



UCC Strategic Plan Reporting 2020-2021 Mid-Year Progress Report

Introduction

Summer 2020 Foundational Work

This document reports UCC's mid-year progress on its 2018-2021 Strategic Plan during the first half of the 2020-2021 fiscal year. In the summer of 2020, UCC's Strategic Plan Oversight Committee (SPOC) met over a four-day period (July 15, July 16, August 6, and August 27) with a consultant to engage in discussions, analyses, and activities related to the second year of the strategic plan and major principles of institutional effectiveness. As a result of these meetings, SPOC accomplished the following:

- Determined progress on the year's tactical plans toward achieving Strategic Plan goals and objectives, including major accomplishments and challenges.
- Made slight modifications to goals and objectives, while maintaining the overall direction and foci of the Strategic Plan
- Identified strategic priorities for the 2020-2021 year, with consideration of the impact of COVID-19 on College operations.
- Reviewed institutional indicators and identified needs for eliminating one and reconsidering appropriate data collection and analysis for others.
- Developed a deeper understanding of how planning, resource allocation, and assessment are aligned; operational plans are developed and managed; an institutional effectiveness committee can improve its effectiveness; an ideal approach to resource allocation; and meaningful components of assessment, including effective measures and outcomes.
- Developed drafts of tactical plans with an emphasis on collaborative efforts and clear measures of success.

Report Components and Preparation

The following Strategic Plan Mid-Year Progress Report demonstrates overall progress on strategic goals, as identified from tactical plan progress assessment reports. During the February 12, 2021 SPOC meeting, SPOC members participated in a collaborative process to:

1. **Analyze the progress made on each goal and the sufficiency of next steps.** Groups reviewed progress reported by SLT and PC "owners" of tactical plans and determined if the evidence, when considered holistically, supported adequate progress toward achieving the associated strategic plan goal. Guiding questions for the groups were:
 - **Progress.** After considering actions taken toward meeting the planned outputs and outcomes, do you see that we are making appropriate progress toward achieving the strategic objective and goal? Explain.
 - **Evidence.** The mid-year progress report may be light on evidence, especially on data that may not yet be collected. What recommendations do you have regarding strengthening the evidence for the year-end report?
 - **Collaboration.** What evidence do you see of interaction and collaboration among multiple departments to achieve the strategic priorities?
 - **Next Steps.** Do you have confidence that the "next steps" will assure continued forward progress? Explain.
1. **Review successes and challenge.** Reviewers considered the successes and challenges reported by the owners of the tactical plans and answered the following questions:

- **Successes.** If you were to write a press release that highlights successes, what would you write?
 - **Challenges.** If you were to make recommendations to the College President for addressing the challenges, what would you say?
2. **Align the strategic plan goals with NWCCU standards.** Reviewers matched each strategic plan objective with an NWCCU standard.
 3. **Review the recommendation to extend the strategic plan.** After reading the SPOC sub-committee and SLT recommendation to extend the strategic plan for two years, reviewers answered the following questions:
 - Do you support the recommendation; why?
 - What additional suggestions do you have for SLT to consider before forwarding the extension to the Board for approval? Consider lessons learned during COVID-19 that will influence new ways of operating. Consider what needs to change in order to sustain the college, educate both “traditional” age college students and adult students, and increase the perceived value of what UCC has to offer.
 4. **Identify internal and external patterns, trends, and expectations that influence planning, resource allocation, and decision-making.** In preparation for budget development, end-of-year assessments, and creation of next year’s tactical and operational plans, reviewers did the following:
 - Brainstormed a list of influences, both within the college and external to the college, which affect how we make decisions.
 - Indicated how these patterns, trends, and expectations may constrain or inspire our work.
 5. **Critique the mid-year review process.** Groups discussed what worked well for the mid-year progress review and made recommendations to improve the review process.

Contents

2018-2021 UCC Strategic Plan	3
Strategic Plan Goals and Objectives.....	4
2020-2022 UCC Strategic Priorities.....	5
College-Wide Measures of Mission Fulfillment	6
2020-2021 Strategic Plan Mid-Year Progress and Review	7
Goal 1. Cultivate a healthy and efficient institutional culture	7
Goal 2. Deliver high quality, relevant education opportunities through innovative and specialized academic programming	15
Goal 3. Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce	22
Goal 4. Enhance integration of the College with the community.....	26
Strategic Priority Progress.....	27
Mid-Year Progress Successes and Challenges.....	29
Strategic Plan Alignment with NWCCU Standards.....	35
Two-Year Extension of 2018-2021 Strategic Plan	36
Internal and External Patterns, Trends, and Expectations that Influence Planning, Resource Allocation, and Decision-Making	38
Mid-Year Review Process Critique	39



2018-2021 UCC Strategic Plan

(Updated July 2020)

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

Learning

Learning is the active process of exploring, creating, sharing, and applying concepts 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.

Strategic Plan Goals and Objectives

Goal	1	Cultivate a healthy and efficient institutional culture (Institutional Indicators 9, 12, 13)
Objective	a	Develop and continue to promote a positive campus culture that welcomes and respects all students, employees, and visitors
Objective	b	Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus operations
Objective	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 (Institutional Indicators 5, 6, 7, 9, 13)
Objective	a	Streamline, strengthen, and expand academic programs
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 1, 2, 3, 4, 8, 9)
Objective	a	Expand and re-envision enrollment efforts to reach a wide range of students
Objective	b	Improve registration and advising processes to support students' academic and career pathways
Objective	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 (Institutional Indicators 11, 12)
Objective	a	Create an alumni relations program
Objective	b	Establish UCC as the top Douglas County venue for cultural events and athletic competitions (suspended for 2020-2021 due to COVID-19 restrictions)
Objective	c	Develop more relationships with business and industry to enhance workforce learning opportunities

2020-2022 UCC Strategic Priorities

Crosswalk with Associated Institutional Indicators (II) and 2018-2021 Strategic Plan (SP) Goals & Objectives

#	Strategic Priority	II	SP
1.	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations.	5, 6, 7, 9, 13	2 a, b
2.	Implement guided pathway strategies through cross-campus partnerships.	1, 2, 3, 4, 8, 9	3 a, b, c
3.	Expand and diversify recruitment and retention through cross-divisional initiatives.	1, 2, 3, 4, 8, 9	3 a, b, c
4.	Enhance diversity, equity, and inclusion across all campus operations and services.	8	1c, 3b
5.	Integrate College programs and services with community agencies, schools, business, and industry. <ul style="list-style-type: none"> • Focus on service, service learning, workforce partnerships (CEP, CTE), etc. 	11, 13	2 c, d 4 c
6.	Enhance efficiencies and effectiveness of targeted cross-campus processes and services: <ul style="list-style-type: none"> • Moving to paperless, to include workflow and document storage • Creating a unified system of record, to address registration and billing • Onboarding and training employees 	12	1b

College-Wide Measures of Mission Fulfillment (Institutional Indicators)

Institutional Indicator		Indicator Description
1	Retention	Percentage of FT/PT students who return from one fall to the next; percentage of FT/PT students who return in winter term who were enrolled in fall term
2	Early Momentum	Rates at which 1 st time students complete 18+ college level credits in their first year
3	Completion	Percentage of degree/certificate-seeking students who complete a degree or certificate within 3 and 6 years
4	Transfer Rates	Number of degree/certificate-seeking students who transfer to their next institution within one year of enrollment at UCC.
5	Program Learning Outcomes	Percentage of degree/certificate-seeking students who achieve 80% proficiency of Program Learning Outcomes
6	Universal Learning Outcomes	Percentage of degree/certificate-seeking students who achieve 80% proficiency of ULO
7	Gateway Course Success	Percentage of degree/certificate-seeking students who pass gatekeeper courses
8	Continuous Improvement	Percentage of areas of operation that identify and implement next steps for improvement as a result of programmatic assessment.
9	Equitable Outcomes	Decrease in statistically significant equity gaps identified in Early Momentum Courses, Transfer, COmpletion, and Retention/Persistence indicators
<i>#10 Admission Yield Rate eliminated as a result of SPOC review in July 2020 – moved to Enrollment Management plan</i>		
11	Lifelong Learning	Ability to meet community needs by indicators specific to ABS, CWT, and SBDC
12	Satisfaction Ratings	Employee and student satisfaction rate for UCC services with less than 70% satisfaction rate increases.
13	Student Enrichment	Percentage of degree/certificate-seeking students who believe their experience at UCC contributed to their knowledge, skills, and personal development.



2020-2021 Strategic Plan Mid-Year Progress and Review

Tactics are overseen/implemented by the following SLT/PC areas of operation:

ADV: Advancement; **AS:** Academic Services; **ATH:** Athletics; **BUS:** Business Services; **CEP:** Community Education and Partnerships; **ESS:** Enrollment and Student Services; **FS:** Facilities and Security; **HR:** Human Resources; **IE:** Institutional Effectiveness; **IT:** Information Technology; **LSS:** Learning Support Services

Status is reported as:

-  **On Track:** Planned outcomes are on track to be accomplished by stated timeline
-  **Slightly Off Track:** Some actions are delayed but 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

Tactics	Output and Outcome Measures/Targets	Progress	Status	Next Steps
Goal 1. Cultivate a healthy and efficient institutional culture (Institutional Indicators 9, 12, 13)				
Objective 1a. Develop and continue to promote a positive campus culture that welcomes and respects all students, employees, and visitors				
FS: Provide the most accessible and safest work environment as permitted by available resources	<ul style="list-style-type: none"> • Output: 45% safety training participation • Output: 90% participation in Emergency Response Team • Output: Training calendar for all safety trainings provided • Outcome: 80% or greater satisfaction in campus community comfort level 	<ul style="list-style-type: none"> • Working toward building a mandatory SRP training in modules; confirmed with HR the capability to provide training with SafeColleges to insert our own training. • Held one of two scenario-based Emergency Response Team trainings with 85% participation. 		<ul style="list-style-type: none"> • Set up online training and launch it on SafeColleges by the end of Spring term. • Set up another scenario-based training for ERT by the end of Spring term.

