforts and student attainment of these general education goals. The Evaluation Committee has concern that faculty members could not readily identify the definition of these outcomes, nor could the Committee find any required mechanism that ensures that appropriate and verifiable general education student learning outcomes are incorporated and assessed within each program.

Assessment of general education learning outcomes in Career Technical Education Programs appears more consistent but is still uneven. Although program review activities are taking place, it could not be demonstrated that all programs are currently undergoing review on a systematic basis or that program review activities required assessment of program learning outcomes. Moreover, as another casualty of management churn, the system that had been in place has since been abandoned and no alternative is currently in place. One promising approach to learning assessment involved mapping course outcomes in the CIS area using the Degree Qualification Profile (DQP). The DQP is a framework for characterizing and qualitatively assessing degrees based on five dimensions. It was reported in the self-evaluation, and during interviews, that faculty assessment of program outcomes was different from student-reported assessment. This led to meaningful conversation about why the student's perception of what was being taught differed from the faculty perception. The Evaluator Committee encourages continued exploration of systematic and comprehensive learning assessments represented by this example.

Continuing Education and Non-Credit Program

Continuing Education (CE) programs include both workforce development and community education components and are compatible with the college's mission of providing quality education to help students achieve their varied goals. Community education offerings are non-credit and oriented toward personal enrichment. Workforce development courses include both credit and non-credit offerings.

The college maintains direct and sole responsibility for the academic quality of its Continuing Education programs and courses. All criteria for compliance with the guidelines for continuing education and non-credit programs are satisfied. Special offerings, including those without credit, are consistent with the College's mission and are approved and documented through appropriate and consistent policy and procedure. The Workforce and Community Education division office maintains records that describe the courses and the learning outcomes.

Compliments

The Evaluation Committee compliments the faculty and staff efforts to engage students and to maintain appropriate rigor as evidenced by the results of the Spring 2011 Community College Survey on Student Engagement.

The faculty members in these areas are complimented on their collaboration with the library on the correlation of discipline area objectives with information literacy objectives; the use of objective and subjective assessments of the impact of library instruction; and the sustained use of library resources throughout the program or course sequence.

Concerns

The Evaluation Committee finds that UCC is not in compliance with Standard 2.C.2 that requires program-level and degree outcomes to be published.

The Evaluation Committee is concerned about the availability of sufficient resources or adequate systems to actively support faculty in the area of learning assessment at all levels.

The Evaluation Committee is concerned by the apparent inconsistency between the 2012-13 College Catalog that indicates CPL opportunities are available for students, while staff indicated that the college no longer offers the CPL portfolio course or awards CPL.

Although the college has identified Institutional Learning Outcomes, the Evaluation Committee did not find evidence that any required mechanism was in place to ensure that appropriate and verifiable general education student learning outcomes are incorporated and assessed within each program. In addition, the development and assessment of learning outcomes at the program level is uneven and in need of improvement.

Recommendation Three

While the faculty is attentive to the assessment of course level learning outcomes, the Committee recommends that the college implement a more comprehensive and systematic model of assessment. 2.C.5; 2.C.10

2.D Student Support Resources

Effective Learning Environments and Appropriate Student Support

Despite significant budget cuts and administrative turnover, the staff and faculty at UCC have consistently focused on student learning and success. A combination of factors contributes to the welcoming and supportive learning environment at UCC. Students report that they enjoy and are proud of the college's beautiful and well-kept grounds. Through the creative and collaborative work of student services administrators and staff, students participate in orientations, advising and educational planning and enjoy a variety of student success and co-curricular programs. In the classroom, students describe faculty as being knowledgeable, approachable, and caring. If students are struggling with academic or personal issues, they have access to counselors and/or tutoring and mentoring programs. Furthermore, partnerships with community agencies have provided cutting edge tools, technology, and off-site facilities where students gain employable skills in professional settings.

