UCC Strategic Plan Reporting – 2019-20 Mid-Year Progress Report

Introduction:

This document reports on progress that UCC has made on its 2018-2022 Strategic Plan in the 2019-2020 Academic Year. In the summer of 2019, UCC's Strategic Plan Oversight Committee (SPOC) met for two significant workshops to discuss the first year of the strategic plan. As a result of this meeting, SPOC took the following actions:

- Determined that UCC's strategic goals, rather than Core Themes, would serve as the basis of UCC's future mission fulfillment decisions (as per NWCCU's new accreditation standards, released in final form in January 2020.)
- Identified specific strategic priorities to focus on in the Academic Year of 2019-2020.
- Finalized UCC's 13 institutional indicators that measure student success and mission fulfillment, including student learning outcomes, to be used in conjunction with the strategic goal progress for mission fulfillment decisions.
- Determined that specific outcomes and indicators of success to measure progress made on the strategic plan would be captured within areas of operations' tactical and operational plans.

The following Strategic Plan Mid-Year Progress Report demonstrates overall progress on strategic goals, as identified from tactical plan progress assessment reports, master plans in applicable areas, and reports from collaborative initiatives occurring across college. During the March 10th SPOC meeting, goal owners led SPOC members in a collaborative analysis of the progress made on each goal. This discussion allowed strategic next steps to be identified at the strategic, tactical, and operational levels to ensure continual progress in the accomplishment of UCC's strategic plan goals and College mission. SPOC members also analyzed the relationship of each goal with UCC's institutional indicators, identifying responsible parties for collection institutional indicator data, including data on student achievement and mission fulfillment.

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Umpqua Community College 2018-2021 Strategic Plan

VISION
Umpqua Community College will be a model for educational innovation,
empowering all students to contribute to an ever-changing, diverse world with confidence, competence, and compassion.

MISSION
Umpqua Community College transforms lives and enriches communities

"…transforms lives"	"…enriches communities."
Students are immersed in adventurous opportunities to explore new ideas and interact with others who have varied life experiences, cultures, careers, and ages. Whether taking one class or earning a certification or degree, enhancing career competencies or enriching personal skills, students are guided by a talented, encouraging faculty and staff. Students have a wide range of opportunities to grow and learn, from designing products with new technologies to writing for the student newspaper, conversing in a new language, competing in athletic events, volunteering to tutor young children, or hiking along the Umpqua River – and so much more. Every step, milestone, and achievement students make instill a sense of pride they will carry through life.	Through education and programming, UCC enhances the quality of life of communities in which we learn, live, and work. UCC's performing arts programs, art exhibits, guest speakers, special events, and athletic competitions are vehicles for people to communicate, learn about the world, enhance social bonds, consider significant events, and experience personal growth. The economic vitality of the area is elevated as a result of workforce training and partnerships with varied industries, businesses, and agencies. Students' personal transformation helps our communities thrive and contributes to community transformation: college education translates to enhanced earning capacity, increased ability to be self-supporting, strengthened opportunities to maintain good health, heightened likelihood that education is valued by family, and expanded engagement in communities.

VALUES

Learning
Learning is the active process of exploring, creating, sharing and applying concepts and ideas. We value learning and recognize that knowledge empowers and opens doors to new opportunities.

Sense of Community
With a commitment to diversity, equity, and inclusion, we cultivate a learning environment and community where all people feel like they belong, they matter, and they are supported.

Integrity
We act with fairness and respect for others in our learning and working environments. Our actions are aligned with our commitment to openness and trust. We are accountable to ourselves, colleagues, and communities we serve.

Innovation
Using change to our advantage, we embrace an adventurous spirit, characterized by exploration of new ideas and bold risk- taking.

Goal 1: Cultivate a healthy and efficient institutional culture
Guiding Core Themes: Access, Enrichment; Related Institutional Indicators: 9, 12, 13
2018-21 Objectives
a. Develop and continue to promote a positive campus culture that welcomes and respects all students, employees, and visitors.
b. Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus.
c. Utilize equity lens college-wide in the development and review of policies, practices, services, programming, activities, and resource allocation decisions.
Goal 2: Deliver high quality, relevant education opportunities through innovative and specialized academic programming
Guiding Core Themes: Access, Learning; Related Institutional Indicators: 5, 6, 7, 8, 9
2018-21 Objectives
a. Streamline, strengthen, and expand academic programs.
b. Evaluate and implement innovative models of program delivery and content.
c. Expand workforce training options that meet the needs of non-degree students, local employers, and industry.
d. Enhance applied learning experiences within all degree and certificate programs.
Goal 3: Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce
Guiding Core Themes: Access, Learning; Related Institutional Indicators: 1, 2, 3, 4, 8, 9, 10
2018-21 Objectives
a. Expand and re-envision enrollment efforts to reach a wide range of students.
b. Improve registration and advising processes to support students' academic and career pathways.
c. Ensure that all students have equitable access to learning and to academic support services to successfully complete programs.
Goal 4: Enhance integration of the College with the community
Guiding Core Themes: Enrichment; Related Institutional Indicators: 9, 11, 12
2018-21 Objectives
a. Create an alumni relations program.
b. Establish UCC as the top Douglas County venue for cultural events and athletic competitions.
c. Develop more relationships with business and industry to enhance workforce learning opportunities.