<p>FS: Support Academic Tactical Plan by enhancing the learning and teaching environment</p>	<ul style="list-style-type: none"> • Output: Systematic process for facility upgrades with consistent funding mechanism identified • Output: Identified upgrades and/or renovations implemented • Outcome: 100% completion of yearly funded projects 	<ul style="list-style-type: none"> • Began construction on two academic areas: Jackson Hall and Lockwood Hall remodels. <ul style="list-style-type: none"> ○ Lockwood Hall goals: Bring Apprenticeship to campus and enhance learning environment for Industrial Technology programs. ○ Jackson Hall goals: Enhance the teaching and learning environment; modernize; make maintenance improvements. 		<ul style="list-style-type: none"> • Complete both projects by the end of March. • Solidify technology strategy with IT and Academics. • Develop survey questions for satisfaction of improved teaching learning environment.
<p>FS: Enhance cleaning practices and sanitation</p>	<ul style="list-style-type: none"> • Output: Enhanced cleaning techniques provided for 100% of custodial staff annually • Outcome: No infection attributed to UCC cleanliness 	<ul style="list-style-type: none"> • Custodial Supervisor incorporated routine training plus new methods of cleaning, disinfection, and sanitation. 		<ul style="list-style-type: none"> • Continue to provide routine training and assist in return to face to face strategies and safety protocols.
<p>HR: Create online new employee orientation</p>	<ul style="list-style-type: none"> • Output: Create, develop and maintain an online New Employee Orientation with an overall satisfaction rating of 75% 	<ul style="list-style-type: none"> • Work continues on the Online New Employee Orientation program. • All employees invited via Umpqua Updates to review the program and submit comments, corrections, and needed additions by the end of January 2021. • Small test group of new employees reviewed the program and submitted comments. 		<ul style="list-style-type: none"> • Create a user survey embedded in the online New Employee Orientation for satisfaction data collection. • Go live for all new employees in February 2021. • Initiate a plan for maintenance of new program. • Implement maintenance plan and continue to refine and update the Online New Employee Orientation.
<p>Objective 1.b. Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus operations.</p>				
<p>IE: Integrate data-informed IE processes throughout campus in an intentional, collaborative manner</p>	<ul style="list-style-type: none"> • Output: All tactical plans included at least one cross-campus collaborative action • Output: All tactical plans showed connection to institutional indicators • Output: Discussion guide created by 11/20; 80% of monthly notes from dept. meetings reflected IE discussions and actions • Outcome: Institutional effectiveness rubric assessment rated at “developed” level by 7/22 	<ul style="list-style-type: none"> • All tactical plans include collaborative actions; collaborations are indicated in written plans • All tactical plans include explicit connections to institutional indicators in the written plans • Discussion guide under development with multiple revisions; IEC working on template for reporting discussion notes and method for submitting notes 		<ul style="list-style-type: none"> • Finalize discussion guide, notes template, and method for reporting meeting notes/minutes; provide instructions to departments/teams. • Continued discussion of progress on collaborative efforts and actions tied to institutional indicators in other tactical plans.
<p>IE: Use comparative, survey, and trend data to</p>	<ul style="list-style-type: none"> • Output: List of 5 peer and 3 aspirant colleges developed; at least 6 comparative data sets created by July 2021 along with annual analysis of comparisons 	<ul style="list-style-type: none"> • Initial discussions held about peer institutions; VFA provides most immediate and promising list of comparison institutions. 		<ul style="list-style-type: none"> • Finalize a peer institution list. • Develop/refine surveys of employees, students, and community by end of Winter

inform IE processes that lead to improvement in achievement of mission fulfillment	<ul style="list-style-type: none"> Output: Surveys designed and distributed by April 2021; 100% of survey responses less than satisfactory are included in appropriate 2021-2023 tactical and operational plans Output: All SPOC meetings notes showed use of guide to review actions related to internal and external emerging patterns, trends, and expectations Outcome: Institutional effectiveness rubric assessment rated at "developed" by July 2022 			<p>term along with plan for distribution.</p> <ul style="list-style-type: none"> Include in mid-year SPOC meeting a review of internal and external emerging patterns, trends, and expectations
IE: Using an inclusive process, modify and extend the strategic plan through 2023	<ul style="list-style-type: none"> Output: Sustainability list generated by September 2020 Output: Inclusive process underway and documented by October 2020 Output: Measures of success included Output: Plan approved by the BOE by May 2021 Outcome: Strategic plan modification identified essential direction of the college through 2023 	<ul style="list-style-type: none"> Sustainability meetings held by SLT and PC. SPOC sub-committee reviewed the strategic plan and made recommendations. SLT reviewed strategic plan extension recommendations and concurred. 		<ul style="list-style-type: none"> Conduct review of recommendation with IEC and SPOC; forward recommendation and forward to Board.
IE: Implement process to prepare Year Six PRFR Report and Year Seven Institutional Effectiveness Self-Evaluation Report for NWCCU	<ul style="list-style-type: none"> Output: U drive created by Fall 2020 and populated as evidence becomes ready Output: Writers identified and trained by Fall 2020 for Year 6 report and by Fall 2021 for Year 7 report Output: Year 6 report written, edited, revised, and submitted by Fall 2021 Output: Year seven preliminary report completed by August 2022 Output: Year seven final report submitted by December 2022 Output: Trainings provided to the campus and Board three times Outcome: Successful reaffirmation in 2023 with no warnings, three accommodations, and fewer than five recommendations 	<ul style="list-style-type: none"> Drive for IE created, discussions underway about use and organization of the drive. Writers have identified for the PRFR 6-year report; writing assignments made. Board training provided in October 2020 regarding the PRFR. 		<ul style="list-style-type: none"> Set up dedicated drive with named files and folders. Complete PRFR report drafts by May 29.
FS: Provide systematic maintenance	<ul style="list-style-type: none"> Output: Systematic process for facility system upgrades with consistent funding mechanism identified 	<ul style="list-style-type: none"> Seismic Project for WFA 90% complete, awaiting ADA improvements until Spring Break for outdoor construction. 		<ul style="list-style-type: none"> Include Capital Forecasting as part of Facility Council's responsibility or make

and upgrades to facilities	<ul style="list-style-type: none"> • Output: Upgrades and/or renovations based on priorities identified • Outcome: 100% completion of yearly funded projects 	<ul style="list-style-type: none"> • Capital Forecasting tool in place for planning of Capital Projects. • APPA model identified; data information for tracking is absent. • Projects identified for 20/21 are either completed or being completed. 		<p>recommendations based on forecasted data.</p> <ul style="list-style-type: none"> • Begin data compilation by breaking information into smaller segments and distribute with Facilities Council. • Continue projects from 20/21 budget cycle
CEP: Reduce manual processes to manage student and payment information from the Enrole system	<ul style="list-style-type: none"> • Output: 80% of non-credit students satisfied with the registration process • Output: Finance, Registration, IT and non-credit units reported satisfaction with the upload process to Banner • Output: Non-credit departments reported having satisfactory functionality and data to adequately promote offerings, track data, discount, analyze, collect payment, and communicate with students in a way that supports enrollment growth and student satisfaction • Outcome: Noncredit students utilize registration system that promotes enrollment growth and good business practices while reducing internal manual processes; determined by the 3 output measures 	<ul style="list-style-type: none"> • Survey of 2019-20 CWT students showed that 80% of registrants were Satisfied or Highly Satisfied with the registration process using Enrole. • Dean participated in “paperless” software task force process. 	 (delayed start)	<ul style="list-style-type: none"> • Work with IT on options beginning Spring 2021.
HR: Increase efficiency of HR processes and satisfaction with HR services	<ul style="list-style-type: none"> • Output: HR areas to transition to electronic processes are identified. • Output: Develop/map of required workflows are developed and mapped. • Output: Electronic/ paperless processes are created. • Outcome: Survey data reflect 70% satisfaction rating of processes. 	<ul style="list-style-type: none"> • Initial HR areas of process enhancement identified. • Required workflows mapped. • HR, jointly with the IT Department, attended initial launch meeting of LaserFiche. 		<ul style="list-style-type: none"> • Complete training with LaserFiche. • Create electronic forms using LaserFiche. • Test processes and train staff. • Develop survey to track satisfaction percentage in areas of efficiencies: ease of use, time savings.

<p>HR: Establish tracking of employee performance evaluations using Banner for administrators' access.</p>	<ul style="list-style-type: none"> • Output: Employee performance tracking module in Banner is activated • Output: Current staff data are entered • Output: User friendly method of data access and communications with evaluators is created • Output: Test focus group conducted and process for user release refined • Output: Survey question to establish satisfaction rate data created • Outcome: Target 75% or higher satisfaction rating 	<ul style="list-style-type: none"> • Employee performance evaluation tracking live in Banner. • Continued work and communication with the IT Department on a weekly basis to streamline the accessibility of data for administrators. • A communication for the test group of administrators created. 		<ul style="list-style-type: none"> • Test Banner tracking of employer evaluations with small administrative focus group. • Send letter to all administration the week of February 15, 2021 describing new Banner tracking process for employee performance evaluations.
<p>BUS: Enhance the College's sustainability by fostering responsible environment supported by data driven decision making</p>	<ul style="list-style-type: none"> • Output: Documentation, tracking, and timeline developed • Output: Resource gaps identified, and planning started to resolve gaps • Output: Emerging financial areas identified, and plans are developed • Outcome: 90% or more of participants understand resource allocation process and deem process fair • Outcome: Fiscal indicators meet benchmarks • Outcome: Reserves meet policy requirements • Outcome: Trend for ending fund balance improved or stabilized • Outcome: 95% of the budgets within budgeted allocations at year end 	<ul style="list-style-type: none"> • Resource allocation process aligned with budget planning process and integrated with budget planning calendar; resource allocation forms developed and made available to campus. • Tuition, fees, and state allocation monitored; focus on enrollment and multi-year budget forecast to address resource gaps. • Cost centers (copier, motor pool, college store, and self-sustaining funds in deficit) under review with consideration of solutions. • Resource allocation information presented to budget managers. • Fiscal indicators completed and compared to the set benchmarks. • Current budget reserves in compliance with policy but don't address capital and strategic reserves on consistent basis due to budget restrictions. • Campus successfully stabilized ending fund balance; monitoring resource gaps and expenditures to hold the position. • Budget manager monitors budgets every quarter with certain areas reviewed every 6 weeks; discussions and communication consistently held with departments that require attention. 		<ul style="list-style-type: none"> • Review and assess. • Develop and administer surveys. • Continue working with divisions/departments to address budgetary concerns. • Develop reserve policy.
<p>BUS: Strengthen quality,</p>	<ul style="list-style-type: none"> • Output: 100 % of existing policies, procedures reviewed and adopted 	<ul style="list-style-type: none"> • All but 2 policies and procedures went through conversion, revision and updates. 		<ul style="list-style-type: none"> • Complete policy conversion.

