

NORTHWEST COMMISSION ON COLLEGES & UNIVERSITIES

2017-2023 ACCREDITATION CYCLE

Year Seven

Evaluation of Institutional Effectiveness

February 21, 2023



UMPQUA
Community College

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Eligibility Statement

Umpqua Community College (UCC) meets all eligibility requirements. Evidence can be found throughout this report, on the UCC website, and in the Basic Institutional Profile.



SECTION I INSTITUTIONAL OVERVIEW

HISTORICAL CONTEXT

Umpqua Community College (UCC) is a small comprehensive community college in southern Oregon's beautiful Umpqua River Valley. Founded in 1964 by a vote of its residents, UCC is situated on a 100-acre property in Roseburg, the county seat and most populous city of Douglas County. Once the “Timber Capitol of the World,” the region remains a center for the forest products industry. In addition, Douglas County has a burgeoning medical services industry, is home to a growing innovation and manufacturing center, and has developed into a regional wine destination.

UCC has a longstanding relationship with the Cow Creek Band of Umpqua Tribe of Indians, survivors of the Indian War, who have built a thriving tribal community within Douglas County.

While a recent influx of highly talented professionals has invigorated the community, many potential workers do not have current technical skills and struggle with generational poverty (13% of county residents live in extreme poverty.) In addition, an aging population also presents both challenges and opportunities. UCC endeavors to harness all these dynamics and positively impact the future of the community.

Despite the challenges that COVID-19 created, the college grew during the pandemic. In 2021, UCC served 8,585 students (including noncredit) with a credit full-time equivalent (FTE) of 1,202. In 2022, 9,672 students attended (including noncredit), with a credit student FTE of 1,125. ([IPEDS](#) reported data for 2020-2021) Almost 100 FTE came from the [Wolf Creek Job Corp](#), which only began to re-open in November of 2022. The college is positioned well to move into the future.

UCC students are primarily white (81%), with women constituting 62% of the population. UCC is more diverse than the county, which consists of less than 8% people of color. Talent searches and athletic opportunities draw students of color, which help to diversify the college and the larger community. Roughly a third of UCC students attend exclusively online, a third attend only face-to-face, and the remainder alternate modalities. Most UCC students are considered low-income, with 92% of first-time, full-time, degree-seeking students receiving financial aid. Almost half of students (48%) are considered nontraditional, ranging from single parents to displaced workers seeking new skills. Students attend UCC to obtain associate-level degrees, transfer degrees, certifications, career and technical education, apprenticeships, adult basic skills, English language proficiency, and for personal enrichment.

UCC was tragically impacted by a mass shooting in 2015 when eight students and one faculty member were killed, with many more wounded. The campus still bears the scars of this event. The building where the shooting occurred was torn down, and the beautiful Tap'òyt'a' Hall was built on its footprint. The building's name was chosen by the Cow Creek Tribe and translates "to prosper and be blessed." In addition, two campus memorials serve as powerful reminders of the lives lost. In 2022, UCC inaugurated an annual Day of Service to remember and honor the lives lost, replacing an annual memorial service.

Historically, UCC has struggled with administrative turnover, leading to the institution being put on warning by the Northwest Commission on Colleges & Universities (NWCCU). A lack of systemic assessment, documentation, and improvement at the course, program, and institutional levels contributed to numerous recommendations. UCC satisfied the requirements and is proud of being recommendation-free. This is a notable accomplishment for an institution with such a tumultuous past.

UCC TODAY

UCC has worked hard and planned carefully to position itself for success now and into the future. Effective teaching and learning practices are used diligently, producing solid evidence of student learning and success rates. The college community is highly collaborative and focused on creating an inclusive climate. [UCCOnline](#) and the [IDEAL committee](#) work tirelessly to train faculty and staff on best practices for inclusion. Despite a challenging economic climate nationally and in Oregon, the college is prepared to offer effective programs and services sustainably.

UCC has implemented significant institutional changes since the Year Three Accreditation Report and visit. Changes occurred in leadership, oversight, staffing, planning, offered services, enrollment, partnerships, and facilities. The campus community remains collaborative and remarkably resilient. Every area has implemented changes to improve student learning and success, professional growth, and institutional effectiveness. A sense of rejuvenation is rooted in new faculty, staff, services, and initiatives.

In 2021, UCC welcomed a new president, Dr. Rachel Pokrandt. In her first year, Dr. Pokrandt focused on building a leadership team, reinstating face-to-face services after Covid, strengthening community partnerships, and building trust within the institution. This foundation has been critical to charting a new direction. In her first year, she welcomed Dr. Teresa Rivenes as the Vice President of Academic Services and Jim Pittman as the Vice President of Student Services. Dr. Pokrandt has continued to build a strong Cabinet, and the campus is hopeful about these leadership changes.

Today, UCC offers [sixty-nine programs](#) that lead to a certificate or degree. The college provides students with learning opportunities that can assist them with entering or re-entering the workforce, learning a new skill or trade, or advancing their careers. For many students, the education UCC provides is nothing less than life changing.



SECTION II PREFACE

REPORTING HISTORY 2017-2021

In March 2016, UCC submitted its Year Seven Self-Evaluation to NWCCU and hosted evaluators for the peer review site visit. On July 14, 2016, NWCCU reaffirmed UCC’s regional accreditation with nine recommendations, three of which were warnings. In response, UCC submitted reports and hosted three site visits between July 2016 and August 2020 to fulfill requirements. Those activities resulted in a status of affirmed accreditation. In February 2021, with all warnings and recommendations removed, regular reporting cycles were reinstated. No additional information is due with this report.

Brief Update on Institutional Changes

As previously noted, the college has experienced significant administrative turnover, the most recent of which served to re-energize the campus with a sense of moving forward in the right direction. The VP of Academic Services, VP of Student Services, and Dean of Instruction positions were filled in the fall of 2022, creating robust administrative support. In addition, a refreshed [Governance structure](#) and [Organizational chart](#) were adopted, giving voice to a broader group of campus stakeholders. As a result, morale has improved across campus (see [survey results](#)).

Beyond the administrative level, many positions were eliminated or reduced during the pandemic, then recently rehired. In the fall of 2022, the college welcomed eighty-one new employees institution-wide. President Pokrandt created the [“Rookie to Riverhawk”](#) course to position these individuals for continued success. It includes readings, presentations, games, tours, and assigned mentors. All participants were [surveyed](#) after completion, with positive feedback. UCC plans to repeat the course at least twice a year with the goal of retaining well-qualified and engaged professionals.

Presidential Priorities

President Pokrandt, with the Board of Education, drafted a set of Presidential Priorities in the fall of 2021 to guide the focus of resources and efforts. These were updated in the fall of 2022 and serve as the basis for the development of the new strategic plan to be launched in 2023. Those priorities include:

- Tell UCC Success Stories
- Enhance and promote community engagement with, and use of, the campus

- Stabilize and define the future of the Southern Oregon Wine Institute
- Place UCC in the center of the discussion to establish a medical college in Roseburg
- Maximize opportunities to partner across the community with an emphasis on K-12
- Chart a path for bachelor’s programs at the UCC campus
- Develop *earn-and-learn* programs with Douglas County Employers
- Adopt a strategic finance/strategic investment model
- Plan and execute a digital transformation across operations
- Ensure a positive accreditation outcome

The Presidential priorities serve as a framework, either running in the background or directly driving college initiatives and focus. A full report on the progress of the priorities can be viewed in the President’s Reports on the Board of Education [webpage](#).

Academics

Academic assessment has a fresh look and energy at UCC. As leadership changed in 2021, several key assessment elements were discovered to be overdue since the acceptance of the September 2020 Ad Hoc report. The Director of Institutional Effectiveness, the Academic Assessment Coordinator, the Academic Assessment Curriculum Standards Committee and the interim VP for Special Projects developed plans to address the gaps. The cyclic five-year Program Review process (see [Curriculum Forms](#)) and an [Academic Assessment Handbook](#) were improved and organized to communicate the processes to constituents clearly. The Program Reviews, and ongoing annual assessments, were restarted and are continuing.

The college has also been working to implement Guided Pathways, joining the Oregon Guided Pathways initiative in 2019. Thus far, the college has created [academic houses](#) with like degrees. Faculty worked diligently to create Oregon transfer degrees in each flight path. The next work includes creating common first terms, first-year experiences, and exploring efficiencies in advising and scheduling. Additionally, UCC has prioritized reimagining developmental education and eliminating it where it is not serving students. The writing department has already virtually eliminated all developmental education in writing, replaced with supported WR 115 and WR 121 classes informed by research in writing pedagogy. This pilot saved students nine developmental education credits, enrolling them, instead, into college-level classes their first term. [Early reports](#) of this work are promising. The college has also adopted [multiple measures](#) for placement and is continually seeking to refine these processes.

Offering programs and curricula that prepare students for entry into the workforce and advance their educational and career pathways is why UCC exists: to *transform lives and enrich communities*. UCC recognizes that a significant component of ensuring mission fulfillment includes timely, appropriate, and implemented academic assessment and planning. Since her arrival, the Vice President of Academic Services has focused on listening to stakeholders across campus and drafting the first [UCC Academic Plan](#). This plan is measurable, supports the

strategic plan, and will, along with the new [Strategic Plan](#), form the backbone of mission fulfillment during the next accreditation cycle.

Title III

UCC received a \$3,000,000 [Title III grant](#) in the summer of 2021. The college plans to create a true [academic services hub](#) with this funding. This work will start with renovating the library to create an inviting and engaging space where students and faculty can work together. Existing tutoring and online instructional support services were already relocated to the library to provide a one-stop shop for academic support. In addition to the library renovation, Title III funding will also be used to (a) add innovative student-centric technology, (b) enhance tutoring services, (c) redesign general education and gateway courses in multiple instructional modalities, (d) create a robust first-year experience program, (e) augment early-alert and intervention systems, and (f) provide faculty with professional learning communities.



New and Revitalized Programs

UCC has worked to identify community needs and create innovative programs that support those needs. A comprehensive evaluation of market and industry data for both state and regional jobs, skills, and employment was conducted, [community surveys](#) were administered, and five new programs are in the initial stages of development. The status of each of these programs is illustrated in Table 1.

Table 1

UCC New Programs Update

Program	Phase (Pending all approvals)	Start Date
Water Quality	Curriculum completed, classes approved, program modified, MOUs signed, and first course offered in fall of 2022. The college is currently working to take this program national and embed an earn-and-learn pilot.	Fall Term 2022
Exercise Science	Curriculum completed, classes approved, and available to students in the fall of 2022. Program approval is scheduled for January 2023, with a planned start date in the fall of 2023.	Fall Term 2023
Artificial Intelligence	Curriculum completed, courses and certificate going through the approval process for a 2023 launch.	Fall Term 2023
Mechatronics	Program progressing, hired full-time faculty to consult industry and create a program with a mix of new and existing courses.	Fall Term 2023
Allied Healthcare	The primary focus of academic years 2023-2025, a short list of programs determined and planning underway. Medical Assistant and Phlebotomy were approved this year and are in the process of state and NWCCU approvals.	Fall Term 2024

UCC has also been working to bring baccalaureate degrees to campus, primarily to serve place-bound students. To this end, UCC and Bushnell University have partnered to offer a bachelor's degree program in Psychology with consideration of future bachelor's degree program partnerships. UCC plans to create more of these partnerships in the future and is actively working on Mental Health Counseling, Business, and Education degree programs.

UCC is particularly proud of expanded opportunities for local high school students. As the college emerges from the aftereffects of the pandemic, it can once again connect with area high school students to provide job fairs and expand sponsored dual enrollment courses. UCC

now offers [Friday Career Academies](#), where enrolled high school students can attend on campus classes on Friday when many high schools are closed, to obtain a certificate in Automotive, Emergency Medical Services, or college-level credit in Theater. The college plans to expand this program, increasing the number of students who complete high school with a certificate, credential, or transfer credit.

Equity Gaps

The college is engaged in campus-wide efforts to identify and reduce equity gaps. The Senior Leadership Team (now Cabinet) regularly reviews internal and external data for comparison to UCC. Institutional indicators include [disaggregation](#) by race, ethnicity, age, gender, socioeconomic status, and first-generation status to promote student achievement and eliminate disparities. Through this analysis, the college has identified that [males](#) between 18 and 32 are underrepresented in enrollment and completion data. [Male underachievement](#) in higher education is a national issue that UCC will champion in the future to support the economic and societal success of the local community.

The college is engaged in the NWCCU Fellows program with an internal focus on identifying equity gaps through the work of the [Research Equity](#) Group and has a comprehensive Inclusion, Diversity, and Equity Action Leadership ([IDEAL](#)) committee dedicated to closing them. Future goals include increasing student learning outcomes across all demographics as evidenced by future disaggregated data.

Strategic Plan Implementation

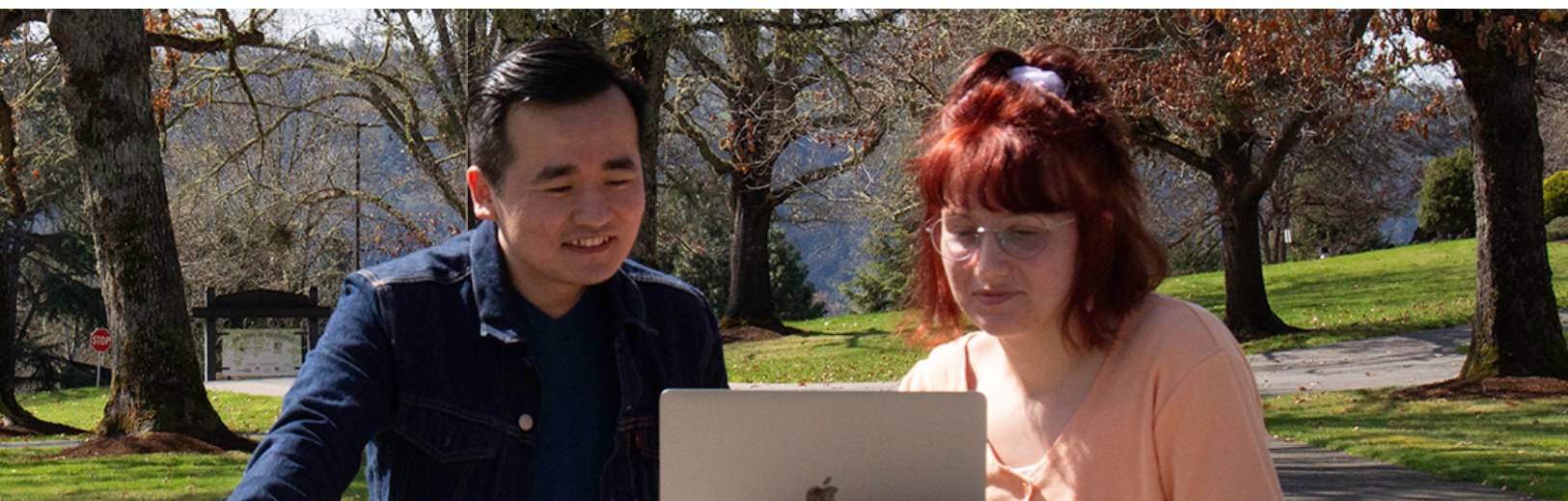
Academic assessment underwent significant changes to support area planning and implementation in continued alignment with the [2018-2023 Strategic Plan](#). Offices continued to implement their [tactical plans](#), adjusting in response to internal and external environmental shifts, adapting to modified priorities, and sharing their successes and achievements through the established reporting schedule. In addition, [institutional Indicators](#) were adjusted after each annual evaluation to better align with goals and capture the metrics deemed most important to demonstrate mission fulfillment. A full report on the 2018-2023 Strategic Plan can be found within the [2022 Mission Fulfillment Executive Summary](#) and can be accessed from the Strategic Plan and Institutional Effectiveness [webpages](#).

Digital Transformation

In addition to the already robust student support system, highlighted by NWCCU commendations in the Year Six Policies, Regulations, and Financial Review (PRFR), UCC continues improving the services and support offered to students and employees. Historically, virtually all UCC data was tracked manually. This is changing rapidly with the [Modernization Project](#). Improvements are focused on student ease of access to information and college processes so that they can focus on academic success. In addition, electronic systems are being updated to increase efficiency related to enrollment, financial aid, and course selection processes.

Beyond student-centered enhancements, the college has also invested in electronic systems to benefit internal operations. Improvements include creating faculty contracts automatically, processing applications rapidly, tracking employee evaluations, logging behavioral concerns and grievances, and more. These efficiencies free up valuable staff time to devote to student interaction and the support critical to their success. This work is radically transforming the campus. One of the transformations the college is most excited about is the upcoming implementation of Power BI, which will allow any employee or student to access disaggregated institutional data while maintaining FERPA compliance.

The digital transformation investment project is already underway. Other processes that are slated for automation include single-user sign-on for students and employees, the use of the Ellucian Experience/Learning platform to help students make data-driven decisions about their educational pathway, and curriculum and catalog management software. The project's outcome will allow UCC to operate more efficiently and improve students' and stakeholders' educational experiences.



Website Redesign & Rebranding

A key component of digitally transforming UCC includes the website redesign and rebranding project, which began in early spring 2022. Student-centric design, user-friendliness, and increased efficiency are the overarching goals for the new website, which will launch in the spring of 2023.

Year Six NWCCU Reporting

UCC submitted the Year Six [PRFR](#) report on March 1, 2022. The college was found to be substantially compliant in many areas. All areas needing improvement, or further examination, were addressed (see the Appendices section of this report.)



SECTION III STANDARD 1

Student Success, Institutional Mission, & Institutional Effectiveness

Institutional Mission

1.A Institutional Mission

The institution's mission statement defines its broad educational purposes and commitment to student learning and achievement.

Mission

Umpqua Community College transforms lives and enriches communities.

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.

Values

Learning, Sense of Community, Innovation, and Integrity

Goals (2018-2022):

1. Cultivate a healthy and efficient institutional culture.
2. Deliver high-quality, relevant education opportunities through innovative and specialized academic programming.
3. Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce.
4. Enhance integration of the college with the community.

This mission statement captures the college's strong passion to be the county's educational change agent, focusing on student learning and achievement that transforms lives. Since 2018, large graphics of the mission and vision statements and the four core goals have been proudly displayed throughout campus.