2019-2020 Strategic Plan Goals, Objectives, Strategic Priorities, Institutional Indicators, and Owners

Strategic Goals, Objectives, 2019-2020 Priorities, Associated Institutional Indicators, and Owners				
Goal	**1**	**Cultivate a healthy and efficient institutional culture**	**Institutional Indicators**	**Owners**
Objective	a	Develop and continue to promote a positive campus culture that welcomes and respects all students, employees, and visitors	9 12 13	President, Provost, Director of IE
SP*	1	Increase collaborations and intro-campus relations		
Objective	b	Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus		
SP*	2	Enhance quality, efficiency, and effectiveness of all campus operations and services		
Objective	c	Utilize equity lens college-wide in the development and review of policies, practices, services, programming, activities, and resource allocation decisions		
SP*	3	Enhance diversity, equity, and inclusion across all campus operations and services		
Goal	**2**	**Deliver high quality, relevant education opportunities through innovative and specialized academic programming**	**Institutional Indicators**	**Owners**
Objective	a	Streamline, strengthen, and expand academic programs	5 6 7 8 9	Provost, AVP Academic Services
SP*	4 5 6 7	Enhance the quality of instructional facilities to support learning and student access Establish or create clear academic pathways for completion Enhance the quality, efficiency, and effectiveness of academic programs Implement the revised program review process		
Objective	b	Evaluate and implement innovative models of program delivery and content		
Objective	c	Expand workforce training options that meet the needs of non-degree students, local employers, and industry		
Objective	d	Enhance applied learning experiences within all degree and certificate programs		
Goal	**3**	**Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce**	**Institutional Indicators**	**Owners**
Objective	a	Expand and re-envision enrollment efforts to reach a wide range of students	1 2 3	Dean of Enrollment Management,
SP*	8	Expand and diversity recruitment strategies		

			Institutional Indicators	Owners
Objective	b	Improve registration and advising processes to support students' academic and career pathways	4 8 9 10	Dean of Student Services
SP*	9	Increase persistence, retention, and program completion		
Objective	c	Ensure that all students have equitable access to learning and to academic support services to successfully complete programs		
SP*	10	Improve transfer student resources		
Goal	4	**Enhance integration of the College with the community**	**Institutional Indicators**	**Owners**
Objective	a	Create an alumni relations program	9 11 12	Dean of Community Education and Partnerships; Chief Advancement Officer
SP*	11	Develop an alumni relations program		
Objective	b	Establish UCC as the top Douglas County venue for cultural events and athletic competitions		
SP*	12	Enhance campus engagement of employees, students, and visitors		
Objective	c	Develop more relationships with business and industry to enhance workforce learning opportunities		
SP*	13	Diversity and increase the relationships between business, industry, and UCC		

*Strategic Priority; established by SPOC for the 2019-2020 Academic Year

UCC Strategic Plan 2019-20 Mid-Year Progress Report

Progress is recorded as:

⬤ **On Track**: Planned outcomes will be or have been accomplished by stated timeline

⚠ **Slightly Off Track**: Some outcomes not met, or concerns about meeting some future outcomes; final outcomes and deadline are not currently threatened

⬡ **Significantly Off Track**: Outcomes and/or deadlines will not be met and contingency plans must be established

Goal 1: Cultivate a healthy and efficient institutional culture

Goal owners: President, Provost, and Director of Institutional Effectiveness; Related Institutional Indicators: 9, 12, 13

Objective 1.a. Develop and continue to promote a positive campus culture that welcomes and respects all student, employees, and visitors

Strategic Priority 1: Increase collaborations and intra-campus culture

Strategy 1.1. Strengthen campus collaborations on planning and assessment of strategic priorities			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
a. Gather data and report on institutional indicators b. Develop formal reporting structures for all areas and report on institutional effectiveness (IE) processes with a focus on assessment c. Review assessment work across the campus for quality & effectiveness and link to planning practices	• End of year strategic plan/IE report and NWCCU ad hoc report contain information about processes and operations that allow all departments to review and incorporate into their operations as appropriate	a. Ongoing meetings and educational workshops built a foundation for systematic, data-oriented collaborations based on assessment and plans. b. All campus areas submitted operational and tactical planning and assessment reports for 2019-2020 Academic Year. c. SLT and PC reviewed tactical plans, identifying areas of collaboration and next steps to develop ongoing communication and plans; progress on the Strategic Plan will be reviewed and analyzed by the Strategic Plan Oversight Committee on March 10th.	⬤ ⬤ ⬤

Objective 1.b: Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus operations

Strategic Priority 2: Enhance quality, efficiency, and effectiveness of all campus operations and services

Strategy 1.2. Improve quality, efficiency, and effectiveness of area and departmental processes, services, and operations using data to drive strategies			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
a. Address efficiencies of costs and workflow in Student Services departments; increase campus access to Student Services	a. Achieve 80% of the milestones as indicated in the Student Services operational plans; survey results indicate increased awareness, comfort, and ability to refer students to Student Services	a. Student Services created added signage and modified office areas to increase student accessibility to services; created a resource "wall" for students; standardized student messages for advising and registration; provided faculty advisor workshops and training resources. training resources for student raining modules. Plans are underway to align student surveys with IR data to complete evaluation of programmatic needs.	🟢
b. Enhance efficiency of enrollment processes	b. Critical enrollment operations are examined and streamlined; consistent enrollment communications are developed	b. Student barriers to onboarding practices have been analyzed through surveys and maps, with workgroup forming to address next steps; existing enrollment forms and materials have been reviewed with next steps identified; all dual credit processes/DC/EOP registration have been streamlined; services and methods are expanding to decrease UCC's Financial Aid cohort default rate; consistent student communications templates for cross-departmental outreach have been developed.	🟢
c. Improve and refine website overall usability and messaging	c. Siteimprove data are incorporated into the website; operational areas and academic programs are deployed.	c. Siteimprove data reports are being used to improve the website quality and accessibility; revamping non-academic and academic pages are one term behind completion due to prioritizing work on new IE Website.	🔺
d. Strengthen quality efficiency, and effectiveness of Business Services operations	d. Completion of operational actions in Business Services departments	d. 15 of 18 planned activities in College Store, Special Events, Accounting and Finance, Purchasing, and Budget to increase effectiveness of services to campus are on track. 2 listed Purchasing projects are off track due to a need for IT assistance and start-up.	🟢
e. Review and modify IE Division processes to increase effectiveness and efficiency	e. IE report includes analysis that demonstrates a systematic approach and building of IE processes	e. IE is progressing toward the release of institutional indicator and academic assessment data for strategic planning and assessment across campus; progress has been made in tactical-level plans that create campus-wide systems and processes; education for IE-related work has been provided across campus; contingency plans are in development to address Director's departure.	🟢