<p>efficiency, and effectiveness of Business Service operations</p>	<ul style="list-style-type: none"> • Output: Processes revised, and trainings developed and provided as identified in operational plans • Output: 100% of areas with budget responsibilities trained in budgeting and procurement processes • Output: 100% of users with budget responsibility trained • Outcome: Satisfaction for quality of services provided at 90% or above • Outcome: 1% monthly decrease in errors on submitted documentation for processing by outside users • Outcome: Decreased time for processing documentation (90% of A/P is processed within the due deadlines) 	<ul style="list-style-type: none"> • Progress on track for most areas except for Accounting and Finance due to staffing. • Division working on online employee orientation regarding budget and purchasing training. • Budget training provided to all budget managers during budget planning process and as staff onboards. • Accounts Payable tracking data and issues related to timely processing of invoices; follow-up needed to coordinate trainings with departments. 		<ul style="list-style-type: none"> • Recruit and hire qualified staff for vacant, crucial positions. • Work with UCCOnline to complete orientation. • Find way to increase survey responses. • Collaborate with campus on satisfaction surveys. • Create consistent communication for training. • Improve campus members' timely submittal of financial documents for processing.
<p>IT: Enhance efficiency and accuracy via Paperless Campus processes</p>	<ul style="list-style-type: none"> • Output: 95% of faculty, staff, and students transitioned to Microsoft 365 • Output: 90% of G-suite tools transitioned to Microsoft 365 tools • Output: 80% of current paper printing processes transitioned to electronic • Output: Ability to perform e-signature on forms achieved • Output: Video Trainings made available on website • Output: Demand on printer toner & paper reduced by 20% • Outcome: Created access and use of automated processes, plus ability to electronically sign required documents for students and employees • Outcome: Average 4 on 21/22 employee survey regarding paperless process improvements 	<ul style="list-style-type: none"> • The Microsoft 365 project for transitioning campus included as part of UCC private cloud rollout. <ul style="list-style-type: none"> ○ Faculty and staff moved to public cloud and MS 365 at same time. ○ IT working with Microsoft to complete mail server migration into public cloud and to migrate students onto the MS 365 cloud. ○ IT migrating students to MS 365, but not currently moving their email to the public cloud mail server. • First major milestone for transitioning paper processes to electronic forms (with workflow built-in for approvals and storage) completed via signed contract with LaserFiche. 		<ul style="list-style-type: none"> • Develop required training videos • Implement MS Office change for staff & faculty • Transition G-Suite to MS 365 • Implement business process management product • Convert legacy paperless workflows to new product • Transition 80% of paper processes to paperless • Create ability to support e-signature • Implement Office change for students
<p>IT: Single identity access</p>	<ul style="list-style-type: none"> • Output: Banner 9 implemented and working at UCC • Output: All LDAP supported software transitioned to active director • Outcome: 20% reduction in passwords resets, resulting in less complexity for end users 	<ul style="list-style-type: none"> • The Banner 9 implementation prepared and ready to go live; required configuration and testing done; training materials being created. • Infrastructure changed to reduce number of passwords for each user; while this will make it easier for students, faculty, and staff it will 		<ul style="list-style-type: none"> • Implement Banner 9 • Implement required SSO infrastructure • Map applications to active directory groups for security

	<ul style="list-style-type: none"> • Outcome: Average score of 4 on 20/21campus survey for Banner ease of use 	<p>initially create challenge for our students who must reset passwords to allow for this transition.</p> <ul style="list-style-type: none"> • Communication begun to prepare campus for transition; scheduled to implement February 13 – 15. 		<ul style="list-style-type: none"> • Convert applications to LDAP (single sign-on)
<p>IT: Same day posting and registration recognition for the CWT student</p>	<ul style="list-style-type: none"> • Output: <ul style="list-style-type: none"> ○ If integration: Posting of finance journals, registration, and student information prior to start of new business day ○ If Enrole sunset: Ease of community education students able to register for class without additional abandonments on web sites • Outcome: Reduction of 80% (2080 hrs registration + 130 hrs finance) without impacting students registering for classes. 	<p>Project scheduled to begin later in year.</p>		<ul style="list-style-type: none"> • Research Enrole use and capability vs Banner capability • Decide on integration or sunset Enrole • Develop solution • Create communication & implementation plans
<p>ADV: Develop a website that best serves internal and external user needs</p>	<ul style="list-style-type: none"> • Output: By June 2021, compliant, quality, up-to-date webpages with a DCI score of 85% or better • Output: In 2020-21, 75% of campus web editors feel adequately trained to perform this work • Outcome: By June 2022, 70% satisfactory rating on overall web usability survey 	<ul style="list-style-type: none"> • Mass web editor training took place in November; 24 attended. 		<ul style="list-style-type: none"> • Complete Canvas shell that will contain resources for web editors to access post training. • Include web usability in annual campus satisfaction survey
<p>ADV: Create a website that best serves internal and external user needs</p>	<ul style="list-style-type: none"> • Output: 100% of campus operational areas (15 of 15) have streamlined webpages. • Outcome: 2021-22 Outcome: 70% satisfactory rating on overall web usability survey 	<ul style="list-style-type: none"> • Remaining webpages for various operational areas in process of being built; academic division landing pages under construction to house newly produced academic videos and create streamlined access to academic program content. 		<ul style="list-style-type: none"> • Include web usability in campus satisfaction survey
<p>Objective 1.c. Utilize equity lens college-wide in the development and review of policies, practices, services, programming, activities, and resource allocation decisions</p>				
<p>AS: Equity gaps in student success will be reduced July 1, 2022</p>	<ul style="list-style-type: none"> • Output: 80% of the faculty participated in at least one training per term to better understand how to address matters of equity in the classroom and curriculum to lessen the equity gap • Output: Data that measures equity gaps in learning analyzed and evaluated each term 	<ul style="list-style-type: none"> • Provost met with constituents to identify approaches to equity gap issues, impact on student success, and impact on teaching and learning. 		<p>Hold meeting in March with representatives from AS, IDEAL, AVPAS, AVPESS, and IEC to develop a plan for addressing equity gaps issues and training.</p>

	<ul style="list-style-type: none"> • Outcome: For each demographic, the equity gap will be reduced by 25% in two years • Outcome: 75% of faculty and student support personnel participated in training relating to analyzing, evaluating, and using data collected in a meaningful way to address equity gaps issues 			
ESS: Review of key policies and programs with equity lens	<ul style="list-style-type: none"> • Output: 25% of Student Services Policies reviewed and rewritten if necessary • Output: Student satisfaction surveys (establish baseline to determine rate) • Outcome: 3% increase in students' perceptions of UCC being a welcoming campus 	<ul style="list-style-type: none"> • Student Engagement using equity lens to review policies/procedures from College Council. 		<ul style="list-style-type: none"> • Develop plan with small group team to review all BP and AP in ESS.
HR: Create a method to ensure equitable, inclusive employment selection committees without barriers	<ul style="list-style-type: none"> • Output: All selection committee members trained in processes of enhancing diversity, equity, and inclusion • Outcome: At least 70% satisfaction rating in survey results • Outcome: Measurable statistics of enhanced diversity, equity, and inclusion in filling positions at UCC 	<ul style="list-style-type: none"> • Shell created in Canvas to host new employee selection committee training. 		<ul style="list-style-type: none"> • Direct Compliance Officer to work in conjunction with the IDEAL Committee and the Director of HR to establish ad hoc committee to construct training modules. • Create survey in the Canvas shell to track satisfaction percentage data.

SPOC Analysis – Goal 1: Cultivate a healthy and efficient institutional culture			
Progress	Evidence	Collaboration	Next Steps
Progress is absolutely being made here. There are many visual indicators of work happening throughout campus. We need to make sure that the visual evidence of the many projects can be translated into reporting that is demonstrated through writing.	Evidence appears to be light, as the end-of-year survey has yet to be conducted. Many sub goals are listed as relying on this evidence to demonstrate outcomes.	This is an area that demonstrates a significant amount of collaboration. Numerous areas are listed as working together to achieve goals.	There is significant proof that demonstrates forward progress will continue. Multiple areas of operation are working together on significant projects to move the progress dial. This group questions whether we are being pulled in too many directions to be able to achieve numerous competing goals.

Goal 2. Deliver high quality, relevant education opportunities through innovative and specialized academic programming (Institutional Indicators 5, 6, 7, 9, 13)

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

<p>AS: Five new academic programs will be offered at UCC by Fall 2022</p>	<ul style="list-style-type: none"> • Output: Five programs and coordinators identified, in draft form, by December 1, 2020 to impact enrollment • Output: Internal approval process completed June 15, 2021 • Output: External approval processes completed by October 15, 2021 • Outcome: Five new programs marketed, recruited for, and enrolled by Fall 2022 with an enrollment of 20 students per new program 	<ul style="list-style-type: none"> • 16 potential new programs identified for further discussion and research. • Other curriculum / program changes include: <ul style="list-style-type: none"> ○ Expanded NA1 to local high schools ○ Moved second-year of Fire Science program online ○ Moved Criminal Justice online ○ Moved Policy Reserve Academy to CWT ○ Moved Early Childhood Education to hybrid 		<ul style="list-style-type: none"> • Focus potential programs list to include no more than 5-7 new programs. • Complete new and revised program matrix and submit to SLT
<p>ATH: UCC's new academic programs and pathways attract athletes and others</p>	<ul style="list-style-type: none"> • Output: Successful identification and implementation of programs: 1 new program developed and completed through all levels of approval • Outcome: Enrollment in programs: New courses enrolled at 15+ the first time offered 	<ul style="list-style-type: none"> • Small number of courses identified; worked through initial logistics (budget development, state mandates, course identification and impact on financial aid, records, and registration, etc.) of adding winter intercession offerings. 		<ul style="list-style-type: none"> • Continue to work with budgeting, implementation, and exploration of additional paths/programs.
<p>LSS: Reinforce the quality check process for online courses</p>	<ul style="list-style-type: none"> • Output: 2 QC trainings offered • Output: 2 Outcome assessment workshops offered • Output: 85% of faculty incorporated feedback from the peer review checklists • Output: 60 course quality checks completed • Outcome: Satisfaction rates of online delivery increased by 10% (baseline data will be used from 2020 UCCOnline survey) 	<ul style="list-style-type: none"> • UCCOnline presented QC process at 2020 Fall Convocation and created a 2nd cohort of faculty peer reviewers • 17 courses completed for quality check • UCCOnline hosted a remote learning session in winter inservice • Teaching & Learning hosted outcome writing assessment workshop in collaboration with ACSC during winter inservice • WOU contract finalized, instructional designer hired, bi-monthly workshops made available to faculty, 15 Catalyst training seats made available to faculty for both Winter & Spring terms. • eLearning full time position posted. • Teaching and Learning Summit sessions provided for assessment 		<ul style="list-style-type: none"> • Hire FT eLearning Specialist • Develop professional learning communities to serve as mentors in the Catalyst trainings for faculty professional development • Strategize how to efficiently use the GEER funds and CRRSAA funds to promote quality of courses