Financial Aid

Since 2008, the volume of students applying for financial aid has increased significantly, resulting in greater workloads and overtime hours for staff with consequently longer wait times for students. At the same time, new federal requirements have complicated reporting and accountability requirements while rising default rates are causing concern. Staff and administrators in UCC's Financial Aid office have responded to these challenges by working to improve the delivery of efficient and effective services and accurate and timely information for students seeking and receiving financial aid. A mandatory Financial Literacy seminar was recently implemented to provide students with more information about financial aid options, repayment requirements, and personal financial budgeting strategies. Despite these improvements, staff is working overtime to meet processing deadlines amid continued student frustration with the complex and often confusing financial aid processes and requirements.

Orientation and Advising

The economic pattern of high unemployment the past few years brought a surge of enrollment to UCC. Now that the economy has begun to stabilize, the college is beginning to experience a decline in enrollment. Enrollment is down by more than 15% this year compared to last year. Increasingly, the College is focusing its efforts on retention and student success. As part of this initiative, UCC has implemented a mandatory orientation seminar (Student 101), mandatory academic advising, and mandatory educational planning (Term-by-Term Planners). Students are also asked to complete a survey that will help them and their advisors identify potential barriers to their success. Advisors will use these surveys to guide the student to appropriate support services. These strategies are supported by the collaborative efforts of the enrollment management, financial aid, access services, advising, counseling, and student life directors and staff. Other retention efforts include regular advising contacts with first

quarter students and an early alert system that faculty can use to communicate with advisors about students experiencing academic issues.

Student Development staff, while limited in number, have formed a cohesive and flexible group with very little turnover. Work Study students and volunteer staff and faculty mentors have contributed to the student retention efforts. To further enhance its ability to serve students, UCC is also leveraging the services of its TRIO grant-funded Transfer Opportunity Program (TOP), which provides direct guidance and academic support to first-generation and nontraditional students planning to transfer to baccalaureate institutions. TOP students serve in leadership positions for the Associated Students of UCC and student programs, as well as becoming peer mentors for first year students.

Co-curricular Activities

Student Life includes the student government (ASUCC), student programs, events and activities, and student clubs. Students can access a wide range of programs and activities across the district. Staff and faculty at other college campus locations often bring their students to events at the main campus. On other occasions, Student Life staff members bring events out to those other locations. At UCC, students can participate in 12-15 different student clubs organized around academic interests that offer a range of activities and community service opportunities. Students serving in leadership or staff positions for Student Life may be eligible for scholarships. Limited resources and space are challenges for the Student Life program. The Student Center is crowded and there is not a dedicated space for student events.

Athletic programs currently consist of three sports; women's volleyball and basketball and men's basketball. Athletes are recruited from regional high schools, and basketball players may be eligible for scholarships. The Athletic Department would like to bring baseball and softball athletic teams back to UCC--cut in the late 1990s--but funding is limited even though student and community support is strong.

Auxiliary Services

Auxiliary services at UCC, including the UCC bookstore, food services, and the Ford Childhood Enrichment Center, support student success and fit well within the mission of the college. The UCC bookstore works closely with faculty, staff and students to identify appropriate inventory and sells required textbooks, educational supplies, and some convenience items. A Coffee Cart inside the bookstore appears to be very popular with students and employees. A full-service cafeteria, the River Rush Bistro restaurant, and a catering service, are managed by the Culinary Program faculty and staffed by students in the Culinary Program. The Ford Childhood Enrichment Center, managed by UCC staff to provide childcare services for students, also serves as a practicum site for students completing internships in the Early Childhood Education Program.

Safety and Security

Except for an occasional concern about poor lighting at night on the main campus, students and employees report feeling very safe and secure at all UCC campus locations. Security personnel are very visible on campus and make their presence known in a friendly, helpful, and engaged manner. The Campus Security Policy and Campus Crime Report, as well as the UCC Emergency Notification System and Evacuation Procedures, are available on the college's website. Security information is also included in the catalog.

Published Information

UCC's catalog meets accreditation standards by including the following required information:

- (a) Institutional mission and core themes;
- (b) Entrance requirements and procedures;
- (c) Grading policy;
- (d) Information on academic programs and courses that includes degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion;
- (e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
- (f) Rules, regulations and student conduct code, rights, and responsibilities;
- (g) Tuition, fees and other program costs;
- (h) Refund policies and procedures for students who withdraw from enrollment;
- (i) Opportunities and requirements for financial aid; and
- (j) Academic calendar.