			Status
f. Improve efficiencies in HR/Payroll processes	f. Implementation of electronic payroll authorization forms, electronic onboarding of employees, and Banner tracking of employee evaluations	f. HR has made forward progress in creating an online orientation for employees; next project is to establish a workflow process document.	🔺
g. Create IT efficiencies for sign-on and e-transcripts	g. E-transcript use, access to multiple applications with single sign-on	g. Self-service transcript project was implemented 1/3/20; data reflect significant and successful use; single sign-on project is scheduled to begin February 2020.	🟢
h. Lower energy consumption at UCC	h. Reduction of kWh and overall energy savings or 3%	h. Energy savings were made possible by competition between building users for lowest energy consumption, energy saving tips in Umpqua Updates, monitoring high energy using devices, and installing energy savings lights and other devices; savings are forecast to be an additional 3% in savings	🟢

Strategy 1.3. Enhance the College's sustainability by fostering a fiscally responsible environment supported by data-driven decision-making			
Measurable actions	Success Indicators	Evidence of Progress	Status
a. Review, revise, and establish business policies and procedures; train end-users on policies and procedures.	a. 80% of Business policies and practices are established, end users are trained	a. Several new and revised Business Services policies are posted and new policies and procedures have been introduced. Related trainings for budget, travel, car rentals, purchasing provided, with 85% of budget managers attending budget trainings.	🟢
b. Collaborate across campus to optimize resources; secure resources for continued viability of operations; collaborate with councils to promote long-term planning	b. Business Services collaborates where necessary to provide fiscal information and decision-making support	b. Business Services met with divisions and councils to review grant commitments, long-range planning, and financing opportunities, as strategized.	🟢
c. Integrate resource allocation with budget development process; establish methods of tracking and sharing strategic resource allocations	c. Resource allocation process is integrated with budget development; resource allocation decisions are publicized and tracked	c. Strategic Resource Allocation process implemented in collaboration with IEC and SLT; report and analysis produced for results of this year and to refine processes for next year. Next steps identified in all areas.	🟢
d. Expand multi-year budgeting process	d. 5-year budget model is developed.	d. Expansion of multi-year planning to a 5-year model is underway.	🟢

Objective 1.c: Utilize equity lens college-wide in the development and review of policies, practices, services, programming, activities, and resource allocation decisions
Strategic Priority 3: Enhance diversity, equity, and inclusion across all campus operations and services

Strategy 1.4. Use an equity lens to examine and enhance academic and non-academic services			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
a. Develop and implement a diversity, equity, and inclusion plan that includes application of an equity lens	a. As a result of equity lens training, all campus areas use an equity lens to examine and adjust policies, procedures, process, and practices.	a. DEI workshops have been offered at Spring and Winter In Services to administration, faculty, and staff. Student sessions are being planned. All academic and non-academic assessment work done in Spring will include disaggregated data, which will facilitate work done with equity lens to identify gaps and strategize solutions. The DEI plan is slightly off track; the IDEAL Committee plans completion by June 2020.	⚠️
b. Disaggregate student and institutional data using an equity lens to identify and mitigate success and achievement gaps	b. Data in the institutional indicators and academic program data packets contain disaggregated data; stakeholders analyze the data through an equity lens and create improvement plans	b. Data will be released this spring, and educational workshops will be provided to guide analysis of the data and how to incorporate it into the annual strategic, tactical, operational, and academic program assessments and analysis for next steps. While work is on track, delays are possible and work will need careful guidance during Director of IE transition.	⚠️

SUMMARY – Goal 1: Cultivate a healthy and efficient institutional culture

Analysis	Information relative to Institutional indicators			Next Steps
• 1.a. Actions are appropriate; NWCCU report should be completed on time with Emily retained. All of the structures are in place to continue progress. • 1.b. The evidence presented shows the processes that the College put in place, but it is not clear if we are making improvements from the customer perspective. We need assessment data to show if we are	9	Equitable Outcomes	Statistically significant equity gaps identified in Transfer, Graduation, and Retention/Persistence, course pass rates across identified demographic areas decrease annually	• It is not clear that we are reporting sufficient evidence or that the quality of evidence is adequately reflected in the reports. • It is not clear who is keeping records and if a common depository exists. • We lack some baselines to start the measurement process. • Staff turnover, which causes some employees to pick up additional duties, slows down efficiency.
	12	Campus/ Community Engagement	Community, students, and staff satisfaction ratings for any area of operation that received less than 70% "satisfied" responses demonstrates an increase in satisfaction rating in the next survey (done every 3 years).	
	13	Student Experience	% of UCC students who believe that their experience at UCC has contributed to their knowledge, skills and personal development (identified from CCSSE/SENSE survey data)	