<p>CEP: Improve student onboarding, monthly tracking systems and instructional experience of the Apprenticeship program</p>	<ul style="list-style-type: none"> • Output: 70% or higher satisfaction of students and training agents • Output: Industry support for new JATC committee expanded by one additional trade by end of 2021-22 academic year • Outcome: Apprenticeship supported by industry and growing • Outcome: Signed JATC/TATC agreements in 2023 and one additional trade offering in development or offered 	<ul style="list-style-type: none"> • Apprenticeship students completed UCC student orientation, registered for classes through Banner, and ordered books online through the college store. • FT Faculty/Program Coordinator hired; began reviewing syllabi, scheduling courses, recruiting new adjuncts, teaching courses, and working on assessment/program quality items. • WorkHands software implemented in January 2021 to allow electronic entry of work hours, reduce tracking errors, provide reporting data, and allow apprentices (and their supervisors) real-time access to view progress. 		<ul style="list-style-type: none"> • Send two annual surveys in late May or early June, one for apprentices and one for employers (training agents) to measure satisfaction of the apprenticeship program and ask suggestions for improvement.
<p>CEP: Create and implement a plan for SOWI viability and determine indicators of success</p>	<ul style="list-style-type: none"> • Output: Business plan developed and approved by Spring '21 • Output: 2020-2022 SOWI Operation plan developed using listening session feedback, analysis, and recommendations • Output: Enterprise fund net revenue increased 5% or more annually • Outcome: Role of SOWI is understood and supported by internal and external stakeholders; measured through outputs and internal/external satisfaction surveys 	<ul style="list-style-type: none"> • Options and recommendations presented to SOWI Advisory Committee Fall 2020. • Presentation on options and next steps made in UCC Board of Education work session in December. • Teach out plan for academics drafted. • Workgroups meeting to 1) develop a business plan for SOWI enterprise operations and 2) compile input on noncredit occupational trainings to meet industry demand. 		<ul style="list-style-type: none"> • Present next step plans to the SOWI Advisory Committee in March 2021. • Communicate decisions and next steps to students, industry and the community

Objective 2.b. Evaluate and implement innovative models of program delivery and content				
<p>AS: Faculty will utilize best practices and innovative strategies in teaching and learning</p>	<ul style="list-style-type: none"> • Output: Title III grant writers meeting held in September 2020 with campus constituents • Output: Plan for teaching and learning center approved by SLT • Output: A mini-term established to focus on accelerated learning • Output: UCC awarded Title III grant • Output: Training Plan developed and communicated to all faculty • Output: 80% of FT & PT faculty articulated and utilized five innovative teaching and learning strategies (remote, online, hybrid and/or F2F) • Output: 80% of faculty noted improvement in the teaching and learning section of course surveys • Output: Components of Title III grant successfully implemented within the time frames established in the grant 	<p>Teaching and Learning Center</p> <ul style="list-style-type: none"> • Need for viable learning commons that will house a teaching and learning hub identified; SLT approved proceeding with Title III grant. <p>Mini-Term</p> <ul style="list-style-type: none"> • Mini-term feasibility discussed. • Courses and faculty identified. • Financial aid and registrar issues addressed. <p>Title III Grant</p> <ul style="list-style-type: none"> • Title III Task Force formed, and grant application coordinator appointed. • Meetings held with Title III consultants • Data being collected and reported as requested by the consultants. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Director of Faculty Development hired in September 2020 to address matters related to faculty professional performance and growth. 		<p>Teaching and Learning Center</p> <ul style="list-style-type: none"> • Work with key people to discuss redesign of the library space. • Determine floor plan and next steps as it relates to the library seismic project. <p>Mini-Term</p> <ul style="list-style-type: none"> • Hold February meeting to discuss roll-out, scheduling, advising, and promotion. • Finalize rollout, scheduling, advising, and promotion plan. <p>Title III Grant</p> <ul style="list-style-type: none"> • Submit in spring and await summer decision. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Produce products and artifacts needed.
<p>LSS: Improve student learning and achievement by aligning guided pathways initiatives with retention and completion efforts, while focusing on part-time students and ethnic/racial groups</p>	<ul style="list-style-type: none"> • Output: 10 courses embedded with tutors • Output: The redesign of library space completed • Output: 70% of faculty trained utilizing technology purchased through the CARES Act • Output: ULO outcome proficiency increased by 10% • Outcome: Fall to Fall Retention rates for PT students and ethnic/racial groups increased by 1%. • Outcome: Completion rates for PT students increased by 10%. • Outcome: 3-yr Completion Target FT – 30%, PT – 15% • Outcome: 6-year completion Target FT – 45%, PT – 25% 	<ul style="list-style-type: none"> • Tutors hired to assist students in math and writing; Smarthinking available 24/7 for students with specific assistance in math, science, writing, business, Spanish, and computer information • Students access tutors via Zoom and Canvas. • Tutors embedded in Anatomy & Physiology and Computer Information Systems classes • Faculty provided iPad training (iPads purchased through the CARES Act Grant) • Student Services completed student achievement rubric assessment • Library computer lab opened to students • Library laptops purchased with CARES Act funds ready for students 2/8/21 • Print books and reserves provided for students and staff in collaboration with Peer Mentors. • Virtual services continued/improved to supplement face-to-face services 		<ul style="list-style-type: none"> • Continue to onboard tutoring and embed into general education courses with high D,F,W rates • Continue with library plans of reopening and supporting student retention and completion

<p>ESS: Develop new dual credit opportunities</p>	<ul style="list-style-type: none"> • Output: At least three new courses offered • Outcome: 5% increase in number of students passing dual credit courses 	<ul style="list-style-type: none"> • New dual credit articulations in biology and education under development. • Current data show decrease in FTE 		<ul style="list-style-type: none"> • Onboard new College Transitions Specialist 2/1/21. • Provide training in processes • Set up articulation meetings • Develop presentations for UCC faculty on dual credit benefits. • Determine interested parties. • Develop marketing materials for students and parents. • Update website with processes and forms.
<p>Objective 2.c. Expand workforce training options that meet the needs of non-degree students, local employers, and industry</p>				
<p>CEP: Remove barriers for non-credit departments to utilize Canvas to deliver hybrid, remote and online courses</p>	<ul style="list-style-type: none"> • Output: 5 courses offered in Canvas by end of 2020-21 • Output: 10 courses offered in Canvas by 2021-22 • Output: Student evaluations showed 90% or higher satisfied/highly satisfied in courses using Canvas • Outcome: Non-credit enrollment numbers sustained during COVID-19 restrictions • Outcome: Online/hybrid courses grew to 33% of total offerings post-COVID 	<ul style="list-style-type: none"> • Short term option for CEP delivery of non-credit classes provided through Canvas. • Three course shells developed and offered via Canvas Winter 2021; three more in development for trainings during spring break. 		<ul style="list-style-type: none"> • Survey students completing Winter classes. • Document internal processes and provide training. /tips for students & instructors. • Continue discussion regarding price and implementation of non-credit options on UCC's Canvas root menu for use by CWT, ABS and possibly SBDC.
<p>Objective 2.d. Enhance applied learning experiences within all degree and certificate programs</p>				
<p>AS: Relationships with high schools and industry partners will be enhanced by 2022</p>	<ul style="list-style-type: none"> • Output: High school relations and program affiliates identified, established, and published in all academic departments literal, website, and so forth • Output: Advisory committee trainings published and held; meeting minutes on file on the appropriate webpage • Output: Community Scholars Program established • Outcome: All five academic departments have at least one high school connection initiative • Outcome: CTE and CEP Advisory committee work increased industry relations by 25% • Outcome: 5 community scholars identified and assigned to each academic department 	<ul style="list-style-type: none"> • Chairs notified faculty to have at least one ongoing high school partnership for programs in their respective areas; ~ 50% accomplished. • Advisory committee meetings held by some of programs. • College Transitions Specialist position filled February 1 and work will resume to secure high school connections-based programs, courses, recruitment, etc. • Community Scholars program being planned and will be discussed Provost Council. • Dean of CEP strengthened relationships with the Apprenticeship advisory committee. 		<ul style="list-style-type: none"> • Hire Director of CTE • Develop plan with Advancement and department chairs for implementing Community Scholars program • Facilitate conversations between High School Connections Coordinator and program coordinators

<p>ATH: UCC's Community Service/Partnering Program has grown and improved</p>	<ul style="list-style-type: none"> • Output: By June 2021, 5% increase in service hours, number of activities, and numbers of people served (all 3 areas) • Outcome: By June 2021, 65% satisfaction of organizations served 	<ul style="list-style-type: none"> • Because of COVID-19, majority of our established community service events unable to move forward; different activities substituted but cannot be fully realized with COVID restrictions. 		<ul style="list-style-type: none"> • Investigate new ways to serve
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SPOC Analysis – Goal 2: Deliver high quality, relevant education opportunities through innovative and specialized academic programming			
Progress	Evidence	Collaboration	Next Steps
<p><i>Objective 2a. Streamline, strengthen, and expand academic programs</i></p> <ul style="list-style-type: none"> • New programs on track; only one term behind original timeline goal • Budget processes underway for objective 2.a. • AAOT flightpaths are underway • FT faculty program director for apprenticeship is hired • Many satisfaction rates have increased in objective 2.a. indicating significant progress • Development for teach-out plans as necessary • New business plans for SOWI in progress but not yet complete 	<p><i>Objective 2a</i></p> <ul style="list-style-type: none"> • New/revised program template created/completed for all departments • Data supports AAOT progress that has been made • Alignment of online courses and Learning Management System (LMS), Canvas • Financially supported trainings to engage in quality matters • Apprenticeship director closely monitors instructional quality; completes assessment of programs/courses • Priority meetings scheduled for continued SOWI conversations and planning 	<p><i>Objective 2a</i></p> <ul style="list-style-type: none"> • Provost/chairs continue collaboration • Campus-wide communications between classified, faculty, administration for current program revision needs/new programs • Increased/improved communication between staff/students, improved methods for orientation, registration, book purchases, and more • Communication with advisory committees for vital feedback 	<p><i>Objective 2a</i></p> <ul style="list-style-type: none"> • Continue pursuing next steps for new/revised courses and programs • Continue budget processes necessary for new/revised courses and programs • Provost to present proposed new courses/programs to President, then to SLT • Promote ongoing communication with industry partners, advisory committees, campus teammates, and students for best outcomes • Support data-driven work and data collection for continuation of sound decision making