MISSION	Vision	Values	Universal Learning Outcomes
Transforms Lives	Empowering students	Learning Integrity	Communication Computation
Enriches Community	Model for educational innovation, and Contributions to the diverse world	Sense of community Innovation	Culture

Improving Institutional Effectiveness

1.B.1. Institutional Effectiveness

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

WHAT WAS ACCOMPLISHED

The [UCC Strategic Plan 2018-2023](#) was created by an inclusive, cross-campus area task force and was monitored by the Strategic Plan Oversight Committee (SPOC). The strategic plan formed the basis of mission fulfillment for UCC and was continually monitored, assessed, and improved [based on assessment results](#).



Figure 2
UCC Institutional Effectiveness Model

Mission fulfillment was reviewed and analyzed at least annually. To clearly communicate goals and progress toward the goals, UCC created a set of "Institutional Indicators," which were central to the college's institutional effectiveness model of an ongoing cycle of planning, resource allocation, implementation, and progress assessment. Mission fulfillment was defined as meeting the desired threshold target for each indicator. The results were documented on an [Institutional Indicator Scorecard](#) (pg. 10-13) that was shared with the Board and published on the [website](#). Each indicator had a team supporting [tactical plans](#) and regularly reported to the [Strategic Planning Oversight Committee](#).

Sample of Institutional Indicators:

ii. *Institutional Indicators – Brief Descriptions*




Note: SAS #1, SAS #2, and SAS #3 are the Student Attribute Sets, or population demographics categories, used for equitable outcomes analysis.










Indicator	Target	Indicator Description
1A. Fall-to-fall Retention. Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-fall.	FT – 50% PT – 45%	The number of students who return from one fall term to the next, expressed as a percentage of the student count in the earlier of the two fall terms. Includes PT and FT but excludes those students who graduated.
1B. Fall-to-winter Retention. Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-winter.	FT – 85% PT – 75%	The number of students who return from one fall term to the immediately following winter term, expressed as a percentage of the student count in the fall term. Includes PT and FT but excludes those students who graduated.

Sample from the Institutional Scorecard:

v. *2021-2022 Institutional Indicator Scorecard*










The following scoreboard provides a graphic summary of mission fulfillment indicators for the 2021-2022 academic year.

 90+ % of target
  70-89% of target
  below 70% of target

#	Indicator	Description	Target	2021-2022 Reporting Year	
1A	Fall-to-fall Retention	Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-fall	FT – 50%	FT – 49%	
			PT – 45%	PT – 50%	
1B	Fall-to-winter Retention	Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-winter	FT – 85%	FT – 85%	
			PT – 75%	PT – 79%	
2	Early Momentum	Percentage of first-time students who complete 18+ college level credits in their first year	40%	41%	
3A	3-Year Completion	Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 3 years	FT – 30%	FT – 29%	
			PT – 15%	PT – 19%	
3B	6-Year Completion	Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 6 years	FT – 45%	FT – 36%	
			PT – 25%	PT – 8%	

Each year targets were modified if needed, or additional strategies utilized to increase success. Targets were also prioritized and tracked for overall progress toward mission fulfillment. This annual reflection allowed for the allocation of additional resources as needed. Although about 80% of the institutional budget is fixed, there remains 20% available for strategic initiatives and needs identified during annual planning and reflection. For example, when college priorities necessitated increasing fees, it used a [form](#) and process that required reflecting on strategic priorities and college mission to make decisions.

Figure 2
Strategic Priorities Scorecard 2021-2022

 completed  on track for completion & extended  incomplete and/or suspended		
Goal	Strategic Priorities 2021-2022	Status
1	Enhance efficiencies and effectiveness of targeted cross-campus processes and services.	
1	Enhance diversity, equity, and inclusion across all campus operations and services.	
2	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations.	
3	Expand and diversify recruitment through cross-divisional initiatives.	
3	Implement guided pathway strategies through cross-campus partnerships.	
4	Integrate College programs and services with the community agencies, schools, business, and industry.	

Indicators included measurements of student learning, including achievement of gatekeeper course success, program learning outcome measurement, and universal learning outcome achievement. Mission fulfillment was defined as achieving all institutional indicators at thresholds or higher, with all measures weighted equally.

Indicator	Target	Actual
5. Program Learning Outcomes. Percentage of Program Learning Outcomes that are achieved at or above "proficient" levels.	80% of students achieve PLO at proficient level	PLO assessments each year demonstrate that at least 80% of students have reached a "proficient" level of that program competency. Proficiency is determined by each program.
6. Universal Learning Outcomes. Percentage of degree/certificate-seeking students who achieve Universal Learning Outcome competencies at a "proficient" level.	80% of students achieve ULO at proficient level	ULO assessments demonstrate that at least 80% of degree/certificate-seeking students reach a "proficient" level of the ULO competency, as defined by a standardized ULO rubric. (Certificates 45 credits and higher)
7. Gatekeeper Course Success. Percentage of students who pass identified "gatekeeper" courses.	80%	Passing rate for gatekeeper courses.
8. Equitable Outcomes. Statistically significant equity gaps identified in Transfer, Graduation, Retention/Persistence, and course pass rates across identified demographic areas decrease annually.	No significant achievement gaps	Identified equity gaps will be measured as a lagging indicator for equitable outcomes of ongoing student success efforts.

Since the three-year evaluation mission fulfillment is as follows:

Year	Total	90%+ of target	70-89% of target	Below 70% of target
2019-20	70%: not completely met	12 of 17	2 of 17	3 of 17
2020-21	68%: not met Tactical plans were adjusted, as were operational plans. Additionally, an indicator was	11 of 16	2 of 16	3 of 16

	added as the college began to recover from Covid-19.			
2021-22	70%: not completely met Tactical plans and operational plans were adjusted. Additionally, 3 indicators were paused because of difficulty caused by Covid and in accurately measuring/developing processes.	14 of 20	1 of 20	5 of 20

UCC utilized an iterative institutional effectiveness model that aligned strategic planning, resource allocation, and assessment. The Strategic Plan was evaluated bi-annually by the Strategic Plan Oversight Committee ([SPOC](#)). Utilizing assessment data from academic and support services, plus institutional indicator data, SPOC made recommendations for improvement. SPOC was a large body comprised of all Senior Leadership Team members (SLT), the Institutional Effectiveness Committee (IEC) co-chairs, and Academic Department Chairs. UCC is proud of the fact that over the three years of implementation, it saw increased success based on implementing the tactical plan. And success was supported by resource allocation, reflection, analysis, and implementation of new tactics (ongoing improvement cycle).

WHAT WAS LEARNED

The UCC Institutional Effectiveness Model remains a solid demonstration of the college processes in action. Many people were engaged in the work, and overall, a deeper understanding of assessment, planning, and mission fulfillment was realized across campus. That said, it was overly complex, and new leadership hopes to expand the number of voices at the table and the impact of strategic innovations. Additionally, all measures were weighted equally, which was not reflective of college priorities. As a result, the assessment was not as meaningful as the college would have liked. It was complicated to understand, difficult to communicate, and not an effective vehicle for celebrating the amazing work of the institution. The annual mission fulfillment report was well over one hundred pages long; even the executive summary was twenty pages long and not easily digestible.

WHAT IS NEXT

UCC is planning to make assessments and improvements more meaningful. This will be accomplished with a streamlined strategic plan identifying key performance metrics that measure what matters. The college plans to use Power BI to show current indicator status, sharing simplified and meaningful results. Assessment will also be more streamlined and technologically enhanced. For example, Canvas is being configured to track course learning outcomes, which are tied to signature assignments. This means that by simply grading students' work, faculty also assess course outcomes, allowing them to focus on the results and needed

improvements rather than complicated process documentation. The college will create more meaningful progress by prioritizing and documenting the most critical metrics. These improvements will allow time for more thoughtful analysis to inform future actions and lead to significant gains in student outcomes.

Toward this end, the college has started [academic program reviews](#). Programs are reviewed on a [five-year cycle](#) and document progress [annually](#). Already this is showing promising results as faculty understand the process and are thinking more about the quality of assessment and student learning improvement. Academic program reviews were completed before 2015 but were not tracked or implemented with fidelity. A process is now in place to ensure this happens across academic areas. Historically the college had set aside one or two days per year to work on assessment and improvement. Going forward, the college has committed to regular meetings each term to focus on these crucial tasks.

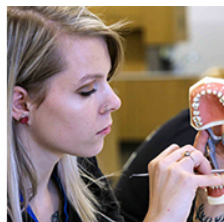
1.B.2 Mission Fulfillment

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

WHAT WAS ACCOMPLISHED

Mission fulfillment at UCC is defined by the mission, vision, and values but *actualized* through the priorities of the college's Strategic Plan and achievement of thresholds for the key institutional indicators established by the college. The [UCC Strategic Plan 2018-2023](#) served as a roadmap for achieving the college's vision for the future and provided measurable multi-year goals to track success.

As described above, the college created [tactical](#) and [operational](#) plans with objectives, tactics, outputs, outcomes, and indicators of success that aligned with strategic priorities. These were analyzed in annual [Tactical Plan Assessment Reports](#). This tiered system allowed UCC to maintain a [comprehensive data-informed approach](#) to mission fulfillment and institutional effectiveness.

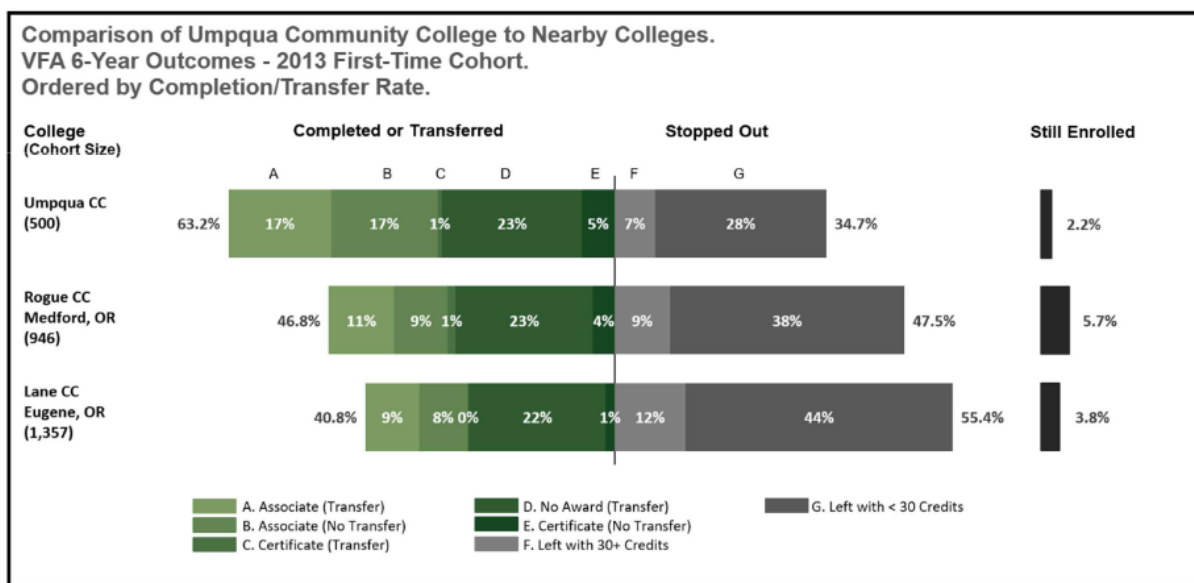


Indicator	Target
1A. Fall-to-fall Retention. Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-fall.	FT – 50% PT – 45%
1B. Fall-to-winter Retention. Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-winter.	FT – 85% PT – 75%
2. Early Momentum. Percentage of first-time students who complete based on # of credits they complete within their first terms.	40%
3A, 3B, 3C. 3- and 6-Year Completion Rates. Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 3 and 6 years.	3YR FT – 30%, PT – 15% 6YR FT – 45%, PT – 25%
4A, 4B. Transfer Rates. Percentage of students who transfer to another institution within one year of most recent UCC enrollment within the past 3 years.	4A FT – 25%, PT – 10% 4B FT – 40%, PT – 25%
5. Program Learning Outcomes. Percentage of Program Learning Outcomes that are achieved at or above "proficient" levels.	80% of students achieve PLO at proficient level
6. Universal Learning Outcomes. Percentage of degree/certificate-seeking students who achieve Universal Learning Outcome competencies at a "proficient" level.	80% of students achieve ULO at proficient level
7. Gatekeeper Course Success. Percentage of students who pass identified "gatekeeper" courses.	80%
8. Equitable Outcomes. Statistically significant equity gaps identified in Transfer, Graduation, Retention/Persistence, and course pass rates across identified demographic areas decrease annually.	No significant achievement gaps
9. Lifelong Learning. Ability to meet community needs, measured by: ABS: Percentage of students with measurable academic gain. CWT: Results of annual CWT customer satisfaction survey. SBDC: Multiple metrics – see indicator.	ABS: 47% CWT: >= 80% positive SBDC: Multiple. See indicator
10. Campus/Community Engagement. Community, students, and staff satisfaction ratings for any area of operation that received less than 70% "satisfied" responses demonstrates an increase in satisfaction rating in the next survey.	80% or more of respondents choose satisfied or very satisfied
11. Student Experience. Percentage of UCC students who believe that their experience at UCC has contributed to their knowledge, skills, and personal development.	80% or more of respondents choose satisfied or very satisfied

Progress toward fulfillment of the 2018-2023 Strategic Plan can be accessed in the UCC Annual [Strategic Plan Report](#), is supported through the [Annual Institutional Indicator Report & Scorecard](#), and is summarized in the [Mission Fulfillment and Institutional Effectiveness Executive Summary](#).

Achievement thresholds were continually reviewed and adjusted. While external comparisons to national and state comparison data are ideal, this presents challenges. These comparison rates, as do the college's rates, shift from year to year. It is challenging to communicate performance against a shifting benchmark. External benchmarking data also presents a challenge as the public reporting of these data can lag two years behind real-time data. Therefore, a dual system of evaluating mission fulfillment has been developed for many measures using the Voluntary [Framework for Accountability \(VFA\)](#) to identify peer comparators and monitor performance relative to like institutions as well as using VFA to compare to our nearest geographical peers (though UCC is quite different from these institutions in size and demographics) as well as comparing and measuring against ourselves and our annual progress.

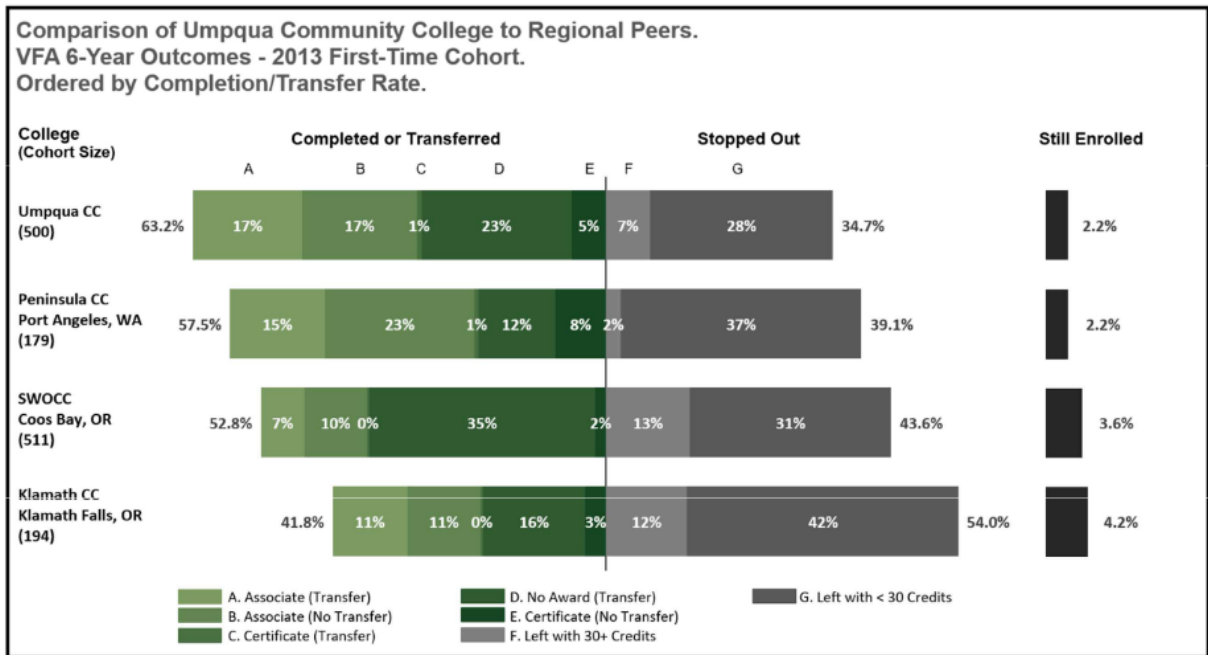
Local peers included Rogue Community College and Lane Community College, which are geographically the closest peer colleges. Comparisons included as many datasets as possible.