making a progress; is it not clear if evidence was submitted to those preparing the mid-year reports. Evidence of collaboration might exist, but no clear evidence was presented. • 1.c. There are new processes that are placed by department that didn't exist before, but it is unclear if data are being collected. We need to establish milesrones and identify steps needed to move forward.	• The indicators are appropriately matched to the goals and objectives, but it is not evident that the campus thinks about them while preparing tactical reports; therefore there is no acknowledgement of indicators in tactical progress reports. • Currently nobody has been identified to track data for indicators 12 and 14. • Our lack of maturity is not telling our story through our indicators; we are so focused on completing tactical projects that we have lost sight of the big picture. • Due to our newness to this process makes us ask the question, "How long after a project is completed should we start to see the impact and results on the campus?" Some may be quick, while others may take years.	• We are co-dependent on other departments who might not be able to be supported or might not have aligned resources for the project. We are missing master plans (such as academic, facility, and technology) that all need to be fed to resource allocation/budget development process. • We need additional transparency in the projects. We have multiple projects occurring and little insight to the project needs, milestones, staffing requirements from different departments or if all the correct people are included in the project to have the desired impact.

Goal 2: Deliver high quality, relevant education opportunities through innovative and specialized academic programming

Goal owners: Assistant Vice President of Academic Services, Provost; Related Institutional Indicators: 5, 6, 7, 8, 9

Objective 2.a. Streamline, strengthen, and expand academic programs

Strategic Priority 4: Enhance quality of instructional facilities to support learning and student access.
Strategic Priority 5: Establish or create clear academic pathways for completion
Strategic Priority 6: Enhance the quality, efficiency, and effectiveness of academic programs
Strategic Priority 7: Implement the revised program review process

Strategy 2.1. Develop academic facility plan			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
• Develop and implement a facilities master plan that includes upgrades to instructional facilities	• Development and Phase 1 implementation of a 3-5 year master plan that includes academic facility upgrades	• Whipple Fine Arts seismic rehabilitation, funded by a grant, is scheduled for Summer 2020; Jackson Hall upgrades are scheduled for Summer 2020; updates made to Woolley Center for safety, security, and signage	🟢
Strategy 2.2. Develop academic paths to improve student learning and increase completion rates			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
a. Create meta-majors to facilitate student progress toward completion or transfer b. Develop program maps for all academic programs c. Streamline course offerings to match program maps and to facilitate meaningful course selection by students.	a. Meta-majors are identified b. All certificate and degree programs have maps (flightpaths) completed c. Offering of courses is streamlined to match flightpaths and provide meaningful course choices for students	a. Meta-majors are being decided upon then the indicators will be implemented. b. History, Spanish, Media Studies, Biology, Education flight paths have been created, Business, Criminal Justice, Computer Science are in progress.	🟢 🟢
Strategy 2.3. Improve ability of academic programs to assess their quality, efficiency, and effectiveness, in alignment with Guided Pathways initiatives			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
a. IE produces standardized program level data to be incorporated in faculty's annual program reviews and used for program improvement	a. Academic program data are produced at a program level, reviewed by stakeholders, and used for faculty-driven analysis of academic programs	a. IE produced data are aligned with new annual academic assessment program reviews; preliminary data for 10 academic areas of study were produced by IE and provided to Academic Services, Budget and the Chair of ACSC for initial review; IE and IT will continue to collaborate and engage	🟢

b. Student learning outcome data at the course, program, and universal levels are produced by departments and IE and used for improving courses and teaching strategies	b. Student Learning Outcomes are produced at course, program, and universal levels and used for improvement of teaching & learning strategies	stakeholders to ensure viability and usability of data.; department-specific timelines of when the department and/or academic programs will complete assessment work throughout the academic year were developed b. Updates to program missions, descriptions, career considerations, and learning outcomes were completed; tools (rubrics, curriculum maps, etc.) were developed that facilitate the assessment of universal, program, and course learning assessment throughout the academic year	🟢

Strategy 2.4. Improve quality of online education

Measurable actions	Success Indicators	Evidence of Progress	Status
• All online courses are evaluated and revised according to UCC's Quality Counts (QC) measures.	• Number of courses evaluated and revised(target: 100% evaluated and updated)	• 4 courses have gone through QC, 17 are in progress;6 faculty members have completed QM training, 3 are pending training in February	🔺

Strategy 2.5. Enhance ABS instructional quality and alignment with state guidelines

Measurable actions	Success Indicators	Evidence of Progress	Status
• Courses are evaluated, updated, and aligned with state standards in order to increase student achievement	• Number of courses evaluated, updated and aligned with state standards increases (target: 80% evaluated and updated); 10% increase in student learning gains	• Data dashboard to monitor term over term data were developed; associated curriculum needs assessment and related faculty training were developed and implemented. Work will continue to review materials, assess efficiency, debrief regularly, and provide professional development as necessary.	🟢

Strategy 2.6. Bolster advisory committee involvement with academic programs

Measurable actions	Success Indicators	Evidence of Progress	Status
• Advisory committees utilize the new handbook to guide its actions and publish their activity on the UCC website	• Advisory committees have action plans in place by Fall 2020; advisory committee webpages are completed and populated by Fall 2020; outreach to industry leaders	• A meeting was held with CTE program faculty liaisons to advisory committees to review the relatively new handbook and identify areas that require attention, especially the creation of an action plan; web pages for advisory committees are under construction with the goal of initially populating the pages in summer and fall 2020.	🔺