Additionally, the educational programs described in UCC's catalog and on the college's website include accurate information regarding national and/or state legal eligibility requirements for licensure or entry into the related occupation or profession, as well as descriptions of any unique requirements for employment and advancement in the occupation or profession.

Secure and Confidential Records

UCC has adopted and complies with policies and procedures regarding the secure retention of student records. Paper files are kept in organized and secure locations. The college contracts with an offsite agency to provide a reliable and retrievable backup of all electronic records. Policies regarding the confidentiality of student records and the release of student records are published in the catalog and on the college's website.

Compliments

Student Services staff, while limited in number, have developed a cohesive, flexible, and creative team committed to student success.

2.E Library and Information Resources

UCC faculty members actively deploy library resources and report that these efforts have a meaningful impact on their students' performance. For most disciplines, activities range from a quick introduction of the reference librarian to embedding the librarian in online courses, using LibGuides customized for disciplines, courses or assignments, customizing instruction sessions, and creating assignments that specify the use of library resources. Students confirm that faculty require use of library resources; they also report a high degree of engagement with the library and, as reported earlier, that it is "the place to be" if you want to do well in class.

Two disciplines, Nursing and Writing, demonstrate a highly integrated approach to the use of library resources. The faculty members in these areas are to be complimented on (a) collaboration with the library on the correlation of discipline area objectives with information literacy objectives; (b) the use of objective and subjective assessments of the impact of library instruction; and (c) the sustained use of library resources throughout the program or course sequence. These disciplines provide practical models for other areas wishing to integrate library and information resources into the learning process, but the Evaluation Committee is concerned that the library would not have the staff resources to sustain that effort, especially given the planned growth in online course offerings.

Access

Library staff provides a resourceful blend of state, county and college resources of appropriate currency, depth and breadth to support the college's mission. The Library staff is actively engaged in collection development and maintenance and is clear, deliberate and decisive about matters such as weeding, media format changes, periodical access, and access to print reference materials. While the faculty and students report satisfaction with access to library materials, the Evaluation Committee has two concerns in regard to access. First, as the college moves more courses online, continues its development of information technology resources and identifies a replacement of the learning management system, the Evaluation Committee encourages the administration to prioritize and clearly define the library's need to provide seamless access to content in a highly flexible web environment. Second, the Evaluation Committee encourages the library to review carefully its options for online access to its catalog, given potential changes in its relationship with the Douglas County Library System; the significantly increased access to content that contemporary library platforms offer through federated searching and discovery layers; and the increasing demand for mobile and other forms of access to library content.

Planning

The library staff is complimented on their record of adapting and changing the library facility, environment, and online resources and services in response to user feedback. The committee strongly encourages the library to continue systematic collection of survey data and system reports and to collaborate with campus information resources staff to identify additional measures in support of the library's strategic plan. Also, the library

staff is encouraged to work with appropriate administrators to ensure that the plan (dated August, 2011) is properly connected to the college's strategic planning process.

Program support

Faculty members report a high degree of satisfaction with the library's efforts to provide instruction and support for students and faculty, and staff and administrators report an appropriate level of access to library resources and services. The reference librarian provides workshops at faculty development opportunities, and the staff is readily available to faculty. As discussed previously, current practices integrating library resources into instruction are strong. The Library staff is encouraged to develop systematic measures of the impact of library instruction on student performance and to extend that effort to instruction offered to distance learning students. The Evaluation Committee compliments the library on providing a wide range of instructional resources, a high volume of instructional activity, and its clear orientation toward student success.

Assessment and Improvement

As documented in the library's strategic plan (dated August 2011), the library has an uneven history of evaluation and support from the institution. While computers have been added to the library, some furniture is 40 years old and not sufficient for computer users. While the college administration has supported the development of a "learning commons" approach to library space, some space has been lost to non-library purposes. As staff members have retired, positions have been reclassified, reduced in hours, or not refilled. Through these challenges, the library staff has diligently stayed abreast of evolutions in the library field, and they have advanced with improvements wherever possible. In a period of financial decline, they have added web resources and services, adjusted library hours, reorganized space to meet the needs of contemporary students, collaborated with Information Technology, participated in regional library consortia, and used contemporary means to provide access to information. The committee strongly encourages the college to integrate the library into strategic planning, specifically in the areas of technology, instruction, and facilities. The library is well positioned to benefit from a period of sustained, systematic evaluation by the institution.

