



Strategic Plan Report 2018-2019

UMPQUA COMMUNITY COLLEGE
OFFICE OF INSTITUTIONAL EFFECTIVENESS

10/2/2019

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”

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.

“...enriches communities.”

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

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

Sense of Community – With a commitment to diversity, equity, and inclusion, we celebrate both community and individuality. We cultivate a learning environment 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.

Improvement and Innovation - We take ownership of our work and continually seek ways to improve our performance. Using change to our advantage, we embrace an adventurous spirit, characterized by exploration of new ideas and bold risk-taking.

Core Themes

Learning - The College is committed to providing quality academic programs that promote student success and fulfill students’ abilities to complete an associate degree or certificate, obtain employment, or transfer to a four-year college/university. Adult basic education, workforce training, and other curriculum-based initiatives are foundational education paths included in this commitment.

Access - The College is committed to ensuring students have access and support to pursue and achieve personal, career and academic goals. This commitment is achieved through services such as academic advising, career coaching, life coaching, tutoring services, student engagement initiatives, financial aid, and scholarship offerings.

Enrichment - The College is committed to providing opportunities for students, employees and community members to engage in learning and co-curricular activities that promote lifelong learning, community education, professional development, self-improvement, and workforce training. Part of student success is connecting one’s self to a larger world beyond the classroom. Such activities include but are not limited to athletics, community workforce training classes, performing arts series, music concerts, museum exhibits, service learning, and related initiatives.

Introduction

In 2018-2019, Umpqua Community College entered its first year of the 2018-2021 Strategic Plan. This Plan was developed after extensive work with community and campus stakeholders. It provides the institution with longitudinal goals and outcomes for strategic priorities, acting as UCC's roadmap for accomplishing mission fulfillment and institutional effectiveness.

In many ways, Academic Year (AY) 2018-2019 was a year of strategic education for UCC. This report provides an overview 2018-19 advances in Institutional Effectiveness, an overview of upcoming work, and a summary of actions taken to advance the priorities identified for year one of the Plan.

Institutional Effectiveness at UCC

UCC's emerging Division of Institutional Effectiveness facilitates the College's ability to make data-informed decisions and address mission fulfillment through integrated planning and assessment processes, a key requirement of NWCCU accreditation requirements. Over AY 2018-19, the Provost assumed oversight of several areas of Institutional Effectiveness, including strategic planning work, establishing infrastructure for the new Division, and hiring a Director of Assessment and Accreditation. The Division of Institutional Effectiveness will provide oversight of the integration of assessment, planning, resource allocation, and accreditation operations, in collaboration with the Institutional Effectiveness Committee and campus leadership. During AY 2018-2019, UCC also identified opportunities to strengthen ties between planning, assessment, and resource allocation. A refined system of resource allocation will be implemented in Winter 2020. An Institutional Effectiveness Plan for UCC will be published in Fall 2019.



Integrating Planning and Assessment Processes



Over the course of 2018-2019, UCC developed a system of planning and assessment that links strategic planning, which is performed at the institutional level, to tactical and operational planning and assessment. Tactical plans and assessment are completed by members of the Senior Leadership Team (SLT) and Provost Council (PC) while operational plans and assessment are performed by those who report to members of SLT and PC. Planning and assessment at the Tactical level links UCC's ongoing operations to strategic goals and objectives. This system enables leaders across campus to make data-informed, collaborative decisions regarding how their work supports strategic priorities and to demonstrate how their areas advance UCC's strategic goals and student achievement. UCC completed a modified cycle of this assessment and planning structure in AY 2018-2019, laying the groundwork for a full, data-informed cycle in AY 2019-2020.

Continuous Improvement of Institutional Effectiveness

During Summer 2019 and Fall 2019 In-Service, UCC took critical action to review the Strategic Plan, adjust related processes, and provide educational opportunities to campus in the areas of planning and assessment. Training topics included: using disaggregated data; differentiating between *outputs* and *outcomes* in assessment work; identifying measurable indicators of success; determining data sources for indicators of success; collecting baseline data; and linking planning and assessment at multiple levels of the institution.