Strategy 2.7. Implement virtual desktops for students, academic, labs, and staff

Measurable actions	Success Indicators	Evidence of Progress	Status
• All possible users and labs transitioned to virtual desktops	• 90% of all labs and user are using virtual desktops without an increase of technical failure tickets	• The virtualization project for campus computers required a redesign and major upgrade; completed are the infrastructure build, redesign, and software upgrade; all computer labs are using the VDI configuration without errors.	🟢

Objective 2.b. Evaluate and implement innovative models of program delivery and content

Strategy 2.8. Develop and implement a master plan aligned with the College's vision and mission statements			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
• Develop academic master plan to achieve strategic plan goals and to use as a framework for decision-making, information for other master plans, resource allocation, professional development, and future vision	• Academic master plan completed, with stakeholder buy-in; progress made as indicated in academic master plan	• Plan is under development with completion expected in Spring Term 2020; a list of potential new programs was created by EM based on student interest; an academic meeting will be scheduled to explore new program development; new academic structure has been introduced with stakeholder buy-in.	🟢

SUMMARY – Goal 2: Deliver high quality, relevant education opportunities through innovative and specialized academic programming

Analysis	Information relative to Institutional indicators		Next Steps
• 2.1. A Facilities Master Plan has not been widely shared. Progress has been made, but without the master plan the timeline, projects, budget, accessibility accommodations, and feasibility are impossible to assess. • 2.2. Meta-majors (houses), Flightpaths, and Guided Pathways work is underway. Streamlining is in progress; e.g., CJ Juvenile Program eliminated as it is not needed. Other examples are in the AC and/or ACSC meeting minutes. • 2.3. Every full-time faculty is assessing courses and programs. The work is collaborative work and is housed in Canvas. • 2.4. Online courses are slated for review. UCCOnline collaborates with faculty. • 2.5. ABS • 2.6. The annual advisory committee meeting date is set. We are currently	5	Program-level Learning Outcomes:	% of Program Learning Outcomes are achieved at or above "proficient" levels.	• 2.1 Need clear and concise academic facilities plan with costs and how funds will be secured. Plan needs to be widely shared. • 2.2 Where is the repository for the programs removed/flightpaths/course offerings? We need a campus-wide repository including the naming convention for artifacts. Review AC minutes for information. • 2.3. Time to complete work is needed. Some departments only have part-time faculty; how will programs with no FT faculty be assessed? Part-time faculty are not always embedded enough in the program. • 2.4. 120 online courses exist. We need to update the timeline for review. • 2.5. ABS where is database located? • 2.6. On-target • 2.7. What labs are remaining to be addressed and updated ? We need a clear and concise plan, including who is covering the cost
	6	Universal Learning Outcomes	% of degree/certificate-seeking students achieve ULO competencies at a "proficient" level.	
	7	Student Success Rates	% of students pass what have been identified as a "gatekeeper courses"	
	8	Academic and Student Support Services	% of all areas of operation that identify and implement next steps for improvement as a result of programmatic assessment.	
	9	Equitable Outcomes	Statistically significant equity gaps identified in Transfer, Graduation, and Retention/Persistence, course pass rates across identified demographic areas decrease annually	
	• 5, 6 – Faculty and ACSC – manually extracted with use of rubric. Is there a way to computerize the collection of the data? • 7 - Gatekeeper needs be clearly defined and consensus shared across campus. Do all academic programs have gatekeeper courses? Conversation		

reviewing and updating charters for the advisory boards. Business and industry partners, schools, etc will engage CTE faculty, chairs and coordinators.

- 2.7. Report is unclear: What does 90% mean; what labs; what does virtual mean; how will we move forward; what does without error mean?
- 2.8. Progress has been made initial planning and conversation with department chairs. New academic structure has been introduced to enhance institutional effectiveness. New program identification has been discussed.

needs to be had; possibly conversations have been had but everyone is still not speaking the same language across campus. Flightpaths may be applicable.

- 8 – Faculty and ACSC – How are we collecting the assessment in non-academic areas ? We need definition of academic and non-academic assessment; for example, are DevEd, Advising, etc academic? "Academic and Student Support Services" need to be clarified; what is the intent and what is the relationship between the two? Should it read: "Academic and related support services." ACSC will work with Student Services to define and engage the above areas – Career Coach, Academic Advising, Tutoring, FYE, etc.
- 9 – Guided Pathways has an early momentum matrix, but we need to know what the Commission is asking for specifically. Is it gender, ethnicity, veterans, etc. so we are able to ensure the gaps are being reduced? Are faculty looking at that with a critical eye? Example in Dual Credit – welding met with high schools identified female's glove needs vs men's gloves needs. Need to start with one to three areas. Consider looking at non-traditional students and culture of poverty.. Possibly come to consensus of three to measure so able to begin thinking and working on this for fall term (summer work?)

upgrades and where vwe are on the timeline and transition. Is the plan posted somewhere? Should it be? Clarity is needed in what virtual means in relation to this strategy. The word has different connotations depending on technical savvy of person.

- 2.8. Annual reviews are scheduled for all programs in June. Currently work is being completed on forms, data packets, and collaborative processes. We need to document how we are moving forward, including baseline data and co-dependencies; thin staffing; and prioritizing needs overall for campus and strategic plan.
- Overall, there is a need to revise academic tactical plans to create a clearer path with measurable outcomes that assure forward movement.