Compliments

The Evaluation Committee compliments the library on providing a wide range of instructional resources, a high volume of instructional activity, and its clear orientation toward student success.

Concerns

As the college moves more courses online, the Evaluation Committee encourages the administration to prioritize and clearly define the library's need to provide seamless access to content in a highly flexible web environment.

Further, the committee encourages the Library to review carefully its options for online access.

2.F Financial Resources

Planning

UCC has demonstrates sound financial management practices which have resulted in the most recent audit with no findings during the 2010-11 fiscal year. In addition, the College fulfills its board policy (Fiscal Responsibility Asset Protection Policy 600.05) by setting aside eight percent of its operating expenditures in reserves. The College operates within the appropriate State of Oregon debt service (Debt Issuance and Management Board Policy 614) with approximately five percent debt ratio. The Board of Trustees is provided with quarterly financial reports and monthly financial updates, and the Board approves all local debt obligations (Policy 614) such as the Southern Oregon Wine Institute and proposed bond campaigns.

In addition, the College has invested according to board policy with the Oregon Local Government Investment Pool. The College is complimented for retiring \$1.415M in long-term debt ahead of schedule using fund reserve designated for debt service. The College is also complemented for proactively setting aside operating funds to assist the College in rising costs associated with the State of Oregon's PERS- retirement system.

UCC demonstrates appropriate financial planning of its annual operating budget around self-admitted conservative estimates based on legislative biennial allocation, annual tuition and property tax revenues. Informal enrollment management efforts are underway to monitor FTE projections. The College has proactively sought savings to prepare for the normalization of post-recession enrollment anomalies and should be complimented for realizing nearly \$900,000 in savings last year. The College and the Foundation should also be complimented for its proactive grants development, resulting in an addition \$4.7M (2012- 2013) in grants and contracts.

The College should also be complimented for its budget development process that begins its process in January, publicly producing timelines and inviting feedback. The transparency of this process is illustrated by the budgeting process, timeline, and past annual reports included on the College website. Executive Cabinet and Board of Trustees leadership input into the budget process is clear, and the College is to be complimented for including community and trustee leadership in the final phases of the budget development process.

With that said, it is unclear how the External Budget Committee development process (www.umpqua.edu/budget-office) intersects with the Budget Advisory Task Force, which is directly addressed in 2.F.3. In addition, it is unclear as to how the Strategic Plan has guided budgetary decisions.

Participation and Feedback

UCC budget decisions are guided by a detailed budget development calendar and a "decentralized" approach to budget development. The College has made important strides toward creating a transparent approach to budget development through the Budget

Advisory Task Force, which has created opportunities for college-wide participation in the budget development process through a cross-representative task force membership.

With that said, it is unclear how the BATF discussions and information are shared equally with the campus community beyond councils and committees, for which the membership is primarily comprised of campus leadership. For example, the Evaluation Committee was not clear how verbal updates, provided to the student development, instructional department, and college council meetings, are dispersed to the rank and file faculty and staff members. Agendas and minutes from the Budget Advisory Task Force are not shared with the college wide community. It is also unclear how the BATF ties formally into the College Council and UCC's shared governance structure and how the work of the BATF is driven by the College's strategic plan.

Processes and Controls

UCC provides quarterly financial reports to the Board of Trustees and receives annual audits by independent auditors. UCC finance staff review the audits with the Board promptly after receiving the audit. Independent college auditors present their management findings directly to the President as well as the Board of Trustees. In 2009-2010, the College received an audit finding regarding the need to strengthen internal controls. In 2010-11 the College addressed the management finding and in 2011-12, the College did not receive any audit findings.

Capital budget management

UCC's current facilities master plan is ambitious and was developed in 2008. The College is to be complimented on its purposeful efforts to construct the Southern Oregon Wine Institute as set forth in the College's 2008-13 Strategic Plan and 2008 Facilities Master Plan.