Key continuous improvement activities in the areas of institutional effectiveness included:

1. Two strategic planning workshops in Summer 2019 that addressed the evaluation and revision of the strategic priorities. Participants in the workshops consisted of members of the Strategic Planning Oversight Committee (SPOC), which is made up of the Strategic Leadership Team, Provost Council, and Academic Chairs.
2. The President presented the revised strategic priorities at the Board of Education's August retreat, and in early September, the Senior Leadership Team reorganized the strategic priorities into two tiers. Tier I receives priority effort and attention for the FY2020/AY 2019-2020. Tier II priorities are recognized as high priorities and are integrated within accomplishment of Tier I priorities. Achievement of Tier II priorities is contingent on available time, resources and progress made on the priorities indicated on Tier I. (*See Appendix A for priorities*)
3. Educational workshops on planning and assessment were held for administrators during Summer 2019 and for faculty during Fall 2019 In-Service. New systematic processes were introduced and related training provided.
4. Institutional indicators were identified that will provide a "snapshot" of student success at UCC. These indicators are data points that provide a snapshot of student success at UCC, such as the rates of graduation, retention, and achievement of student learning outcomes. Where possible, indicators are disaggregated in order to show the success rates of different student demographic groups, so that UCC can identify and address any equity gaps. Indicator data will be reviewed by campus leadership and stakeholders and will be ready to be used in assessment and planning processes by Winter 2020, barring unforeseen difficulties with data collection.

Upcoming Actions

The following actions will facilitate UCC's successful accomplishment of ongoing institutional effectiveness and continual improvement:

1. 2019-2020 Tactical Plans, incorporating information from all Operational Plans, will be submitted by October 15th. These plans will be accompanied by "Assessment Plans," which highlight department and division outcomes, identify related indicators of success, and outline how all indicators will be measured. This will allow us to establish critical systems of data reporting techniques this year.
2. In Winter 2020, institutional indicators will be made available to all members of UCC's campus and to the public. These Indicators contain critical data points of student success, such as retention, completion, student learning outcomes, and student satisfaction that UCC will use to guide assessment, planning, and resource allocation and make mission fulfillment determinations.
3. In Winter 2020, a refined budgeting, planning, and assessment process will be aligned with the strategic planning process. This effort will ensure fiscal resources are properly allocated to support the strategic priorities of the College.
4. UCC's Strategic Planning Workshop Part III to establish strategic priorities for FY 2021/AY 2020-2021 will occur in January 2020.

Summary of Strategic Actions in AY 2018-19

The following pages provide a summary of outcomes of work performed across campus over AY 2018-2019 for each of last year's Strategic Plan objectives. Beginning in 2020, these outcomes will be accompanied by results of institutional indicators, tactical indicators of success, and the revised priorities. Revised priorities and institutional indicators, the product of workshops over Summer 2019, are included in appendices at the end of this report.

Strategic Goal 1: Improve Institutional Climate, Culture, and Efficiency

Objectives		Achievements
a	Develop and promote a positive campus culture that welcomes and respects all students, employees, and visitors	<ul style="list-style-type: none"> ▪ To enhance safety and comfort of UCC's work environment, Facilities and Operations provided 19 safety and security trainings and will continue developing and offering training in 2019-2020. ▪ To enhance a positive and welcoming campus culture, areas across UCC participated in FISH! training workshops, an internationally run initiative that empowers organizations to improve culture and create better results.
b	Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus operations and inspire innovation	<ul style="list-style-type: none"> ▪ To facilitate the evaluation of academic and institutional program-level work, faculty and administrators worked collaboratively to develop systems and necessary infrastructure for data-informed assessment and planning that includes assessing and reporting all student learning outcomes, to be implemented AY 2019-2020. Infrastructure built included but is not limited to: the faculty-led Assessment and Curriculum Standards Committee, hiring a Director of Assessment and Accreditation, collaborative creation of forms to assess program-level student learning, forms to create plans and related assessment work, training materials, website enhancements, shared repositories for information created and data gathered, Crystal reports, and formalized collaborative efforts to access and format necessary data. ▪ To enhance the quality and consistency of services and resources across UCC, multiple areas of campus addressed area-specific needs regarding systems of communication within their departments, addressed streamlining of forms and processes, website publications, worked with IT to build forms and other software infrastructure, and identified a variety of workflows to continue to enhance in the following year.
c	Utilize equity lens (as defined by the Oregon Education Investment Board) college-wide in the development and review of policies, practices, services, programming, activities, and resource allocation decisions	<ul style="list-style-type: none"> ▪ To enable the identification of equity gaps in student achievement and use of the equity lens, the Director of Assessment and Accreditation and the Institutional Researcher collaborated with campus leadership to develop institutional indicators that will use disaggregated data to determine achievement gaps. ▪ To assess cultural awareness and competency in the classroom for all students receiving a degree or 45+ credit certificate, faculty adopted cultural competency learning outcomes as part of UCC's revised Universal Learning Outcomes.