Goal 3: Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce

Goal owners: Dean of Enrollment Management, Dean of Student Services; Related Institutional Indicators: 1, 2, 3, 4, 8, 9, 10

Objective 3.a Expand and re-envision enrollment efforts to reach a wide range of students

Strategic Priority 8: Expand and diversify recruitment strategies

Strategic Priority 9: Increase persistence, retention, and program completion

Strategy 3.1. Increase enrollment in diverse markets			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
a. Increase numbers of ABS, SOAR, Career Pathways, STEP, international, non-traditional, traditional, high school (dual credit and expanded options), and summer students using financial aid	a. Meet enrollment targets specified within the Enrollment Management plan	a. Programs with low enrollment were identified and strategies developed to promote them; a strong transition plan for GED graduates is underway; SOAR, STEP, and Career Pathways were promoted as options for non-traditional populations; focused and specialized interactive events are planned or are being participated in; updated forms and webpage for international students were developed and training provided to Athletics staff; financial aid awareness and use has increased; new marketing materials, digital reader board, presentations were made about ABS; a low enrollment data analysis and plan will be prepared by 4/30/20.	🔺
b. Increase the number of events attended and partnerships established in order to reach non-traditional students	b. 10% increase in number of events attended and partnerships established	b. EM attended the County Fair, Mercy employee fairs, Trades Expo, and DHS; expanded ABS partnerships with business, schools, and community members; ABS met with DHS, WorkSource, STEAM Hub, SOWIB, JOBS, ESD, and created a new Glendale program.	🟢
c. Have a stronger presence at events and meetings	c. Number of events attended	c. Attended Douglas County Fair, Mercy Hospital employee fairs, Trades Expo, and DHS; planning college-in-the-community events to reach non-traditional students	🟢
d. Increase ABS partnerships with business, schools, and community members to grow additional adult education programs	d. Number of partnerships established	d. Met with DHS, WorkSource, STEAM Hub, SOWIB, JOBS, ESD; created a new Glendale program	🟢

Strategy 3.2. Increase the size and scope of participation in athletics			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
• Add additional sports and fill rosters	• Increase in number of teams, increase in roster size, increase in fill rate of rosters (95% by end of week 7)	• Phase II of strategic enrollment initiative completed with the first season of competitive baseball underway; ready to implement Phase #3 of the strategic enrollment initiative with the addition of two new athletic offerings in AY 2020-21; continuing to monitor existing programs for cost redundancies and roster fulfillment; continuing to increase housing opportunities for students and ensure competitive programs succeed academically.	🟢
Strategy 3.3. Improve student retention			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
• Increase fall to winter retention and fall to fall retention	• 10% increase in retention rates (see Institutional Indicator 1)	• Campus-wide retention efforts are planned and tracked in the EM plan' EM has received feedback from various areas; need to roll out plan to key areas of campus	🟢
Strategy 3.4. Strengthen student services that support Guided Pathways Initiatives			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
a. All students will declare an academic program/houses/path b. Implement wait list for classes. c. All students have a Student Educational Plan (SEP) and a faculty advisor; a communication plan for students and faculty advisors will be implemented	• Completion of 80% of Student Service tasks in Guided Pathways plan	a. b. Initial pilot of a wait list in test environment was conducted during Fall 2019 c. 200+ student were advised into SEPs during Fall 2019; advisors sent out term-specific messages in weeks 1, 3, 7, an 10 to their advisees; over 1000 students were contacted in November and December who were registered in fall term but yet registered for winter term	🟢🟢

Objective 3.b Improve registration and advising processes to support students' academic and career pathways
Strategic Priority 10: Improve transfer student resources

Strategy 3.5. Improve transfer student resources			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
• Develop and provide additional information to assist transfer students in program completion and transfer to a baccalaureate program	• 10% increase in students who transfer to another institution within one year of most recent UCC enrollment within the past 3	• Draft of improved transfer website with key links to universities is completed; Arts and Sciences have reviewed and provided feedback, and EM is collaborating with Communications & Marketing on the process;	🟢

	years (See Institutional Indicator 4)	completion goal is 4/30/20; next step is to set up transfer work group and set up action plan for improved transfer help.	

SUMMARY – Goal 3: Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce

Analysis	Information relative to Institutional indicators			Next Steps
• After considering the planned actions and indicators of success for those actions, we are making appropriate progress. • To answer the question, towhat extend does the evidence presented match the planned actions/indicators, the following were noted: • 3.1: Indicators call for 10% enrollment increase; however, no baseline data were shared. • 3.2: Size and scope are not indicated with data – so the status may be moving forward, but there are no specific data to indicate what the increase is. • 3.3: No baseline data have been reported in the evidence of progress; the evidence of progress is in planning and tracking • 3.4: The measurable action for item a. should not read "all students will declare…" should be 200 students per term, not "all" students. And, based on Fall term, we know that 200+ students received plans and that students with 36+ credits were assigned to faculty advisors during Winter term. • 3.5: Again, no data is provided in the evidence of progress.	1	Retention	Part 1: % of PT and FT UCC degree and certificate-seeking students are retained fall-fall; Part 2: % persist fall to winter	We see all of the list provided in the question as challenges – The top items include: • Limitation of and competition for our human and financial resources. Who is making the decisions about what the top priorities are and how do we achieve consensus on what the priorities are? • Staff turnover / instability (difficulty filling positions; lots of staff leaving positions; loss of forward momentum to stop and hire/train new staff). • Difficulty in collecting data, and/or knowing how to get data. Additionally, we have a fundamental lack of knowledge regarding baseline data (or at least, that knowledge is not reflected in this progress report). (Note from Steve: Most, if not all, of the Institutional Indicators coming from IR will have five years or more of data, ending with the most-recently-concluded academic year.) What actions are needed to address these challenges? • Due to limited campus resources, we need to facilitate clear communication to reach consensus about the top campus priorities, without penalizing areas that are not being prioritized (nor expectations that those areas complete their tasks). Continue to expect programs and departments to continuously improve (but not radically innovate/change/grow). • Remember the austerity death spiral (economic term)…programs and departments that are not
	2	Early Momentum	% of students who complete based on # of credits they complete within their first terms (First time, FT, PT)	
	3	Graduation	% of entering degree/certificate students who complete a degree/certificate within 3 and 6 years	
	4	Transfer	% of students who transfer to another institution within one year of most recent UCC enrollment within the past 3 years (reported by: Students who have received a credential, and those who did not.)	
	8	Academic and Student Support Services	% of all areas of operation that identify and implement next steps for improvement as a result of programmatic assessment.	
	9	Equitable Outcomes	Statistically significant equity gaps identified in Transfer, Graduation, and Retention/Persistence, course pass rates across identified demographic areas decrease annually	
	10	Admissions Yield Rate	% of students who apply for UCC admissions who are enrolled within one year.	
	• Institutional Research provides data for the majority of the Institutional Indicators for Goal 3 (except for Indicator 8).			