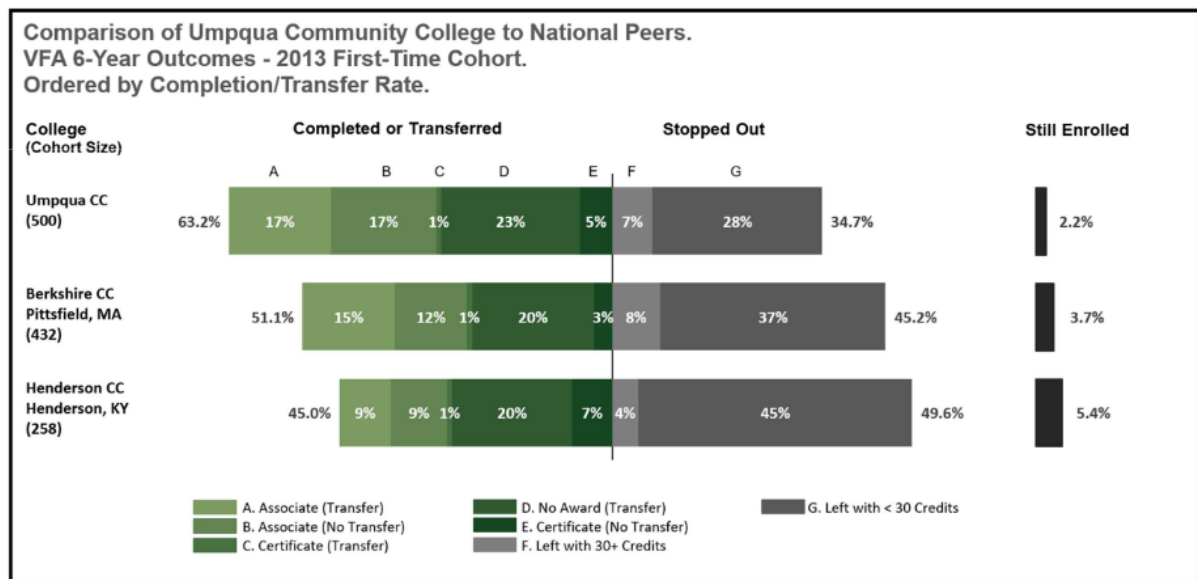
In using the VFA to find like peers, the following data sets were used as filters:

#	Available Filter Characteristics	UCC Reported Value	Filter Value(s) for Benchmarking Tool
1	Black/African American Enrollment	Less than 2.5%	0% to less than 10%
2	Hispanic/Latino Enrollment	5% to less than 10%	2.5% to less than 20%
3	Enrollment	Less than 2000 students	0 to 4,999 students
4	Enrollment Intensity (% part-time students)	56% to 63%	0%* to fewer than 70% part-time
5	Urbanicity	Rural	Town, Rural
6	Institution Type	Single Campus College	Multi-Campus College Single Campus College
7	Developmental Education Referrals	50% or Greater	30% or Greater
8	State	Oregon	All

Using the above parameters, regional peers included Peninsula Community College, Southwestern Oregon Community College, and Klamath Community College.



Using the above parameters, national peers included Berkshire Community College in Massachusetts and Henderson Community College in Kentucky.



Benchmarking and regional/national comparison data for additional metrics can be viewed within the [Annual Institutional Indicator Report & Scorecard](#). Multi-year assessment for this accreditation cycle can be viewed in the NWCCU Box file labeled [Strategic Plan Assessment 2019-2021](#) and accessed on the Institutional Effectiveness [webpage](#).

WHAT WAS LEARNED

Upon analysis of the 2018-2023 Strategic Plan evaluation, the following themes emerged:

- Streamlining the Strategic Plan process to reflect progress and outcome metrics accurately and presenting results to constituents in a way that can be visualized and easily understood.
- Prioritizing Office/Area of Operation projects to collaboratively (a) align with strategic goals, (b) ensure evaluation of the impact on student learning and achievement is clear, (c) utilize an appropriate metric to capture impact, and (d) clearly communicate how findings inform decisions both cross-collaboratively and within areas.
- Continuing focus on student learning and achievement best practices to inform decisions, make improvements, and support student success.
- Improve area collaboration, align projects, improve existing processes to increase efficiency and sustainability, and manage resources.
- Revising institutional indicators to capture intended outcomes that clearly link to impact on student learning and achievement.
- Integrating disaggregated course learning outcomes into indicators of success.
- Continuing community engagement: integrating feedback into planning and processes to foster trust, shared values, and connections that will help students succeed, benefit the community, and strengthen relationships.

WHAT IS NEXT

Work underway includes the new [Strategic Plan](#) and nested plans (e.g., [Academic Plan](#), Facilities Master Plan, Technology Plan and Student Support and Success Plan.) These efforts will drive resource allocation and mission fulfillment and represent and include constituents from all areas across campus. The college will ultimately use peer comparator data to inform future goals and motivate action.

1.B.3 Resource Allocation

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

WHAT WAS ACCOMPLISHED

UCC's [budget development process](#) allows for broad participation by all areas of the college. The budget process considers several key components: UCC's mission, institutional effectiveness, student learning and achievement, and the Strategic Plan in conjunction with presidential priorities established with the Board. In addition, enrollment forecasts, economic projections, and facilities planning serve as guides in preparing operational and capital requests.

Budget Process

The Budget process is triphasic:

- Phase 1—Preparation of the proposed budget; includes feedback from faculty and staff through Department Chairs, Directors and Deans passed on to Senior Leadership Team (now College Council and Cabinet). During budget preparation season (Winter Term), the Budget Office presents the college's financial picture to all stakeholders during numerous budget presentations. These sessions include budget assumptions and alignment with college goals.
- Phase 2—Review, revision, and approval of the proposed budget by the External Budget Committee (seven Board and seven community members.)
- Phase 3—Adoption of the budget; a public hearing, Board formal resolution, and tax categorization.

Resource Allocation

The resource allocation process is guided by budget preparation ([BP6200](#); [AP6200](#)), budget management ([BP6250](#); [AP6250](#)), and fiscal management policies ([BP6300](#); [AP6300](#)). The budget process starts with setting a development timeline that is presented to the Board for guidance and then presented to the campus (see [Budget Timeline, Development, & Presentations](#).) Training and instructions regarding the [budget](#) and resource allocation processes are offered campus-wide for all budget managers, who disseminate the information to their team members. The college is proud that budget development starts at the staff and faculty level. It then moves up through lines of supervision to the Board.

Opportunity

Faculty, staff, and students are encouraged to participate in campus budget discussions from the beginning of the development process. The budget process and forecasting information is shared via email and the [Nest](#) (internal college-wide intranet platform), including student government and ambassadors. Email invitations are also sent to all staff with budget responsibility and to those support staff with a role in the processes. As an additional inclusive layer, the [budget PowerPoint presentation](#) is provided on-demand, after the open forums so that staff can review the content at times that work for them.

Process

Faculty program coordinators and department chairs complete the [first level of budget](#) development based on identified needs within the parameters set by the college. Department and division directors, leads, and managers include staff in communication regarding budget development and collectively identify needs within their areas. If General Fund line items cannot meet these needs, the area lead submits a [resource allocation request form](#).

The former IEC (Institutional Effectiveness Committee) also met and scored the resource allocation requests before they moved on to the SLC. This group used a rubric modeled from the NWCCU standard. Reports were reviewed by subgroups and then discussed. The group talked through score discrepancies and the validity of requests. The IEC included classified staff, administration, and faculty representing all constituencies. Students were encouraged to participate as well. If any tuition or fee changes were proposed, additional forums were scheduled with students. Students were also offered opportunities to provide feedback and opinion on needs, services received, and impacts on their UCC experience via quantitative and qualitative surveys. Data was used to revise procedures, improve processes, and guide decisions, goals, and priorities.

Inclusion

The [Strategic Plan Oversight Committee](#) (now College Council) reviewed the strategic priorities for the college. These priorities were incorporated into budget assumptions and resource allocation. Departments submitted their budget requests for the upcoming year in December of the previous fiscal year. If additional resources were needed, departments submitted proposals that were reviewed and scored according to [rubric criteria](#). The scored results and the process were reviewed by the Senior Leadership Team (now College Council and Cabinet), who made final decisions on what projects and areas to fund. To further support the inclusive process, Senior Leadership Team members held meetings throughout the year in their respective areas of responsibility to discuss the fiscal status of each area and any upcoming financial issues that may impact their operation, including factors influencing projected revenue.

Budget Adoption

Once balanced, the proposed budget was presented to the External Budget Committee for review and approval according to the state of Oregon fiscal policy. Finally, the approved budget document was presented to the Board for adoption. While developing the budget, UCC considered the long-term effect of current economic challenges and the college's financial health (incorporated into budget presentations.) The college is committed to balancing resources and requirements without depleting reserves and has a long history of conservative resource management. Each year, the President, CFO, and Senior Leadership Team members took appropriate action to ensure that established budget development goals remained within approved spending limits, maintained the Board's mandated fund reserve requirements, and continued alignment with the Strategic Plan. In addition, the Institutional Effectiveness Committee reviewed the budget resource allocation process annually and provided recommendations to the Senior Leadership Team and the campus. These decisions were reported on the [UCC Budget Documents](#) webpage.

WHAT WAS LEARNED

During this accreditation cycle, the college refined the resource allocation process, increasing efficiency, clarity, and alignment with the standards and the needs of the college. During that time, the following was learned:

- The current resource allocation process is clear and uses an inclusive approach that offers all constituents opportunities for input.
- The results from assessment processes are used to guide improvement.
- Documentation of how information is communicated with campus constituents before allocation approval is unclear, and the current plan does not facilitate swift responses to college needs, particularly those that arise outside of the usual budget cycle.
- Future design would ideally allow provision for ad hoc requests throughout the fiscal year when swift responses are necessary.
- The college can improve communication with stakeholders after the budget is approved.

WHAT IS NEXT

The college plans to follow its current process, adapting where necessary. Improvements include consideration of broader communication to campus constituents about allocation results before approval. A forecasting tool was developed that lets stakeholders model changes (e.g., enrolling more students or increasing tuition) and consider the impact. This tool helps to educate stakeholders about the fiscal health of the college and the part they play in maximizing resources. The college will also investigate an innovation fund and a process for accessing such funds.

1.B.4 Environmental Monitoring & Engagement

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

WHAT WAS ACCOMPLISHED

UCC regularly monitors internal and external environments to track patterns, trends, and expectations for student learning and achievement in higher education. Starting with top leadership, the president is immersed in service to the Board as well as external organizations at the county, state, regional, and national levels. Presidential external engagement includes:

- Southern Oregon Workforce Investment Board (SOWIB) – board member
- Umpqua Valley Economic Development Partnership – board member
- Umpqua United Community Action Network – board member
- Douglas County Superintendent’s Roundtable
- Roseburg Chamber of Commerce
- Communities for Healthy Forests
- Aspen New President’s Fellow
- Oregon Community Colleges President’s Council (OPC)
- Oregon Community College Association Board (OCCA)

The Vice President of Academic Services is also active in external boards and committees, including:

- [Oregon Transfer and Articulation Council](#) (OTAC)
- Oregon Chief Instructional Administrator's group (CIA/CAO)
- NWCCU Assessment Fellow
- Peer Evaluator for Northwest Commission for Colleges and Universities
- Douglas County Community Coalition on Healthcare
- Douglas County Business Women

Other external groups that UCC is actively involved with include:

- Oregon Community College Association (OCCA)
- Oregon Community College Distance Learning Association (OCCDLA)
- Oregon Writing Educators Academic Consortium (OWEAC)
- Oregon Math Teachers Consortium (ORMATC)
- Umpqua Valley STEAM Hub partner
- Umpqua Valley Arts Association & Umpqua Actors Community Theatre
- Douglas County Music Teachers Association

UCC regularly tracks emerging internal and external data trends through several additional mechanisms:

1. Cross-campus external engagement in the groups noted above allows UCC leadership to integrate trends into decision-making, align curriculum across the state, and work to improve transfer issues. Those participating in these partnerships disseminate information and discuss findings within relevant committees and departments across campus.
2. Comparison state and national colleges were identified using the Voluntary Framework of Accountability (VFA) benchmarking tool within the Institutional Indicator Report and Scorecard 2021 ([internal pp. 13-1 – 13-3 or PDF pp. 77-79.](#)) The comparisons informed decision-making and outcomes assessment for multiple departments.
3. The Program Review process requires academic and service areas to identify emerging trends, patterns, and needs for improvement based on data collected across program, state, and national peers ([5-Year Program Review pg. 5 Q#3; pp. 6-7 Q#21-24; pg. 9 Q#34.](#))
4. Career and Technical Education (CTE) programs, and programs that are regulated by external agencies, or are heavily influenced by job market trends, engage in more

frequent environmental monitoring. A sample of this engagement can be found in the [Sample Annual Program Report](#).

5. UCC has robust Advisory Committees, led by community partners and local industry and field experts, for all CTE and many additional programs ([see examples.](#)) Advisory groups are guided by the [Advisory Committee Handbook](#).
6. Perkins partnerships ensure alignment across secondary and post-secondary pathways.
7. Over the past 18 months, extensive resources were directed toward enhancing, revitalizing, and engaging with K-12 partnerships. The new president has visited each of the sixteen school districts and independent schools in Douglas County. These listening and fact-finding sessions have led to increased dual enrollment opportunities for students, and Friday academic programming for students who attend schools with a 4-day week. Additionally, the president meets monthly with area superintendents and principals.
8. The [Small Business Development Center](#) (SBDC) collaborates with 200 to 300 clients in Douglas County per year, create 30 to 55 jobs, starts 9 to 23 businesses, supports 366 to 645 jobs, and contributes cash infusions of between \$384,000 and \$33,000,000 per year. Access to emerging businesses gives UCC unique insight into the local economy and small business patterns and trends.
9. The college also regularly seeks community input into planning and decision-making. An example is illustrated below.

Table 2

Sample of Community Engagement Inquiry

Inquiry	Community Response	College Solution	Report Back Out
What programs would the community like to see UCC develop?	<ol style="list-style-type: none"> 1. Healthcare 2. Exercise Science 3. AI/Expert Systems 4. Mechatronics 	The college is working to create a robust suite of healthcare programs after listening to all healthcare providers in Douglas County, including Aviva, Adapt, Mercy Hospital, and many more. As mentioned previously, all 4 of these areas are under current development.	Share new degrees on the radio, in the College Catalog, and on the college website.

Strategic Direction & Alignment to Environmental Scan

In the 2019-2020 academic year, the Senior Leadership Team, Institutional Effectiveness Committee, and Strategic Plan Oversight Committee created the 2018-2023 Strategic Plan, using evidence gathered from internal and external environments. The [Mission Fulfillment and Institutional Effectiveness](#) Executive Summary report on culminating evaluation of mission

fulfillment based on the Institutional Effectiveness processes. These processes include representation from all areas of campus and disseminated decision-making.

WHAT WAS LEARNED

Throughout the pandemic, the pace of change within higher education quickened. The college discovered it could no longer rely on five to seven-year plans. Instead, plans allowing nimble responses to our stakeholders are critical to successful mission fulfillment. Moving forward, the college will focus on three-year planning but allow for annual planning modifications in order to remain relevant.

WHAT IS NEXT

The next steps for UCC are the approval and implementation of agile plans that position the college to strategically meet the needs of the community. For example, the Vice President of Academic Services has been working on developing the college's first [Academic Plan](#). In doing so, she has met with over 250 individuals from business, secondary institutions, faculty, advisory committees, student services, student government, major sector partnerships, community groups, and more. These voices are informing the next academic plan. UCC understands the importance of both external and internal engagement. It will be challenging to sustain this level of focus, but the college is committed to doing so.

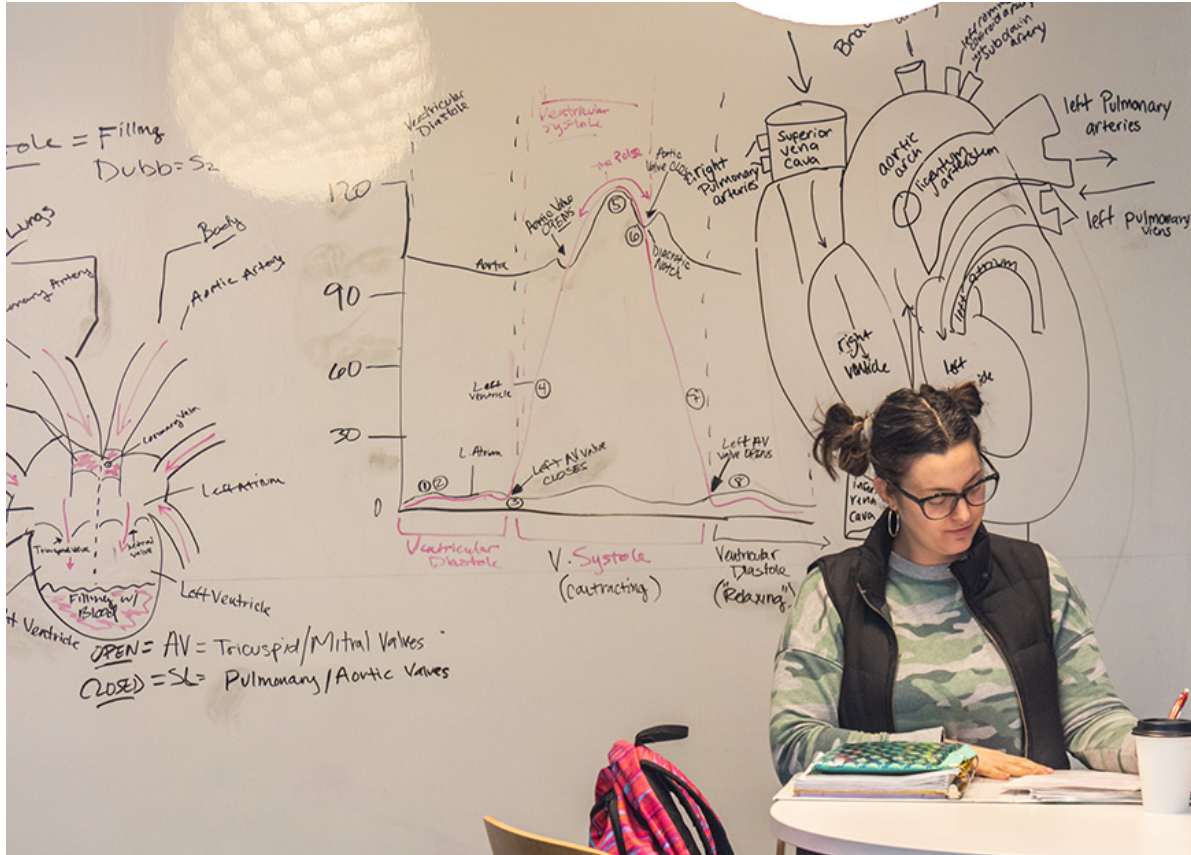
Student Learning

1.C.1. Curriculum

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials, and include designators consistent with program content in recognized fields of study.

WHAT WAS ACCOMPLISHED

UCC instructional programs are entirely consistent with the mission of the college. Program outcomes and curricula are developed in concert with industry, national, and state research, regulations, and requirements. Transfer degree requirements for the Associate of Arts Oregon Transfer ([AAOT](#)) and Associate of Science Oregon Transfer ([ASOT](#)) are developed following state Higher Education Coordinating Commission (HECC) [guidelines and requirements](#). All Associate of Arts and Associate of Science degrees are developed in partnership with four-year transfer institutions. They are solidified by [articulation agreements](#), ensuring students arrive as juniors in their major. All Associate of Applied Arts degrees are developed with the oversight of [Advisory Committees](#) that provide feedback and suggestions on curriculum, ensuring it is rigorous and relevant. All certificates are fully contained within degree programs and, as such, also have Advisory Committee oversight.