Since that time the recessionary impacts on Douglas County and the inability for the College to pass a successful bond measure leads the Evaluation Committee to encourage updating the master facilities plan to reflect the College's true facilities needs and financial realities. Current financial realities include the unlikelihood of a successful bond measure in the near future and the lack of state capital dollars other than those that require a 1:1 ratio of a local match. Informal efforts are now underway to update the facilities master plan. Given the lack of connection between the College's 2008 strategic plan and the 2008 facilities master plan, the College is encouraged to proactively connect its next facilities master plan to its forthcoming strategic plan.

Auxiliary enterprises

UCC Auxiliary Services are expected to make an appropriate profit for the college. In addition, food services, the copy center, and motor pool are expected to be self-sustaining. At this time, the Bookstore remains as the College's primary auxiliary service. Appropriate financial controls are currently in place between the Bookstore and the Finance Department, including daily overview of Bookstore expenditures and

deposits by college accounting staff. Quarterly inventory is taken by the Bookstore to track theft. During high enrollment times, book theft had increased and security cameras were installed to determine the source of some of the thefts, which were addressed. Bookstore revenues partially support the cafeteria as well as the College's general fund. The Bookstore is to be complimented on their student focused service with the introduction of a textbook rental program along with online book sales, as well as retooling existing staff to provide espresso to the college community. The Bookstore should also be complimented on the level of College support it provides in revenues to the College's general operating budget.

External Fundraising

UCC has an appropriate relationship with the Foundation that delineates the quid pro quo agreement between the Foundation and the College outlined in an annually signed agreement. The Foundation Board's clear relationship of support for UCC while maintaining appropriate non-profit management standards is evident in the Foundation's policy and procedures. The Foundation's noteworthy contributions to the College include the Foundation's 73 endowments, which result in 90 annual scholarships awarded to students.

The Foundation is complimented for its close connection with the community via the Foundation Board and the clear demonstration of community support for the College as evidenced by the Foundation's ability to fundraise \$2.4 M for the Southern Oregon Wine Institute. In addition, proactively involving the community as scholarship readers and creating the UCC Alumni Association further enhances an already positive connection with the communities of Douglas County.

The Foundation has separated its financial management from the College. The Foundation has hired a separate Certified Public Accountant to manage its finances as well as hired two investment advisors to manage its investments. The Foundation has also taken its funds out of the College bank and invested Foundation funds in a local bank. None of the outside officials who directly manage the Foundation accounts, investments, or cash hold a position on the Foundation Board of Directors. The Foundation conducts annual audits.

The Foundation staff also present monthly written reports to the Board of Trustees regarding the foundation and private grants. Finally, the Foundation should be complimented for supporting the College through innovative ways including obtaining external grants for FY 2011-12 and obtaining the appropriate wine production liquor sales permits in order to successfully operate the College's Southern Oregon Wine Institute.

Compliments

The College is complimented for retiring \$1.415M in long-term debt ahead of schedule using fund reserve designated for debt service.

The College is complimented for proactively setting aside operating funds to assist the College in rising costs associated with the State of Oregon's PERS- retirement system.

The College is complimented for proactively preparing for the normalization of post-recession enrollment anomalies that netted approximately \$900,000 in savings last year.

The College and the Foundation is complimented for its proactive grants development that resulted in \$4.7M (2012- 2013) in grants and contracts.

The College is complimented for its budget development process that begins its process in January, publicly producing timelines and inviting feedback that includes community and trustee leadership in the final phases of the budget development process.

The Bookstore is complimented on the level of College support it provides in revenues to the College's general operating budget.

The Foundation is complimented for the community support it generates for the College.

2.G Physical and Technical Infrastructure Physical Infrastructure

Facilities

UCC is commended on the inspiring beauty of its main campus. The College's well-kept buildings and grounds, inspiring water features, outdoor sculptures, cleanliness of its facilities, and campus accessibility, represent the pride that the College staff has for their institution and its educational mission. In spite of the outcome of the last bond election, the UCC facilities staff remains proactive in addressing deferred maintenance needs to the best of their ability, which included obtaining outside funds, such as federal stimulus dollars, to address some of the College's most pressing facility needs. With that said, concerns remain among some staff regarding the lack of space for meetings and additional classrooms due to the College's inability to receive funding for additional buildings.