• We THINK the evidence of progress is "operational" in nature, not strategic. • Is action being achieved? Yes – each item indicates evidence of progress through the reporting. • Evidence of Interaction/collaboration: There appears to be collaboration between the Advising department, faculty advisors, and with students. There has been substantial collaboration between the IT Department and Registration & Records, Advising, and Institutional Research; between IR and Enrollment Management; between Advising and Enrollment; and among ABS, SOAR, Career Pathways, and STEP. Athletics is collaborating with Advising – but we are not sure that this is reflected in the Evidence of Progress. • Are we on track? Yes. We are demonstrating the completion of tasks and the forward progress of a lot of interdepartmental collaboration that hasn't existed previously. • Positive patterns were noted for purposeful and intention collaboration among departments based on moving work in our operational and tactical plans forward. • What needs to be done to continue forward progress? Continue to increase collaboration (perhaps with an intention to bring Athletics more intentionally to the table to increase cross-campus conversation and understanding of the work that is occurring there). As we spend more time to think about our targets and goals, we will continue to evolve this process of planning and work prioritization. We are "thinking about thinking" before we set out the tasks –	• The strategic actions for each goal should help us achieve progress (leading indicator data) to the institutional indicators. • One indicator that seems to not have work activities associated with it is Goal 9 – equitable outcomes. Also, because baseline data hasn't yet been established for Goal 9, there is no way to plan goals and activities to address this indicator. • Advisor Trac is being utilized by Academic Advising and Life Coaching for point-in-time student satisfaction surveys, with plans to also include Accessibility Services with survey creation. Workshops coming out of Student Surveys are also being collected and monitored. (Institutional Indicator #12).	prioritized due to "lack of performance" may result in their long-term vitality and achievements being limited.

engaged in metacognitive activities as part of our planning process and activities. • **Summary:** We think that progress is being made and is reflected in the reported evidence of progress. We also believe that we have a lack of quantitative data (though qualitative data is present) that would make this reported evidence stronger. We see strong patterns of cross-campus collaboration, and have reason to believe that the work put into metacognition and discussion regarding campus-wide goals is positively impacting planning processes and our activities.		

Goal 4: Enhance integration of the College with the Community

Goal owners: Chief Advancement Officer, Dean of Community Education and Partnerships; Related Institutional Indicators: 9, 11, 12

Objective 4.a Create an alumni relations program
Strategic Priority 11: Develop an alumni relations program

Strategy 4.1. Enhance donor relations and support connections with the community			
Measurable actions	**Success Indicators**	**Evidence of Progress**	**Status**
• Develop an alumni relations program	• 30% increase in alumni spotlight stories; 100% increase in active alumni database contacts	• PT Alumni Coordinator hired	🟢

Objective 4.b Establish UCC as the top Douglas County venue for cultural events and athletic competitions
Strategic Priority 12: Enhance campus engagement of employees, students, and visitors

4.c. Develop more relationships with business and industry to enhance workforce learning opportunities
Strategic Priority 13: Diversify and increase the relationships between business, industry, and UCC

Strategy 4.2. Increase interaction with business and industry to support workforce learning			
Measurable actions	Success Indicators	Evidence of Progress	Status
a. Engage in meaningful visits to industry partners b. Increase/diversify relationships between business/industry and UCC	a. Satisfaction of industry partners b. Increase the number of customized trainings conducted with local employers from 17 in 2018-19 to 25 in 2019-20.	a. a meeting among industry leaders, K-12 leaders, and UCC CTE leaders and administrators is planned for April b. To date, CWT has held 22 contracted training/coaching events with ten employers.	🔺 🟢