<p><i>Objective 2b. Evaluate and implement innovative models of program delivery and content</i></p> <ul style="list-style-type: none"> • On track with hiring of Director of Faculty Development • Processes/goals in place for enhancing approach to faculty development (teaching and learning initiatives) • Development of faculty performance evaluations in line with quality teaching/learning for improved pedagogy and best practices • Increased attention on PT students, ethnic/racial groups, and guided pathways • Dual credit development slightly off track due to going without necessary college transfer specialist position (and COVID-19 did not help the situation) 	<p><i>Objective 2b</i></p> <ul style="list-style-type: none"> • Online infrastructure being built between Director of Faculty Development and LMS team • Paying close attention to early momentum data, DFW data, advising • ABS courses were converted to online out of necessity 	<p><i>Objective 2b</i></p> <ul style="list-style-type: none"> • Continued communication if progress between Provost, Director of Faculty development, Assistant VP, faculty, HR, LMS team, Student Services, and others as needed • Multifaceted approach for increased student retention and increasing student accessibility between flightpaths/advising teams/faculty; meetings continue 	<p><i>Objective 2b</i></p> <ul style="list-style-type: none"> • If Title III recipients, development of a true learning commons with library services, teaching hub, and more • Recommendation noted due to COVID-19's rapid technology changes/needs have revealed the need for an Instructional Technologist. In addition, areas with large gaps in learner-centered teaching would greatly benefit from an Instructional Technologist's support. Will struggle to get to the next level without specialized support
<p><i>Objective 2c. Expand workforce training options that meet the needs of non-degree students, local employers, and industry</i></p> <ul style="list-style-type: none"> • Required by the state • Issues with advisory and apprenticeship are improving 	<p><i>Objective 2c</i></p> <ul style="list-style-type: none"> • New Dean has vastly improved communication; has strengthened community partnerships • Improved student evaluations 	<p><i>Objective 2c</i></p> <ul style="list-style-type: none"> • New Dean, community/industry partners, employers • LMS team, students 	<p><i>Objective 2c</i></p> <ul style="list-style-type: none"> • Continue to rebuild/create new partnerships • Continue increasing number of courses offered on LMS system
<p><i>Objective 2d. Enhance applied learning experiences within all degree and certificate programs</i></p> <ul style="list-style-type: none"> • High school (HS) connections/partnerships are identified or underway for all academic departments • HS programs/courses are either being enhanced or are new (proposed to Provost) • Community service is significantly off track due to pandemic 	<p><i>Objective 2d</i></p> <ul style="list-style-type: none"> • Majority of chairs have completed requests for new/enhanced HS partnerships • Many meetings/activities to enhance community 	<p><i>Objective 2d</i></p> <ul style="list-style-type: none"> • Provost and chairs • Chairs to program directors/coordinators, faculty, students, community • Advisory committee feedback 	<p><i>Objective 2d</i></p> <ul style="list-style-type: none"> • Meeting continue as able through COVID-19 • Continue to collaborate as listed above • Continue to communicate with community service partners as able, resume

	<p>service/partnership have been postponed</p>	<ul style="list-style-type: none"> • Communication with community service partners continues as able, and will resume as COVID-19 restrictions subside 	<p>quality communication after pandemic</p>
<p>Conclusion: Of the eleven areas for Goal 2, only two were “slightly off track.” One area (community service/partnership) was “significantly off track.” Our group is impressed with the progress made thus far and is confident that once COVID-19 restrictions ease, the “significantly off track” area will be easy to amend. We also noted that the off-track areas are at no fault of the assigned teams. UCC employees have gone above and beyond with their drive to do all that is possible with limited human resources, increased workloads, and funding shortfalls. As shared during the SPOC meeting, the strategic plan belongs to UCC and was created for UCC. We are using the plan accordingly, monitoring progress and evidence, and adjusting the plan as needed.</p>			

Goal 3. Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce (Institutional Indicators 1, 2, 3, 4, 8, 9)

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

<p>ESS: Enrollment of diverse student population will stabilize</p>	<ul style="list-style-type: none"> • Output: At least 100 workshops, presentations and events held annually • Output: Applications increased by 2% • Output: Conversion rate increased by 2% • Output: Calendars template implemented by staff • Output: Plan developed for 5 low-enrolled programs • Output: Enrollment increased in targeted low-enrolled programs by 10% • Output: 5% of recruit-back list enrolled in a class at UCC • Outcome: Enrollment increased by 5% 	<ul style="list-style-type: none"> • New enrollment events implemented; on track to meet goal of 100 annually. • Nine program specific virtual events have been held: • Student Services collaborated on creation of workshop calendar and Canvas shell to coordinate events, shared calendar with C&M. • Admits enrolling at lower rate than last year; difficult to calculate COVID influence. • Low Enrolled Program Plan under development regarding marketing, enrollment events, enrollment outreach and special applications; faculty submitted key timeframes for each program; ESS working with dental assisting to pilot the recruitment plan timelines; recruitment office attending welding classes to share information various resources. • Possible list of students identified for Recruit Back program. 		<ul style="list-style-type: none"> • Complete Low Enrolled Plan with calendar for implementation. • Work with faculty to improve website content through the eyes of a prospective student • Continue to offer workshops (virtually and eventually in-person) for incoming and current students. • Develop Recruit Back Plan
<p>ATH: UCC's student participation in athletics has increased</p>	<ul style="list-style-type: none"> • Output: Increased number of opportunities for participation by 25 spots by January 2022 • Outcome: Each team roster at 95% capacity or greater by January 2022 	<ul style="list-style-type: none"> • Higher numbers realized this fall, despite the negative impact of COVID; increases are highly likely moving forward with addition of eSports and Women's Soccer. 		<ul style="list-style-type: none"> • Continue to work on all factors that come into play for increasing numbers. • Continue to search for new and innovative ways to recruit, house and retain student athletes.

Objective 3.b. Improve registration and advising processes to support students' academic and career pathways

<p>ESS: Improve student onboarding processes</p>	<ul style="list-style-type: none"> • Output: Initial Area of Study website completed and subpages for each house developed with degrees and certificates linked • Output: Paper and SSB apps revised • Output: At least 75% of transfer students identified a house 	<ul style="list-style-type: none"> • Draft of the Areas of Study website developed; draft of all degrees and certificates for the sub-page prepared; team working to get the transfer area content pages updated with live links. • Admissions implemented new process of calling all new applicants within three days to greet them, ensure their degree choice, and direct them to resources. 		<ul style="list-style-type: none"> • Go live with Areas of Study website and subpages by 6/30/21 • Revise applications to align with the new Areas of Study by 6/30/21 • Achieve 75% transfer students with targeted house by 6/30/21
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	<ul style="list-style-type: none"> • Outcome: 5% Increase in number of students retained and on track in their program of study 	<ul style="list-style-type: none"> • 70% of Winter 21 transfer students identified a house or specific transfer degree. 		<ul style="list-style-type: none"> • Develop method to track retention term by term.
ESS: Streamline advising system	<ul style="list-style-type: none"> • 75% of full-time faculty received a caseload of at least 10 students by winter term 2021 • Advising checklist printed and online • EMM rates increased: <ul style="list-style-type: none"> ○ Completed college math in year 1: 14%; Year 2: 20% ○ Completed college English in year 1: 35%; Year 2: 45% • Earned 36+ college credits in year 1: 14%; Year 2: 20% • Outcome: 5% increase in number of students retained and on track in their program of study 	<ul style="list-style-type: none"> • Monthly meetings with partner advisors implemented fall 2020. • Canvas advising trainings for partner and faculty advisors improved fall 2020. • Advising workshops for partner advisors started; faculty workshop planned starting winter term. • Two virtual student workshops planned for winter 2021 on using DegreeWorks. • Process for pulling reports in AdvisorTrac and SurveyTrac being researched. • Staff advising checklist developed; student advising checklist in draft form. • Flightpaths being reviewed for math and writing offerings in first two terms. • Electronic system to record SAPs under development. • Planning in progress for spring advising. • 71% of full-time faculty have a caseload of students; 18% have 10 or more students. 	●	<ul style="list-style-type: none"> • Complete student advising checklist and publish online; include in response when setting up appointment. • Develop system to smoothly transfer student to faculty advisor. • Develop structured plan after appeal. • Evaluate advisor caseloads; make changes as needed. • Research group advising. • Develop advising procedure on math and writing in the first two terms.
ESS: Improve transfer resources	<ul style="list-style-type: none"> • Output: Transfer plan developed and approved • Output: At least 5 transfer workshops implemented • Output: Transfer Tracking system developed • Outcome: 3% increase of students transferring 	<ul style="list-style-type: none"> • Three transfer workshops developed with two offerings each during winter term. • New transfer website live. • Transfer students notified of Transfer Days and new transfer resources. 	●	<ul style="list-style-type: none"> • Develop written transfer plan. • Develop transfer tracking system.
ADV: Develop website and marketing materials that support clear pathways to explore academic programs	<ul style="list-style-type: none"> • Output: 100% of all academic programs structured into 9 houses by 6/21 • Output: 100% of houses have color-coded rack cards by 6/21 • Output: 100% of Houses have an intro video by 6/21 • Outcome: 70% satisfactory rating on overall web usability survey questions in June 2022 	<ul style="list-style-type: none"> • Color coding for 9 academic houses approved. • Guided Pathways sections of the UCC website, using the approved colors, under development; design work 75% ready. • New rack card prototype developed using approved 9-house colors. • Two division profile videos (STEM and Arts & Humanities) produced (2 of 6); third profile video shot and currently in editing (3 of 6). 	●	<ul style="list-style-type: none"> • Meet with the Guided Pathways team for input (end of January); take recommendations to SLT for approval (in March).