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

Objectives		Achievements
a	Streamline, strengthen, and expand academic programs	<ul style="list-style-type: none"> ▪ To enhance clarity, accessibility, and quality of transfer-oriented academic programming, the Division of Arts and Sciences (1) Engaged statewide work on the Oregon "Transfer Compass." Biology and English Transfer Compass paths were completed statewide. The development of the Education Compass path in progress; and (2) UCC formed a Pathways team with faculty membership and was accepted into the Oregon Pathways Cohort 2. Spring Cohort training took place and key priorities were identified for 2019-2020. ▪ To strengthen and expand CTE programming, the Office of Facilities and Security facilitated pre-design planning and project development for the proposed Industrial Technology Center in preparation for construction and bond campaign strategies.
b	Evaluate and implement innovative models of program delivery and content	<ul style="list-style-type: none"> ▪ To increase accelerated learning opportunities for area youth, the Division of Enrollment Management developed an initial plan and pilot for continuation of Sponsored Dual Credit (SDC) without grant funding; increased Expanded Options Program services and advising; and implemented the Allied Health program. Sponsored Dual Credit served 372 students in 26 courses and Expanded Services served 141 students in 7 courses. ▪ To facilitate the assessment and planning of student learning and academic program development, IT, the Director of Assessment and Accreditation, IR, and the faculty-led Assessment and Curriculum Standards Committee have addressed various elements of academic program assessment, including building technological and form-driven assessment infrastructure necessary for accreditation-compliant and data-informed assessment. ▪ To facilitate the evaluation of program delivery, faculty members and the Director of Assessment and Accreditation developed a system of student learning outcomes and program operations, to be implemented AY 2019-2020.
c	Expand workforce training options that meet the needs of non-degree students and local employers and industry	<ul style="list-style-type: none"> ▪ To support the continuing education needs of the local workforce, Career and Workforce Training collaborated with other CTE departments to increase the number of partnerships between them. This year, two partnerships were added in addition to the existing partnership. ▪ To expand workforce training options, CWT increased available Employer Services/Customized trainings from 6 to 17, increasing students served from 47 to 137 and increasing revenue by over \$30k.
d	Enhance applied learning experiences within degree and certificate programs in the Arts & Sciences Division and the Career & Technical Education Division	<ul style="list-style-type: none"> ▪ To enhance the quality of Career and Technical applied learning experiences, the Division of CTE worked to increase the involvement of industry in CTE programming. In Spring 2019, a newly revamped advisory committee handbook was introduced for departments and advisory committees. Work is planned to standardize and increase committee work and involvement in AY 2019-20.

Strategic Goal 3: Implement an enrollment management plan that supports student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce

Objectives	Achievements
<p>a</p> <p>Expand and re-envision enrollment efforts to reach a wide range of students</p>	<ul style="list-style-type: none"> ▪ To expand and re-envision UCC’s enrollment efforts, the new Division of Enrollment Management, established in 2018, implemented the first phases of a new Enrollment Management plan, including building the physical infrastructure required for this new Division and collecting baseline data to guide strategic enrollment efforts ▪ To increase campus involvement in recruitment and enrollment, the Division of Enrollment Management collaborated with faculty, program leads, department chairs, administrators, advising, financial aid, scholarships, and other areas in recruitment events. ▪ To increase visibility of the CTE Division within the community, CTE (1) held their first annual "signing day" for students intending to enroll in a UCC CTE program; and (2) Increased media presence by placing ads in local publications and publishing student success stories on the UCC website. ▪ Financial Aid increased outreach efforts and provided educational workshops to Douglas County High Schools about FAFSA and Scholarship opportunities.
<p>b</p> <p>Improve registration and advising processes to support students' academic and career pathways</p>	<ul style="list-style-type: none"> ▪ To improve students' ability to get and stay on the correct path early in their college experience, The Division of Enrollment Management collaborated with faculty to develop accurate advising guides and revise the catalog format for the 2019-20 school year. ▪ To promote student safety and retention, the Division of Student Services (1) re-established a Behavioral Intervention Team with multi-disciplinary members, participated in trainings, and provided 21 students with intensive advising services and provided successful interventions; (2) began collecting demographic data for students referred to the Team for continuous improvement and assessment, and (3) successfully received grant awards to fund support services for at-risk and in-need students. ▪ To improve advising processes throughout the students' academic careers, (1) The Division of Student Services created and implemented a new model for advising, which included updating advising procedures, developing training, hiring a Director of Advising and new Academic Advisor, integrating and enhancing related software, and improving communication methods with students; (2) The Department of Advising worked with the Academic Divisions to implement faculty advising, including training faculty on advising processes, assigning academic advisors as liaisons, and preparing student documents for faculty handoffs. 75% of faculty completed advising training; (3) the Department of Advising developed an assessment protocol and a survey for career and advising services to enhance continuous improvement processes; (4) the Division of Enrollment Management established monthly campus visits by the OSU Degree Partnership Program to increase access to transfer opportunities; (5) The Division of Student Services aligned advising work and goals with Guided Pathways initiative goals to advance UCC Pathways cohort work (6) CTE collaborated with Division of Enrollment management to clarify CTE entry and enrollment processes for students into CTE programs and increase enrollment.