SUMMARY – Goal 4: Enhance integration of the College with the community

Analysis	Information relative to Institutional indicators		Next Steps
• Planned actions and indicators that were on tactical plans are missing from the Mid-Year Progress report. • There is no evidence of interaction and collaboration between departments. When collaboration is taking place, it isn't being captured. • Not all indicators are written as measurable, many are missing baseline and target information. Some report contributors included indicator data and goals, but not all have (at least they aren't shown here). • Overall, it is difficult to tell what progress is being made.	9	Equitable Outcomes	Statistically significant equity gaps identified in Transfer, Graduation, and Retention/Persistence, course pass rates across identified demographic areas decrease annually	• It's unclear how data are being collected and archived; it is critical to identify these. • The success indicators need to be measurable. • One of the Goal Owners is a new position that has yet to be hired. • There has been a change in leadership over the actions related to Strategy 4.2 regarding industry partners.
	11	Life-long learning opportunities	Ability to meet community needs, measured by: ABS: Enrollment based on % of pop without a GED and GED completion rates CWT: Repeat rates of community members attending CWT community courses SBDC: Rate of meeting established impact benchmarks by quarter.	
	12	Campus/ Community Engagement	Community, students, and staff satisfaction ratings for any area of operation that received less than 70% "satisfied" responses demonstrates an increase in satisfaction rating in the next survey (done every 3 years).	
	• Indicator 11 is a good match for Goal 4. There is currently evidence being collected. • Indicator 9 is not a good fit. It appears to relate directly to equity gaps in transfer, graduation, retention, etc.		

	• Indicator 12 could be useful but no survey currently exists to collect data and a responsible party has not been identified.	

UCC Institutional Indicators

	Indicator		Indicator Description
1	Retention	Part 1: % of PT and FT UCC degree and certificate-seeking students are retained fall-fall; Part 2: % persist fall to winter	Part 1: How many students return from one fall to the next, PT and FT ; Part 2: How many students return in winter term who were enrolled in fall term, PT and FT - excluding those students who graduated
2	Early Momentum	% of students who complete based on # of credits they complete within their first terms (First time, FT, PT)	Rates at which 1st time students complete 18+ college level credits in their first year
3	Graduation	% of entering degree/certificate students who complete a degree/certificate within 3 and 6 years	Number of students who seek degrees or certificates complete a degree or certificate within 3 and 6 years, as determined by their Banner code "program" of declaration.
4	Transfer	% of students who transfer to another institution within one year of most recent UCC enrollment within the past 3 years (reported by: Students who have received a credential, and those who did not.)	Number of students who transfer to their next institution within one year of enrollment at UCC.
5	Program-level Learning Outcomes:	% of Program Learning Outcomes are achieved at or above "proficient" levels.	PLO assessments each year demonstrate that at least 80% of students have reached a "proficient" level of that program competency. Proficiency is determined by each program.
6	Universal Learning Outcomes	% of degree/certificate-seeking students achieve ULO competencies at a "proficient" level.	ULO assessments demonstrate that at least 80% of degree/certificate-seeking students reach a "proficient" level of the ULO competency, as defined by a standardized ULO rubric. (certificates 45 credits and higher)
7	Student Success Rates	% of students pass what have been identified as a "gatekeeper courses"	Passing rate for gatekeeper courses.
8	Academic and Student Support Services	% of all areas of operation that identify and implement next steps for improvement as a result of programmatic assessment.	All areas of operation will assess, identify next steps, and implement them for improvement. This measurement will demonstrate whether or not assessment processes are occurring.

9	Equitable Outcomes	Statistically significant equity gaps identified in Transfer, Graduation, and Retention/Persistence, course pass rates across identified demographic areas decrease annually	Identified equity gaps will be measured as a lagging indicator for equitable outcomes of ongoing student success efforts.
10	Admissions Yield Rate	% of students who apply for UCC admissions who are enrolled within one year.	Yield rate of admissions applications.
11	Life-long learning opportunities	Ability to meet community needs, measured by: ABS: Enrollment based on % of pop without a GED and GED completion rates CWT: Repeat rates of community members attending CWT community courses SBDC: Rate of meeting established impact benchmarks by quarter.	Ability to meet community needs by indicators specific to areas of operation.
12	Campus/Community Engagement	Community, students, and staff satisfaction ratings for any area of operation that received less than 70% "satisfied" responses demonstrates an increase in satisfaction rating in the next survey (done every 3 years).	Satisfaction rate for UCC services with less than 70% satisfaction rate increases.
13	Student Experience	% of UCC students who believe that their experience at UCC has contributed to their knowledge, skills and personal development (identified from CCSSE/SENSE survey data)	Students who believe their experience at UCC contributed to their knowledge, skills, and personal development.

Glossary

ABS	Adult Basic Skills		**IEC**	Institutional Effectiveness Committee
AC	Academic Council		**IT**	Institutional Technology
ACSC	Assessment, Curriculum, and Standards Committee		**JOBS**	Job Opportunities and Basic Skills Program
AY	Academic Year (Summer Term through Spring Term)		**PC**	Provost Council
CCSSE	Community College Survey of Student Engagement		**PT**	Part-time
CWT	Community and Workforce Training		**QC**	Quality Check (UCC's online course review process)
DC	Dual Credit (for high school students)		**QM**	Quality Matters (national online course review process)
DEI	Diversity, equity, and inclusion		**SBDC**	Small Business Development Center
DHS	Department of Human Services (Oregon)		**SENSE**	Survey of Entering Student Engagement
EM	Enrollment Management		**SEP**	Student Educational Plan
EOP	Expanded Options Program (for high school students)		**SLT**	Senior Leadership Team
ESD	Education Service District		**SOAR**	Soar to Success grant for first generation students
FT	Full-time		**SOWIB**	Southern Oregon Workforce Investment Board
GED	General Education Diploma		**STEAM**	Science, Technology, Engineering, Art, Mathematics
HR	Human Resources		**STEP**	SNAP Training and Employment Program
IDEAL	Inclusion, Diversity, and Equity Action Leadership		**ULO**	Universal learning outcomes
IE	Institutional Effectiveness			