Objective 3.c. Ensure that all students have equitable access to learning and to academic support services to successfully complete programs				
<p>AS: Developmental education pedagogical practices will be integrated into the General Education curriculum by the end of Fall 2021</p>	<ul style="list-style-type: none"> • Output: Plan and cost analysis approved by 01/08/21 • Output: Faculty workshops held during winter and spring terms with 25% participation rate • Output: 6 courses and faculty are identified with a pilot held in Spring term • Outcome: New dev ed model implemented into six selected gen ed courses • Outcome: Dev ed course numbers are reduced by 50% each term • Outcome: Cohort of students progressed through six classes with a 75% pass rate 	<ul style="list-style-type: none"> • A developmental education model, I-Best, researched and identified as potential model to adopt as part of the Dev Ed Redesign initiative; budget being developed and will be finalized by 4/5/21. • Target date changed to Spring 2022 for full implementation, instead of Fall 2021. 	 based on new develop-ments and adjust-ments due to COVID	<ul style="list-style-type: none"> • Develop budget • Schedule, promote, and hold faculty workshops • Work with AVPAS, CAO and DFD to write article about the I-Best model at UCC. • Identify and pilot Fall 2021 gen ed courses that have a high D,F,W rate
<p>LSS: Implement a new development education model aimed at accelerating successful completion of college-level math and English with a focus on part-time students and ethnic/racial groups</p>	<ul style="list-style-type: none"> • Output: Self-placement practices reviewed • Output: 3 pre-college level courses transitioned to Adult Basic Skills • Output: 60 students completed the math studio lab • Output: Summer bridge participation increased by 10% • Outcome: 10% increase in Key Performance Indicators of early momentum metrics for college level math, English, and both in year one for part time students and ethnic/racial groups 	<ul style="list-style-type: none"> • WR095 and RD090 will be taught with Adult Basic Skills (ABS) beginning Winter 2021 as non-credit courses. • Math Studio Lab began Fall 2020 with 12 students enrolled, Winter 2021 enrollment improved to 19 students. • Summer bridge offered as a result of the Gear Up grant • Data for 2019-20 pulled for all courses below college level; needs to be analyzed and next steps determined • Equity gaps in student success meeting occurred 11/30/20 • Early Momentum Task Force analyzing data to determine next steps; faculty joining and eventually leading strategies to improve math/writing completion 		<ul style="list-style-type: none"> • Develop a task force to address the developmental redesign that includes ABS, faculty, advising • Develop a budget by April • Pilot the IBEST model Fall 21
<p>ESS: Increase participation in Student Engagement activities</p>	<ul style="list-style-type: none"> • Output: Engagement plan developed • Output: 10% Increase of student participation in student engagement activities • Outcome: 80% of students participating in student engagement activities valued activity and were more connected to UCC 	<ul style="list-style-type: none"> • Official plan has yet been started. • RIVER HAWK Support Events launched; reflects reflect work done collaboratively by several stakeholders that ouch on many aspects of wellness model. 		<ul style="list-style-type: none"> • Identify where currently planned activities fit into model and where gaps exist. • Introduce model to a small initial team and identify other stakeholders/ partners. • Modify original timeframe for implementation of plan.

<p>IT: Create classrooms and offices without barrier “walls”</p>	<ul style="list-style-type: none"> • Output: 300+ students adopted new technology • Output: Adoption rate of virtualization by faculty & staff > 50% • Outcome: Score of 4+ on 20/21 technology satisfaction survey, indicating expanded access that enhances teaching, learning, and work success 	<ul style="list-style-type: none"> • 22 classrooms updated to become smart classrooms with cameras, audio, and microphones; provide additional remote possibilities for distance learning. • Additional technology for faculty configured and distributed; training began with faculty for use of additional technology in instruction. • Configuration of UCC’s private cloud completed and accessed by students; transitioning staff and faculty from physical PCs to virtual PCs in cloud. 		<ul style="list-style-type: none"> • Train faculty / staff on virtual P’s • Train faculty on use of smart classrooms • Survey to measure satisfaction and adoption rate.
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SPOC Analysis – Goal 3: Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce			
Progress	Evidence	Collaboration	Next Steps
<p>We see a lot of work being done and assume progress is underway, but it is too early to see if the work will have an impact on the desired outcomes.</p>	<p>We would like to see more of the evidence to demonstrate progress (enrollment events, conversion rate, athletics). Real percentages are very helpful (outputs and progress).</p>	<p>It is important to also report out this progress, so everyone knows what is going on. That will help address progress, evidence, and collaboration.</p>	<ul style="list-style-type: none"> • Next steps need specifics and dates • If it is slightly off track, why? Could we have a location to put that information? What part is off track? Maybe use a ranking system, like 3/5 complete. • With change in target dates on Dev Ed, do other dates also need to be clearly changed? Is it really on track? What are the COVID impacts? Two different things are underway: the plan is being developed and then it is being implemented. • Student Engagement: Definite progress is being made, but it is not clear if it is actually met or is there additional planning needed. Need dates. • IT: include dates of progress; more detail on what slightly off-track means (for all areas-some areas are done and others aren’t done yet).

Goal 4. Enhance integration of the College with the community (Institutional Indicators 11, 12)

Objective 4.a. Create an alumni relations program

<p>ADV: Enhance Donor Relations/ Support connections with the community via improved alumni relations</p>	<ul style="list-style-type: none"> • Output: 20% increase in alumni spotlight stories • Output: 20% increase in alumni database contacts • Outcome: By June 2022, 10% of alumni database contacts actively connected to the college through donor relations, classroom speakers, or other campus initiatives 	<ul style="list-style-type: none"> • On track to meet alumni story goal of 8 for 20% increase; so far, 2 stories have been produced. • Increase in alumni database contacts has been slowed due to UCC Foundation staffing; recent hire of Administrative Assistant will help. 		<ul style="list-style-type: none"> • Continue with forward progress.
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Objective 4.c. Develop more relationships with business and industry to enhance workforce learning opportunities

<p>CEP: Implement methods to measure business and industry satisfaction with CTE and CEP graduates and completers, and use data with advisory committees to determine need for new programs</p>	<ul style="list-style-type: none"> • Output: Guide available by Summer 2022 that outlines the framework for implementing new programs at UCC • Output: Two business/industry success stories promoted via the UCC web and social media annually • Outcome: Newly developed satisfaction rate/metrics sustained or increased • Outcome: 80% of business and industry reps satisfied with graduates and completers • Outcome: 80% of business/industry reported likelihood of sending employees for training and to hire graduates 	<ul style="list-style-type: none"> • Funds allocated through Perkins to support this project • Work on this tactic has not progressed due to the departure of the Director of the Woolley Adult Education Center who was also serving as the Perkins/CTE Coordinator. 		<ul style="list-style-type: none"> • Resume work on this project when CTE Director is hired.
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SPOC Review – Goal 4: Enhance integration of the College with the community

Progress	Evidence	Collaboration	Next Steps
<p>Overall progress on this goal has been significantly impacted by the lack of staffing in CEP and Advancement. Progress is being made on alumni story production because this portion was shifted from the UCC Foundation to the Office of Advancement.</p>	<p>Light to none.</p>	<p>Story production requires collaboration.</p>	<p>There is current hope that people in the hiring pipeline will be in place to help ensure this work is carried out</p>

Strategic Priority Progress

#	Strategic Priority	II*	SP*	Status	Notes
1	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations.	5, 6, 7, 9, 13	2 a, b		New programs being identified; AAOT flightpaths developed, faculty leadership provided for Apprenticeships; online course quality being improved through quality checks and professional development; chronically low-enrolled programs and courses being examined; early momentum and DFW data being examined; instructional technology improved
2	Implement guided pathway strategies through cross-campus partnerships.	1, 2, 3, 4, 8, 9	3 a, b, c		New recruitment/enrollment events planned; flightpaths identified and web page development underway; advising processes and trainings developed; division and program videos in production; dev ed model under consideration; new approach to dev ed math and writing implemented; summer bridge offered
3	Expand and diversify recruitment and retention through cross-divisional initiatives.	1, 2, 3, 4, 8, 9	3 a, b, c		Virtual recruitment events held; calendar of events developed and shared; strategies for improving enrollment in low-enrolled programs implemented; athletic programs expanded; flightpaths identified; increasing number of students identifying courses of study; more faculty engaged in advising; transfer workshops and resources provided; equity data under examination; technology improvements for students and faculty
4	Enhance diversity, equity, and inclusion across all campus operations and services.	8	1c, 3c		Equity gaps in student achievement and learning under examination; equity lens being applied to policies and practices; DEI included in new employee online orientation
5	Integrate College programs and services with community agencies, schools, business, and industry. <ul style="list-style-type: none"> Focus on service, service learning, workforce partnerships (CEP, CTE), etc. 	11, 13	2 c, d 4 c	 to 	New structure of CEP with dean oversight has improved relationships and communication; academic departments have identified high school partnership expansion; alumni stories continue to be developed; other opportunities stifled by conditions imposed by COVID-19 restrictions

6	<p>Enhance efficiencies and effectiveness of targeted cross-campus processes and services:</p> <ul style="list-style-type: none"> • Moving to paperless, to include workflow and document storage • Creating a unified system of record, to address registration and billing • Onboarding and training employees 	12	1b		<p>Major strides made in efficiencies; paperless process under development with new LaserFiche contract; unified registration scheduled for work in spring; new onboarding of employees developed through campus-wide collaboration and ready to be deployed in February</p>
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**II – Institutional Indicators; SP – Strategic Plan Goals and Objectives*

Mid-Year Progress Successes and Challenges

1. Major Successes: Brief descriptions/highlights of exciting/significant advances in planned tactics

Academic Services (AS)

- All five tactics have been started with significant progress made in all areas.
- Robust academic discussions have taken place for the first time, allowing for leaders to envision new possibilities for advancing the college.

Advancement (ADV)

- UCC website revamp project: Significant progress has been made. We have worked with an independent graphic designer to create the Guided Pathways (GP) sections of the UCC website, using the approved colors. Design work is 75% ready and will be shared with the GP team soon. Additionally, the Marketing Technologist has been working with the Communications Council to forward a recommendation for a new website template. This work is expected to be shared with SLT in March.
- Upgraded marketing assets: A new rack card prototype has been developed using approved 9-house (GP) colors and two division profile videos (STEM and Arts & Humanities) have been produced (2 of 6); a third profile video has been shot and is currently in editing (3 of 6). Our Special Events Assistant has been temporarily deployed to build out division landing pages (there are 6) that will house the new videos and create streamlined access to academic program content.
- A mass web editor training took place on Thursday, Nov. 19, 2020; 24 attended, 7 filled out survey. A Canvas shell is being built that will contain resources for web editors to access post training.