The healthful learning aspect of this standard is best demonstrated by the College's commitment to follow through on the most recent accessibility audit and the College's response to obtain stimulus funds to make restrooms and hallways more accessible. Furthermore, while the College does not have a formal Sustainability Committee, several important initiatives have been accomplished: all new construction projects are built to the LEED Silver equivalent; a recent energy audit was conducted on campus; the campus has been retroactively commissioned; and custodians are almost entirely using green cleaning products.

In addition, while the College does not have a formalized emergency preparedness committee or threat assessment/ behavior intervention team, the College security staff is to be complimented for their efforts to provide "24 X 7" coverage. Staff and students alike commented on the positive attitudes and help that security officers provide on

campus. The College also reports crime statistics on the “Student’s Right to Know” section of the college webpage.

Safety

The College’s Safety Committee meets once a month to review accidents and provide training. Minutes are taken and posted on bulletin boards.

Planning

UCC developed its facilities master plan in 2008 to align with the College’s 2008 strategic plan. The facilities master plan identified areas of educational growth which resulted in a community bond proposal to fund the construction of the Allied Health Facility, Industrial Arts and Technology Facility, a South County campus, and renovations to existing campus buildings. The 2012 bond failed and the College has instead focused on addressing deferred maintenance through annual operating budget appropriations and a federal stimulus grant.

Annual review of capital needs takes place through the College’s decentralized budget development process. For example, the 2012-13 budget document cites an annual \$250,000 investment in capital improvements, and another \$170,000 in pre-bond capital improvements. Together with the deferred maintenance investment and the 2010 establishment of a furniture and equipment reserve, the College is striving to maintain its campus infrastructure according to its 2008 facilities master plan, which was developed to align with the College’s 2008 strategic plan. In addition, UCC’s Board policies and capital budget allocations demonstrate Board participation in planned allocation of construction, maintenance, and capital funding based on the 2008 Campus Facilities Master Plan.

Equipment

Evidence of equipment investment is referenced in the 2012-13 Budget document. In the 2010 -2011 budget \$500,000 in operating funds were set aside to establish a furniture and equipment reserve that would support the anticipated facilities requested in the bond election. Evidence of annual additional instructional funding is found in the 2012-13- budget document noting \$75,000 is set aside for this effort, an amount that has increased over the past two years. Additional equipment needs are met through federal grants such as Perkins, and private grants, which funded the equipment necessary for the Southern Oregon Wine Institute.

Staff also commented positively on the state of the art medical equipment provided in the Allied Health training program, in partnership with Mercy Hospital, and the burn trailer, which is used for training for the College’s paramedic program.

Technological Infrastructure and Program Support

UCC currently demonstrates a considerable effort to ensure that campus technology and infrastructure is supportive of staff, faculty, and students. The Campus Technology

Oversight Committee (CTOC) was established within the past year to ensure that college instruction and student services staff and faculty were provided an opportunity to shape the technology investments for academic programs and student support services. The fledgling CTOC is currently working with the Information Technology Department to develop a tactical plan that strives to introduce a service-oriented structure to deliver IT support. Committee concerns remain regarding how the CTOC will connect their recommendations with the College Strategic Plan, Budget Plan, and Information Technology Plan. Staff members are encouraged to align these planning efforts in the upcoming 2013 Strategic Plan.

Previous information technology challenges such as the rapid integration of the Banner enterprise system and the neglect of on campus IT infrastructure are currently being addressed. The College has provided appropriate levels of staff resources for the Information Technology Department. It has also invested additional funding streams such as the student technology fee, enabling UCC to provide three instructional support specialists for the UCC Online, the College's primary learning management system.

Examples of how UCC supports faculty, staff, and students in the use of technology is demonstrated in a variety of ways including the UCCOnline and Education Technology Center resources, which include technology-related training for staff and faculty through faculty in-services, lunch hour learning sessions, faculty showcases, and one-on-one training sessions by instructional support specialists. Some students addressed concern about uneven online technology usage by faculty and the variety of online programs that faculty used to post grades.