Universal and program learning outcomes are clearly identified for all programs, and course learning outcomes are identified for all courses offered. The degree and certificate awards and program learning outcomes are listed in the [catalog](#). [Course syllabi](#) within each program contain the associated course learning outcomes ([syllabi archive Canvas course](#)).

All curricula (degree maps and degree worksheets) are contained within the Curriculum Resources [Canvas](#) shell. The Curriculum Resources SharePoint site contains the [Master Course spreadsheet](#). The [Academic Council Canvas](#) shell contains campus Mapping Outcomes documents, which show how course, program, and universal learning outcomes are met within the curriculum. This document also indicates at what level students should be during their program. More recently, faculty have created rubrics to define the level of achievement in each outcome (e.g., [paralegal program](#)).

As academic transfer constitutes a primary component of UCC's mission, faculty and administrators remain vigilant about transfer issues, including the compatibility of general education requirements and major prerequisites with local institutions. UCC faculty engaged in a project to align general education with Oregon's private institutions, assuring every student a transferable education. Oregon has a statewide [General Education program](#), which is present in all UCC degrees as required. All programs with over forty-five credits have a defined and measured [general education core](#). Annually, [General Education reports](#) are created that review and document outcomes. As a result, universal learning outcomes were reduced from five to three outcomes supported across all curricula.

As a component of quality control, the instructional deans and UCCOnline periodically check courses for substantive interaction. This consistent review ensures that assessment occurs, interaction and assignments include substantive feedback, and outcomes are met. In course evaluations, students are asked each term if their learning outcomes were clearly explained. In response to these questions, 91% of students answer affirmatively each term ([Course Eval Report.](#)) The required syllabus template contains all course outcomes, and faculty are encouraged to include both program and universal-level outcomes. Syllabi must be posted in the course's Canvas shell regardless of modality. Syllabi are also reviewed by the instructional deans and their administrative assistants each term to ensure outcomes are present and match the outcomes set by faculty in Academic Council, as well as those in the statewide Web Forms database. Syllabi are stored in the [Syllabi Archive Course](#), which also ensures accountability regarding the collection and retention of syllabi over time.

UCCOnline has done a tremendous job with quality control for online classes. They have adopted the Quality Matters (QM) rubric, and every course must meet QM standards before becoming available online. UCCOnline helps faculty to achieve these outcomes and regularly audits online classes. Additionally, they are training QM evaluation peers, and they engage in ongoing course evaluation online. This robust work is a strength of UCC.

Changes or additions to programs and requirements are generally initiated by discipline-specific faculty by bringing the recommended change to the [Assessment and Curriculum Standards Committee \(ACSC\)](#). At every review stage, the college considers how the proposed changes will impact mission fulfillment, including relevance, impact on resources, demonstrated need, and student audience, via documents ([Canvas Curriculum Forms shell](#)) that explicitly ask these questions. In addition, the relevant department, dean, and vice president review all curricular content and course outcomes proposals. Respective advisory committees also review curricular changes for professional-technical programs. Suggested changes are then submitted to the ACSC, approved by Academic Council ([Academic Council Canvas shell](#)), reviewed at College Council, externally approved, and distributed to the Registrar, Financial Aid office, and [College Council](#).

Faculty changes to courses and programs follow an internal process outlined in the [Academic Assessment handbook \(pp. 34-35.\)](#) Over the subsequent terms of this accreditation cycle, ACSC has created and updated forms for course, program, and universal learning outcomes assessment. In addition, ACSC developed and updated a course outline form for course-level curriculum changes and a series of new forms for program-level changes ([Curriculum Forms Canvas shell](#)). Academic Council (AC) reviews all changes to curriculum and programs before they are sent to College Council for final approval and implementation. The Board of Trustees, the Higher Education Coordinating Commission, and the NWCCU also approve new degrees.

Courses, and [course outcomes](#), are regularly reviewed. This review includes looking at student learning outcomes and course performance and adjusting as needed based on learning outcome assessment. Faculty write [course learning outcome assessment reports](#), receiving

[feedback](#) from the ACSC. Academic programs are reviewed annually, with comprehensive program reviews held every five years on a [set schedule](#). Faculty are assisted through this process by the ACSC and the Director of Curriculum, Assessment and Scheduling and provided peer [feedback](#) through the ACSC.

WHAT WAS LEARNED

The work done by UCC's AC and ACSC is nothing short of remarkable. Faculty have created, improved, and institutionalized the curriculum approval processes. These are lengthy procedures, but they meet every requirement. It must be noted, though, that this work was challenging. Forms changed multiple times, sometimes resulting in frustration and confusion. On the positive side, many departments were able to condense program outcomes and assignments and significantly improve their courses and programs based on this reflection.

WHAT IS NEXT

UCC will continue the excellent work it has been doing in this area. The college will create a more simplified curriculum manual with forms so faculty can access and use the process more easily. Right now, the model is highly dependent upon peer mentors. Developing a complimentary "cheat sheet" would be helpful and increase accessibility. Additionally, UCC plans to implement curriculum management software to reduce the need for manual entry and ensure that all courses are reviewed, at minimum, every three years. The college will also move to Canvas outcome measurement as described earlier in this report. Beyond simplifying where possible, the college recognizes that change in this area without a strong rationale only creates confusion.

1.C.2. Award

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

WHAT WAS ACCOMPLISHED

Awards for credits, certificates, and degrees are described on the [UCC Website](#) and [College Catalog](#). UCC awards an Associate of Arts Oregon Transfer (AAOT)/Associate of Science Oregon Transfer (ASOT), Associate of Applied Science (AAS), Associate of Science (AS; where programs articulate with specific universities), an Associate of General Studies (AGS), and many shorter-term certificates. Offering over seventy programs that lead to award, UCC confers certificates and associate degrees that fall into three categories: general education, terminal or degree transfer, and career and technical education.

General Education Core

The General Education (Gen Ed) Core is designed to provide at least thirty credits of general education requirements for transfer to a baccalaureate degree at any Oregon public university. It is intended as a starting point for students who plan to transfer to a university but are unsure of their major or transfer destination. Table 3 illustrates the Gen Ed outcomes mapped to the universal learning outcomes and provides a list of courses identified as the core method of [outcomes assessment for Gen Ed](#).

Table 3

General Education Learning Outcomes (PLO) & [Universal Learning Outcomes \(ULO\) Mapping](#)

Gen Ed PLO	ULO	Course(s) Assessed
PLO 1 Communicate clearly and purposefully with awareness of the needs of different audiences and situations.	Communication: Students will be able to communicate purposefully, effectively, and with awareness of the needs of diverse audiences and contexts.	WR 115 WR 121
PLO 2 Analyze data quantitatively as the basis for valid and reliable inferences to draw reasonable and appropriate conclusions.	Computation/Quantitative Literacy: Students will be able to analyze information quantitatively as the basis for valid and reliable inferences to draw reasonable and appropriate conclusions. Modified based on data to computation.	MTH 52, 105, 111
PLO 3 Identify and analyze complex cultural and artistic perspectives, practices, and products and their roles in society.	N/A Modified based on data to become creative and social expression.	ART 204, 205, 206
PLO 4 Apply principles of scientific inquiry to natural and social systems.	N/A Modified based on data to become curiosity and scientific mindedness.	BI 101, 102, 103 CH 104, 05, 106
PLO 5 Analyze issues of identity and difference, power and privilege, to promote diversity, inclusion, and equity.	Cultural Literacy/Awareness: Students will be able to analyze issues of identity and difference, power, and privilege, to promote diversity, inclusion, and equity. Modified slightly to become cultural literacy.	ENG 104, SOC 204, PSY 101, 201

AAOT/ASOT

The Associate of Arts Oregon Transfer and Associate of Science Oregon Transfer degrees allow students to complete lower division requirements of university baccalaureate degree programs and transfer (as one block) to any institution in the Oregon University System. Full details of the AAOT degree can be found in the [College Catalog](#) (p. 30.)

AS

The Associate of Science (AS) degree allows students to transfer credits to a baccalaureate program. The degree requirements allow students more flexibility in course selection, allowing them to focus on their major requirements. All AS degrees directly articulate with a university degree. Students transfer with junior status but are not guaranteed that all lower division comprehensive and Gen Ed requirements for a specific baccalaureate degree will be fulfilled. Full details of the AS degree can be found in the [College Catalog](#) (p. 35.)

AAS

The Associate of Applied Science (AAS) degree prepares graduates for direct entry into the workforce. The AAS degree may also help to prepare students for career advancement, occupational licensure, or study at the baccalaureate level. Full details of the AAS degree can be found in the [College Catalog](#) (p. 43.)

AGS

The Associate of General Studies (AGS) degree meets individual student needs using a variety of lower-division college-level courses to meet degree requirements. The AGS degree must include ninety quarter credits or equivalent proficiency, a recognizable core of general education courses, and an established standard of academic achievement. Electives may include any combination of lower-division collegiate transfer or collegiate-level career and technical education courses chosen from the approved list. The AGS degree allows students to acquire a broad education rather than pursue a specific major or focused content area. Because of this degree's flexibility, it may not fulfill requirements for transfer to a four-year school. Students collaborate with their advisors while working toward their AGS degree. Full details of the AGS degree can be found in the [College Catalog](#) (p. 35.)

Career and Technical Education

Career and technical (CTE) programs provide instruction in the knowledge and skills from a wide variety of occupations that demand education beyond high school. Students prepare for employment by completing a two-year associate degree in applied sciences or shorter-term certificate programs. CTE education enhances employment opportunities by providing industry certifications, skills, and knowledge desired by employers. These programs primarily prepare students for immediate employment. Career technical degree and certificate requirements are specific to the industry and include a minimal number of general education courses. Full details

on CTE programs can be viewed in the [College Catalog](#) (pp. 42-131.) Table 4 illustrates the alignment of CTE education requirements to Gen Ed requirements.

Table 4
Career and Technical Education Requirements

	Certificate	AAS (Terminal)
Credits	One-year certificates or greater (over 45 credits)	90-180 credits
Purpose	Milestone for career, relate to other certificates and/or degrees, micro-credential	Two-year CTE degree, employment, labor market gaps, terminal
Gen Ed	Must include ULOs of Communication, Computation/Quantitative Literacy, and Cultural Literacy/Awareness Minimum of one class	Must include ULOs of Communication, Computation/Quantitative Literacy, and Cultural Literacy/Awareness Minimum of one class:
ULO 1 Communication <i>Arts & Humanities</i>	SP 111, SP 218	SP 111, SP 218
ULO 2 Computation/Quantitative Literacy <i>STEM</i>	Minimum of one class: MTH 52 or higher, BA 180	Minimum of one class: MTH 52 or higher, BA 180
ULO 3 Cultural Literacy/Awareness <i>Arts & Humanities</i> <i>Social Sciences & Behavioral Sciences</i>	Minimum of one class: PSY 101 SP 218 HIST 201-203 ENG 104-106 HD 136 ART 204-206	Minimum of one class: PSY 101 SP 218 HIST 201-203 ENG 104-106 HD 136 ART 204-206

Quality and Assurance of Learning

The Assessment and Curriculum Standards Committee (ACSC) oversees the development of program learning outcomes, curriculum, and alignment. The Academic Council (AC) reviews

ACSC findings and recommendations and has oversight via the voting process. Faculty are responsible for curriculum implementation, which is modified based on assessment results. Instructional Deans are responsible for supervision and quality control. All abide by the state guidelines. In addition, these constituents are responsive to the changing demands of career-technical education (CTE) programs through Advisory Committees that meet at least twice yearly and provide ongoing feedback. For example, an advisory board member (also an employer) called the CTE dean to discuss the need for more industry input into Forestry 101. As a result, the college assigned two qualified industry professionals to instruct the lab portion of this course, and students received in-depth field experiences each week. This was a win for all involved.



All courses, regardless of modality, are subject to the same curriculum approval processes and standards for the award of credit as face-to-face courses. Distance education courses are subject to an additional layer of regular and substantive interaction ([RSI](#)) measured through the [Quality Matters Rubric](#) adapted to UCC by staff and faculty in [UCCOnline](#). The curriculum approval processes and course, program, and universal learning outcomes assessment processes are embedded into the reflective annual program assessment report and the program review process. An overview of all processes with samples of each template can be viewed in the [Academic Assessment Handbook](#). Samples are listed within the Box folder, labeled [Program Review Examples](#). Peer review is conducted via the [assessment rubric](#).

In 2019, academic data packets were developed to aid assessment efforts by reporting on student achievement. Faculty are provided with student headcount by program, and this data is disaggregated by enrollment status, age, gender, race/ethnicity, and socioeconomic, veteran,

and accessibility status. A sampling of these data packets is available in the Box file under this Standard 1.C.2 and titled [Academic Data Packets Sample](#). Faculty reflection on this data was embedded in the annual report for assessment and action during the five-year review.

UCC ensures the coherent design, appropriate breadth and depth, course sequencing, and learning synthesis for its degrees by developing, continuously reviewing, and updating these programs in consultation with regional business, industry, secondary and post-secondary partners. Additional input on emerging areas is obtained by workforce faculty and administrators. This input comes from statewide conferences, councils, and the regional state Workforce Oversight Boards. Breadth is ensured in transfer degree programs through specified general education outcomes (e.g., quantitative reasoning, writing, social sciences, arts and letters, science, computer science, communication, cultural literacy, information literacy, and for some degrees, health). Each degree requires completing at least ninety college credits within specific knowledge and skill areas as determined by the statewide [Higher Education Coordinating Commission](#). AAS degrees contain a core of quantitative reasoning, human relations/social sciences, arts and letters/communication, cultural literacy information, and literacy/writing that align with universal learning outcomes.

Depth is ensured by focusing on major-ready degree pathways that prepare students for transfer to specific fields of study at the junior level. Finally, synthesis of learning is ensured by integrating student learning outcomes (course learning outcomes, program learning outcomes, and universal learning outcomes) throughout academic courses and measured by performance on learning outcomes tied to course assignments.

WHAT WAS LEARNED

Significant turnover in the Gen Ed coordinator role caused a lag in the assessment of the Gen Ed program. To compensate for this gap and create a strong base for improvement, a full-time faculty member volunteered and completed a robust program assessment for the academic year 2021-2022. That program assessment identified the following concerns:

- Assignment of a dedicated Gen Ed coordinator, a Gen Ed specific annual report, a clearer process for obtaining data from program areas, and revision of Gen Ed program learning outcomes mapping were all identified as areas needing improvement.
- While Gen Ed outcomes are aligned to universal learning outcomes, gaps exist in a robust assessment of the outcomes.
- Despite the distribution of academic data packets, which included disaggregated data for each program, individual areas of study that contribute to Gen Ed and AAOT assessment indicated disaggregated data was not sufficient or available in time to significantly inform assessment work (due to limitations of coding in Banner.)
- A need for transfer data, by academic program, exists. This would allow the college to track UCC alumni after graduation, transfer to another institution, or entrance to the workforce. It would also provide ongoing feedback for course, program, and universal

learning improvements.

WHAT IS NEXT

Moving forward, the college plans to:

- Automate course and program learning outcomes through Canvas to enable departments to access and make decisions informed by this data. UCC has started with the purchase of curriculum software and the establishment of an [implementation timeline](#).
The software will allow every program to map and measure the 5 C's of curiosity and scientific mindedness, computation, communication, creative and social expression, and cultural literacy.
- Change from manual forms to automated outcomes extraction from Canvas. This too, is underway with the implementation of the Canvas Outcomes project. UCCOnline is spearheading this project with an estimated implementation in the fall of 2023.
- Develop a method for offering disaggregated learning outcomes data at the course, program, and institutional levels, to a depth and breadth sufficient for decision-making, resource allocation, and curricular improvements.
- Implement Power BI, which will increase the timeliness of reporting and facilitate access to the data needed to make curricular decisions.

All these enhancements will reduce the required effort for tracking and report writing, allowing faculty to use data to make improvements.

1.C.3. Transparency

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

WHAT WAS ACCOMPLISHED

UCC identifies and publishes expected program and universal learning outcomes in the catalog. All outcomes are identified by faculty or program coordinators and vetted through the formal ACSC and AC processes. All faculty review syllabi with students on the first day of class, and every class has a Canvas shell containing the syllabus, grade book, and welcome announcement. All online classes also break their courses into modules or weeks, starting with the learning outcomes covered in that section. Students are asked on course evaluation surveys each term if their faculty review learning outcomes with them. For several terms now, nearly 91% of students report being informed of their [course learning outcomes](#) and meeting those

outcomes. Each term, the instructional deans review course syllabi to ensure that proper learning outcomes are used.

WHAT WAS LEARNED

The UCC College Catalog provides students with the robust information they need. Through the deployment of the Guided Pathways initiative, the creation of houses through the [Find Your Path](#) website page offers students an opportunity to explore programs by field or profession instead of just listed degrees. The college course and program modification processes are working but require redundant effort from all constituents and need streamlining for increased efficiency and accuracy. Additionally, a more efficient digitized process of tracking, aligning, and maintaining documentation of learning outcomes between the College Catalog, external reporting agencies, listed course outlines of record, and syllabi would be helpful.

WHAT IS NEXT

Through the purchase and implementation of the intuitive catalog (CAT) and curriculum (CIM) software through CourseLeaf the college plans to continue to adapt institutional processes and improve the accuracy and efficiency of communication with stakeholders. The college is also exploring syllabus software that would add course, program, and universal outcomes to the course syllabus. This multi-stage project launched in November 2021, with an expected completion of June 2023. The college expects these significant investments will allow more human resource time to be devoted to solving problems and reaching institutional goals.

1.C.4. Admission

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

WHAT WE ACCOMPLISHED

UCC's admission and registration process is clearly defined and easily accessible on the [Admissions](#) and [Registration](#) pages of the website and in the [College Catalog](#). Prospective and current students can access graduation requirements, program mission and descriptions, program learning outcomes, and advising guides for program maps through the Academic Catalog and [individual program webpages](#). In addition, students can access their Degree Audit through DegreeWorks by visiting the Student Self Services portal. This tool shows students how to register for degree-specific classes and tracks how close they are to completion.