Athletics (ATH)

- We have moved closer to completion with the addition of some winter intercession courses, along with identifying possible new flight paths. This will increase our ability to serve students. We have successfully introduced two new sports and have developed facilities and begun competing and practicing. We also have added some new facilities and new student athletes.

Business Services (BUS)

- We consistently look at the sustainability of the College. Although it has been difficult to manage the campus with the restrictive resources and anticipated cut in state revenues, we are able to stabilize the financial position and meet the reserve compliance according to the policy as well as meet most targets set by fiscal indicators (aging fixed assets remain a large concern for the College).
- Resource allocation model is put in place and is aligned with the budget planning process and strategic priorities.
- Almost all the existing policies and procedures went through the conversion process.

Community Education & Partnerships (CEP)

- Through discussion with uconline and Danielle Haskett, a short-term option was selected to begin offering more flexible shells through Canvas for non-credit classes.

- Apprenticeship Successes include 1) forward progress by Facilities on creating a machine shop space in Lockwood Hall, 2) launching WorkHands tracking software for apprentices and 3) hiring a FT faculty who already has made a positive impact on apprenticeship instruction and UCC requirements.

Enrollment and Student Services (ESS)

- Transfer advisor, website and workshops have been implemented.
- Faculty advising roll out going well, partner advising team meetings implemented
- Clear advising messages developed with calendar template. CANVAS shell updated.
- Student Engagement workshops developed and marketed to students.
- Low Enrolled Program plan started (data gathered; feedback collected)

Facilities (FAC)

- Seismic Project for WFA 90% complete, awaiting ADA improvements until Spring Break for outdoor construction.
- Capital Forecasting tool in place for planning of Capital Projects.
- Painting campus buildings was nearly completed over the summer. We hired four temporary summer employees to paint nearly every building on campus. The Bonnie Ford Center and Tap^hòyt^ha' Hall were the exception and will be picked up on the next painting cycle.
- Victory Builders was selected to perform construction of UCC memorial. This project is 98% complete, we're anticipating the remaining items to be completed in the month of February or as weather permits.
- During routine maintenance it was identified there was a leak under the PE Complex.
 - The leak was identified to be under the entrance leading into the back doors of the complex 12' deep.
 - The decision was made to abandon the underground domestic hot water line and reroute it overhead throughout the four-building complex. This brings the domestic water lines to be rerouted alongside of a previous repair to the 4 pipe heating supply lines.
- Strategic Energy Management outcomes for 2020 are modeled based on a cumulative sum of expected use and actual usage (with closures related to COVID pre considered and not part of the avoided costs). UCC SEM Executive Summary reflects \$60,869.12 in avoided energy costs and our team earned \$10,327.68 in incentives from the Energy Trust of Oregon.

Human Resources (HR)

- Employee performance evaluation tracking is now live in production Banner. The Banner database tracking of employee performance evaluations will make annual planning of employee evaluations readily accessible and will help streamline the process. A letter will be sent to administration test group the week of February 1, 2021 describing the new evaluation tracking process, and its benefits. The target date to launch the tracking system to all administrators is February 15, 2021.
- Work continues on the Online New Employee Orientation program. All employees have been invited to review the program and asked to submit comments, corrections, additions, etc., prior to going live for new hires in February, 2021. Selected new employees have been asked to be a test group for the new online orientation and positive feedback has been received.
- Human Resources has taken steps forward in achieving paperless processes and are on track to begin training using Laser Fiche to create electronic documents and paperless processes.

Information Technology (IT)

- Paperless campus – We have completed the demonstrations of various software platforms and the team selected Laser Fiche for our business processing management software.
- Classrooms without walls – We have received, configured, and given the library 100 student laptops for loan. We have also completed all 22 smart classroom implementations. Faculty have also received iPads plus accessories to enhance their capability for remote teaching.

Institutional Effectiveness (IE)

- Successful completion of ad-hoc report
- Publication of the Mission Fulfillment and Institutional Effectiveness Annual report
- Publication of the Institutional Indicators Annual Data report

Learning Support Services (LSS)

- Used CARES Act grant to partner with instructional design team at WOU.
 - Instructional designer works 20 hours per week helping faculty create quality online courses.
 - Catalyst online course offered to faculty during Winter and Spring Terms – course for winter term nearly full. Catalyst is a collaborative program that brings faculty together to explore the intersection of technology and pedagogy while jumpstarting course design for their Canvas courses.
- Library lab opened to students on January 4, 2021 for 52 hours per week.

2. Challenges: Biggest challenges faced related to completing tactics**Academic Services (AS)**

- Time constraints of key academic leaders/CBA issue
- Too many initiatives requiring focus and attention

Athletics (ATH)

- COVID-19 has limited our ability to recruit student athletes as successfully as we have in the past. It has also hampered our ability to serve the community as frequently as we had planned. Both challenges should go away and allow us to continue with positive progress by early Fall of 2021

Business Services (BUS)

- The biggest challenges are the staff turnover and poor pool of qualified candidates available in the area. We have lost the critical position lead in the Accounting and Finance department (Director of Accounting and Finance position has been vacant since August). We also received a resignation in the same department for the position of the Accountant -Students Accounts. The College is actively recruiting to fill the positions but it is taking a long time to find qualified candidates. Additionally, we had a reduction of one FTE in Accounting and Finance department at the beginning of the year when another staff resigned to seek other employment opportunities. We are actively seeking temporary help to fill operational gaps.

Community Education & Partnerships (CEP)

- The departure of the ABS Director/CTE Coordinator has significantly slowed work on implementing measures for industry satisfaction and creating metrics for new programs.

Enrollment and Student Services (ESS)

- Staff turnover has affected several components in the tactical plan, in particular dual credit growth and embedding career coaching fully in the onboarding process.
- COVID-19 has impacted dual credit delivery and students enrolling in those courses.
- Working to get more involvement in EMM work.

Facilities (FAC)

- Alignment with Academics for master planning of a systematic approach to building upgrades and remodels as part of the budgeting and planning process.
- Continuing to prioritize deferred maintenance needs with cost effective projects with the greatest impact.
- Managing several projects at one time while maintaining day to day activities and workloads.
- It will be a challenge to find savings within the organization related to energy savings as we've had significant savings for 6 years and we're to the point where finding savings will be much more difficult to realize.

Human Resources (HR)

- The Office of Human Resources continues to be challenged with staffing needs to have the time to dedicate to creating new processes and moving tactical initiatives forward. Target dates of completion were re-examined and updated to obtainable timeframes. Additionally, the tactics were reviewed and streamlined to be achievable.
- The world-wide pandemic (COVID-19) has increased the workload for the HR Department and has negatively impacted the availability of time for staff to dedicate to tactical projects.
- Funding is always a challenge for community colleges and is a challenge we continue to overcome to move the departments tactical initiatives forward.

Information Technology (IT)

- Change management is the biggest issue. As we make changes with technology, features, and new products the expected communication, amount of communication, and training requested is greater than expected. At this time I have not been able to identify if it is due to so many people working remote or if the issue is that everyone gets so engaged with their area that people lose focus on what is happening around them. I am now starting to join faculty / staff team meetings as a guest to talk about IT and the upcoming changes along with our current e-mail updates and Umpqua Updates.

Institutional Effectiveness (IE)

- The Director of IE position was vacant between March of 2020 and January 2021. Even so, measurable progress was made on many IE operations/tactics.

Learning Support Services (LSS)

- The reduction in force that was implanted during the Summer of 2020 has impacted staffing and the progress of outcomes
- Data relating to outcome achievement is ran at the end of the academic year, unable to report on progress at this time
- Title III eligibility application hasn't opened, and the data pull has been challenging due to the tight timeline
- Challenged with developing a taskforce to address the developmental redesign

Summary of Success – SPOC – 2/12/21 (Major points worthy of press release)

- Significant progress has been made on the UCC website revamp project. We have worked with an independent graphic designer to create the Guided Pathways (GP) sections of the UCC website. Design work is 75% ready and will be shared with the GP team soon. Additionally, the Marketing Technologist has been working with the Communications Council to forward a recommendation for a new website template. This work is expected to be shared with SLT in March.
- The resource allocation model is in place and aligned with the budget planning process and strategic priorities.
- Apprenticeship successes include 1) forward progress by Facilities on creating a machine shop space in Lockwood Hall, 2) launching WorkHands tracking software for apprentices and 3) hiring a FT faculty for Apprenticeship, who has already made a positive impact on apprenticeship instruction and UCC requirements.
- Strategic Energy Management outcomes for 2020 are modeled on a cumulative sum of expected use and actual usage (with closures related to COVID pre-considered and not part of the avoided costs). UCC SEM Executive Summary reflects \$60,869 in avoided energy costs and our team earned \$10,327 in incentives from the Energy Trust of Oregon.
- Two athletic programs were successfully added.
- Despite COVID-19, each department made strides in reducing costs to help off-set enrollment challenges.
- Major discussions are continually underway in Academic divisions regarding institutional effectiveness.
- Online new employee orientation goes live this month.
- Classrooms without walls – We have received, configured, and given the library 100 student laptops for loan. We have also completed all 22 smart classroom implementations. Faculty have also received iPads plus accessories to enhance their capability for remote teaching

Summary of Challenges – SPOC – 2/12/21 (Recommendations to President)

- Too many initiatives require focus and attention. Narrow down/streamline processes, run cycles based on activities not on annual basis, find places that work is being duplicated, and prioritize goals that can be attained with current resources.
- Staffing challenges include retention, turnover, inability to fill positions, and lack of professional development. Survey staff's needs for professional development, bring back professional development during convocation, increase active pools of qualified applicants, increase skills of existing employees to fill roles, and work on a competitive pay scale

- Funding is always a challenge for community colleges and is a challenge we continue to overcome to move tactical initiatives forward. Use resource allocation to put funds towards supporting the strategic plan, tap external stakeholders to support programs and initiations (such as what happened in Nursing), invest in technology for some processes, provide internal training, and right-size for the future.
- COVID-19 has limited our ability to recruit student athletes as successfully as we have in the past. It has also hampered our ability to serve the community as frequently as we had planned. Both challenges should dissipate and allow us to continue with positive progress by early Fall 2021. What is your plan moving forward if something similar were to happen in the future? Keeping protocol at the ready, what worked well before?