New UCC staff members also receive technology and FERPA training so that they are up to speed with federal privacy laws surrounding student information. In addition, the Information Technology department uses a Help Desk ticketing system with a customer feedback component. All faculty and staff are encouraged to use the help desk system, within which all service related notes and emails are contained. The current Information Technology leadership is to be complimented for their proactive work to better prepare and enable faculty and staff to effectively incorporate technology into the classroom and workplace.

Assessment and Improvement

While the current IT leadership is taking a proactive stance in addressing technology infrastructure needs on campus, concerns remain regarding adequate investments in technology, including wireless management tools and the complete conversion of voice over internet protocol (VOIP) telephones. In addition, the Evaluation Committee has concerns with how the Banner system was planned and implemented. The Committee encourages the College to build upon current leadership's efforts to spend time and money on technology planning and training. Some students have also addressed the quantity of computer lab space as a concern. With that said, the College is encouraged to continue its efforts to align technology planning and investments in a manner that supports the 2013 Strategic and Facilities Plan.

The College's efforts to plan for computer turnover is currently in development, and it will include minimum standards for desktops and web content. The College's administrative turnover within the IT Department leadership positions is of concern and the College is encouraged with the efforts of the current leadership to continue its course to regularly review the technology infrastructure and staffing level for computer deployment. Examples of current efforts that are to be encouraged include compliance monitoring, new website with updated content management system, keeping pace with staff and faculty training needs for the Banner administrative system, and the recent installation of a back-up server. Some staff and students addressed concerns about accessing the College's email when off-campus.

Compliments

The College security staff is to be complimented for their efforts to provide "24 X 7" coverage.

Information Technology leadership is complimented for their proactive work to better prepare and enable faculty and staff to effectively incorporate technology into the classroom and workplace.

Concerns

The Evaluation Committee has concerns with college-wide IT planning. The Committee encourages the College to build upon current leadership's efforts to spend time and money on technology planning and training and to align technology planning and investments in a manner that supports the 2013 Strategic and Facilities Plan.

CONCLUSION

Umpqua Community College is headed in the right direction for furthering the needs of its community. The current leadership, coupled with an ongoing spirit of goodwill on the part of faculty and staff, will allow the College to begin working on the Recommendations in this report to solidify the institutional capacity requirements for the full expression of Mission Fulfillment that will be documented in the Year Seven Report.

COMMENDATIONS AND RECOMMENDATIONS

Commendation One

The committee commends the college faculty and staff for their attention and dedication to student success in spite of adverse administrative and budgetary conditions.

Commendation Two

The College is commended for its well-kept buildings and grounds, inspiring water features, outdoor sculptures, and the cleanliness and accessibility of its facilities. Further, the college staff has proactively addressed deferred maintenance despite a failed bond election while creatively pursuing external funds to address the College's most pressing facility needs.

Commendation Three

The President of UCC is commended for open and inclusive leadership, conducted with a spirit of humility and transparency that demonstrates deep respect for faculty, staff, and administrative employees. The College faculty and staff are to be likewise commended for their hopeful participation in rebuilding trust and their constant focus on student success.

Commendation Four

The College is commended for being highly responsive to student needs by carefully analyzing how students use the services, physical collection, and online resources in order to reinvent the library space and make bold changes to the library collection while enthusiastically embracing new methods of providing instruction and information resources for greater student success.

Recommendation One

The College has experienced several years of constant turnover in the executive administration while growing leadership at staff levels through its UCC Leadership program. The Committee recommends that the College consider creating a comprehensive succession plan that will develop local talent and ensure leadership continuity at all levels of the institution. 2.A.9; 2.B.1; 2.B.3.

Recommendation Two

Although UCC has written procedures and a stated timeline for administrative, staff, and faculty evaluations, they are not completed in a regular and timely manner. The Committee recommends that the College administer its evaluation processes consistent with the Commission's standards. 2.B.2; 2.B.6.

Recommendation Three

While the faculty is attentive to the assessment of course level learning outcomes, the Committee recommends that the college implement a more comprehensive and systematic model of assessment. 2.C.5; 2.C.10

References

Yoder, D. (2012). *Umpqua Community College Organizational Climate Survey 2012* (Research Report). Retrieved from the Unmpqua Community College website : http://www.umpqua.edu/images/Documents/UCC_2012_Organizational_Climate_Survey_Report.pdf.