The UCC website needs a refresh to provide students with streamlined and relevant information. The old website had suffered from sprawl and inefficiencies, resulting in pages of information that needed revision and updating. This led to some confusion for students. A significant investment was required for this vital digital resource. The new website will be unveiled in April of 2023.

WHAT WE LEARNED

Before implementing a program or curricular change, it is essential that the advising guides and catalog reflect those changes promptly (before summer and fall registration each year.) Concurrently, it is crucial that DegreeWorks accurately reflect changes to a student's curriculum or program. The digitalization of the catalog has made this much more manageable. UCC hired an external auditor to review Banner, WebForms, the NWCCU dashboard, and Degree Works to double-check alignment in all areas. This work was completed in the winter of 2023, and much was learned about needed communication and consistent processes. A [Director of Curriculum, Assessment and Scheduling](#) was hired to ensure this communication and consistency.

WHAT IS NEXT

Two new solutions are in process. First, UCC is implementing curriculum software to further accelerate the catalog publication process, eliminating the need for manual entry. The second significant improvement, expected in the winter of 2023, is the website redesign which will make it easier for stakeholders to locate needed information.

1.C.5. Quality Learning

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

WHAT WAS ACCOMPLISHED

Program Assessment Process

Over the 2021-2022 academic year, both the annual program assessment and cyclic five-year program review processes underwent extensive revision. In a collaborative process, administration and faculty designed a new [Annual Program Assessment](#) reporting structure/report, a [five-year program review](#) process, and an [Academic Assessment Handbook](#). Implementation of the new program assessment process began in the academic year 2020-2021, continuing through 2021-2022, and will complete its third cycle in the 2022-2023 academic year. Implementation of the new program review process began in the academic year 2021-2022, with three programs completing their full reports in the 2022 cycle.

Reporting Evolution

The newly designed annual program assessment report was introduced in the spring of 2021. Faculty used the new form to assess at least one program learning outcome and provided feedback on the form after use. Feedback included type, format, color, software program (Word or Excel), length, appropriateness to their area, and any other feedback to help refine the form. A revised form passed through two more iterations in 2021-2022 with final Academic Council (AC) approval at the end of the Spring Term. Documenting assessment in an ongoing process.

Universal Learning Outcomes

After receiving approval through AC, faculty used the new forms to assess all program learning outcomes. If a program was responsible for assessing any institution-level (universal) learning outcomes within their courses/programs, they included the results. They linked the universal learning outcomes to program learning outcomes within the [form](#). This allowed faculty to assess both outcomes with the same measurement (direct measures of learning) and engage in meaningful connection between course, program, and universal outcomes assessment. Universal learning outcomes are discussed further in standard 1.C.6.

Program Learning Outcomes

Program Learning Outcomes (PLO's) are what graduates are expected to achieve by completing their degree or certificate program. These are published in the catalog, and course outcomes are mapped, to demonstrate how each student will meet them, in the annual report or program curriculum map. PLOs are discipline-specific and are measured at the close of each year, based on assignment, and collectively during the five-year program review process. Faculty use a [PLO report form](#) to collect outcome thresholds and assessments of the outcomes.

Faculty routinely assess PLOs and assessment results to guide decisions to improve student programmatic learning. Each program has courses mapped to PLOs that show elevation through the curriculum by identification of where an outcome is *introduced*, *reinforced*, and *assessed* (see [Academic Assessment Handbook](#), pp. 13-15.) For programs that have chosen to do so and are longer than one year, faculty have identified *signature assignments* that lead to culminating assessments of learning linked to program learning outcomes. Identifying signature assignments proved valuable in assessing student performance on learning outcomes and pinpointing where student learning began to break down or where their ability to demonstrate competency through the assessment tool started to falter. As mentioned previously, the college is in the process of automating this through Canvas.

Example of Mapping for Paralegal Course:

All LA280 CWE- Legal Assistant - ONS 34240 Outcomes

-
- > CLO1 Integrate classroom learning with field experience.

 - > CLO2 Gain work experience in the student's career field.

 - > CLO3 Be exposed to advanced skills and knowledge.

 - > CLO4 Develop foundation workplace competencies.

 - > CLO5 Be exposed to job opportunities and potentials; clarify and confirm career goals.

 - > CLO6 Increase understanding of workplace culture.

 - > PLO 1. Demonstrate various skills and aspects of the paralegal profession.

 - > PLO 2. Conduct and document online legal research with accurate methods of citation

 - > PLO 3. Develop and edit legal documents using relevant legal terminology and current technology
- This outcome is measured by mastery of CLO1, 3, and 5 in LA128 as defined below.
-

Faculty Central Role

Faculty play a central role in guiding, aligning, and designing courses and curricula that reflect the area of study, profession, or industry. Faculty and administration collaboratively designed and continue to improve assessment processes through a collaborative feedback system. As oversight, the Academic and Curriculum Standards Committee (ACSC) and Academic Council (AC) regularly review curriculum modifications, program changes, adoption of new courses and programs, and peer review of assessment forms. In addition, departments or areas of study meet regularly to align outcomes, areas of study, and program goals and assess student learning using ad hoc, annual, and five-year program assessment processes.

The writing department is an excellent example of this process. Faculty have mapped the Writing 121 (WR121) course to the institutional/universal learning outcome #1: *Communication- Students will be able to communicate purposefully, effectively, and with awareness of the needs of diverse audiences and contexts.* To measure this outcome and improve calibration across the department, during the academic year 2021-2022, faculty determined a need for alignment of assessment tools to measure writing competencies in WR121 courses more effectively.

Writing faculty used the following plan to evaluate the WR121 tools:

CASE STUDY:

- **Background** - WR121 students must produce 3,000 to 3,500 words of revised writing in at least two genres in the WR121 course and craft at least 1,000 of these words into an argument that correctly uses an enthymeme with cited research. While WR121 instructors can vary in the number of argument essays they assign and in whether they require more than 1,000 words for an argument essay, all WR121 instructors teach rhetorical analysis and inquiry as well as how to effectively employ research while attending to audience, purpose, genre, and discourse in the reading and writing processes.
- **Problem** – A need existed to assess WR121 faculty calibration for grading argument essays, a key contributor to the UCC universal outcome #1.
- **Research questions**
 - How well calibrated are WR121 faculty in grading employment of argument essays?
 - Are students receiving calibrated grading from writing faculty?
- **Hypothesis** – The writing department will achieve at least a 75% grading alignment and be within one point on a 5-point scale of each other (measured by Rubric categories of purpose, audience, enthymeme, research content, and research citation conventions).
- **Methods** - During Spring term 2022, the writing department assessed alignment of instructor grading on WR121 argumentative research essays by asking WR121 writing instructors to collect anonymous samples of their students' 1,000+ word argument essays from Fall 2021 and Winter 2022 classes. Four of the department's six full time writing instructors, some who teach WR121 and some who teach courses for which WR121 is a prerequisite, assessed the essays using a common rubric to evaluate how well each sample applied principles of purpose, audience, enthymeme, incorporation of research, and research conventions on a scale from *beginning* to *exemplary*.
- **Results** – Of the instructors who participated (66.68%), 79.3% of instructors' grading scores aligned with 39.2% of grading being exactly equal. This is a commendable accomplishment for the department since each instructor was individually assessing five areas (purpose, audience, enthymeme, research, citations) on a 5-point scale (beginning, developing, proficient, accomplished, exemplary). The opportunity for grading variation, therefore, was vast.
- **Limitations**
 - Order of grading work may impact grading if later work is graded either higher or lower related to instructor exhaustion. If the same students always turn in their work first or last, those students may be graded at either an advantage or disadvantage compared to the rest of the class. Random grading order or attention to exhaustion was suggested as a possible mitigation (use of rubrics is already required).
 - The number of essays considered as part of the alignment study session were not limited, therefore some instructors brought more essays than others to the session, which did not allow for each participant to review every essay.
- **Findings & Application to Instruction**

- Grading feedback is integral to student success.
- Students may benefit from an end-of-term reflection assignment or periodic reflection “quizzes” which require them to analyze the effectiveness of their writing processes with thoughtful consideration of instructor’s grading feedback.
- Argument essays must have a clear persuasive intent, avoiding over-emphasis on exposition at the expense of argument.
- Students struggled most with audience analysis, enthymeme, and research content. Course updates should consider instructional changes in these areas.
- **Implications for Future Research** - For the next alignment session, we should limit the number of essays each instructor brings (to five) since that was the limit that most instructors could assess in the three-hour session while still leaving adequate time for debriefing and discussion. Essays could then be re-distributed so that each instructor could review five essays from different courses. This would mitigate the problem we had this time of being unable to compare grading on multiple essays which were only assessed by one instructor during the three-hour session.

Academic Assessment

The annual program assessment and the five-year program review processes underwent a significant redesign in 2020-2021. The [Academic Assessment Handbook](#) formally captures the processes. Within the handbook are overviews of the annual and 5-year processes, an extensive explanation of how each works, the guiding principles of assessment at UCC, the UCC continuous improvement model, outcomes assessment reflection model, discussion on direct and indirect evidence assessment and use, and outcomes mapping. Also discussed are student elevation through curriculum where skills are introduced, reinforced, and finally assessed, and the curriculum management process.

Assessment In Action

CASE STUDY:

The Apprenticeship Program (LME Electrician) is an excellent example of UCC’s commitment to continued programmatic improvement, leading to a rigorous curriculum that aligns with the industry and supports student learning and achievement. Quarterly, the Apprenticeship Program meets with industry partners to discuss student performance in the field, achievement of program learning outcomes, licensure examination completion rates, and program viability. In the most recent industry partner meeting, the program presented a licensure examination report, illustrated in Figure 3, to prompt discussion on how UCC can help students improve their completion and scoring on the examination.

Figure 3

Apprenticeship Sample Licensure Examination Scores for AY2020-2021

Date Referred to test	Date Passed	Score Received		Exam Attempts Date of 1st Exam Attempt:	LICENSE EXAM CATEGORIES															
		Yes	No		Rule & Law	Branch Circuits	Conductors	Safety	General Knowledge	General Calculations	Grounding	Motors	Raceways	Services	Special Subjects	Commercial/Industrial	Systems	Utilization	Math & Theory	
6/9/2022																				
6/9/2022	8/22/2022	75%		07/13/22 (71.2%)	50%	75%	100%	100%	50%	50%	50%	50%	100%	100%	75%	80%	100%	80%	50%	
6/9/2022																				
3/16/2022	7/6/2022	76.90%			100%	75%	75%	100%	100%	50%	50%	66%	66%	100%	60%	100%	60%	75%		
3/16/2022																				
3/16/2022	7/20/2022	78.80%			100%	50%	100%	100%	50%	75%	100%	50%	66%	0%	75%	80%	100%	100%	100%	
3/16/2022	5/12/2022	80.80%			50%	75%	50%	100%	50%	75%	100%	50%	66%	66%	100%	100%	100%	80%	100%	
3/16/2022				9/8/2022 (46.2%)	50%	0%	50%	33%	100%	75%	0%	0%	0%	100%	75%	40%	100%	60%	25%	
2/3/2022				8/8/2022 (65.4%)	0%	75%	75%	67%	100%	50%	75%	60%	33%	100%	50%	80%	67%	60%	75%	
8/31/2021	2/3/2022	X																		
8/31/2021	3/31/2022	76.90%			50%	100%	75%	100%	100%	50%	75%	100%	66%	100%	60%	100%	60%	50%		
8/31/2021				8/1/2022 (44.2%)	50%	25%	75%	0%	100%	50%	25%	0%	33%	67%	50%	20%	66%	80%	25%	
6/16/2021	9/14/2021	X																		
6/16/2021	7/27/2021	X																		
				9/11/21 (71.2%)	100%	75%	75%	100%	100%	25%	75%	0%	66%	66%	50%	80%	66%	80%	100%	
6/16/2021				7/27/21 (59.6%)	50%	25%	50%	66%	100%	50%	75%	50%	66%	33%	50%	40%	100%	60%	100%	

Students who completed their licensure examinations in the academic year 2021-2022 were polled about what they thought were the most challenging aspects of the examination and whether they felt prepared for it by the Apprenticeship Program. The department discussed the examination results using the annual assessment process, the student licensure poll results, annual student and employer feedback surveys, and industry partner quarterly meeting findings. Students' predominant barriers to completion of licensure examinations were (a) test anxiety, (b) not scheduling the exam promptly, and (c) examination-specific content issues. Program needs that were indicated as barriers were (a) a lack of qualified instructors in the industry or with industry knowledge to teach courses (pay for instructional time does not equal or compete with industry hourly wage) and (b) the need for instructors, or carded electricians, who passed the licensure examination tests to contribute to curriculum and assessment design.

To mitigate the failure rates, the Apprenticeship Program implemented several high-impact practices beginning in the spring of 2021.

Enhanced Instructional Methods

- Instructional modality (completed spring 2022.)** The Apprenticeship Program transferred all thirty-seven courses into the Canvas learning management system. This provided consistency of material delivery and improved collective knowledge between full-time and part-time faculty, offering students a consistent instructional delivery modality. The shells were well-received by students stating, "it improved my home life" to be able to attend class online. This process also helped to mitigate the variety between instructors.
- Instructional Content.** Content rigor and currency were revised, including updates to textbooks and instructional materials, with supplemental media and technology providing videos aligned to gaps found in the licensure examination report content categories.
- Industry-Specific Learning (implemented spring 2022.)** [Greenlee and National Coalition of Certification Centers \(NC3\)](#) instructional modules were introduced to the curriculum, offering students stackable industry-recognized credentials (forty-six certifications are included in course content.)

- **Curriculum Sequence (implemented fall 2022.)** Electrician apprenticeship students are required to complete Math 65 or higher, and Millwright students must complete Math 75. Traditionally students were not required to take the math placement test before enrollment in the program. Most apprenticeship students tend to reserve completing math courses until the last few terms of their enrollment, which puts them in jeopardy of having to retake an expired math placement test they previously passed and may even require them to resubmit transcripts. To mitigate these issues, the onboarding for the Apprenticeship Program was revised to require all students to complete their math requirements within the program's first year.
- **Assessment mechanisms (implemented fall 2022.)** A licensure examination sample code/examination prep book, American Technical Publishers (ATP), was used to design forty sample examinations available in the Canvas shell for instructor use. Inconsistency of use by part-time instructors was a barrier to this mitigation, and use will be refined in future years. One exploratory solution includes making the sample examinations available for students to take any time they wish, as often as they wish, without affecting their grades.
- **Equitable Grading.** To support grading equity and in an attempt to recognize different learning styles, life circumstances, and individual student barriers to learning, the Apprenticeship Program is exploring the use of a more bias-resistant and motivational summative grading scale. Using a summative performance grading scale supports the trialability of learning and allows instructors to grade students not while they are learning but for what they learned. In addition, shifting heavier weight to the mid-term and final examinations will create low-stakes practice opportunities and high-stakes summative demonstrations of competency that should better prepare students to master learning outcomes and pass their licensure examinations.
- **Alumni Feedback on Industry Alignment.** Moving forward, methods are being considered to poll alums who have completed their licensure examinations on their perception of how prepared they were for the exam, the challenges they faced, and specific content UCC can improve to prepare students better.

Test Anxiety Mitigations

- **Mock Licensure Examinations.** To offer students mock licensure examination opportunities that are more low stakes than their licensure examination, the use of the testing center and computer labs on campus will be considered. However, attending these examination opportunities in person may be challenging for students outside Douglas County. For any student who cannot attend in person, the questions to the mock examination can be made available in Canvas for the student to use for practice on their own.

- **Focus and Stress Reduction.** Mindfulness training is under consideration as a potential mitigation to help students focus and reduce stress during courses and examinations.
- **Test Scheduling.** Traditionally, apprenticeship students struggled or waited until the last minute to begin scheduling their licensure examinations. Current program expectations include information on what to take to exams, how to schedule, and recommendations to take licensure examinations as early as possible. Moving forward, the industry advisory committee will consider implementing a required timeframe as part of the standard and indentured agreement between the employer, the student, and Bureau of Labor and Industry (BOLI).
- **Test-Taking Toolbox (implemented fall 2022).** A test-taking toolbox, with tips, techniques, and suggestions, was designed and provided to students in each Canvas course shell.

To track the short-term progress of these mitigations, the Apprenticeship Program reviews student success rates in courses, their examinations within courses, and their licensure examinations by overall score and content category score. To track long-term progress, the program will formally (through the annual program assessment process) and informally (throughout the year as students complete the exam) review the examination pass/fail rates to find gaps and adjust as needed.

WHAT WAS LEARNED

The assessment process is working well, but the annual program assessment template/form is too lengthy, cumbersome, and challenging to use. The college needs a more streamlined and potentially automated method to complete the annual form. This will allow for a more succinct program viability snapshot and in-depth five-year program review analysis. The more we can digitize and automate, the more time and resources we have for the critical assessment work at the program and course levels that will most impact student success.

UCC regularly assesses courses and programs. Further, programs make appropriate industry-aligned course and programmatic improvements often. UCC needs to improve the consistency of documenting this excellent work. Now that formal documentation of the annual assessment and cyclic five-year review processes are complete, the college has discovered that they must also be refined, streamlined, and automated wherever possible.

WHAT IS NEXT

Annual program review updates, annual curriculum map updates, and three-year course updates provide a regular and systematic curriculum improvement system. UCC has developed spreadsheets to ensure these happen as scheduled and that results are high quality.

To help with consistency, UCC is starting a project (funded via the Title III grant) to use Canvas outcomes for all courses, regardless of modalities or locations taught. Automating outcomes extraction will solve the lack of participation issues, increase continuity, provide clear outputs

with better methods to visualize data, and provide departments with meaningful reports to help guide their programmatic decisions. A project manager has been and will be working with faculty to ensure every course has consistent means (e.g., signature assignments) of measuring each learning outcome. This work will allow us to disaggregate courses by student demographics, allowing for more nuanced learning improvement. This work has a start date for all classes of fall 2023, with a pilot launching this summer. This will enable the college to provide in-depth training during fall in-service.