Strategic Plan Alignment with NWCCU Standards

UCC 2018-2021 Strategic Plan Goals and Objectives			NWCCU Standards
Goal	1	Cultivate a healthy and efficient institutional culture	Mission 1.A.1 Governance 2.A.1-2.A.4 Academic Freedom 2.B.1-2.B.2 Institutional Effectiveness 1.B.1-1.B.4 Student Learning 1.C.1-1.C.9 Student Achievement 1.D.1 -1.D.4 Student Support Resources 2.G.1-2.G.7 Library and Support Resources 2.H.1 Physical/Technology Infrastructure 2.I.1 Policies and Procedures 2.C.1-2.C.4 Resources Allocation 2.E.1-2.E.3 Institutional Integrity 2.D.1-2.D.3 Human Resources 2.F.1-2.F.4
Objective	a	Develop and continue to promote a positive campus culture that welcomes and respects all students, employees, and visitors	
Objective	b	Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus operations	
Objective	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	Mission 1.A.1 Student Achievement 1.D.1-1.D.4 Student Learning 1.C.1-1.C.9 Student Support Resources 2.G.1-2.G.7 Policies and Procedures 2.C.1-2.C.4 Institutional Integrity 2.D.1-2.D.3 Institutional Indicators 1.B.1-1.B.4
Objective	a	Streamline, strengthen, and expand academic programs	
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	Mission 1.A.1 Student Learning 1.C.1-1.C.9 Student Achievement 1.D.1-1.D.4 Policy and Procedures 2.C.1-2.C.4 Institutional Integrity 2.D.1-2.D.3 Institutional Indicators 1.B.1-1.B.4 Library/Information Resources 2.H.1 Physical/Technology Infrastructure 2.I.1
Objective	a	Expand and re-envision enrollment efforts to reach a wide range of students	
Objective	b	Improve registration and advising processes to support students' academic and career pathways	
Objective	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	Mission 1.A.1 Governance 2.A.1-2.A.4 Financial Resources 2.E.1-2.E.3 Institutional Effectiveness 1.B.1-1.B.4 Institutional Integrity 2.D.1-2.D.3 Policies and Procedures 2.C.1-2.C.4 Physical/Technology Infrastructure 2.I.1
Objective	a	Create an alumni relations program	
Objective	b	Establish UCC as the top Douglas County venue for cultural events and athletic competitions (suspended for 2020-2021 due to COVID-19 restrictions)	
Objective	c	Develop more relationships with business and industry to enhance workforce learning opportunities	

Two-Year Extension of 2018-2021 Strategic Plan

STRATEGIC PLAN EXTENSION - Recommendation from SPOC Sub-Committee and SLT - December 9, 2020

UCC's Strategic Plan was designed for a three-year period, 2018-2021. In Summer 2020, during the preparation of tactical plans for 2020-2021, a decision was made to extend the current strategic plan for an additional two years.

Factors contributing to the decision to extend the plan.

1. The plan's implementation did not begin until midway through the 2018-2019 year.
2. The restrictions resulting from the COVID-19 pandemic, which began in March 2020, slowed progress in multiple areas.
3. Many areas are making notable progress on goals and objectives, but additional time is needed to fully realize targets.
4. The retirement of President Thatcher on June 30, 2021 impacts next steps.
 - a. President Thatcher's final year, during a pandemic, would require the development of a new strategic plan, interrupt progress on the existing plan, and possibly disrupt the campus by requiring a new direction.
 - b. The next president would be charged with implementing a new plan without the benefit of developing the plan and without the opportunity to develop a deeper understanding of the campus and community.
 - c. A two-year extension of the plan would allow a year for the next president to learn the community and campus, providing a foundation for the new president's second year to be spent in the development of the next UCC strategic plan.
 - d. Extending the current plan would allow for continuity of operations and continued improvement.
5. Extending the plan would allow for a more in-depth analysis/evaluation of the implementation of the current plan.
6. Extending the plan would allow more time for concrete demonstration of the present strategic plan as evidence for the reaffirmation of accreditation.
7. Sustainability of the change in campus culture regarding strategic thinking, assessment, and institutional effectiveness, is best fostered by familiarity, routine, and limited additional change; campus members would benefit from time to solidify new processes prior to adding more change.

Tactical Plan. The examination of extending the strategic plan through 2023 was written into the Institutional Effectiveness 2020-2022 Tactical Plan, with a deadline for Board approval set for May 2021.

SPOC Sub-Committee Review and Recommendation. A sub-committee of SPOC, appointed by President Thatcher, met in November 2020 to review the strategic plan and make recommendations for extending the strategic plan, with or without modifications. In general, the sub-committee determined that the goals and objectives are appropriate and viable for another two years (2021-2023). The sub-committee indicated that the SPOC consultant work in Summer 2020 increased understanding of strategic plan work and that goals are very clear; therefore, the sub-committee recommend moving forward with existing goals and objectives to build on the work of the past two years.

SLT Review and Recommendation. SLT reviewed the sub-committee recommendations, comments, and questions on December 2, 2020. Information was shared during the meeting that indicated some departments now have significant momentum with operational and tactical plans. SLT acknowledged that there

is much to accomplish with the current goals and objectives. SLT concurred with the sub-committee's recommendation to extend the current plan for an additional two years, with refinements or adjustments to propel the college forward being made at the tactical and operational levels.

Highlights of Discussions by the SPOC Sub-Committee and SLT.

1. Adaptations to the existing goals and strategies can be achieved through annual tactical and operational plans.
2. A reaffirmation is needed post-COVID that UCC will remain committed to the following portion of the mission statement elaboration regarding enriching communities: "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."
3. Consideration was given to the order of the goals, with a suggestion that the order may be modified to reflect current priorities. The sub-committee recognized that at the time the strategic plan was written, Goal 1 was viewed with primacy because without the change in culture and climate, other goals would not be able to be achieved. SLT noted that renumbering would make tracking of progress difficult; an alternative is to number annual strategic priorities in order of importance rather than in order of the goals.
4. Actions that need to be terminated or initiated, determined by SLT and PC during sessions related to sustainability, are aligned with the strategic goals/objectives, and are realized in tactical and operational plans.
5. There was agreement that "evaluate" and/or "assess" should be added to Goal 1, objective b (Refine/redesign processes and procedures to increase efficiency/ effectiveness across all campus" and to Goal 2, objective a (Streamline, strengthen, and expand academic programs).
6. Continued restrictions related to COVID may negatively impact achieving strategic goals and objectives. These limitations have been and will continue to be addressed in the annual strategic plan report in a special section on the impact of COVID.

Next Steps for Approving the Extension.

1. Securing a recommendation from SPOC during the February 2020 SPOC meeting
2. Securing approval by the Board of Education before May 2021

SPOC Review of STRATEGIC PLAN EXTENSION - Recommendation from SPOC Sub-Committee and SLT – 2/12/21

- This SPOC group agrees with the recommendation document completed by the SP Extension sub-committee.
 - We support the extension, and feel it is necessary to extend the current plan to reap the benefits of the work done to date.
 - There were some delays in implementing the goals of the current strategic plan, but most of the plan goals are still relevant and deserve the extra time for complete implementation.
 - After implementation, we will have time to assess and evaluate the effectiveness of these goals.
 - The results of the assessment are critical for planning the next strategic plan.
- **Consider Lessons Learned:** Use the results of the campus's upcoming evaluation of lessons learned during COVID-19 and how those lessons may influence new ways of operating.
- **How to sustain the college:** Increase the perceived value of the college. The perception of the college and of higher education in general in our area may be quite different from the way practitioners of higher education perceive its value. Work on informing the community about the very real value of higher education.

Internal and External Patterns, Trends, and Expectations that Influence Planning, Resource Allocation, and Decision-Making (Brainstormed list)

- Budget. Financial resources are primarily tied to state funding, enrollment, and tuition/fees
- Pandemic. Dramatic changes to ways of operating, delivering instruction, and enrollment resulted from the pandemic. Paperless processes related to COVID-19 off-campus movement are a bright spot; they were long overdue. Likewise, teaching and learning processes are adopting/adapting and using new technologies in response to the pandemic; such plans were in the works, but the pandemic accelerated change.
- Legislative decisions. Rules, regulations, laws, and unfunded mandates dramatically affect operations.
- Accreditation requirements for the institution and for programs.
- Demographics. We have an aging population that requires special attention. We must adapt our services to meet their need; we must consider this group when making decisions about programs and budgets.
- Community expectations. Often, we are expected to provide services to the community at our expense, especially in Community Education and Special Events. Funding the community's sacred cows (pool, performing arts, SOWI) divert resources from programs and services in greater demand. We can provide services to the community, but the community needs to understand that they need to pay for the services, through usage fees, ticket sales, and donations. People often lose sight of former revenues (such as the O&C receipts used to fund education), and the changes in operations dues to fiscal realities are sometimes hard for the community to realize and accept.
- Outside influencers. Outside entities are being brought into the county.
- Equity. We must decrease equity gaps in student learning and achievement. We are challenged to provide students with the infrastructure needed to learn using newer technologies.
- Strategic initiatives.
- Economy. Community college enrollments are often tied to the state of the economy, as CCs are typically the source for retraining and skill development.
- Workforce changes and needs.
- Technology. New developments, cost, training are central considerations.

Mid-Year Review Process Critique

- Overall, the process was much better this year; we are learning from our experience and things are coming together.
- The breakout room/sub-groups worked well for getting a lot of work done quickly; consider implementing breaks.
- Include evidence provided in the Tactical Plan Mid-Year Progress Reports into the Strategic Plan Mid-Year Report so that questions about evidence and progress toward achieving outcomes during the SPOC review can be answered. Possibly use original form with a new form for progress, use tabs on spreadsheets, so the info is pulled across
- The preparation done by the meeting organizers was key to a successful SPOC meeting.
- Re-think alignment of tactical plan development and reports; for example, tactical plans were developed around strategic priorities while the reports were organized by goals; all elements of the tactical plans were not included in the mid-year report.
- Create a centralized place for storage and mapping of data so that everyone knows where the data are and can include data in reports
- Include in the report form a column about actual evidence and connect that explicitly to statements about progress being made.
- Assure that documentation of actions is occurring.
- Define how to determine on track, slightly off, and significantly off. What does it mean: meeting outputs? Outcomes? Consider a ranking system, such as 3/5 or percentages to define progress. How can we make sure that it is OK for people to admit they aren't on track?
- Would monthly updates be helpful so that we can see progress and evidence along the way?
- There were only 2.5 months between tactical plans finalized in October and mid-year progress review discussion. The recommendation is to have tactical plans finalized and submitted by the beginning of each fiscal year.
- The recommendation for the future is to make sure this meeting is scheduled to include all academic leaders to participate as well since they are part of the tactical and operational planning process