		<ul style="list-style-type: none"> ▪ To enhance recruitment opportunities, Marketing and Communication collaborated with the Division of Enrollment Management to create web leads and forms for all 83 CTE and Transfer programs. ▪ To meet the demand for orientation needs of growing programs, CWT revised informational materials and promoted and conducted 2x weekly info sessions for Truck Driving Training students (enrollment in this program grew from 41 to 73 students from 2017-19)
c	Ensure that all students have equitable access to learning and to academic support services to successfully complete programs	<ul style="list-style-type: none"> ▪ To improve access for all students, regardless of economic status, to UCC's academic opportunities, Enrollment advisors (1) Worked directly with students to check their financial aid requirements and complete next steps; and (2) Promoted Pell grant opportunities resulting in an increase in the first of term disbursements (2018-19: 229 students for \$552,816 and 2019-20: 242 students for \$556,457). ▪ To assist students with needs outside the classroom successfully complete programs, (1) the Division of Enrollment Management developed a Resource Guide and distributed this guide during Orientation; (2) 3 new endowments for scholarships were secured, as well as 8 new annual scholarships. ▪ STEP grant implemented to support qualifying ABSD students through services such as funds to cover class tuition, practice tests, transportation and class supply costs, as well as enhanced support like in-depth career coaching, personal guidance on transitioning to college, resume writing, and job search assistance; next steps are expanding to UCC campus students.

Strategic Goal 4: Improve integration of the College with the community

Objectives		Achievements
a	Create an alumni relations program	▪ <i>None reported this year</i>
b	Establish UCC as the top Douglas County venue for cultural events and athletic competitions.	▪ To enhance community experiences of campus venues, UCC completed renovations of Centerstage, the Performing Arts multipurpose venue.
c	Develop more relationships with business and industry to enhance workforce learning opportunities	▪ To improve connections between the CTE Division and local industry, CTE completed two of a series of planned visits to major area employers, with plans to continue visits to industry partners on a monthly basis. Marketing highlighted and promoted UCC's relationships with local businesses and industries through 22 published stories.

Strategic Priorities 2019-2020

Developed and proposed by the Strategic Planning Oversight Committee - August 21, 2019

Reviewed and prioritized with tiers by SLT - September 11, 2019

Goal 1: Cultivate a healthy and efficient institutional culture

Tier 2	1.	Increase collaborations and intra-campus relations
Tier 1	2.	Enhance quality, efficiency, and effectiveness of all campus operations and services
Tier 2	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

Tier 2	4.	Enhance the quality of instructional facilities to support learning and student success
Tier 1	5.	Establish or create clear academic pathways for completion
Tier 1	6.	Enhance the quality, efficiency, and effectiveness of academic programs
Tier 1	7.	Implement the revised program review process

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

Tier 2	8.	Expand and diversify recruitment strategies
Tier 1	9.	Increase persistence, retention, and program completion
Tier 2	0.	Improve transfer student resources

Goal 4: Enhance integration of the College with the community

Tier 1	1.	Develop an alumni relations program
Tier 2	2.	Enhance campus engagement of employees, students, and visitors
Tier 1	3.	Diversify and increase the relationships between business, industry, and UCC

NOTES

- All strategic priorities are to be addressed in tactical and/or operational plans.
- Tier 1 priorities receive the highest level of effort and attention.
- Most tier 1 priorities require inclusion of one or more tier 2 priorities; for example, #2 – quality/effectiveness is a tier 1 priority that cannot fully be realized without attention to #1 – collaboration and #3 – DEI, both tier 2 priorities.

UCC Institutional Indicators – 2019

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
2	Early Momentum	% of students who complete based on # of credits they complete within their first terms
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.)
5	Program-level Learning Outcomes:	% of Program Learning Outcomes are achieved at or above "proficient" levels.
6	Universal Learning Outcomes	% of degree/certificate-seeking students achieve ULO competencies at a "proficient" level.

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

Rates at which 1st time students complete 18+ college level credits in their first year

How many 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.

Number of students who transfer to their next institution within one year of enrollment at UCC.

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.

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)

Appendix B

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 decrease annually between: <i>Male/Female students, students of color and white students, athletes/non-athletes, students who use accessibility services and those who do not, students who are Pell eligible versus non-eligible, veterans versus non-veterans</i>	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 will be 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	Students who believe their experience at UCC contributed to their knowledge, skills, and personal development.