Lastly, UCC will be implementing new ways of measuring program outcomes. Students will rate their achievement on universal and general education learning outcomes at the culmination of their program via the graduation survey, and programs will adjust in response. Career and Technical Education (CTE) programs will also: a) require all CTE programs to culminate in a Cooperative Work Experience (CWE) and b) measure program learning outcomes in this CWE. During the CWE experience, employers will assess student performance in program and universal learning outcomes. The faculty and student will also rate cumulative performance on these same learning outcomes. This feedback will then be triangulated and used to improve the curriculum. This has already been implemented in the paralegal program (see above) and is being planned in criminal justice and human services. The college's long-term goal is to embed CWE experiences in all programs, allowing transfer programs the same ability to measure and refine based on feedback. Currently, transfer program assessment is based on the success of transfer students and is difficult to obtain.

1.C.6. Institutional Learning Outcomes

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

WHAT WAS ACCOMPLISHED

UCC has both universal learning outcomes and general education outcomes for all programs greater than forty-five credits, which are mapped across the curriculum. All certificates less than forty-five credits are stacked inside of degrees and thus also lead to achieving these learning outcomes, though the achievement is not the same level.

Universal Learning Outcomes (ULO): These are the highest-level aspirations for students. ULOs are what graduates are expected to achieve because of their cumulative experience at UCC. These are published in the catalog, and course/program outcomes are mapped to them to demonstrate how each student will meet them. ULOs are derived from the college's values and measured by the course that is mapped to them and by the five-year program review.

The AAOT, AGS, and AS degrees are unique in that their learning outcomes at the program level are the system-wide general education outcomes set by the state (Arts and Letters, Cultural Literacy, Mathematics, Science/Computer Science, Social Science, Speech/Oral Communication, Writing and Information Literacy.) (See [GenEd at UCC.](#)) Their universal learning outcomes are the same as all other programs at UCC. While UCC currently has limited control over revising the statewide general education outcomes for these degrees, the college has the ability and responsibility to measure, review, and improve student performance on these outcomes and set programmatic goals as it does for all degrees awarded. The universal learning outcomes (ULOs) are mapped to courses identified within the General Education (Gen Ed) and Associate of Arts Oregon Transfer (AAOT)/Associate of Science Oregon Transfer (ASOT) program curriculum that best demonstrated proficiency in these competencies.

Consistent with its mission, ULOs derive from UCC values, which include student *learning, innovation, sense of community, and integrity*. These values align with all strategic goals of the college but most specifically align to Strategic Plan Goal 2: *Deliver high quality, relevant education opportunities through innovative and specialized academic programming* and Goal 3: *Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce*. ULOs are published in the [College Catalog \(p. 28\)](#) and embedded within course/program outcomes maps in a method that demonstrates how each student will meet the outcomes. Table 5 illustrates the universal learning outcomes, definitions, and mapping.

Table 5
UCC Universal Learning Outcomes & Mapping

ULO	Definition	Course(s) Assessed
Communication	Students will be able to communicate purposefully, effectively, and with awareness of the needs of diverse audiences and contexts.	WR 115 WR 121
Computation/quantitative literacy	Students will be able to analyze information quantitatively as the basis for valid and reliable inferences to draw reasonable and appropriate conclusions.	MTH 20 MTH 60 MTH 65 MTH 95 MTH 105 MTH 111
Cultural Literacy/Awareness	Students will be able to analyze issues of identity and difference, power, and privilege, to promote diversity, inclusion, and equity.	PSY 101 SP 218 HIST 201-203 ENG 104-106 HD 136

ULOs are measured at the close of each course, where they are assessed by a set threshold and reported in the [Annual Institutional Indicator Report and Scorecard](#). Examples of annual reports ([Gen Ed report and AAOT/ASOT report](#)), the [Academic Assessment Handbook](#), the [Annual Program Assessment Report](#), and [Program Review](#) processes can be found in the Box file for this standard.

UCC also has its own set of general education outcomes. This was more fully discussed in 1.C.2.

WHAT WAS LEARNED

Further refinement of the ULOs occurred in the 2020-2021 academic year. The intention was to create a consistent language for the ULOs that captured the competency a graduating student should achieve. The ULOs now embody the learning outcome expectations of the general education and transfer programs. The Gen Ed Annual Program Assessment Report highlighted the need to reconsider the individual courses included in the ULOs and the number of courses represented in each outcome. UCC needs to better compare program outcomes and general education outcomes and look cross-disciplinarily to determine how general education could be further improved.

WHAT IS NEXT

For the academic year 2022-2023, UCC is following the recommendation in the Gen Ed Annual Assessment Report and realigning the courses most appropriate to the new outcomes. Starting in 2023-2024, UCC will produce a more meaningful aggregated look at course, program, and institutional learning outcomes annually. This will better demonstrate learning across campus and provide additional evidence for improving student learning. This has already started with an emphasis on the 5c's rather than universal learning outcomes (curiosity and scientific mindedness, creative and social expression, computation, communication, and cultural literacy.)

1.C.7. Assessment

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

WHAT WAS ACCOMPLISHED

Implementation and Evaluation of our Strategic Plan

The college identified the most important metrics to assess (regularly and systematically) in evaluating institutional effectiveness starting in the academic year 2019-2020, then incorporated these metrics/institutional indicators into the [2018-2023 Strategic Plan](#). Each service area completed a [tactical plan](#) aligned with the Strategic Plan and the institutional

indicators. Each area also had an [operational plan](#) aligned with the Strategic Plan and the institutional indicators. These were reviewed twice per year, [annually, and at a mid-cycle](#).

Academic Assessment Improvements

Academic assessment at UCC has undergone significant changes starting in the academic year 2020-2021 and through 2022-2023. Each report form and the overall assessment process were revised and streamlined to help boost efficiency and accountability. Faculty and administration collaboratively implemented these changes, guided by the work of the Assessment and Curriculum Standards Committee (ACSC), the Academic Council (AC), the Academic Assessment Coordinator, the Director of Institutional Effectiveness, and the Vice President of Special Academic Projects.

With these process and documentation changes, the number of courses and programs assessed increased. The improved documentation and revised assessment processes are captured by: (a) the revised course, program, and institutional learning outcomes report forms, (b) the new annual program assessment report form, (c) the new program review process, and (d) the new Academic Assessment Handbook. In addition, academic data packets designed to offer programs snapshots of student achievement and demographics continue to evolve, refined each year, and adapted to the needs of the college and the programs. (All forms can be found in the Curriculum Forms [Canvas shell](#).)

Faculty reports were reviewed, scored by the [ACSC rubric](#), and the returned reports resulted in curriculum improvement. Faculty have worked hard to improve reporting consistency and ensure they are using the appropriate assessment tools in their courses. For example:

TERM	GRADED REPORTS	AVERAGE RUBRIC SCORE
Fall 2019	33	12.0
Winter 2020	42	14.0
Spring 2020	35	16.5
Fall 2020	41	16.2
Winter 2021	32	16.9
Spring 2021	35	16.9
Fall 2021	8	19.3

Faculty have consistently improved course and program learning over time.

Ongoing Data-Driven Informed Decisions

Within the five-year program review process, programs assess their accomplishments and progress and develop a plan for the next five years, setting direction and identifying goals that align with the Strategic Plan. The Strategic Action Plan includes goals regarding learning quality assurance, governance, strategic direction, and sustainability. To support these data-driven decisions, the Office of Institutional Effectiveness regularly reports enrollment and student success to college stakeholders in collaboration with the Office of Institutional Research. In

addition to data describing student performance, annual student surveys, and required state-level surveys, these offices provide valuable feedback on the student experience and resulting performance. The results are regularly shared with the individuals and committees responsible for action and decision-making so that inclusive decisions result from the feedback (e.g., SLT, ACSC, AC, and the Board.) The data is also available to employees on the UCC FTE Teams site and provided on demand.

The Business department and [Retail Management Certificate \(RMC\)](#), specifically, does a great job of data collection and reflection that provides an example of partnership with regional and national partners. The RMC is sponsored by the Western Association of Food Chains (WAFC). The WAFC provides the PLOs and CLOs, and both UCC Business Department and the WAFC offer student enrollment and completion achievement data. Students enrolled in the RMC program work for grocery retailers across the country. Their overall goal is to have 1% of their workforce enrolled in the program at any time.

Several [data elements](#) are monitored:

UCC:

1. Total enrollment figures by employer and state on a term-by-term basis.
2. New student enrollments and first-course persistence by the employer.
3. Persistence of students from term to term and total completion percentages.
4. Achievement by demographic, age, and ethnicity data as available in Banner.

WAFC:

1. Total Enrollment by employers by term.
2. Total graduates by employer and term.
3. Employment achievement and advancement:
 - a. Position when starting the program.
 - b. Position/promotion during the program.
 - c. Position/promotion after the program.
 - d. Enrollment by the level of employment/position.
 - e. Enrollment by age and salary level.

The data is reviewed for program/course modification using several methodologies:

1. The UCC Business Department provides master shells for all courses. In addition, it actively engages in course reviews with the adjunct instructors and the utilization of end-of-class student surveys.
2. Crystal Reports provide actual achievement data, which are reviewed each term by the Business Department.
3. UCC serves as the Chair of the Oregon Statewide RMC Consortium, which meets twice a year and reviews all the achievements of enrolled students at the various Oregon colleges.
4. The WAFC conducts several annual review sessions with industry participants. The enrollment and persistence data are reviewed nationally during these meetings, and program modification suggestions are submitted to the WAFC.
5. The WAFC provides an annual report regarding the data elements of the program; a copy is attached for [reference](#). The UCC Business Department uses these reports as the baseline for comparison with the UCC RMC results.

WHAT WAS LEARNED

The current collaboratively designed assessment processes are the result of the work of the past two academic years. UCC has undergone a massive change process to implement these processes, and they are working. We have learned:

- The annual program assessment report form should be streamlined, automated, and documented through Canvas.
- Assessment work must disaggregate student learning outcomes at the course and program levels and include a reflective/reporting process.
- The college removed five-year milestone reports. These felt like busy work for faculty and did not contribute to the quality of the program review. This allows faculty freedom to move at their own pace and the pace that makes sense for their program.

WHAT IS NEXT

UCC still has significant work to do using assessment to improve learning and to document effectively and meaningfully. UCC plans to continue using the newly designed processes to maintain consistency and longevity in data collection, confirm efficacy, and identify improvements. Faculty will continue to assess programs annually. Program review will continue the five-year cycle with oversight and support from the deans. UCC plans to continue the current momentum and also:

- Automate learning outcomes extraction in Canvas so that faculty assess course outcomes, via a signature assignment, every time the course is taught, resulting in consistency and comparisons across modalities and instructors.
- Add a reflection piece to each course asking, "What worked well and what did not? What will you do differently next time? What did you do differently this time, and was it

effective?" All of this will be provided to faculty to track progress and improvement over time (and capture the documentation of these practices.)

- Work toward disaggregation of learning outcomes at the course and program level by tying Canvas to Banner. This will inform UCC how individual pockets of students perform on specific course learning outcomes and is powerful data that can be used for improvement.
- Measure program and universal learning outcomes at the conclusion of every program via student, faculty, and employer surveys. Triangulated, this information can lead to powerful program and universal improvement.
- Implement a graduation survey.
- Create an annual Student Learning Report that looks annually at performance on all CLO, PLO and ULO's across the institution.
- Significantly streamline the annual program assessment report form, striving to automate, and document what is most important.
- Implement these changes with fidelity and stability for the next five years to build upon faculty buy-in. Administration changes in the past have led to faculty fatigue for change. Academic administration and faculty leadership intend to solidify this process to build trust and increase efficacy in assessment work.

1.C.8. Transfer Credit

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

WHAT WAS ACCOMPLISHED

The college offers several pathways through which students can earn credit for learning acquired before arriving at UCC. These are clearly outlined on the website and are governed by Board and Academic Policy ([4402 AP](#)).

The college uses the following categories to group the types of learning:

- (1) Transfer credits include credits earned for equivalent coursework from another accredited institution.
- (2) Secondary transfer credits, which include advanced placement (AP), international baccalaureate (IB), and dual credit (accelerated learning). These credits are noted on high school transcripts and accepted for credit upon presentation at transfer to UCC. The college follows Oregon state guidelines for AB and IB. AP and IB are reviewed statewide, and schools have aligned common transfer awards for these credits.
- (3) Prior learning involves formal training, certifications, and exams, including military training, industry certifications, standardized exams (e.g., CLEP, DSST), and course challenges. Information about these options is posted in the [UCC catalog and website](#).

- (4) Credit for Prior Learning: In the past few years, the college has created a process for challenging classes, though this has not been used to date.

WHAT WAS LEARNED

UCC has procedures and ways for students to bring in credit. That said, UCC has not done a good job of making these processes clear, simple, and well-known.

WHAT IS NEXT

In October of 2022, UCC was awarded a Future Ready, [Credit for Prior Learning \(CPL\) grant](#) from the state of Oregon. UCC will use this funding to accomplish several things. First, the college will develop a simple and seamless process for credit for prior learning. Second, the college will create a catalog of its credit courses. This catalog will include skills, outcomes, and certifications and provide a foundation for assessing credit for prior learning. Second, UCC is partnering with the Retail Management Certificate and industry partners to grant credit for prior learning for on-the-job training. This proposal is in the initial development phase and will take shape over the next academic year, helping to move UCC towards a more seamless and utilized CPL process for awarding credit. Lastly, we will better publicize these options/pathways for students.

1.C.9. Graduate Degrees

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

UCC does not confer graduate degrees.



Student Achievement

1.D.1 Recruitment & Admission

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

WHAT WAS ACCOMPLISHED

Students are recruited by distributing information regarding educational opportunities for all types of programs throughout the community via marketing avenues and the college website. To increase recruitment, a dedicated full-time recruitment coordinator was hired. This person is responsible for being present at all college fairs throughout Douglas County, developing focused events for traditional and non-traditional aged students, increasing the number of on-campus tours, and following up on all recruitment leads.

Targeted outreach is provided, including:

- Working with local high school counselors and students to encourage participation in UCC's Early College Initiatives program and facilitate course selection and registration ([see the High School to College webpage accessed from the Future Students webpage](#)).
- Visiting local high schools to assist students with course selection, degree choice, academic planning, and how to apply for financial aid to facilitate a smooth transition from high school to college (the high school recruitment process includes regular visits, spring advising sessions, specialized orientations, and financial aid nights).
- Recruiting at local events, such as the Douglas County Fair, Boys and Girls Club, and Career Expo events.
- Recruiting at PNACAC (Pacific Northwest Association for College Admissions Counseling) and college fairs throughout Southern Oregon.
- Partnering with Southern Oregon Workforce Investment Board, Douglas Education Service District, Care Connections and Education, Oregon Employment Department, and Oregon Department of Human Services to recruit for specialty programs.
- Encouraging Enrollment by providing [scholarships](#) for a variety of applicants using an equity lens.
- In response to student demographic data, it was identified that males aged 18 to 32 are an under-represented group in higher education in our region, for both enrollment and completion. In response to this data, a Rural Project Coordinator targeting rural males was hired in 2022. The Rural Recruiter has dedicated time within the local high schools to develop relationships, personally help students with college application processes, and ensure that young males in the community understand the life opportunities at their local college.

- Offering free courses to GED completers and working through the Department of Health and Human Services (DPHHS) JOBS program to help people who receive state assistance connect to education and job training.
- An increased social media presence has broadened the reach of the college in the past two years to reach students who might not otherwise understand the opportunities at their local college.
- The UCC athletics program offers a robust student experience, and coaches play a significant role in recruiting athletes locally and nationwide.
- In 2022 UCC launched the Friday Career Academy program. This program is in response to most of the high schools in Douglas County operating on a 4-day school week schedule. UCC created Friday dual credit programming specifically for high school students on the UCC campus in career-ready academic disciplines. This program helps develop a pipeline from local high schools to UCC and targets students who otherwise might not be considering higher education. In addition, UCC feeds, transports, and teaches high school students actual college curriculum, even giving many a certificate in a trade.

Steps to Apply

The steps to become a UCC student (the admission process) are as follows:

- Step 1—[Apply](#): Applicants complete the application online or in person at the Admissions office.
- Step 2—Complete [Orientation](#): Students learn about student resources, student accounts, financial aid, ways to pay for college, and program maps. At Orientation, students log in to [Canvas](#) and their student email, student account, and degree audit software.
- Step 3—[Course Placement](#): UCC utilizes multiple measures for recent High School and General Education Degree (GED) graduates, as well as placement tests available for reading, writing, and math.
- Step 4—[Meet an advisor](#): Applicants are assigned an advisor based on their major once they complete the admissions application. If students indicate they are unsure of their major, the Career Advisor guides the student through assessments to narrow down their area of study.

During the first meeting with an advisor, students discuss their career interests, work to identify and verify their major, discuss how they will pay for college, discuss placement scores, and understand all the resources available to them through UCC. The advisor then compares the student's degree audit with the published advising guide to develop the first term of classes. In subsequent meetings, advisors can create a Student Educational Plan and help connect students to resources on and off campus. The advising webpage provides a [checklist](#) of what is covered at key appointments based on earned credits.

UCC offers a variety of resources specifically for transfer students. A transfer advisor is dedicated to advising transfer students based on their chosen university. The transfer advisor is also a resource for other advisors working with transfer students. The transfer advisor develops workshops around university admissions and scholarship opportunities and maintains strong partnerships with key [university admissions staff](#). A [transfer](#) webpage has been created to guide students and includes a [transfer checklist](#) of what students should do when planning to transfer.

The student's degree audit monitors their academic standing, GPA, how courses are applied to their degree, and degree progress. Students have 24/7 access to this resource through their student portal. As students near completion of their program, they initiate an application to graduate by accessing the [graduation webpage](#). In 2022 the college removed the graduation fee, making it easier for students to complete.

To eliminate silos, leadership from Student Services regularly meets with the Vice President of Academic Services. This has improved the Independent Study process for students by transcribing the class the student takes (a huge improvement). These meetings have also enhanced the student schedule by ensuring all online degrees can take every class they need online (they could not before.) Together these groups are working on credit-for-prior-learning processes, tackling scheduling, degree maps, and more.

WHAT WAS LEARNED

In this area, the college has learned that; a) students miss a good deal of this information, b) staffing levels in advising and registration impact the ability to serve students, c) silos across the institution impact smooth and seamless service for students, and d) the schedule is a barrier for students, making it difficult to forecast and complete their programs) the process does not give the student enough agency to do more self-advising where appropriate.

There is a renewed sense of hope in Student Services, who are beginning to trust Academic Services, and all are working towards increased student success. In addition, there is a commitment to improving this across campus.

WHAT IS NEXT

UCC is implementing Ellucian Recruit, Advise, and Experience. These software additions will help students better navigate their accounts and progress from initial interest to graduation. The college is excited to implement this software and is confident that the investment will significantly improve the students' experience.

Several changes have also been made so that the academic advising positions are more effective and supported. Every individual who advises has started attending a weekly meeting. This meeting focuses on sharing new academic information, information sharing between student services and academic services, and ensuring that messaging to students is consistent

and accurate. The required advising meetings will feature academic programs with faculty and staff available to explain the program outcomes, how the program connects to careers, and flag upcoming changes. As new software and tools are made available to students and advisors, UCC has also committed to ensuring that employees and students have adequate and ongoing access to training on software and new digital systems and processes. This is being done through investments in Ellucian staff time and by creating superusers with the organization. In addition, texting software is used to enhance direct student communication about all available college services.

UCC is also looking to cross-train advisors and enrollment counselors to make more advisors available. The college hopes to create a faster process and more people to assist during staffing fluctuations by cross-training.

Advising is also in the process of developing a more comprehensive report system to track the number of:

- Student to advisor ratios
- Advisees who are registered for the current term
- Previous term students not yet registered
- Students on a Student Educational Plan
- Students with a declared degree
- Appointments scheduled for each advisor per month
- *Early-Alert* follow-up connections completed

This will lead to more effective and trained advisors who are evaluated based on student success metrics.

UCC is aware that the incoming student orientation is not enough support for many students and is therefore working to develop a robust first-year experience that will be available to all students. This will be implemented using a cohort model for students in each “house” or career path.

1.D.2. College Comparison

Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

WHAT WAS ACCOMPLISHED

UCC created institutional indicators that focused primarily on student achievement metrics of retention, early momentum, completion, and transfer; student success in program learning outcomes, universal learning outcomes, and gatekeeper courses; and equitable outcomes. Each indicator was disaggregated by race, ethnicity, age, gender, socioeconomic status, and first-generation college student. In keeping with UCC's mission to transform lives and enrich communities, additional institutional indicators were identified to measure lifelong learning outcomes for adult education, workforce training, and community education; the UCC student experience; and campus and community engagement. UCC institutional indicators can be found within the [Institutional Indicator Report and Scorecard](#). A summary of student achievement can be found on the [UCC by the Numbers](#) webpage.

National, regional, and nearby colleges were identified as comparison colleges for indicators of degree completion and filtered by completed/transferred, stopped out, or still enrolled (see [Institutional Indicator Report and Scorecard, pp. 12-1 – 12-4 or on PDF pp. 113-116.](#)) This indicator report was reviewed annually in a formal systematic process through the Strategic Plan Oversight committee and regularly by Senior Leadership Team for appropriateness, value, and meaning to UCC strategic projection. Themes and observations were then used to drive programs and initiatives that would positively impact outcomes.

As a part of participation in the statewide Guided Pathways implementation, each participating college annually submits progress data for cohorts of new students. This includes early momentum metrics like persistence to term two, retention, credit accumulation, and gateway course momentum. This data collection offers the opportunity to assess the impact of Guided Pathways implementation for a unique cohort. The students included in the cohort enter UCC with no previous college credits. This excludes transfer students and students who have participated in dual credit courses in high school. As the table below demonstrates, compared with other Oregon colleges, UCC (college 13) has made tremendous strides in Gateway English (with the writing pilot mentioned previously) and in credit completion. However, the college has much work to do in most other areas. This report was shared with SPOC and SLT, where a rich discussion of these data occurred.

OCCA EARLY MOMENTUM METRIC REPORT

Table 1. Emerging patterns: Some colleges have high 2019 rates and significant improvement, while others have low rates and declines or minimal change.

Top 3 and Bottom 3 2019 EMM Outcomes and Change in Outcomes from 2010 and 2019, by College

College	2019										Percentage Point Change, 2010 to 2019									
	9 Credits, T1	12 Credits, T1	36 Credits, Y1	Attempt 45 Credits, Y1	45 Credits, Y1	Gateway Math	Gateway English	Gateway Total	Credit Completion	Persistence	9 Credits, T1	12 Credits, T1	36 Credits, Y1	Attempt 45 Credits, Y1	45 Credits, Y1	Gateway Math	Gateway English	Gateway Total	Credit Completion	Persistence
1	28%	15%	28%		4%	31%	44%	22%	78%	72%	11%	5%	6%		21%	15%	16%	3%	-4%	
2	49%	17%	12%	2%	8%	21%	48%	17%	80%	73%	1%	-14%	8%	2%	5%	17%	-1%	14%	9%	-5%
3	28%	18%	8%	1%	2%	20%	46%	15%	77%	70%	8%	6%	2%	0%	-1%	11%	12%	10%	-2%	4%
4	29%	14%	21%			15%	51%	12%	81%	62%	3%	8%	15%		4%	33%	6%	11%	-9%	
5	26%	18%	10%	5%	10%	18%	34%	14%	74%	65%	9%	8%	2%	1%	2%	8%	6%	0%	4%	
6	23%	15%	11%			16%	24%	12%	72%	71%	-11%	-7%	-4%		10%	4%	8%	-6%	3%	
7	18%	12%	9%			13%	37%	10%	83%	73%	-3%	-1%	-1%		6%	11%	6%	1%	10%	
8	36%	26%	15%	8%	16%		23%		77%	65%	13%	12%	6%	2%	4%		5%		-8%	21%
9	35%	20%	16%	7%	12%	17%	34%	13%	80%	70%	2%	2%	4%	2%	3%	9%	10%	9%	-1%	-5%
10	29%	23%	17%				25%		86%	72%	2%	10%	7%			-1%		-2%	10%	
11	22%	13%	9%	3%	8%	18%	29%	13%	77%	68%	-3%	-1%	-33%	1%	-2%	8%	4%	7%	1%	9%
12	27%	16%	7%			9%	21%	7%	72%	68%	1%	4%	-1%		2%	-9%	1%	-7%	-6%	
13	17%	9%	7%	2%	6%	10%	43%	8%	76%	63%	2%	1%	-1%	-1%	-5%	2%	-1%	2%	-5%	-6%
14	63%	42%	36%	15%	21%	36%	64%	28%	82%	79%	14%	13%	13%	1%	-6%	17%	15%	10%	-1%	-1%
15									75%	65%										
16			9%			29%	31%	16%	74%	51%			5%		-2%	8%	0%	6%	-7%	
Avg.	30%	19%	14%	5%	10%	19%	37%	14%	78%	68%	4%	5%	5%	2%	-1%	10%	11%	9%	0%	1%

Empty cells reflect no data or N too low to report.

WHAT WAS LEARNED

The college has a great deal of work to do in this area. First, implementing Power BI will help show these rates, disaggregated, across campus instantaneously. This will be enormously helpful in making data easier to access and use when needed (versus waiting for lengthy reports). The college also needs to do an equity analysis of what populations are excelling and which are falling behind. UCC does pull this data now in Academic Services, but it must be pulled as needed and is not regularly examined and tracked due to the difficulty of accessing the data.

The college comparison indicator is still relatively new for UCC, with only two years of inclusion in the Institutional Indicator report. It would be beneficial to share this indicator internally and externally in a more user-friendly manner through Power BI, making the indicator easier to access, understand, and use to affect positive change.

WHAT IS NEXT

First, the college will implement Power BI. Second, the college will create an annual equity analysis report demonstrating standings across student comparison groups. Lastly, the college is implementing the [Academic Plan](#) to address the abovementioned metrics. The college is unwilling to be last in the state on these measures and is actively planning to address these issues.

1.D.3. Benchmarking

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. In addition, such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision-making, and allocation of resources.

WHAT WE ACCOMPLISHED

UCC has published disaggregated indicators benchmarked and aligned with national, regional, and nearby institutions. The indicators are used for continued improvement to inform planning, decision-making, and allocation of resources. For example, using the Voluntary Framework of Accountability (VFA) benchmarking tool, national, regional, and nearby colleges were identified as comparison colleges for indicators of degree completion and filtered by completed/transferred, stopped out, or still enrolled ([see Institutional Indicator Report and Scorecard, pp. 12-1 – 12-4 or on PDF pp. 113-116.](#)) Areas of operation utilized these student achievement metrics comparisons in their decision-making processes and as part of outcomes assessment for their tactical planning.

Benchmarked indicators were integrated into the inclusive resource allocation process and part of the method used to determine how resources beyond the General fund were allocated. The Institutional Effectiveness Committee and the Senior Leadership Team had input and oversight of the resource allocation process. Requests were scored by [rubric](#) and categorized into six components that considered compliance and strategic priority (including link to institutional indicators); impact on college operations, student learning, and recruitment or retention; innovation, project planning, fiscal impact, and academic program impact.

WHAT WAS LEARNED

UCC has disaggregated indicators of student achievement that are published and available on the UCC website and used for continuous improvement to inform planning, decision-making, and allocation of resources. The college identified indicators that were benchmarked against peer institutions at *nearby*, regional, and national levels. The 2021-2022 academic year was the final year of the 2018-2023 Strategic Plan. An in-depth, comprehensive review of the past two years of Strategic Plan Oversight Committee findings, including a gap analysis designed to capture deficiencies in the process, determine the appropriateness of the indicators, gauge goal attainment, and assess the use of key indicators for continuous improvement to inform planning, decision making, and allocation of resources. The college learned:

- While comprehensive, the indicator report is over 100 pages, unfortunately, not in a format most stakeholders will use.
- The college needs a better method to simplify and clearly illustrate key indicators, including benchmarking, so that all constituents can understand, see their meaning and value, and see how UCC compares regionally, locally, and nationally. Then the college must use the assessment of these indicators to drive decision-making.

WHAT IS NEXT

UCC will make data access easier through Power BI. It will then use this data to measure progress on the Strategic Plan and cascading plans that fall under this plan. This data will then drive work and initiatives across the college. Lastly, this information must be widely shared across campus with a limited number of dashboards available on the public-facing webpage to increase community trust and information sharing.

1.D.4. Equity

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

WHAT WE ACCOMPLISHED

The processes and methodologies for collecting and analyzing student achievement indicators are transparent and available. Institutional indicators for retention (Indicator 1), early momentum (Indicator 2), completion (Indicator 3), transfer (Indicator 4), and gatekeeper courses (Indicator 7) were disaggregated by race, ethnicity, age, gender, socioeconomic status, and first-generation college student to aid in the identification of gaps within those indicators of achievement.



Equity in Action at the Institutional Level

Indicator 8 Equitable Outcomes (link to box, pp. 8-1 or PDF pp. 71-104) is the institutional indicator dedicated to identifying equity gaps. In addition to the incorporation of these indicators into strategic planning and mission fulfillment, the [Institutional Effectiveness Committee \(IEC\)](#), together with the Inclusion, Diversity, Equity, Action Leadership (IDEAL) committee, launched (in spring 2022) an inquiry-based series of work sessions to brainstorm

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why these gaps exist, how UCC can mitigate them, and what area of campus would be best equipped to implement strategies for change. It is anticipated that solutions can be designed within the next academic year and implemented in the following years.

UCC participated in the 2020-2022 [NWCCU Mission Fulfillment Fellowship](#) (Cohort 3), creating an [equity research project](#) designed to identify any gaps or barriers that may exist for part-time students struggling to complete. In addition, the institution has joined the [Hope Center partnership](#) to deploy a two-year Hope Impact Project designed to identify student basic needs insecurity and develop a task force whose primary goal is to bridge those gaps.

One of the most visible equity gaps is the low success of rural men. Fewer and fewer men are enrolling and completing certificates and degrees at UCC. This data has driven the school to pursue two grant opportunities to reach rural men. WIRE grants are explicitly designed to help reach and support rural males (though they will help all rural students) in grades 6-12 to expose them to career opportunities and help them make post-secondary connections. This equity gap has also impacted how the institution has selected Career Academy programming, designing it to attract male students. In addition, events around campus have been geared to attract and retain male students. UCC will continue exploring, planning, and using data to improve equity for rural men.

Student Services has greatly increased support for all students, especially those facing resource challenges. First, they hired a Resource Navigator that helps guide students facing barriers with community, state, and federal resources. They also have actively participated in the STEP program consortium and have a [STEP Navigator](#) that works directly with SNAP recipients helping them access services and additional financial resources. UCC also utilizes Career Advisor and Career Pathways funding to target students on a short-term CTE path who may not qualify for financial aid, helping them with additional support and financial options. Student services is also actively working to expand student housing (a significant barrier for UCC students) and provide clubs and student activities for all students, including international, non-traditional, and student athletes.

To spread the message of equity and inclusion to students, a number of events are planned throughout the year. ASUCC honors National Coming Out Day every October through events on campus, and members of the campus community participate in the local Pride Parade in June. To honor the culture of UCC's international students, Student Services staff collaborated with students to put on an International Student Celebration. The international students selected favorite foods from their home countries, and those items were prepared to share with the student population, along with music and games. There have been events around Latinx identity, moving beyond land acknowledgments, and domestic violence awareness. Student Services also includes educational information in the weekly student announcements around important themes such as Hispanic Heritage Month, Indigenous People's Day, MLK Day of Service, Black History month, and more.

Equity in Action at the Program Level

The annual program assessment and 5-year program review processes incorporate indicators of disaggregation through assessment processes using their academic data packets. Perhaps unsurprisingly, the college found fewer women enrolled in welding and auto programs. In response, the welding faculty purposefully integrated and incorporated women in welding programming and now has three students who identify as female, up from zero.

WHAT WAS LEARNED

While the institutional indicators are disaggregated and aligned with the strategic plan, they have primarily resulted in increased grant funding to address inequities. UCC has successfully secured grant funding to address equity gaps, allowing the college to try innovative solutions relatively risk-free. If proven effective, the college can then institutionalize these practices.

WHAT IS NEXT

Moving forward, plans to demonstrate how these indicators are used to guide decisions will be incorporated into the Resource Allocation request form and scoring Rubric. In addition, the Institutional Effectiveness Committee (IEC) will design a plan to review equity gaps in the institutional indicators and connect with areas that have the potential to make the most impact. The intention is to use IEC to guide planning and track both completion of projects and measurements of success.



Appendix A

REGULAR Substantive INTERACTION & ID VERIFICATION

Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.

All new and returning students complete an application with a statement asking the student to verify, by signature, the accuracy of their information, including identity. Additionally, when issued a UCC email address, students are instructed not to share that information with any other party. UCC will not communicate with students other than through their UCC email account without a valid picture identification.

All new students are invited to participate in an in-person or online orientation, a component of which is to remind students of the ethical and practical considerations in communicating with UCC personnel electronically, including participating in online courses. In addition, the college catalog and each course syllabus contain a statement on academic integrity and refer students to the [UCC policy on student code of conduct](#). These policies outline academic integrity in both the face-to-face and distance education environment and the expectations and sanctions for misconduct.

Policies and procedures make it clear that these processes protect student privacy.

Upon admission, all communication between UCC personnel and students is through the UCC email or other UCC networks. Students are not required to provide their social security number unless they seek financial aid. UCC follows all guidelines provided by FERPA to ensure that student identity and information are protected and private.

UCC uses trusted platforms for distance education ([Canvas](#) and [Zoom](#)) which provide their own commitments to student privacy.

Notification to students at the time of registration of any additional charges associated with verification procedures.

UCC does assess a fee for students participating in online courses, but there are no fees beyond what might be associated with a particular course, such as a lab fee for materials mailed to the student. UCC is looking to adjust this in future years. In general, all course fees are published in the course schedule and appear in an itemized list when the student receives a statement from

the college. In some courses, online proctoring is used. There may be a fee when this occurs, but it is published in the syllabus. Online proctoring (through Proctor U) requires a picture ID.

Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs

As part of the Quality Check (QC) process, UCCOnline has procedures to address RSI. The first is providing the faculty who are currently in the QC process with their course a link to [RSI & Student Engagement - Umpqua Community College](#) via email. This link has information on what [RSI](#) is and why it matters. It also includes a link to the [UCC Faculty adopted RSI Guidelines and Checklist](#) (this guideline has been in place for multiple years), and the page has two short videos on RSI. This information is provided to faculty who have submitted their course for QC review and are waiting for the reviewer to provide feedback through the Quality Check Review Report. A copy of the information that is provided to faculty is shown below. This procedure started the fall 2022 term.

Second, an auditing plan is in place that reviews recently developed courses using the Quality Check Review Report. During the fourth or fifth week of the first term the course is offered, the Coordinator of Distance Learning completes section D of the QC Report utilizing the faculty adopted [\(RSI\)](#) guidelines, and is focused on interaction initiated by the instructor, the frequency and consistency of the interaction, and the focus of the interaction. The results of this review are then provided to the deans. This procedure started in the fall 2021 term.



Appendix B

YEAR-6 POLICIES, REGULATIONS, AND FINANCIAL REVIEW RESPONSE

Substantially in Compliance but in Need of Improvement

STANDARD 2.D.1

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Team Verification: Needs improvement

Evidence Provided: Policies/procedures/ for reviewing published materials (print or webpages that assures institutional integrity

Missing Evidence: NA

RATIONALE

There are clearly articulated policies and procedures regarding published materials; however, there was no established timeline for the review of the process (including how often publications are reviewed). Training is made available to campus stakeholders on an annual basis. Materials regarding academic intentions and student services are found in the college Catalog and the website. The college's advising procedures articulate processes and platforms to aid in completion. The college provides model program course requirements in the college Catalog that would allow full-time students to complete programs within two years. Certificates of completion plans are identified with time to completion listed as less than one year, one year, greater than one year, and two years.

RESPONSE

In 2022, UCC integrated new processes and methods for delivery of information. Publications are systematically and regularly reviewed to ensure accuracy and integrity in representing UCC mission and the types of programs and services available to students and the community. With the website redesign and UCC rebranding initiative all publications and marketing received/will be updated within the same academic year 2022-2023. Future tracking and timelines will be established based on priority, need and/or traffic, college goals, and external trends for best practices in communication with our audience. Table 6 illustrates the UCC Communications and Marketing (CM) publication quality assurance plan, with the new processes integrated into existing, and a timeline to track publication review for accuracy and integrity.

Table 6*UCC Communications and Marketing (CM) Publication Quality Assurance Plan*

Publication	Details	Review Process	Timeline
External (includes a public) Audience			
Website*	All services, programs, policies, areas of operation, academic calendar, and events	Managed by CM* Ad hoc updates -determined by priority to college goals and/or high traffic	Continuous* Weekly Snapshot Ad hoc updates
Catalog	Programs, Academic Calendar, Services, and Policies	Managed by Registration	Annually with errata published if changes are needed
Hawk Squawk	Quarterly newsletter – all constituents	Review stories/information from last quarter and re-publish for community in email	Quarterly
Community Connection	Mailer - quarterly public connection	Managed by CWT with content by external contract, CM is reviewer	Reviewed each time mailed
Employee communication	Business cards and name tags	Managed by CM, departments determine need using pre-determined templates	Single print items, when rebranding we use up the old and order only new
On-campus communication	Way-finding signage Office placards Bulletin boards	Managed by CM Paper inserted in plastic, managed by departments Managed by Student Services, working on plan to have CM review	Yearly Updated as needed (templates are always up to date and replaced each time updated)
Branding items	Apparel and items for purchase with UCC logo	Managed by CM; ongoing process of review and analysis for best exposure and representation of UCC	Monthly Monthly, yearly, and with rebranding, when rebranding we use up the old and order only new
Internal (UCC only) Audience			
Website* (intranet)	All areas of operation, employee resources, forms, and publications Employees	Managed by CM/IT Ad hoc updates upon request- determined by priority to college goals and/or high traffic	Continuous* Weekly Snapshot Ad hoc updates

Publication	Details	Review Process	Timeline
The Nest (SharePoint)	Events, news release/story, announcements, and videos Employees	Ongoing review - weekly updates with latest information	Ongoing/Weekly Ad hoc updates

Notes

*Communications and Marketing (CM) has just hired a Digital Content Editor (December 2022) to manage both the internal and external websites. The position will be dedicated to managing website continuity. In addition to ongoing top to bottom, continuous loop, review of the website content, the Digital Content Editor will complete ad hoc requests, and meet with the Director of CM weekly to provide and receive updates. Within the first year of working through and evaluating the role and the work plan to manage the new website, CM expects to solidify an appropriate and well-developed tracking plan. The Intranet (internal website) is currently managed between CM and IT.

STANDARD 2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Team Verification: Needs improvement
Evidence: Administrator/staff/faculty evaluation policies/procedures
Missing Evidence: NA

RATIONALE

There are identified evaluation schedules for all positions, excluding part-time faculty that may be evaluated at any time with notice. Classified Employees are evaluated on an annual basis per agreement and plans include a review of classification every four years upon representation's request. New faculty are evaluated once per year within the first three years of employment and after that are evaluated once every five years. Part-time faculty may be evaluated at any time with notice. The report did not provide clarification of an assessment and evaluation schedule and how many employees had been evaluated at the time of the submission of the report and the evaluators cannot confirm that the identified schedule is being followed. This should be added to the year seven (EIE) report.

RESPONSE

Improvement in evaluation has occurred, specifically for faculty and part-time faculty. The [evaluation sections in the Collective Bargaining Agreements](#) were revised. Faculty will still be evaluated every 5 years but will also participate in an annual check-in, using a newly developed [form](#). The new evaluation looks at the faculty in comparison to the [faculty job description](#) and includes an observation process, the previous simply looked at student evaluations. In fall of 2022, 100% of full-time faculty had [annual check-ins](#). Also in fall of 2022, a comprehensive audit of annual reviews was held, and [spreadsheets developed](#) for tracking evaluations. In winter (2023) all probationary and part-time faculty will be evaluated and in spring (2023) all full-time faculty will be evaluated if due. The Administrative Assistant to the Deans has taken over tracking this information in a SharePoint site and she reports completion to the Vice President of Academic Services.

Staff and administration are still reviewed annually. All staff and administration evaluations were completed in summer/fall of 2022. (The spreadsheet and forms can be verified in Human Resources).

STANDARD 2.G.6

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Team Verification: Needs improvement

Evidence: Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages - please note specific pages or areas), Systematic evaluation of advising, Professional development policies / procedures for advisors are defined, published, and made available to students.

Missing Evidence: NA

RATIONALE

The college provides advising progress through DegreeWorks and provided academic advising after-visit assessment. Quality improvement measures have been identified. While the college has identified professional development funds through bargaining agreements, there is limited documentation of the ongoing development of advisors (other than the option to attend meetings) and assessment of the advising programs other than student feedback. The college should document the processes used to inform advisors of responsibilities, how to assess the work being done, and the overall quality of the advising program.

RESPONSE

What We Are Doing

Currently the college assesses completion of advising work and the overall quality of the advising program through the college planning process. The Strategic Plan process includes a [tactical plan](#) level and an operational plan level. The advising program is assessed at the operational level and has operational goals that are aligned to the Enrollment and Admissions department tactical goals and ultimately the college Strategic Plan goals. The [advising operational plan](#) is assessed for effectiveness and revised each term, in response to any gaps found, by the advising team. An assessment report is then submitted to the Student Services and Academic Services vice presidents. During the annual performance evaluation process, advising staff performance goals are set to align with the advising operational plan. The Recruitment and Advising Coordinator produces reports that include the number of:

- Advisees per advisor
- Students on a Student Educational Plans
- Former students who have re-registered at any given point in the registration period

In addition to these reports, to ascertain the student perspective, the advising department utilizes a student feedback survey at the conclusion of every advising appointment and incorporates the results into decision-making processes for continuous improvement.

Advising Responsibilities

The current process used to inform advisors of their responsibilities begins with their six-week onboarding training and continues through both quarterly regular and ad hoc ongoing professional development opportunities. Advisors [meet weekly](#) for calibration training where content includes updates to Board policies and procedures, academic program changes, and new and updated program information from key partners from across campus (faculty, administration, and staff). Over time, the weekly advisor meetings have grown to include other student support departments. As a result, advising quality and continuity has greatly improved; ensuring every individual who has any type of advisory or mentorship role is consistently delivering quality advising and knows how to support the entire student during their advising experience. Advisor responsibilities are posted on the advising department website and are clearly defined in their [job description](#). Full details regarding the layout of advising responsibilities can be found in the [Advising Manual](#) and within advising training through [Canvas](#) (Advising shell). To support ongoing advisor professional development, UCC offers an annual \$1,000 to each advisor for professional training. Additional professional development funds are also available within the department budget.

To improve documentation of the advising quality assurance process, UCC plans to refine and enhance the requirements of advisor responsibilities and the ongoing development of advisors and initiate improvements to the assessment process. This plan includes;

- **Onboarding/Training Calibration.** UCC requires that every new advisor, including partner advisors outside of the advising department, complete and participate thoroughly in training before they are given an advising load. Each week is completed sequentially, and trainees do not move on to the next week until they complete the prior week.
- **Advisor Mentorship Program.** Each new advisor will be paired with an experienced full-time academic advisor as a mentor. This training and mentorship will be provided by highly trained advisors and the Recruitment and Advising Coordinator. Academic advisors who have completed the full training and are dedicated only as advisors (professional advisors). Typically, mentee advisors will log at least one year's worth of full-time advising experience and fulfill on average a total of 920 hours advising students, which can equate to approximately 700 students per year, prior to mentoring new advisors.
- **Training Accountability Measures.** All advisors will be required to attend the monthly academic program and advising trainings, with role taken. The training will include advising standards, appeal updates, graduation requirements, academic program changes, transfer information, and board policies and procedures changes.
- **On-demand Training Resources.** To reinforce the regular and ongoing training opportunities and further provide guidance, there is a [canvas shell](#) made available in on-demand format. The training resources are comprehensive and offer all information an advisor would need for supporting UCC students throughout their academic journey.
- **Professional Development.** UCC is now a member of National Academic Advising Association (NACADA). All academic advisors will be encouraged to and provided the opportunity to attend the annual NACADA conference and/or online workshops.
- **Tracking Continuity.** All advisors will be required to use the same advising tracking system. This will provide a better indicator of student engagement and allow for increased reporting efficiency with clearer outputs for making decisions on improvements. Dedicated use of one system will allow students to make appointments with advisors and support staff on campus and offer better tracking.
- **Enhanced Outcomes Reporting.** The advising department is developing a more comprehensive reporting system to track the number of:
 - Students each advisor is responsible for mentoring
 - Advisees are registered for the current term
 - Previous term students not registered
 - Students on a Student Educational Plan
 - students with a declared degree
 - Appointments scheduled for each advisor per month
 - *Early-Alert* follow-up connections completed

To assess the success of these new enhancements, advising will dedicate time (a) weekly for ongoing analysis of reports and (b) quarterly to discuss findings and conduct an environmental scan of the advising program, taking into consideration student and staff feedback, and

determine to remain on course or adjust mitigate any gaps found. Findings will be documented through meeting notes, tracking reports, and embedded in the advising operational plan report.

STANDARD 2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Team Verification: Needs improvement

Evidence: Procedures for assessing adequacy of library collections, Library instruction plan; policies/procedures related to the use of library and information resources, Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process

Missing Evidence: Library planning committee and procedures for planning and collection development

RATIONALE

The library is part of various interlibrary loan and consortia agreements and has policy and administrative practices established to support the institution's mission. The library is staffed by qualified librarians and there are documented assistants and clerks. There is documented support on the website for faculty online course support, use of library/web sources, research guides, and custom guides. While there is a reference to working with faculty and staff regarding library needs, it is unclear if there is an established Advisory Board. There is an identified library committee to review complaints but not regarding planning and collection development. It is unclear how engaged stakeholders are with the library and its processes and the college should identify processes used to assess the library services and meet faculty/staff needs in the library, as well as overall assessment by stakeholders.

RESPONSE

Between the submission of the Year-6 Policies Regulations and Financial Review (PRFR) and the response to panel query questions submitted April 2022, the library has undergone significant changes and achieved several accomplishments under the direction of the new Library Director (hired in July of 2022). Library major accomplishments include:

- Addition of the *LibGuides* content management system to create an integrated and easily updated website to address modifications to policies, procedures, staffing, and improvements and articulate with resources that can be dropped into any Canvas course shell for student reference.
- Software upgrades through *Springshare* to enhance communication capabilities between departments within the Teaching & Learning Center and the Learning Commons & Library, and between students, library patrons, and faculty.

- Library website landing pages have added an integrated chat button feature in the lower right-hand corner using the state-funded *LibAnswers* reference tool providing constituents engagement opportunities with librarians for reference questions, purchase suggestions, interlibrary loan requests, and ready-reference needs.
- Ask-a-Librarian page was added to increase engagement, offering multiple modes of contact (email, phone, Zoom, and webform).
- Stakeholders can directly request interlibrary loan materials using a web form and/or through widgets embedded within EBSCO Discovery Service (EDS). EDS allows library patrons to search for items outside of UCC Library's collection and then place the interlibrary loan request from within EDS once the desired material is found.
- UCC library staff determine the ongoing effectiveness and adequacy of the library's collection through data research that compiles electronic resource usage, circulation patterns, reference interviews, interactions in classrooms, and with faculty. This data is collected, monitored, and analyzed monthly by the Library Committee and then evaluated annually to identify areas in need of refinement. The Library Committee is composed of UCC employed librarians with a Master Library Science degree from an accredited American Library Association (ALA) institution.

The library is in the process of evaluating the purchase of the Springshare LibAnswers add-on, which would provide enough functionality for all departments throughout the library building. Digital media formats continue to be in high demand with the library's dedication to Open Education Resources (OER) and commitment to electronic databases and journal subscriptions. The library spends approximately 80% of its collection budget on digital formats. There exists a need for librarian presence within student services and faculty services to enhance embedded librarianship in their spaces.

To continue improvements and address the gaps, the library is:

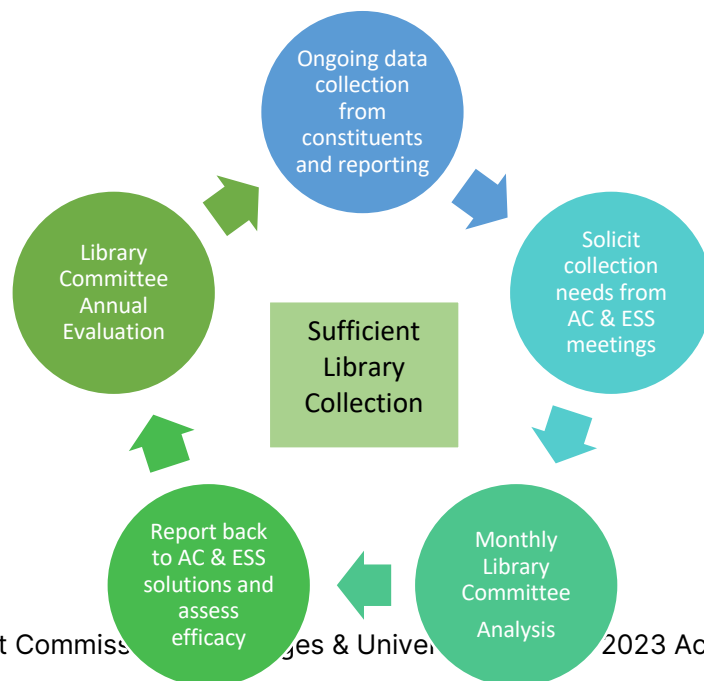
- **Incorporating LibAnswers software.** Implement use of a UCC-specific customizable LibAnswers chat. Students can click into one chat through any mode of technology (computer, tablet, phone, text, web browser) and be assisted by a librarian, library staff, tutoring, UCCOnline, technology assistance, or writing center staff. Students can be transferred directly to a live person in any of these departments as needed, with forwarding of the prior chat conversation.
- **Incorporating Springshare software.** Springshare's LibWizard, LibInsight, room and technology reservation, and content management tools will be integrated into the Library and the Teaching & Learning Center enabling integration of forms directly into the website.
- **Utilizing LibAnswers and Springshare for reporting.** LibAnswers provides detailed reports on chat statistics to measure engagement and identify collection needs. LibInsight will allow the library to pull statistical data from all library vendors to maintain usage statistics, increase efficiency in reporting, and conserve resources as the library replaces unwanted materials with sought after materials.

- Improving documentation of interface with the constituents.** To further collaborate between campus areas and seek constituent input, the library director has joined Academic Council and Enrollment & Student Services Council meetings to solicit shortfalls, successes, and needs for improvement. These two councils are an inclusive and robust representation of campus with ample faculty participation. At each meeting the librarian will ask what is needed (in general and in support of new courses or programs) but will also report back on solutions inquiring on efficacy and impact from the constituent perspective, in a perpetual feedback loop. The library will also attend ad hoc events (fall kickoff, faculty retreat, etc.) and encourage faculty to incorporate in-classroom time for librarians to interface with students, provide instruction, and solicit feedback.
- Refine the library assessment process.** The data collected from (a) extracted software reports regarding engagement, collection, usage, and needs; (b) quantitative and qualitative constituent feedback; (c) ongoing internal library department analysis findings; and (d) monthly Library Committee findings will be analyzed systematically and comprehensively on an annual basis by the Library Committee to refine library collection and enhance services. The library is in the process of improving assessment documentation, with focus on a tracking method designed to distinguish gaps, identify solutions, and track completion/results for continued improvement.

Figure 4 illustrates a pictorial example of the library assessment cycle with the entities responsible for cyclic review evaluation of the library collection.

Figure 4

Library Collection Assessment Cycle



Substantially in Compliance but in Need of Improvement Onsite Evaluation

STANDARD 2.I.1

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Team Verification: Needs improvement, Additional Onsite Evaluation Required within the EIE year seven visit.

Evidence: Policies and procedures for ensuring accessible, safe, and secure facilities, Policies/procedures for the use, storage, and disposal of hazardous waste.

Missing Evidence: Facilities master plan, including, Equipment replacement policies/procedures, Procedures for assessing sufficiency of physical facilities, Technology master plan and planning processes.

RATIONALE

While there is a Facilities Council and identified Tactical Plan, the evaluators cannot identify a Facilities Master Plan beyond one from 2014. The Council identifies the need to develop a master plan and facilities five-year plan, but none are currently presented. There is a Tactical Plan that shows immediate facility and technology plans and there is a replacement/refreshment timeline; however, the plan does not identify the long-range needs of the campus in the areas of facility and information technology, and it is unclear to the evaluators if the campus facilities are meeting the identified mission and strategic planning needs of the campus. Lastly, there is little information about campus cyber security needs and how the campus is proactively responding to these technology needs.

RESPONSE

In the transition of leadership, it was discovered that both the Facilities and Information Technology master planning processes were replaced with the tactical planning process that were embedded within the 2018-2023 Strategic Plan. While this worked well for short range goal planning, the tactical plan approach did not allow forecasting to the extent sufficient to ensure comprehensive sustainability or anticipation of needs. For the next Strategic Plan cycle, both Facilities and Information Technology will have a master plan in place that is collaboratively designed to meet both Academics and Facilities/Information Technology department goals.

In the 2017-2023 accreditation cycle, in addition to tactical planning within the 2018-2023 Strategic Plan, Information Technology also used an Excel tracking system to monitor

equipment and maintain refresh cycles. The refresh cycle plan was found adequate for the infrastructure needs of the college. However, Information Technology discovered a projected deficit in funding to maintain replacement technology demands resulting in Board approval for creation of reserve funds for technology to the 2022-2023 adopted Budget. To further meet identified infrastructure needs, during the 2021-2022 academic year, a student worker who completed their degree in Cyber Security was hired as the dedicated Cyber Security Analyst for the college. In addition, UCC is a member college of the Oregon Community College Association is involved in a legislative budgetary measure that will provide additional funds to establish a more secure infrastructure for cyber security in the next biennium.

To increase overall cyber security capability, the [virtualization/private cloud \(VMWARE\)](#) was implemented. Use of the private cloud ensures data remains behind UCC fire walls and within college control. As a supplementary security layer, no student, personal, or college data and applications are allowed on college provided laptops. This additional security measure ensures all data remains safely managed and stored within the private cloud.

